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AN INVESTIGATION INTO STUDENTS' PERCEPTIONS ON PEER CORRECTION IN WRITING THROUGH WIKIS

MA THESIS

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TAAHHÜTNAME

Yüksek Lisans Tezi olarak sunduğum "Yazma Etkinliğinde Akran Dönütü ve Bu Tekniğin "Wiki" ile Uygulanmasına İlişkin Öğrenci Algıları Üzerine Bir Araştırma" adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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ABSTRACT

An Investigation into Students' Perceptions on Peer Correction in Writing through Wikis aims to investigate the perceptions and opinions of a group of EFL students on peer correction and their perceptions on learning English through computers with wikis. In addition, it aims to find out if there has been any change in the students' perceptions and opinions on learning English through computers and peer correction technique and their anxiety level in writing in English by the help of the implementation a wiki.

The study was carried out with 12 participants doing an English course at a private Language Course called Dilko English in Çanakkale. The data were collected by means of qualitative and quantitative research techniques. Pre-tests and post-tests which were given before and after the treatment were quantitative in nature; and the follow up interview was a qualitative technique. The data obtained from the tests (questionnaires) were analyzed and interpreted with the help of SPSS computer programme, while the data collected by the interview were evaluated qualitatively and quantitatively.

The results of both quantitative and qualitative findings of the study revealed that there was a significant change in learners' perceptions and opinions on learning English through computers and the wiki page. Also it was seen from the results that there was a statistically significant decrease in the students' anxiety level of writing in English. Furthermore, the quantitative results revealed that a remarkable decrease in the anxiety level of students in writing after the wiki implementation occurred. Finally, the participants' perceptions on peer response had generally been detected positively.

This study concludes that the wiki implementation has resulted in a significant improvement in learners' perceptions and opinions on learning English through computers and a reasonable decrease in their anxiety level of writing in English. In the light of these findings, this study draws attention to the importance of technology in EFL classes. Finally, it offers some suggestions for further research.

ÖZET

Yazma Etkinliğinde Akran Dönütü ve Bu Tekniğin "Wiki" ile Uygulanmasına İlişkin Öğrenci Algıları Üzerine Bir Araştırma isimli bu çalışma, bir grup İngilizce öğrencilerinin akran dönütü (peer correction) ve wiki isimli bir internet sayfası aracılığıyla bilgisayar kullanımıyla İngilizce öğrenme üzerine algılarını ve görüşlerini incelemek amacıyla yürütülmüştür. Buna ek olarak, çalışma, öğrencilerin bilgisayar aracılığı ile İngilizce öğrenme ve akran dönütü tekniği üzerine algı ve görüşleri ve ayrıca İngilizce yazma becerileri ile ilgili kaygı seviyelerinde değişme olup olmadığını bulmayı amaçlamıştır.

Araştırma, Özel Çanakkale Dilko English Dil Kursu'nda İngilizce öğrenim gören 12 katılımcı ile gerçekleştirilmiştir. Veriler nicel ve nitel araştırma yöntemleri kullanılarak elde edilmiştir. Uygulama öncesinde ve sonrasında verilen testler(anketler) nicel, uygulama sonrasında gerçekleştirilen görüşme ise nitel bir tekniktir. Anketlerden elde edilen veriler, SPSS bilgisayar programıyla analiz edilip yorumlanmış, görüşmeden sağlanan veriler ise nitel ve nicel olarak değerlendirilmiştir.

Çalışmadan elde edilen hem nicel hem de nitel bulgular, uygulama sonrasında, öğrencilerin wiki sayfası aracılığıyla bilgisayar ile İngilizce öğrenme üzerine algı ve görüşlerinde anlamlı bir değişme olduğunu ortaya çıkarmıştır. Ayrıca sonuçlar öğrencilerin yazma becerileri üzerine kaygı derecelerinde istatistiksel olarak önemli bir azalma olduğunu göstermiştir. Bununla birlikte nicel bulgular wiki uygulamasından sonra öğrencilerinin yazma becerileri üzerine kaygı derecelerinde makul bir azalma olduğunu ortaya çıkarmıştır. Son olarak, öğrencilerin akran dönütü tekniği ile ilgili algılarının genel olarak olumlu olduğu tespit edilmiştir.

Bu çalışma, wiki uygulamasının öğrencilerin bilgisayar kullanarak İngilizce öğrenme ile algı ve görüşlerinde önemli bir artış ve İngilizce yazma becerileri üzerine kaygı derecelerinde ise makul bir azalma olduğu sonucunu ortaya çıkarmıştır. Bu bulgular ışığında, çalışma, İngilizce sınıflarında teknoloji kullanımın önemini vurgulamaktadır. Son olarak, çalışma, daha sonraki çalışmalar için önemli öneriler sunmaktadır.

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TO

MY MOTHER

&

MY AUNT

&

MY SUPERVISOR, ECE ZEHİR TOPKAYA

FOR THEIR ENDLESS SUPPORT AND LOVE

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ABBREVIATIONS

CALI	Computer-Assisted Language Instruction
CALL	Computers Assisted Language Learning
EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
FL	Foreign Language
ICT	Information Communication Technologies
L1	First Language
L2	Second Language
RQ	Research Question
SLWAI	The Second Language Writing Anxiety Inventory
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter begins with a brief discussion of the background to the study. Then, it introduces the purpose of the study and research questions. After it presents the significance of the study, assumptions and limitations of the study are presented. Finally, it describes the organization of the study.

1.1 Background of the Study

Technology integration in education could be considered as the latest educational change movement, and it could be maintained that the main reasons for educational change, or technology integration, are firstly the demands of the society as to how to produce desired outcomes that can function well in the changing work life, and the desire to keep up-to-date with the constant innovations that shape human life (Irving, 2003). As there has always been the need and seek for integrating new and interesting techniques and tools into classes, within the context of English Language Teaching (ELT) it is believed that technology integration brings about innovations that make language learning both more authentic and meaningful (Warschauer & Kern, 2000; Warschauer & Meskill, 2000; Young, 2003).

One of these technological innovations or web 2.0 tools is Wikis. Wikis are Web-based online software programs allowing any user to add, edit, or delete content on a Wiki web page. Thanks to their relative easiness and their interactive nature, Wikis are

potentially effective tools for online collaborative group work, and they are the breeding ground for a type of activity frequently used in online distance education (Coyle & James, 2007).Wikis are most commonly used in English as Foreign Language (EFL) to support writing skills in English and by providing cooperative/collaborative learning.

Writing is a challenging and sophisticated skill which can be seen as an essential component of language learning. A number of approaches have been employed in the teaching of L2 writing since it has been recognized as a separate skill which necessitates valuable class time to develop.

The use of technology for the development of learning /teaching writing and the use of peer correction have been researched for the last decade. It has been found that there are some web tools which are Wikis and blogs used in EFL writing. The use of Wikis and anxiety are regarded as the most crucial points in EFL writing. Although, there is hardly any study investigating anxiety in writing in the literature review, it is seen that especially wiki pages are being used in development of writing activities as using wiki technology may provide ELT teachers many advantages in the process of teaching/learning writing. These advantages of wikis can be counted as genuine audience, authentic communication, process in authorship in L2 writing, peer review and peer collaboration.

During the writing process, responding to students' texts is central to the successful teaching and learning of writing. Teacher response, self-response and peer response are the types of responding to learners' writing. Peer response is a popular source of feedback in ESL/EFL classrooms. What Kroll (2001) and Hyland (2003) state about peer response is the idea of learners receiving feedback on their writing from their peers has been developed from L1 classes and has become an important part of types of response in second language classrooms. Peer revision as a type of responding to students' texts has gained concrete theoretical and empirical support in studies conducted by Mendonça and Johnson (1994), Villamil and Guerrero (1998) and Berg (1999).

Thus, through peer revision, students become mutual readers for each other in an attempt to technically improve their papers, and peer correction helps learner writer become more sensitive to audience in the process of writing.

According to Hyland (2003) peer correction may provide a way of developing the students' drafts as well as improving their understanding of effective communication in both conversation and written expression. He has precisely stated the advantages of peer correction (2003:199).

As the latest educational change wave, technology integration is believed to carry a fruitful potential, the effective practices are rare to find even in the countries where computer availability in classrooms is at high levels. To portray a clearer picture of the case, within the context of this study, the perceptions and opinions of EFL students on learning English through computers and on peer correction technique by using a wiki page will be defined. Moreover, baseline data about the change, if any, in writing anxiety level of learners will be provided by the help of the wiki implementation which will eventually help portray the benefits of wiki use and peer correction in EFL writing.

1.2 Purpose of the Study

The purpose of the current study is to investigate the perceptions and opinions of EFL learners on learning English through computers through a wiki implementation, which is a 12 week case study. Also, this study seeks to understand/determine the changes, if any, in EFL students' opinions and perceptions about peer correction, writing anxiety and learning English through computers.

Research Questions:

RQ1 Is there any change in students' opinions on learning English through computers before and after the wiki implementation?

RQ2 Is there any change in students' anxiety level on writing before and after the wiki implementation?

RQ3 What are the students' perceptions and opinions on peer correction before and after the wiki implementation?

RQ4 What are the students' opinions and perceptions on "wikis" and the usage of this website to learn English before and after the wiki implementation?

1.3 Significance of the Study

The wiki pages, which are brand new internet tools in communication world, serve many purposes in education especially in ELT as it has been indicated in the background of the study. Although there are few studies based on wiki implementation and peer correction (Franco, 2008; Turgut, 2009), one of the most important purposes is the application of peer correction technique in writing process.

An effective feedback practice is required to encourage students to keep their writing which is the most painful and the slowest moving skill while learning a foreign language. In the process of this implementation, the use of a wiki page can be regarded as an efficient social environment to keep students active in learning process and to use peer correction practice and to encourage them to use it. Therefore, considering that it is

an experimental study, this research can also provide important insights into the effectiveness of peer feedback in improving students' writing skills.

One other crucial point of the study, anxiety, among other affective variables, has stood out in the field of language acquisition and learning in the last decades. Although most studies of foreign language anxiety have centered on the difficulties caused by anxiety with respect to activities such as speaking and listening, recent studies have provided validation for regarding writing anxiety as a specific type of anxiety, unique to the language-particular skill of writing (Kurt and Atay et al, 2007:12-23).

At the outset, it has been determined that there have not been many studies on peer correction in EFL and the wiki implementation in literature on EFL. Moreover, anxiety in EFL writing has not been studied in literature. Thus, this study will contribute to the existing literature.

1.4 Limitations of the Study

A group of EFL learners doing an English course at a private language course in Çanakkale participated in this study which was carried out for over 8 weeks in the summer term of 2010-2011 year, and a pilot study was implemented in order to determine possible problems related to the wiki page implementation and the questionnaires that were used as pre-and post- test instruments of the main study. The findings of this study are limited to the size of the sample group, the length of the study and the instruments developed. For this reason, the results cannot be generalized for learners of English and settings where English is thought as a foreign language.

1.4 Assumptions of the Study

The study has the following assumptions:

First of all, it is assumed that all the subjects participated in this study willingly and they were honest and frank when answering the questions in the questionnaires and the interview.

Secondly, it is assumed that the subjects are willing to participate in this study because of the fact that they are enthusiastic about learning a foreign language and the fact that their age level is appropriate to innovation.

It is also assumed that there are not many intervening factors that might affect the results and mislead the researcher.

1.5 Organization of the Thesis

This thesis is composed of six chapters. Chapter one presents the background to the study. Then it goes on with the purpose of the study and research questions. Chapter one also involves the significance, assumptions, and limitations of the study. It finally describes the organization of the thesis.

Chapter Two and three focuses on technology and wikis in language learning in detail with the studies done in that field. In this chapter, writing and wikis in language learning are also touched upon by investigating anxiety in writing in English, the correction types and peer correction technique.

Chapter four explains the methodology. In this chapter, the instruments and procedures for the pilot and main study are described under the headings: setting, participants, materials, data collection and analysis.

Chapter Five reports the findings of the study and the results are discussed in detail in order to find answers to the research questions.

Chapter Six makes conclusions about the study and present some implications for further research.

1.7 Chapter Summary

This chapter briefly reviewed the background to the study. The purposes of the study and research questions were pointed out. The significance, the assumptions and some limitations of the study were discussed. Finally, the organization of the thesis was outlined.

CHAPTER II

TECHNOLOGY AND WIKIS IN LANGUAGE LEARNING

2.0 Introduction

This chapter, which mainly focuses on theoretical aspects of technology and wikis in language learning, begins with a detailed review on the definition and the description of the concepts. Next, several controversial issues related to the concept of technology and the use of wikis are discussed. Then, the historical development of wikis is reviewed.

2.1 Technology in foreign language learning and teaching

Over the last thirty years, technology has revolutionized the way people work, communicate and interact with each other. Especially in the last decade the ability of technological resources to contribute to humans' knowledge base and reality have moved up to a new level that has dramatically changed and will continue to change the way people are educated and entertained. This being the case, technology is gradually being a must in education world and without doubt, especially it will keep lying at the heart of language education by providing learners authentic knowledge in foreign language and intellectual skills to communicate. It can be suggested that both English as a foreign language and technology are the tools to survive in communication world.

There has been a long interrelation between education and innovation and teachers have always looked to improve the effectiveness of their teaching with the new and outstanding technological tools offered to them. The Office of Technology Association (OTA) Report (1995:6) summarizes these attempts with this explanation:

> … Throughout history, teachers have taken up the tools at hand to help them teach whether marking on clay with a stylus, or writing on a blackboard with chalk. As new technologies have emerged- photography, filmstrips, radio, television- teachers have used them to extend the range of what they could teach, illustrate ideas in different ways, bring new materials to students, and motivate learners.

Accordingly, whether with chalk, television, or Information Communication Technologies (ICT) and the Internet, the word of change has always been appealing for the world of education. With regard to this, during the last decade a great amount of money has been spent on buying computers (the technological innovations of this decade) and connecting these computers to the Internet, which offers a new era for classroom teaching (Kiridis, Drossos, & Tsakiridou, 2006).

Considering the large amount of money which has been invested into technology integration in education, it may be maintained that during the last two decades technology has been seen as the cure for the illnesses of the education systems all over the world (Albirini, 2004) and successful outcomes of this integration have been regarded as the fruits of effective implementation.

With the successful integration of technology being one of the key factors in socioeconomic development (Castells, 2000:cited in Warshauer, 2008), schools and teachers will not sacrifice the time, effort, and money required to implement technology based instruction only for the goal of teaching the same English skills better than before. Rather, they will make these sacrifices because they believe that bringing technology and innovations into EFL classrooms, as part of the English curriculum, is essential if their students and society are to fully develop (Warshauer, 2008).

According to Adıyaman (2002) technological equipments are categorized in two ways which are as the equipments such as radio, TV, cassettes, CD, DVD and the equipments widely used in EFL classrooms like e-mails, computers, interactive radio and television programs, teleconference and internet conferences.

The use of such technologies brings a lot of advantages into the classroom. First of all, learners may have an opportunity to see the real world in the classrooms and they can be motivated easily. Ellis (1994) points out that creating challenging tasks and activities motivate language learners and movies, music and different materials as the part of technology can help learners' psychological and social improvement.

Furthermore, using such kind of technological equipments gives learners the sense of freedom and encouragement. With the help of technology they can be active, confident and involved in language learning process. Moreover, Crystal (1997) assumes that educational technology takes a great role in EFL classrooms in terms of providing authenticity and because of the current position of English as a global language. Jonassen (2000) discusses that technology in EFL classroom encourages not only the learners but the teachers in a positive way. Brown (2003) explains that internet and distance education increase the quality of language learning and provide available education. Therefore, the use of technology may provide teachers a good chance to develop and create different, enjoyable tasks in EFL classrooms.

In the Office of Technology Association's (OTA) Report (1995), the opinions of a teacher can best summarize the importance given to the implementation of technology into education: "You wouldn't want a doctor to remove your gall bladder without the latest technology and the skill to use that technology, would you? It's the same with teaching. [Teachers need tools, skills]…it's a profession" (p. 8). Thus, it could be asserted that being able to use technology has had a dominant place in teaching and it provides teachers more effective and authentic lessons.

Pelgrum, et al., (1997) comprehensively summarize the potential benefits of integration of ICT in education (see Table 1):

Table 1: Expected changes from education in an industrial society to education in an information society

Actor	**Education in the Industrial Society**	**Education in the Information Society**
School	* Isolated from society * Most information on school functioning confidential	* Integrated in society * Information openly available
Teacher	* Initiator of instruction * Whole class teaching * Evaluates student * Place low emphasis on communication skills	* Helps students find appropriate instructional path * Guides students‘ independent learning * Helps student to evaluate own progress * Places high emphasis on communication skills
Student	*Mostly passive *Learns mostly at school * Hardly any teamwork * Takes questions from books or teachers * Learns answer to questions * Low interest in learning	*More active * Learns at school and outside school * Much teamwork * Asks questions *Finds answers to questions *High interest in learning
Parent	* Hardly actively involved in learning process * No steering of instruction * No life-long learning model	* Very active in learning process * Co-steering * Parents provide model

(Pelgrum et al., 1997, cited in Pelgrum, 2001: 164)

As it can be seen from the table, with the help of technology integration, schools, teachers, students and parents are projected to go through drastic changes. For instance, schools become more integrated in the society and become platforms for asking question rather than platforms where students learn to answer questions. Teachers become facilitators rather than initiators of instruction. Students collaboratively and actively work to get knowledge instead of passively waiting for the knowledge presented to them as well (Akçaoğlu, 2008).

The literature is fraught with claims that computer technologies have great potential in assisting second language learning and teaching. The outstanding issue that educators are now faced with is to integrate technology into education effectively (Ban, et al., 2006). Therefore, advocating the use of computer technologies into EFL classes is no longer a peculiar idea.

To sum up, technology integration has a promising potential for a drastic change in education. As an established area of education field, language teaching has been also aware of this innovation movement and followed the trends closely. As it is also one of the purposes of this study, the educational value of using technology for ELT is one of the key components of effective integration. The teachers' knowledge as how to use technology effectively in ELT depends on the depth of their knowledge on the benefits and right usages of technology.

2.1.1 Language Teaching and ICT

2.1.1.1 Brief History of ICT and Computer Assisted Language Learning

The use of computers for language teaching purposes has taken many forms since they first took part in English language classrooms. In fact, the path of computer assisted language learning is quite similar to what language teaching itself has followed to the present day.

Computer assisted language learning (CALL) is briefly defined by Levy (1997: 1) as "the search for and study of applications of the computer in language teaching and learning". CALL embraces a wide range of Information communication technologies (ICT) applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterized CALL in the 1960s and 1970s to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning.

The term CALI (Computer-Assisted Language Instruction) was in use before CALL, reflecting its origins as a subset of the general term CAI (Computer-Assisted Instruction). CALI fell out of favour among language teachers; however, as it appeared to imply a teacher-centered approach, language teachers are more inclined to prefer a student-centered approach, focusing on learning rather than instruction. CALL began to replace CALI in the early 1980s (Davies & Higgins 1982: 3).

The researchers divided the history of CALL into three phases: behavioral, communicative and integrative CALL (Al-Shehri, 2004; Braul, 2006; Lee, 2000; Warschauer & Kern, 2000).Drill and practice software was the mainly available tool at the time of Behavioral CALL or Structural CALL, which mainly followed computer-as-tutor model and provided learners merely with worksheets on computer screens rather than on paper (Warschauer & Kern, 2000). Then the era of communication and communicative software followed, Communicative CALL, in which content was the focus and grammar was believed to be taught implicitly. Currently, the Integrative or Sociocognitive CALL, which aims at teaching language skills in an integrated fashion and shifting the dynamic from learners' interaction with computers to interaction with humans via the computer, is the accepted form of computer use for language teaching purposes (see Figure 1).

Then, the second wave of computer use has gained power with the help of World Wide Web. When the widespread use of internet emerged in late 1990s, internet made a vast amount of information available and students found themselves engaged in more meaningful tasks (Kim, 2004). The Internet also provided opportunities that were never achievable before, such as the opportunity to find authentic materials and native speakers with the click of a mouse. Updates to cover the period from 2000 to the present day are being integrated into CALL. These advents which appeared after 2000 and intensively used are Blogs, wikis, social networking, Podcasting, Web 2.0, Distance Learning, Virtual Learning Environments (worlds) and Interactive whiteboards. http://www.ict4lt.org/en/en_mod1-4.htm

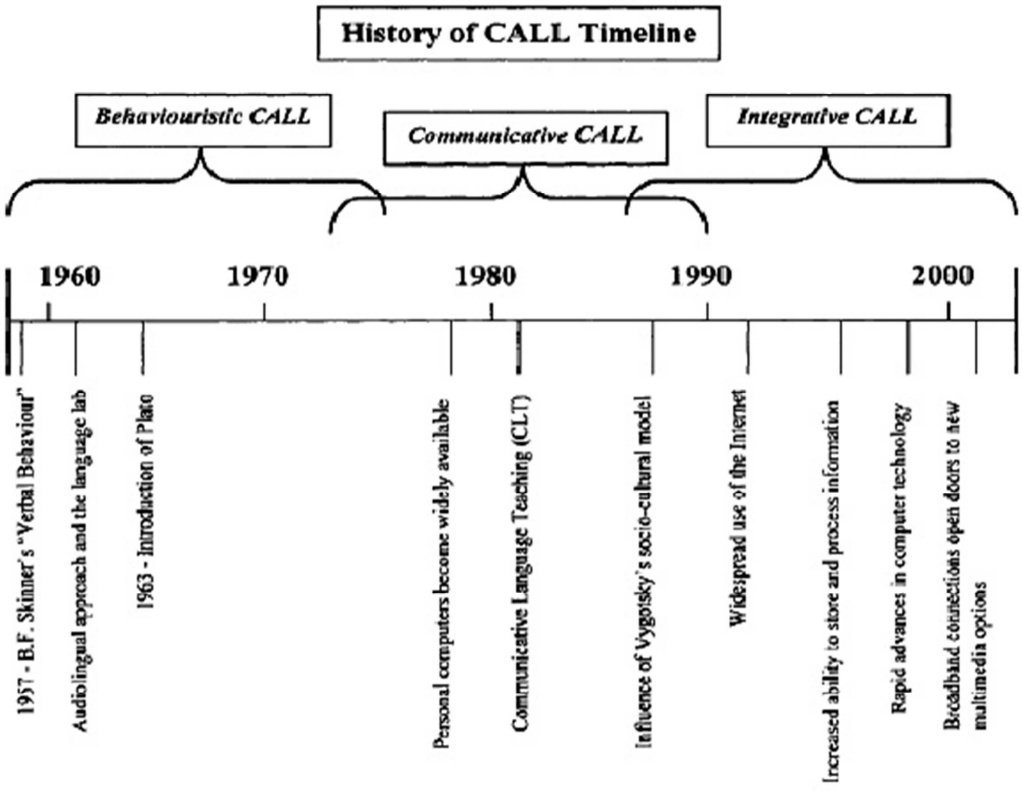

Figure 1: The History of CALL Timeline (Braul, 2006: 25)

In accordance with the change of CALL, it can be alleged that, in Kim's statements (2004), the first wave of computer use, namely the wave of drill and kill type activities, which were given this name due to their repetitious and boring structure, were nothing more than the replacement of grammar worksheets with computer-based worksheets. Salaberry (2001) claims that during this *wave* "most of the software programs were drill-practice and tutorial in nature, amounting to little more than electronic textbooks" (45).

2.1.1.2 Benefits of using ICT in ELT

When the field is reviewed for potential benefits of technology integration in teaching English as a foreign language, the research conducted on the benefits of CALL on ELT has acknowledged that using technology is beneficial in many aspects. It is maintained that successful implementation of technology could bring about innovative changes such as the opportunity for authentic communication, increases student motivation and autonomy, and attendance by shy and disaffected students as the students feel more confident to communicate through a medium and have more time to think during communication (Lee, 2000; Young, 2003).

First of all, ICT can be used as a tool to motivate students and to foster learning. In other words, with the help of the Internet-based tools, learners are able to gain motivation and feel more enthusiastic about their own learning (Liu, Moore, Graham, & Lee, 2002; Yang, 2001; Young, 2003) and thus they feel more motivated to learn (Lee, 2000). The appeal of the virtual environment might be one of the main reasons for the observed increase in motivation by students (Young, 2003). Young also states that the integration of communication technology on the Internet with English facilitates the creation of a virtual environment that transforms learning from a traditional passive

experience to one of discovery, exploration, and excitement in a less stressful setting (447). Therefore, the new outlook or dimension the usage of computers provided takes ELT to a newer level, where learners feel more motivated. In other words, working on their own, and getting the proper guidance, learners feel more motivated to learn as this self-paced experience forces the learners to take responsibility for their own learning (Kim, 2004).

The use of computers enables vast amount of opportunity for today's language learners in terms of communication and interaction which is regarded as the key element of successful language learning and was not available to learners before the use of internet emerged in ELT. Secondly, one of the key elements in successful language learning, which has long been a barrier for language teachers, is overcome with the innovations the Internet brings the opportunity for authentic communication with native speakers (Liu et al., 2002). Giving the learners the chance for authentic and meaningful communication helps foster the language skills of the learners and the Internet serves as an ideal platform for such practices (Lee, 2000). To this end, Yang (2001:85-86) states that:

> The tools and resources available on the world-wide web (conferencing, email:, whiteboard, streaming and plug -in' technologies, etc.) offer prime opportunities for cultivating the five Cs, communication, cultures, connections, comparisons, and communities (ACTFL, 1999), through multimodal channels (listening, speaking, writing, reading and communicating). The web provides an effective forum for dialogue on issues that enhance or challenge the community. With a huge, amazing, world-wide system of voluntarily interconnected networks with literally millions of documents, resources, databases and a variety of mechanisms for communicating, Internet technology serves as an intrinsically motivating device and a natural platform for the development of the five Cs.

Lastly, the opportunities that virtual environments provide go beyond just being a source of motivation through their colorful atmosphere, and help learners to learn vocabulary better with the support of visual media, increasing their reading ability by providing numerous source of authentic texts, and helping them improve their writing skills by providing chances for authentic written communication (Liu et al., 2002). What is more, while learning the language, when guided properly, the Internet and computers help the learners explore the target culture, and get a chance to learn the

language in its original context (Lee, 2000). In addition, multimedia features of the computers and the internet improves its alluring potential day by day, which helps increase the motivation of the students toward learning.

2.1.1.3 Computer and Multimedia ELT

Computer technology has been exploited in language teaching since the 1980's. Apparently, this technology has had a never-ending development and has offered ELT a lot of choices which are Radio, TV, CD Rom, Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's, and the list is endless. Living through the days when a piece of Newsweek Magazine was a treasure, it is relieving and astounding to know that with the help of a personal computer, language learners can now not only access a plethora of authentic materials, but teachers can also easily create tasks that are meaningful for the students.

Lee (2000) states many reasons for applying computer technology in the classroom. Computer technology use,

- proves practices for students through the experiential learning,
- increases motivation of the learners,
- enhances student achievement,
- promotes teacher and learners to use authentic materials,
- encourages greater interaction between teachers and students and students and peers,
- emphasizes the individual needs of the learners,
- enlarges global understanding.
- can be a wonderful stimuli for second language learning because it provides a lot of fun games and communicative activities.
- reduces the learning stresses and anxieties and it provides repeated lessons (Lee, 2000; cited in Lai & Kritsonis 2006).

It is also stated by Braul (2006) "…students bring to the learning environment different learning strategies and styles, different levels of motivation, and different language competencies" (26). Thus, with the help of computer use, instruction could be made more individualized (Braul, 2006; Kim, 2004; Moeller, 1997), and therefore the different needs of students could be more easily met.

What is more, as computers can repeat instruction as many times as a learner wants, they may enjoy the freedom of going at their own pace without feeling under pressure by the teacher and the rest of the class, which is claimed to have an anxiety-reducing effect (Braul, 2006).

Besides working at their own pace, one other advantage of learning a language with the help of computers is that learners gain an important skill which is critical thinking (Hopson, Simms, & Knezek, 2001; Kim, 2004).

Moreover, computer integration offers a wonderful self-access facility. As the learners are free while they are studying, it promotes them to have autonomy and independence in language learning. It gives teaching materials an active role; so they become more interactive and they let learners enjoy from the tasks while teaching (Domingo, 2007).

However, with the advent of Internet, the computer has been transformed from a tool for information processing and display to a tool for information processing and communication. The instant worldwide connections provided by the Internet have changed the way teachers and learners work in their teaching and learning of second/foreign language. Indeed, the use of the Internet and the World Wide Web in second and foreign language instruction has been increasingly approved (Tuong Vi, 2005) and there are a number of applications of computer network technology which have been broadly utilized as multimedia, email, electronic journals, databases, World Wide Web, chat, audio and video conferencing etc.

Multimedia is media and content that uses a combination of different content forms. The term is used in contrast to media which use only rudimentary computer display such as text-only or traditional forms of printed or hand-produced material. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms (http://en.wikipedia.org/wiki/Multimedia).

According to Brett (1998) multimedia or computer technology combines a wide range of communication elements, such as text, sound, graphics, pictures, photographs, animation and moving video and is powerful because informational, communicative and publishing tools are easily accessible via one source, the computer (p. 81). Conforming to the fact that with the integrative CALL an era where skill integration has gained importance, one may argue that the multimedia aspect of ICT is useful in language teaching.

Warschauer (1996b) claims that with the help of hypermedia (e.g. World Wide Web), multimedia becomes a more powerful tool for language learning. He goes on to say that one of the advantages of using hypermedia for language teaching is that it provides learners with a more authentic learning environment, as, for example, listening can be combined with seeing. He asserts that skills are easily combined with the help of hypermedia, as the diversity of media makes it natural to integrate reading, writing, speaking and listening into a single activity. As learners can find vast amount of language resources on the internet, teachers can easily direct their students toward meaningful tasks that both improve the students 'critical thinking abilities and language skills.

Thus, while using hypermedia students have more control over their own learning while learning at their own pace; and a principal focus on content is facilitated without totally undermining a secondary focus on language form or learning strategies.

Moreover, instead of dealing with the trouble of using cassette players, or even CD-players that have replaced them, the availability of online audio content presents itself as a vast resource available for language teachers and learners who seek authentic input. On this issue, Braul (2006) alleges that audio and video clips accessed through a CALL program allow students to listen and watch native speakers in realistic, meaningful, natural and culturally appropriate situations. Thus, it may be argued that the use of multimedia has great value in terms of providing students with authentic language input and integrating language skills.

The multimedia or the hypermedia has a very effective role if it is applied in the right place and the right time. Firstly, it motivates students in the way by bringing a piece of real life into the classroom and facilitates learning process by providing stimulating, topical and authentic material. Moreover, media presents language in a complete communicative context and this may give the material authenticity. When it is presented appropriately, it provides a wealth of information and cultural input. It helps to develop a critical analysis and understanding of different aspects of English in these kinds of aspects:

*Vocabulary

*Pronunciation

*Idiomatic expressions

*Sentence structures

*Cohesive devices

*Informal and formal English styles

*Stress, intonation

*Pragmatics

Celce-Murcia (2001) clearly states that as learners differ in learning styles and intelligence types, multimedia and the computer technology cater for the needs of different learners by providing them to encounter with the native speakers or other non-native speakers apart from the teacher. Therefore, they will not dependent on the teacher's idiolect.

Ultimately, however, it is important to recognize that computers are not a substitute for effective teaching. Computers are tools which are simply one type of supplement to the regular curriculum in language teaching while learners are developing their English language skills.

2.1.2 Internet and Authenticity in ELT

The World Wide Web (www), the most important Internet service, began as an experimental project in 1989 at CERN at Switzerland and was perfected in 1993. It consists of thousands of documents—all are linked by 'hypertext'—documents that have links embedded into other documents However, it was the end of 1990s that the internet era emerged in ELT world (http://wikieducator.org/Use_of_Computer_in_Developing_Writing_Skills).

Whether it is called the Internet, the World Wide Web, or Cyberspace, perhaps the most important advantage of using this technological tool in the education of ELL students, is the great wealth of culturally authentic documents it makes available to teachers and learners.

The term that describes the internet "electronic age" has developed more rapidly than any other communications age, fueled by rapid developments in digital technology. By the end of the 20th century, the term Digital Culture was being used to describe the

new communications culture which was becoming increasingly dominant in societies via internet throughout the world (Coyle and James, 2007).As such with rapid development on Education world, the members of this community have taken some names such as “Digital Natives”, “Net Generation”, “Milennials”...etc.

Tapscott (1998:139) addresses the need to use different approaches in education with the members of the new generation, which he referred to as the Net Generation, or NGen. The new paradigm is a shift from traditional learning (broadcast learning) to “Interactive Learning”. Educators and students can shift to more powerful Interactive Learning by exploiting the digital media (see Figure 2).

Broadcast Learning		**Interactive Learning**
Linear, Sequential/Serial	→	Hypermedia Learning
Instruction	→	Construction/Discovery
One size fits all	→	Customized
Absorbing Materials	→	Learning How to Learn
School	→	Lifelong
Teacher-centered	→	Learner-centered
School as Torture	→	School as Fun
Teacher as Transmitter	→	Teacher as Facilitator

Figure 2: The shift from broadcast (traditional) to interactive learning (Tapscott, 1998)

As it is outlined by the figure above, similarly Prensky (2001:36) stated that today’s students are no longer the people the educational system was designed to teach. Prensky (2001) referred to *Digital Natives* and *Digital immigrants*. “Today’s students are ‘native speakers’ of the digital language of computers, video games, and the

Internet. They process information and act differently than previous generations. Digital immigrants have had to adapt; their 'accents' are discernible" (Prensky, 2001:11). In other words, older generations interact with technology in a more deliberate way rather than the "natural" way that technology is embedded as part of the lives of the Net Generation.

Hartman and Roberts (2005) reported that the Net Generation's technology-literate learners have rising expectations which often are difficult for many educational institutions and organizations to meet. In terms of the service the Net Generation expects, Amazon.com, eBay, and Google are their models. General characteristics of the Net Generation include: they are always connected, multi-tasking, resourceful, inquisitive, like to customize, and are both independent and interdependent (Hartman & Roberts, 2005).They expect immediacy, self-service, and customization and they would like to engage in learning experiences.

Providing learners especially to those who are regarded as "digital natives" or "net generation" with authentic materials and meaningful tasks has been one of the greatest challenges and goals of the ELT teachers. Therefore, in line with this purpose, they have looked for new ways to involve in their teaching process to provide learners more meaningful and long-term language learning with authentic materials. In addition, with the development of new technologies, there has been a growing interest and willingness in applying these technologies in the educational arena which has been a popular issue still occupying the field by paving the way for constant predictions of how computers will affect the educational future of ELT classrooms and students (Celce-Murcia, 2001).

Living through the days when a piece of Newsweek Magazine was a treasure, it is relieving and astounding to know that with the help of a personal computer, language learners can now not only access a plethora of authentic materials, but the teachers can also easily create tasks that are meaningful for the students.

Internet use has several auspicious advantages over regular classroom instruction. In the first place, the computer is a "patient tutor" (Nunan, 2003) where learners can repeat exercises as often as necessary to gain mastery by the help of these web-based programs, something which is not always feasible in a face-to-face classroom. Students can also gain instant, individualized feedback on their performance, often with a diagnostic report on where additional practice is needed. Finally, they have the advantage of providing the learner with a "private space" for practicing their English, which is valued by shy or inhibited students With the help of files available on the Internet (authentic texts, sounds, videos, or pictures), language learners can find documents which capture learners' glance (Braul, 2006; Warschauer, 1996b). One of the biggest benefits of these authentic documents is that:

> …the authentic documents immerse students in discourses that extend well beyond the classroom, their immediate communities, and their language textbook. This is particularly critical for foreign language students who otherwise see the target culture only through their instructor and select curricula (Warschauer & Meskill, 2000: 307).

According to Moeller (1997:11) another advantage of these authentic and culturally rich realia is that "once the students start reading a text dealing with contemporary issues in the target culture, they become motivated to read more and investigate a topic further. As they read for the content, they improve their reading skills and strategies". In other words, the authentic opportunities the Internet provide language learners with not only rich materials, but also increase their motivation toward learning activities with the help of their authenticity.

Apart from the fact that learners can reach authentic and culturally elaborated materials, the Internet is also a platform for another unique opportunity: authentic communication with native speakers of English with the help of synchronous and asynchronous communication channels (Braul, 2006; Warschauer, 1996a, 1996b; Warschauer & Meskill, 2000). From a different view point, Warshauer and Meskill (2000) point out that the Internet is a powerful tool for assisting in the language classroom.

What is more, Warschauer & Meskill (2000) claim that online communication opportunities can provide learners with socialization into discourse communities; enabling them to engage in authentic communication and get the necessary comprehensible input they require learning the language, thus simultaneously helping them to learn both the content and the language. Moreover, the authors claim that the communication skills the learners acquire through these online tasks may function as a practice for the real-life tasks the learners will face later (Braul, 2006).

Likewise, Kim (2004) claims that online opportunities promote thinking skills, a sense of an authentic audience for reading and writing, literacy for authentic purposes, literacy within social context, the fostering of computer skills, and is often a breeding ground for incidental learning. Therefore, the usage of computers and the internet for these reasons could be considered as using computers as student tools, as they give the learners to use language meaningfully and authentically, as well as they let learners work at their own peace and interests.

In a nutshell, the opportunities online learning environments provide go beyond just being a source of motivation through their colorful atmosphere, to helping learners to learn vocabulary better with the support of visual media. And also the online learning environment increase their reading ability by providing a vast source of authentic texts, and help them improve their writing skills by providing chances for authentic written communication (Liu et al., 2002). What is more, while learning the language, when guided properly, the Internet and computers help the learners explore the target culture, and get a chance to learn the language in its original context (Lee, 2000). Moreover, multimedia features of the computers and the internet improve its conspicuous potential gradually, which help increase the motivation of students toward learning.

2.1.3 Review of the Studies on Computers and Internet in EFL

Since the beginning of computer and web tools use in ELT, there have been numerous studies investigating the effectiveness of internet use and computer-mediated communication (CMC). Much of the research has been carried to check the effectiveness of computer technology and the web tools in vocabulary learning, reading and writing skills. Few studies have aimed at investigating the use of computer technology and internet tools in speaking and listening skills.

First of all, a significant amount of literature indicated that studies aimed at checking the effectiveness of computer integration in language education (Armstrong & Yetter-Vassot, 1994; Garrett, 1991; Ruschoff, 1993; Sussex, 1991). For instance, Dunkel (1990) asserted that the possibilities of computer technology as a tool could include increasing language learners' (1) self esteem, (2) vocational preparedness, (3) language proficiency and (4) overall academic skills.

Furthermore, the benefits of multimedia, the Internet, and various forms of distance education were explored by many others (For example: Armstrong & Yetter-Vassot, 1994; Garrett, 1991; Ruschoff, 1993; Sussex, 1991). Educators were particularly interested in technology's interactive capabilities, such as providing immediate feedback and increasing learner autonomy, in addition to the capability of simulating real-world situations via audio, video, and graphics (Chun & Brandl, 1992; Hoffman, 1995/1996; Jones, 1991, Legenhausen & Wolff, 1990).

Moreover, discussions of the benefits of computer technology included the exploration of the application of certain technologies in specific language areas. Hypermedia technology with its linking and interactive capabilities was discussed as a

tool to enhance vocabulary learning (Liu, 1994), and reading comprehension (Hult, Kalaja, Lassila, & Lehtisalo, 1990). Chun and Plass (1997) considered the potentials of using video and audio to support text comprehension. Kramsch and Andersen (1999) argued that multimedia technology could provide authentic cultural contexts that are important for language learning. Others advocated CALL programs, especially voice-interactive CALL for improving learners' speaking skills (Ehsani, & Knodt, 1998; James, 1996). The literature seems to indicate that most of the studies aimed at testing the potential benefits of technology and internet use in vocabulary, writing, reading and speaking skills.

Furthermore, in comparing CMC and face-to-face discussion, research has demonstrated that within computer-mediated environments, language learners display lower levels of anxiety (Beauvois, 1992; Kelm, 1992).

In different studies, it has been found out that the learners participate more when they have computer-mediated environments (Kelm, 1992; Kern, 1995; Sullivan & Pratt, 1996). In some studies it is detected that there is more peer-to-peer interaction, and that students produce more language (Beauvois, 1992; Kelm, 1992; Kern, 1995). When learning takes place within CMC environments, language learners also generate more types of sentence structures and more discourse functions (Chun, 1994; Kern, 1995), they use more lexically and syntactically complex language and discourse strategies (Warschauer, 1996), they develop a greater cultural awareness (Jin, 2004; Warschauer, 1997), there is more equalized participation among students (Kelm,1992; Sullivan & Pratt, 1996; Warschauer, 1996).Other studies give the outcomes that students have a greater sense of errors (Salaberry, 1996), as well as developing increasingly target-like writing styles (Davis & Thiede, 2000).

Warchauter (1997) explored the use of email between a teacher and her students in a graduate of English as second language (ESL) writing class. He found that using email enables teacher to provide students with detailed and rapid feedback on the immediate problems and questions they had.

Krajka (2000) explains the importance of internet and adds that with the help of websites and on-line techniques, writing skill can be more interesting, appealing and motivating.

It can be said that technology also allows weak learners to reveal their capacity and creative mind. In addition to providing excellent authentic materials, technology offers language learners a chance to use daily conversations and rich vocabulary. In the study on the internet and computer – based classrooms conducted by Kang and Dennis (1995), there are interactive vocabulary choices for EFL students. Belz (2002) thinks that technology brings meaningful and communicative materials into the classroom such as tele-collaboration and interaction.

The computer not only can serve a variety of uses for language teaching but also can be a tutor which offers language drills or skill practice; a stimulus for discussion and interaction; or a tool for writing and research. With the advent of the Internet, it can also be a medium of global communication and a source of limitless authentic materials (Warschauer, 1996). On the other hand, Garrett (1991) points out that ICT and CALL cannot be methods; they are in the medium which encourages the implementation of a variety of methods, approaches, and pedagogical philosophies (Garret, 1991; cited in Warschauer, 1996).

Needless to say, there are many ideas in both sides and there are both advantages and disadvantages of using technologies in the classroom. But as language teachers, if we apply these technological equipments in our language classroom, they may be helpful and makes learning more fun. There cannot be any methods with computers or other technological systems; rather than they can only be accepted as ‘tools’. Teachers cannot teach everything by the help of media and with computers, and also students have different learning styles that they need a variety of new materials and techniques. In brief, both students and teachers need to have enough knowledge to integrate technology and media in the classroom.

2.2 Wikis

Although the wiki concept was first invented by Ward Cunningham in 1995 more educators began looking at Wikis in 2004 and 2005 as experimentation with Web 2.0 services was started by some teachers and educational technologists (Coyle & James, 2007). It was created as a means to develop collaborative web pages by allowing information and associations to be added freely by any user.

A Wiki is a freely expandable collection of interlinked Web "pages", a hypertext system for storing and modifying information – a database, where each page is easily editable by any user with a forms-capable Web browser client (Leuf & Cunningham, 2001:14).

Wikis are Web-based online software programs allowing any user to add, edit, or delete content on a Wiki web page. Thanks to their relative easiness and their interactive nature, Wikis are potentially effective tools for online collaborative group work, and they are the breeding ground for a type of activity frequently used in online distance education (Coyle & James, 2007).

Kavaliauskienė (2010) defines a wiki as web page that can be viewed and modified by anyone online. In other words, any person can change its content. Wikis permit group collaboration across the Internet and provide users with both author and editor functions. Ebersbach, Glaser, and Heigl (2006) put forward a somewhat less-technical definition:

> "A Wiki is web-based software that allows all viewers of a page to change the content by editing the page online in a browser. This makes the Wiki a simple and easy-to-use platform for cooperative work on texts and hypertexts." (p. 10)

Skiba (2005) described the defining characteristics of a Wiki as social software that allows the ability to edit and add to a Wiki document with relative ease; a simplified hypertext markup language for creating documents; and an open editing philosophy in which the community can edit and add to the document (120-121).

A wiki consists of web pages where everyone has rights to post and edit everything, and editing is not discouraged but encouraged. A wiki provides a means to develop collaborative web pages by allowing users to freely edit both the content and the structure. These web publishing tools require little in the way of technical skills, allowing the user to concentrate on the content and the collaborative process (Boulos et al., 2006).

This collaborative process of building group wiki resources reflects the dynamic, ‘always improvable’ nature of knowledge which also can help to prepare learners for successful participation in the new practices of creating knowledge (Bruns et al., 2005). A wiki enables activities that will involve learners in the construction of personal and collective knowledge (Boulos et al., 2006).

As such it is a collaborative workspace where everybody has the ability to add, change and organise the content as they see fit. It provides a shared medium through which users from all around the world can collaborate. Users visiting a wiki page can simply click on the 'edit' button, make changes to the page, and click the ‘save’ button. Links to other wiki pages can easily be made by writing capitalised words together. Where the page does not already exist in the wiki a new page is automatically generated. While complex mark-up knowledge is not required for wiki, there are simple syntax conventions for some formatting functions, such as horizontal lines or external web links.

Because a history of all wiki changes is maintained in a database and a log of changes can be made available to all users, any change deemed unfit can be reversed by administrators or potentially any other user at the click of a button. As such, the system is essentially self-regulating. Errors can be corrected easily and any vandalism of pages can be reversed in minutes. Because the content and the history are controlled by the users, the only content that survives is the content that everyone has agreed is best. As such, data on a wiki has a survival-of-the-fittest, evolutionary feel (Davies, 2004).

This collaborative process of building group wiki resources reflects the dynamic, 'always improvable' nature of knowledge which can help to "prepare learners for successful participation in the new practices of creating knowledge." (As Lankshear et al. (2002:24) cited in Bruns et al., 2005) A wiki enables activities that will involve learners in the construction of personal and collective knowledge (Boulos et al., 2006).

2.2.1 Wikis in Language Learning

Most studies that deal with wikis in education state how a wiki supports a particular approach to learning. The most commonly listed learning paradigms are the cooperative/collaborative learning paradigms and the constructivist paradigms.

Moreover, wikis are characterized by a variety of unique and powerful information sharing and collaboration features. In cooperative learning, students work in heterogeneous groups to support the learning of their individual members. Cooperative learning leads to positive interdependence of group members, individual accountability, face-to-face interaction, and appropriate use of collaborative skills (Schaffert & Bischof, et al., 2006). Cooperative teams achieve higher levels of thought and retain information longer than students who do their work individually (Johnson and Johnson, 1986). The collaborative features of wikis make them particularly well

suited for cooperative learning environments (cited in Parker, Chao, 2007; Schaffert, Bischof, et al., 2006).

There are several papers that present a list of uses for wikis in the classroom, along with a discussion of each in most cases. Mader's site (2006b;) focuses merely on wikis in education, citing uses such as simple webpage creation, project development with peer review, group authoring, tracking group projects, data collection, and class/instructor reviews. While Fountain (2005) presents a survey of wiki use in education, suggesting several additional uses of wikis, he states that co-creating and co-monitoring projects are discussed, as is collaborative concept of elaboration (Cited in Parker & Chao, 2007).

What is more, Duffy and Bruns (2006) list several possible educational uses of wikis:

- Students can use a wiki to develop research projects, with the wiki serving as ongoing documentation of their work.
- Students can add summaries of their thoughts from the prescribed readings, building a collaborative annotated bibliography on a wiki.
- A wiki can be used for publishing course resources like syllabi and handouts, and students can edit and comment on these directly for all to see.
- Teachers can use wikis as a knowledge base, which enable them to share reflections and thoughts regarding teaching practices, and allow for versioning and documentation.
- Wikis can be used to map concepts. They are useful for brainstorming, and editing and a given wiki topic can produce a linked network of resources.
- A wiki can be used as a presentation tool in place of conventional software, and students are able to directly comment on and revise the presentation content.

• Wikis are tools for group authoring. Often group members collaborate on a document by emailing to each member of the group a file that each person edits on their computer, and some attempt is then made to coordinate the edits so that everyone's work is equally represented; using a wiki pulls the group members together and enables them to build and edit the document on a single, central wiki page (Cited in Parker, Chao, 2007:60-61).

Wikis, to name a final Web 2.0 example, are particularly suited for cooperative writing activities. On the same principle as Wikipedia, an entire class can be involved as the "collective intelligence" (O'Reilly, 2005) in the writing, rewriting, correction and modification of a theme-based foreign language Wiki site. The most common pedagogical application of wikis is supporting writing instruction (Lamb, 2004). Using a wiki as a writing tool maximizes the advantages of reflection, reviewing, publication, and of observing cumulative written results as they unfold (Fountain, 2005).

Lamb (2004) reports that a wiki called "Why Use Wikis to Teach Writing" lists a number of the reasons for the teaching of writing skills:

• wikis stimulate writing ('fun' and 'wiki' are often associated);

• wikis provide a low-cost but effective communication and collaboration tool (with an emphasis on text rather than software);

• wikis promote the close reading, revision, and tracking of preliminary work;

• wikis discourage 'product oriented writing' while facilitating 'writing as a process';

• wikis ease students into writing for a wider audience

The least successful wiki site is one the teacher just tells the students to make then never gets involved. As the students are novices at the start, they need some guidance and structure to begin with sharing their work on the wiki page. The teacher must act as a designer of the learning activities and the environment then guide the students in the use of wikis (Lund, 2006). The teacher should set the stage, trigger, initiate interactions, stimulate, monitor and guide online as well as offline activities conducive to learning

(Lund, 2006; Lamb, 2004). The support needs to be flexible and knowledgeable, catering for collective cognition as well as individual cognition.

2.2.2 Studies on Wikis in EFL

Although wikis were introduced more than ten years ago, their uses are relatively new in education (Chao, 2007; Evans, 2006; Schaffert, Bischof, et al., 2006). Higher education has only recently begun to explore the potential educational value of wikis as a means to promote deeper learning and integration of learning experiences from both inside the classroom and out (Chen et al., 2005).

Moreover, the popularity of wikis has begun to attract the attention of educators, who expect that wikis will facilitate not only communication but also the collaborative finding, shaping, and sharing of knowledge, all of which are essential properties in an educational context (Reinhold, 2006). As a consequence, studies related to wiki use in education have finally begun to appear in recent years.

A literature search reveals the current place of the wiki in education. There are a few applications, primarily in writing assignments, group projects, and online/distance education and innovative uses in other areas can be found as well. However, there is limited number of experimental research investigating the effectiveness of applying wikis in especially ELT education.

A study by Lund (2008) in Norway claims uniqueness of a wiki in its application of the activity theory (Jonassen and Rohrer-Murphy, 1999) in terms of the use of a wiki collaboration framework and the analysis of videotaped wiki production. The data were collected in high school EFL settings in 2005 and 2006 (N=31). Media Wiki was the chosen platform, and the wiki was used for a topical writing project in a pair wise-initiated teamwork activity. The study observed shifts in the students' perspectives

regarding learning processes from more traditional individualism to collective knowledge construction and ownership. This led to the conclusion that a wiki can be a viable tool to support collective language skills.

Coyle & James (2007) developed a study to examine online Wiki collaboration compared to more conventional face-to-face group collaboration in higher education. Results indicated there was no difference in the quality of reports related to the method of collaboration, suggesting that Wikis are an effective collaboration method; face-to-face collaboration is more efficient in terms of communication among group members and is sometimes preferred because it is familiar. Even though the Wiki software provided the capability, participants did not edit one another's Wiki work unless they had volunteered and were designated by the group to be an editor. Unless they were an editor, individual participants did not feel it was appropriate to change their peers' work.

Franco (2008) tested wikis for low-intermediate level EFL instruction with students in a private language school in Brazil (N = 18). The data came from two sources: wiki submissions and responses to an online questionnaire containing eight multiple-choice questions. The wiki was used for peer correction, in a group setting. The results suggested positive perceptions of wiki activity, and the pre-/post-peer correction data indicated progress in language acquisition.

Forte and Bruckman (2007) investigated the practicality of wikis in learning to understand the ways that the wiki construction kit creates a social landscape for classroom writing activities and possibilities for reflection, interaction and learning; 2) to contribute to the design dialogue in the wiki community and help further sensitize other researchers and developers to critical design issues in classrooms; and 3) to assess student learning.

Both Augar et al. (2006) and Naish (2006) mention the use of wikis as an icebreaker tool for online group work. They demonstrate how wiki technology can be used to enhance social interaction among students online as well as for the dissemination of information to the student body, for building information repositories, or for the collaborative production of documents.

Mak and Coniam (2008) explored the use of wikis with English as a second language (ESL) students (aged 11) for collaborative authentic writing lasting for six weeks in a secondary school in Hong Kong (N=24). PB wiki (http://pbworks.com/) was used as the platform; it supported by password protection to prevent unnecessary intrusion. The final products of the students were intended to be used for the school brochures to be distributed to their parents.

A case study was carried out by Lee (2010) involving 35 university students at the beginning level who contributed to wiki pages over a period of 14 weeks. Wiki technology was implemented in two sections of elementary Spanish to replace the traditional compositions. the primary aim was to support process writing by creating a virtual learning environment for group collaboration and scaffolding. The results show that creating wikis had a positive impact on the development of students' writing skills through collaborative engagement.

Most recently, Turgut (2009) reported the results of an analysis of a college preparatory writing course by using PB wiki in Turkey (N=77). The wiki was used for peer editing and for commenting on essays. The data consisted of wiki submissions, weekly journal entries answering twelve open-ended questions, and semi-structured interviews. Interviews were conducted after the beginning, middle, and end phases of the wiki project. At the end of each phase, three students were interviewed for 30 minutes each (N= 9). Unfortunately, the study failed to provide detailed data or describe the analysis methods used. Nonetheless, the following were observed: 1) improvement

in the students' writing skills; 2) improvement in the students' sharing of ideas, critical feedback, and confidence; and 3) greater motivation to participate in the activities.

Kessler (2009) used a wiki technique to investigate students 'behavior within a long-term autonomous interactive task and to focus their attention to grammatical accuracy throughout the task, addressing in particular the level of accuracy that participants achieved. Participants were willing to contribute to the collaborative task in the form of peer- and self-editing. The pedagogical implication of this research is the necessity for language teachers to experiment with the use of wikis and observe students' performance in varied collaborative tasks.

The findings of a study by Lin (2011) indicated that collaborative writing with Wiki assisted language learning environment serves to improve writing ability, foster contribution to peers, raise awareness of the forms and functions of English. It also serves to empower the lower-lever students to learn and contribute even more through Wikis.

Davies (2004) used a wiki to determine students' use of peer correction in writing and whether it is possible to develop their peer correction skills by using wikis during their EFL writing processes. It further investigates whether the students' use of peer correction skills have changed and evolved over time, after being exposed to the training of peer correction both in class and during their use of wikis outside the classroom environment.

Wichadee (2010) in his wiki based research, studied and compared students' English summary writing ability before and after they were taught through wiki. The target group was 35 students who enrolled in EN 111 course (Fundamental English I) in the first semester of the academic year 2010 at Bangkok University. Students in groups of four or five designed a wikispace and worked together for eight weeks in order to produce five pieces of summary written work. The members in each group worked

through editing and revision on web pages until the team got a final paper and submitted that to the teacher for evaluation. The instruments used in this study included (1) summary writing tests, (2) a questionnaire surveying their attitudes toward this instruction, and (3) a reflection on cooperative learning through wikis. The results revealed that after the students were taught through wikis pages, their English summary writing mean score of the posttest was higher than that of the pretest and they had positive attitudes towards this learning.

Finally, though it lies outside the field of language education, the study by Trentin (2008) is noteworthy in its attempt to create an evaluation framework for wiki collaboration. The study reports that, when collaboration is involved, the volume of contributions and the progress of each participant are obscured. In his study involving 30 students were followed from 2005 to the time of the study, each student was assigned responsibility for an individual section and a group section of a final product on a wiki page. All students were expected to contribute both individually and collaboratively. The process became complicated because it required that a series of codifications and statistical evaluations be carried out on the different aspects of participation and contribution, thereby making the use of the evaluation process in daily teaching practice difficult. Nevertheless, this study brings attention to the challenges involved in assessment contexts.

2.3 Chapter Summary

This chapter started with the definition and description of technology and wikis in learning with a detailed review on the definition and the description of the concepts. Secondly, several issues related to the concept of technology and the use of wikis was discussed. Next, the historical development of wikis was reviewed. Finally, the chapter ended with a brief discussion about the related studies on technology and wikis in language teaching and learning.

CHAPTER III

WRITING, PEER FEEDBACK AND WIKIS IN ELT/EFL

3.0 Introduction

This chapter, which mainly focuses on theoretical aspects of writing skill in language learning, begins with a detailed review on the definition and the description of the concepts. Next, several controversial issues related to the concept of feedback types, peer feedback and the usages of wikis are discussed. Then, the studies on these concepts are reviewed.

3.1 Defining and Describing Writing

Writing is a challenging and sophisticated skill involving many elements which impinge on each other. It is regarded as one of the most fundamental skills which enable communication in modern or digital world whether the interaction takes the form of traditional paper-and-pencil writing or the most technologically advanced electronic mail (Celce-Murcia, 2001). A number of approaches have been employed in the teaching of L2 writing since it was recognized as a separate skill which necessitates valuable class time to develop.

What is more, writing can be seen as an essential component of both an academic environment and the language learning process because when engaged in writing, learners are not unconsciously putting words down on paper, at the same time they are continuously developing ideas, planning and changing plans about their ideas. In this

way, writing also helps or teaches a learner how to think logically and how to compare contrast opinions and how to be critical of various points of view either of his own or others' (Demirel, 2009).

There are numerous definitions of this skill. According to Flower & Hayes (2001) writing is a highly complex, goal-directed, recursive activity. It develops over time as writers move from the production of egocentric, writer-based texts to reader-based texts.

Bracewell (1981) portrays writing as the most complex and demanding of all cognitive activities undertaken by human beings because there are no rules and no unique solutions. It is not a simple matter of transcribing language into written symbols. Therefore, it requires the writer to be creative and responsible for the text that they produce (White & Arndt, 1991).

White and Arndt (1991) state that writing is far from being a simple matter of transcribing language into written symbols, but rather it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of time. Moreover, proficiency itself in language does not make writing easier, since a cognitive skill- meaning creativity is involved. In other words, writing is the mental work of originating ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to the reader (Sokolik, 2003). In this sense, it can be said that it is the talent and the creativity of the learner that does wonders.

3.1.1 Approaches to writing process

There are few approaches to teaching writing in ELT from traditional and mechanic ones to communicative and productive ones. One example of traditional text-oriented approaches to second language writing is the controlled composition approach

of the 1950s and 1960s, which focused mostly on the accuracy: grammar, syntax and mechanics rather than fluency or originality (Raimes, 1983; Celce-Murcia, 1991). This traditional view of writing represents a kind of writing activity which is merely an extension of grammar and in which writing is strictly controlled by using exercises such as combining and substituting sentences whose aim was to teach students sentence structures and diminished the possibility of making mistakes (Matsuda, 2003; Demirel, 2009).

The second approach named the free-writing approach to second language writing emphasized content and fluency over the form (Matsuda, 2002). The aim of this approach was to encourage students to produce as much writing as they can without a focus on form because the main purpose was to give as much practice to students as they can so that they will overcome the difficulty of getting started eventually and get over their fear of putting ideas on paper (Raimes, 1983). Students' reading aloud their texts to class was another common practice of the approach which brought the fact of audience into the writing activity.

Another approach which is the paragraph pattern approach was to take the composition activity one-step forward, that is, to the paragraph level in line with the developments at the research field where analysis of linguistic structure was extended to the paragraph level (Matsuda, 2002).

The practice was usually analyzing a model passage and imitating its organizational pattern. Paragraph-pattern approach also reflected a traditional approach to writing. Celce-Murcia states that such an approach has also been labeled as "the product approach" (1990:246) because although this approach seemed to give importance to the organizational aspect, the main focus was still on the finished product.

One other approach, the Grammar-Syntax-organization approach could be categorized as a text oriented approach. It calls attention to the concerns of form, organization and purpose. Each writing task, depending on its purpose requires the use

of certain language forms. The grammar-syntax-organization approach attempts to teach organizational patterns for certain kinds of writing tasks together with the language structures necessary to express the message (Raimes, 1983). However, it can be argued that this kind of approach to writing is mechanical and restricted and gives too much importance to form.

In addition, the communicative approach to teaching writing can be regarded as a reader oriented approach since this approach emphasizes the interaction between writers and readers. In this approach, other than the only audience as the teacher, "students as writers have to produce for different groups of readers such as their classmates who respond, make comments, rewrite in another form, summarize, or make comments – but not correct." (Raimes, 1983:9) or readers specified by the teacher outside the classroom.

The final approach which is the process writing in L2 was first introduced by Zamel (1976) who believed that an emphasis on the process of writing would be beneficial for L2 writers as well as L1 writers. According to this approach, writing is a developmental activity in which there is a process of development in both organization and meaning. What is more, writing in process approach is seen as a problem-solving activity which is non-linear, exploratory and generative (Zamel, 1976). It can be stated that cognitive aspect of writing appeared in the process approach.

In this approach, writers especially have to realize that whatever they put on paper initially is not the finished product and that they need to follow repeated steps of drafting and revising in order to complete the process of writing. Although it has been criticized for overemphasizing psychological factors (Hyland, 2002), the process approach has provided an opportunity for a new understanding of writing which would not be possible through traditional product oriented approaches. Figure 3 is a representation of "the complex and recursive nature of writing" as White and Arndt (1991:3) propose.

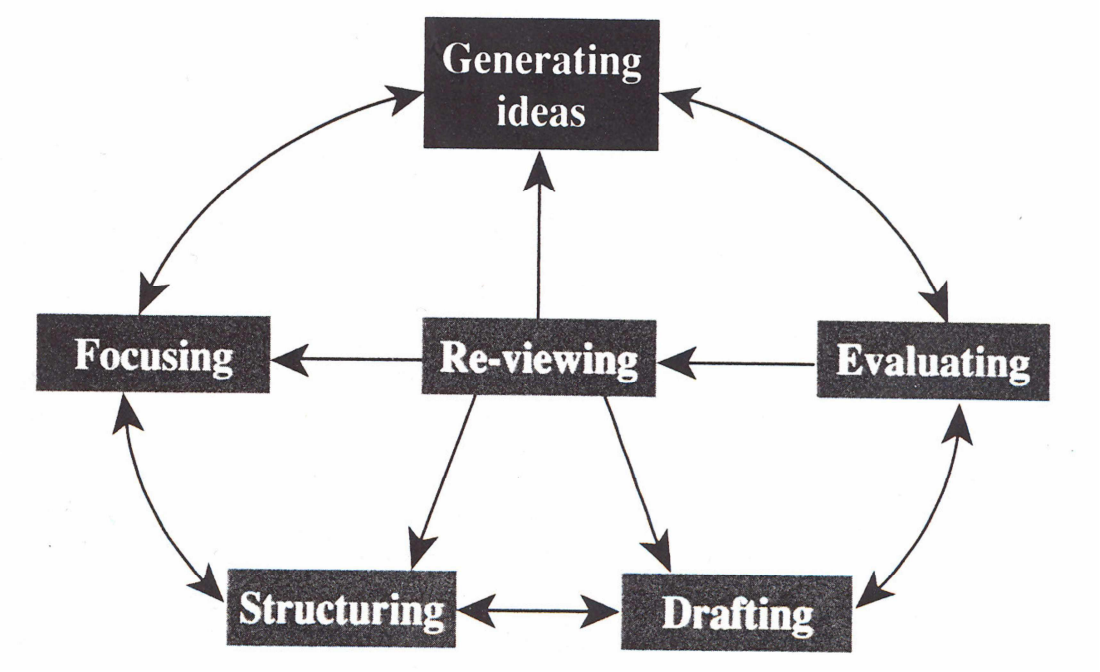

Figure 3: A Model of Writing (White &Arndt, 1991:4)

The writing process which has been defined earlier in the discussion as recursive is not an easy task and it can sometimes be a boring for the learners due to lack of ideas. Learners may report on their experience as not rewarding at the beginning but not at the end because they find it difficult to start (White & Arndt, 1992: 11). This challenging skill occurs in three main phases which teachers should be aware of and inform the students accordingly. These phases are categorised as prewriting(generation of ideas, discussion of purpose/format etc., use of organizational skills) composing (creation of outline, writing, selection of specifics (tense, style, etc.) and restructuring) and revision(revision of style/grammar/structure, check for consistency/errors/clarity/support of arguments) (http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/writing.html).

Being one of the initial stages, idea generation is a crucial step in the writing process because during this step, learners as writers are still trying to discover a topic and identify a purpose. Depending on the type of activity, the writers have to tap their long-term memory. Activities that can help this step are brainstorming, answering questions, using visuals and taking notes. As seen on Figure 2.2, after generating ideas, the writers have to focus and decide upon a main idea or a viewpoint that will unify the text. The central idea, however, may not be clear at the beginning but may develop as the task of writing continues. For this reason, the writers can go back and forth between the two steps of generating ideas and focusing as indicated with a double sided arrow.

3.2 The use of wikis in EFL writing

The use of electronic sources for the development of learning /teaching writing and the role of peer correction in writing, have been researched for the last decade. It has been found that there are some web tools which are Wikis and blogs used in EFL writing. It is seen that especially wiki pages are being used in development of writing activities as using wiki technology may provide ELT teachers many advantages in the process of teaching/learning writing. These advantages of wikis can be counted as genuine audience, authentic communication, process in authorship in L2 writing, peer review and peer collaboration.

In this regard, Wikis are particularly suited for cooperative writing activities. On the same principle as Wikipedia, an entire class can be involved as the “collective intelligence” (O’Reilly, 2005) in the writing, rewriting, correction and modification of a theme-based foreign language Wiki site. Thanks to their relative easiness and their interactive nature, Wikis are potentially effective tools for online collaborative group work, a type of activity frequently used in online distance education (Coyle, James, 2007).

While still newcomer in the field, an increasing number of studies exist about the basic implementation of wiki pages in educational contexts. Almost every study has tested wikis for writing projects in EFL.

A study by Lund (2008) in Norway claims uniqueness in its application of the activity theory (Jonassen and Rohrer-Murphy, 1999) in terms of the use of a wiki collaboration framework and the analysis of videotaped wiki production. The data were collected in high school EFL settings in 2005 and 2006 (students number ¼ 31). Media Wiki was the chosen platform, and the wiki was used for a topical writing project in a pair wise-initiated teamwork activity. The study observed shifts in the students' perspectives regarding learning processes from more traditional individualism to collective knowledge construction and ownership. This led to the conclusion that a wiki can be a viable tool to support collective language skills.

Franco (2008) tested wikis for low-intermediate level EFL instruction with students in a private language school in Brazil (N = 18). The data came from two sources: wiki submissions and responses to an online questionnaire containing eight multiple-choice questions. The wiki was used for peer correction, in a group setting. The results suggested positive perceptions of wiki activity, and the pre-/post-peer correction data indicated progress in language acquisition.

Mak and Coniam (2008) explored the use of wikis with English as a second language (ESL) students (aged 11) for collaborative authentic writing lasting for six weeks in a secondary school in Hong Kong (N=24). PB wiki (http://pbworks.com/) was used as the platform; it was supported by password protection to prevent unnecessary intrusion. The final products of the students were intended to be used for the school brochures to be distributed to their parents. Two research questions on the students' engagement in and effects on the finished product were examined qualitatively and quantitatively (amount of words, t-units, and error-free t-units) to determine the substantial increase in production and the higher coherence in their writings. However, the data size was not enough to confirm a higher accuracy in this study.

Most recently, Turgut (2009) reported the results of an analysis of a college preparatory writing course using PB wiki in Turkey (N=77). The wiki was used for peer editing and for commenting on essays. The data consisted of wiki submissions, weekly journal entries answering twelve open-ended questions, and semi-structured interviews.

Interviews were conducted after the beginning, middle, and end phases of the wiki project. At the end of each phase, three students were interviewed for 30 minutes each in total 9 students were interviewed (N= 9). Unfortunately, the study failed to provide detailed data or describe the analysis methods used. Nonetheless, the following outcomes were observed: 1) improvement in the students' writing skills; 2) improvement in the students' sharing of ideas, critical feedback, and confidence; and 3) greater motivation to participate in the activities. Finally, though it lies outside the field of language education, the study by Trentin (2008) is noteworthy in its attempt to create an evaluation framework for wiki collaboration.

The study reports that, when collaboration is involved, the volume of contributions and the progress of each participant are obscured. In his study involving 30 students were followed from 2005 to the time of the study, each student was assigned responsibility for an individual section and a group section of a final product on a wiki page. All students were expected to contribute both individually and collaboratively. The process became complicated because it required that a series of codifications and statistical evaluations be carried out on the different aspects of participation and contribution, thereby making the use of the evaluation process in daily teaching practice difficult. Nevertheless, this study brings attention to the challenges involved in assessment contexts.

3.3 Responses to learners' writing: Feedback

Broadly, responding also called as feedback has been defined as "the monitoring of a person's or group's performance, in which progress or non-progress, etc., are noted and adjustments made appropriately in techniques and tactics" (Mc Arthur, 1992: 400). In the field of language teaching, Roberts (1998:154) defines feedback as "a response or reaction providing useful information or guidelines for further development" and Richards et al., (1985: 104) define it as "any information which provides a report on the result of behavior".

In simple terms, responding is regarded as the teacher's quick initial reaction to learners' drafts. It can be oral or in writing, after learners have produced the first draft and just before they proceed to revise.

Being able to write is a vital skill for learners of a foreign language as much as for everyone using their own /first language. In this regard, training learners to write demands the great care and attention of language teachers. Therefore, as readers, teachers have to respond to rather than merely assess their students' writing. At this juncture, feedback which is also named as responding or correction takes the stage as the leading actor.

In second language writing classes, the feedback on student writing can be offered in various forms which are regarded as teacher response, self-response and peer response. In addition to the traditional teacher feedback in today's writing classes, the practices of feedback have become richer. Writing specialists (Hyland, 2000; Ferris, 2003) attribute the emergence of different feedback kinds such as peer feedback and feedback through writing conferences to the developments in writing research and pedagogy and the popularity of the process approaches.

Responding to learners' writing by either by the teacher or by peers has a crucial role to play in the successful implementation of process writing. Therefore, it should be applied in the right place and at the right time otherwise it may end with a disappointment. The failure of many writing programmes in schools is currently ascribed to the fact which responding is done in the final stage when the teacher simultaneously responds and evaluates and even edits students completed tasks. Therefore, this stage gives learners the impression that nothing more needs to be done (Seow, 2002: 312). With the introduction of a process approach to second language writing classrooms along with other components of writing such as using invention strategies, producing multiple drafts, formative feedback coming from peers and teachers became an important component in teaching writing (Matsuda, 2003).

3.2.1 Teacher response (feedback)

Traditionally, the most commonly used type of feedback is teacher feedback. Most of the time teachers act as the expert of the writing classroom and usually take all the burden of providing feedback for learners' work. The ways teachers choose to give feedback to their students vary widely from one classroom to another. While some teachers view the text as something which needs to be perfected and approach giving feedback as merely an activity of correcting mistakes, others especially with the development of process approaches see feedback as an opportunity to guide learners towards improving their writing ability.

As Goldstein (2004:65) points out, teacher feedback is an inevitable part of writing classes which contributes to the development of student writers. However, in order for teacher feedback to be effective, there are certain issues that have to be considered. Goldstein provides some guidelines for providing effective feedback on

content and rhetoric in ways that enable students to learn how to revise, to produce more effective texts and to become more effective writers. These guidelines are based on various factors which affect teacher feedback, such as context of the writing class, the nature of the communication between teachers and learners, the shape of teacher commentary as to what needs to be commented on and what does not in a student's text, and lastly how and where to provide teacher comments: as imperative, question, direct correction, as endnotes, marginal notes at the beginning or at the end.

Researchers, however, point out those teachers approaching learners' texts from a product based perspective can result in appropriation of the learner's text (Reid, 1994; Goldstein, 2004). Instead, Reid proposes that writing teachers use their experience to empower students in their writing by encouraging them to make self-editing their own writing.

Although it is extremely significant, responding to a text and providing feedback is both a time-consuming and a complex task because it requires teachers to make a number of critical decisions. Some of these decisions include knowing the general and specific goals for providing feedback, the stage when feedback should be offered, the form of feedback, the source of feedback and the learners' task after receiving the feedback (Kroll, 2003).

In order for teacher feedback to be worth the time spent for it, certain strategies have been proposed by the advocates of a process writing approach. For example, White and Arndt (1991:124) suggest that the learner text must be approached with the role of a "reader" rather than simply as a "marker" and that at the preliminary drafts, feedback should concern content and on later drafts the focus should be shifted to form. In this way, it is hoped that learners will be encouraged to make large-scale changes to content on earlier drafts before turning their attention to edition on the later drafts. Also there is a state that focusing on form at the initial stages of writing can discourage learners from revising their texts (Ashwell, 2000).

Another important issue to be considered for teacher feedback to be fruitful is the students' awareness of feedback. About raising learners' awareness of feedback, Ashwell (2000:245-246) suggests that teachers should make sure that learners should understand "how the feedback is intended to affect their writing and why it is given in the way it is". Otherwise, learners may fail to utilize feedback they receive in the intended way.

Teacher feedback, however, is often criticized as being "unspecific, incomprehensible, contradictory, inconsistent, inaccurate, and meaningless to the student, vague, over-general, abstract, formulaic and idiosyncratic" (Zamel, 1985, cited in Rollinson, 2005). Robb et al (1995, cited in Dheram) found that detailed feedback on surface errors was not more accurate than less detailed feedback on their respondents' work. They also observed that "improvement was independent of type of feedback" (93). Fathman and Whalley (1990, cited in Dheram) found that learners' grammatical competence only improved when they received specific feedback on their grammar. Perpignan (2003) draws the disconcerting conclusion that teachers' error feedback serves no useful purpose in the students' learning improvement because of the lack of understanding between teachers and students.

Then how to make this conventional feedback to better advantage? It is reported that teachers do not need correct every mistake students make, but rather, combine direct and indirect strategies (Bitchener, et al., 2005). According to Ferris (1999), during commenting on students' writings, teachers may directly correct the major word-order or word-choice problems which students cannot find ("untreatable errors") and underline the grammar, spelling or mechanical mistakes ("treatable errors") which encourages students' self-correction.

Apart from error feedback strategies, teacher commentary is also worth nothing. It is encouraged that teachers vary their feedback with marginal and end commentary. In writing commentary, teachers need to employ varied techniques such as paired act patterns (to combine the critical remarks with praise and suggestions), hedges and

question forms/interrogative syntax (two mitigation strategies to tone down criticisms and reflect a positive, sympathetic relationship with student-writers) (Hyland, et al., 2001). They should also have in the mind a stock of tried and tested phrases to choose from and alter the phrases to fit specific students and their needs and personalities. Interesting face signs may also be employed by teachers so as to make their comments more vivid and easy of approach.

3.2.2 Self-response (correction)

One of the main issues that the learners need so as to become good writers, is to develop the ability to read their own writing and to examine it critically (Raimes 1983: 149). The method of *self-editing* is designed to promote independence during editing and correcting. Raimes (1983: 149-150) suggests five brief instructions, how to guide the students to self-edit, which are:

1. Learners who write a first draft are told to concentrate on the content because grammar is important during other drafts. If someone is not sure about correct spelling, he/she uses a question mark to return to the word later.
2. Learners are asked to leave a text for a while and reread it after several days. Rereading facilitates seeing weak points in the text, for instance, incoherence, incomplete sentences, missing words, spelling, and grammatical mistakes.
3. Learners are encouraged to proofread the whole text by pointing at each word with a pencil.
4. The teacher should be mindful of showing the students how to work with dictionaries or grammar reference books.
5. Learners should have enough time for using checklists, rereading and handling with dictionaries.

Self-response (correction) provides students with an opportunity to learn from their mistakes. It instills in them feelings of self-sufficiency and success and allows them to take a more active role in their own learning. While initially students may be reluctant to spend time rewriting a composition they might prefer to simply put away in a book and forget about, they come to see the benefits gained from rewriting and improving their written work.

3.2.3 Peer Response (Peer Feedback)

Peer feedback, also referred to as peer response, peer editing and peer review, is another type of feedback recommended frequently by process advocates. It remains a popular source of feedback in the ESL/EFL classroom. Peer feedback means working with someone of one's own age —usually someone in the same class— to help improve, revise and edit his or her writing.

Peer feedback, in which students offer comments on one another's writing in written and oral formats through active engagement over multiple drafts, has become a common feature of process-oriented writing classrooms (Stanley, 2011). It has garnered increasing attention in L2 writing classrooms, as the activity promises to encourage negotiation about and construction of meaning as well as to help students develop new perspectives on writing (Liou et al, 2009).

In addition, one of the differences of a process approach from traditional approaches to teaching writing is the utilization of peer feedback. The proponents of a process approach to teaching writing believe that giving and receiving feedback is highly beneficial for the development of student writers. White & Arndt (1992:117) discuss the benefit of peer feedback as such:

> By learning to evaluate others' writing and responding in turn to evaluation of their own, students will gradually build up that capacity for self-assessment which is such a vital element in the process of writing.

With peer feedback, there is an external demand for learners to clarify content, amplify and defend a topic (Kinsler, 1990). The presence of a peer reviewer, that is another reader not as experienced as the teacher in reading a text, may force the reader to reconsider content, (Scardamalia, et. al., 1984).

In addition to acquiring a sense of audience, Kinsler (1990:305) argues that peers can communicate with each other with a language which is more understandable for each other and their feedback to each other may be "less emotionally threatening than that of adults' corrective advice". Including peers in the writing process makes the writing activity a more collaborative one and thus students learn about the "communal nature and intellectual excitement of writing" (Holt 1992: 391) which exists in the real world. By negotiating, Holt (1992) also argues that student writers go beyond just imitating models presented to them by their writing teacher but begin to create their own identity as writers.

In a nutshell, peer response or review is a valuable element in the writing progress. It has the advantage of encouraging students to work collaboratively in group which also gets round the problem of students reacting too passively to teacher responses.

3.4 Studies on teacher response to learners' writing and peer response

Teacher and peer feedback in L2 writing have attracted a great deal of attention and has been widely investigated. The findings of empirical studies show that feedback comes from two different sources: teacher feedback, then peer feedback.

Firstly, studies on teacher feedback to date have mainly focused on the nature of the comments provided by the teachers, the resulting revisions and the students' reactions to the comments. One of the ongoing debates about teacher feedback is on the importance of grammar correction in L2 writing classes (Truscott, 1996, 1999; Ferris, 1999). While on one extreme Truscott (1996) argues for the total uselessness of error correction and even thinks that it should be abandoned, on the other extreme Ferris (1999) finds abandoning grammar feedback as a danger and argues for the necessity of grammar correction. A body of research exists which lends support to the idea that corrective feedback does not improve students writing over time (Semke, 1984; Goring-Kepner, 1991; Sheppard, 1992; Fazio, 2001).

If corrective feedback does not work, then the question is what kind of feedback would be more effective in improving students' writing abilities. With this question in mind writing researchers tried to test the effectiveness of combinations of different types of feedback and also to compare and contrast different types of feedback. Concordantly, Robb, et al., (1986) studied the effects of different types of error feedback on the written work of second language writers and concluded that rather than providing direct correction, less time-consuming ways of providing feedback such as directing student attention to errors would be enough and more useful for students.

The arguments by various writing specialists (Hendrickson, 1977; Semke, 1984) that overt correction of student writing by the teacher tends to have negative side effects on the quality of subsequent essays and student attitudes to writing, Enginarlar (1993:2) investigated student attitudes of 47 freshman EFL students at a Turkish university to the feedback procedure used by two English Composition I instructors. The feedback procedure used in the study included: "(a) indication of linguistic errors with codes, and (b) various types of brief comments to help students improve their drafts". The questionnaire in the survey study investigated students' opinion about the following: the feedback procedure employed in terms of utility, interest and instructional value; the time and effort required for revision; the evaluation system used; their perceptions of

student and teacher responsibility in the review process and their thoughts about the effects of the evaluation on their development as a writer.

As a conclusion, Enginarlar (1993) suggested that students' perception of effective teacher feedback rests on three main characterizations: attention to linguistic error, guidance on compositional skills and overall comments on content and quality of writing. Another finding is that when feedback is provided as a problem-solving activity, students regard revision as a collaborative type of learning where responsibility is shared by the two parties. As shown in this study, using codes and brief comments instead of overt correction creates a more positive attitude towards feedback and writing in general and turns revision into a more enjoyable problem solving activity on part of the students.

A similar study was done by Ferris and Roberts (2001) with 72 university ESL students in order to compare their abilities to self-correct under three feedback conditions. They investigated whether the degree of explicitness of the feedback provided affects the ability of students to self edit their texts. The comparison of the feedback conditions showed that receiving less explicit or more explicit feedback did not make a difference on the abilities of students to self-edit. The no feedback group, however, was significantly weaker in self-editing compared to the other two groups. An implication which can be drawn from these findings is that a less explicit marking technique may be equally effective in helping students to self-edit.

Students' attitudes towards teacher feedback and their expectations about it have attracted researcher's attention. Hedgcock and Lefkowitz's (1996) survey study of student expectations and beliefs about expert feedback provides insights into what second language writers expect from teacher feedback and what they believe about the influence of such input on their writing. The survey results indicate a relationship between teaching practices and learner's expectations of the function of feedback. That is, learning practices are also effective in shaping learner beliefs about feedback. As a result of their survey, Hedgcock and Lefkowitz report that students may be directed or

forced to believe that formal accuracy in writing is more important than creative expression of ideas and see writing as a way of practicing grammar because students notice that their teachers' feedback practices tend to give priority to these issues. Hedgcock and Lefkowitz (1996:300) also underline the need for more studies investigating a positive match between student views of teacher feedback and its contribution to their writing quality.

The form of the feedback can also affect student performance and attitudes. In a more recent study, Silver and Lee (2007) investigated the effects of teacher written feedback on student writing with a younger population, namely with students from the Singapore primary school context. Although, the subjects are not adolescents or adults, the results are comparable to the findings of previous research. They collected data from three different sources: student compositions, teacher written feedback and a student questionnaire. As a result of the study, they suggest that all three types of feedback: advice, praise and criticism are useful for motivating students to revise, when they are used in conjunction with each other. If only one is used in excess, for example, if a student is continuously criticized, it may lead to frustration and demotivation. Therefore, it is the combination of the type of feedback, given with the specific classroom context that encourages revision (Silver & Lee, 2007:44).

When asked to make a preference, students tend to prefer teacher feedback to peer feedback. Several studies support this preference of students (Hyland, 2000; Goldstein, 2004; Zacharias, 2007) however, this preference may be caused by factors which are beyond the control of students, for example concerns about grading and cultural factors affecting student perception of teacher decisions. In this case, students feel intimidated by teacher feedback and without resistance; they adopt the ideas exerted by their teachers for the fear of failing a class or receiving a low grade. The results of the studies indicate a high preference of teacher feedback by students. This high preference is due to several reasons.

Firstly, students see teachers as more linguistically competent than their peers and trust their comments more. The second reason was indicated by teachers, who taught that especially poor students felt secure when they received teacher feedback, because they did not want to lose face among their peers by revealing a poor paper.

The third reason is that culturally students believed that teachers are the only source of knowledge. The other but not less important reason is that teachers controlled grades and students felt that if they do not follow teacher comments in revision they may receive low grades. Although the overall result was a preference of teacher feedback, the students also expressed some problems they faced with teacher feedback. For example, when students were provided with too much feedback, this resulted in discouragement. On the contrary, when they received little feedback, they felt motivated. Students preferred specific feedback over general feedback. Students did not find content feedback useful because they taught it did not tell them what to do. When teachers used complex language while giving feedback, students were confused.

Another issue relating teacher feedback is the nature of the feedback itself. Teacher feedback as the most trusted and desired type of feedback also has its drawbacks. The quality or the amount of feedback that the teacher gives may not be constant throughout a semester; or it may change according to task difficulty or the level of the students. In a study on teacher feedback, Ferris, et al., (1997) studied the nature of teacher comments using an original analysis model designed to examine pragmatic aims and the linguistic forms of teacher's written commentary. They wanted to find out whether there is evidence of variation of teacher responses across student ability levels, across assignment types and at different points during the term. The results showed that the comments showed variation. For example, the teacher changed her responding strategies over the course of the two semesters, she provided different types of commentary on various genres of writing assignments, the amount of feedback the teacher gave decreased as the term progressed and she responded somewhat differently to students of varying ability levels.

To wrap up, the variation in teacher feedback is not necessarily a sign of weakness, but may indicate that teacher feedback may need back up from other types of feedback because the teacher cannot deal with all aspects of a written assignment all at once (Demirel, 2007).

3.4.1 Studies on Peer Response

Peer response as being the backbone of this study has started to attract the researchers' attention for the last decade. There are many questions which have been investigated and others which yet remain to be investigated about peer feedback. How peer feedback is given and attended to, what the benefits of oral and written feedback on writing are, what kinds of training on peer feedback is needed, whether learners prefer teacher or peer feedback, etc. are the most commonly examined questions (Hyland, 2002:156).

The benefits of peer feedback are largely dependent upon the way in which peer feedback is implemented in the writing classroom. Holt (1992) argues that the problem is not peer feedback itself but how it is applied. When not taken seriously as a writing exercise, peer feedback activities usually consist of comments written without much effort on part of the students especially if the checklists used are like short answer tests. According to Holt, a better alternative would be having students discuss more important issues of the paper as the opinions expressed rather than just evaluating the writing skills of the peers.

Contrary to common belief, studies show that peers can provide useful and valid feedback. Rollinson (2005) evaluated feedback given by college-level students in terms of its validity and found that 80% of the comments provided were valid and a very small amount of the feedback could be potentially damaging. In a similar study with

intermediate and advanced level language learners, Caulk (1994) also found high levels of useful advice given by peers (89%) and that peer feedback was more specific than teacher feedback. It has also been shown that students are able to revise effectively as a result of peer feedback. Mendonca and Johnson (1994) examined revisions done on student papers and found that 53% of these revisions were initiated by peer feedback.

Another study which obtained results in favor peer feedback is a study by Jacobs and Zhang (1989) who investigated three main concerns about peer feedback with eighteen third-year English Majors in Thailand: Whether students provide faulty feedback miscorrecting rather than correcting each others' work, whether peer feedback is more effective than traditional teacher feedback and whether students have a positive idea about peer feedback. In response to their first question, the findings are in favor of peer feedback, with only a relatively small amount of miscorrection found in peer feedback. In response to the second question the findings indicted that teacher feedback was not significantly more effective that peer feedback.

Although its effectiveness was not supported by the results of this writing experiment, the students' questionnaire responses showed that a majority of the students preferred traditional teacher feedback. Although the students did not favor peer feedback, the writing experiment showed that they did benefit from it. Jacobs and Zhang (1989:17) conclude with this study that "…peer feedback does not seem to provide as much misleading guidance as some instructors and students fear, and students are able to clear a considerable amount of confusion among themselves".

Peer feedback may also serve as an affective aid which can decrease writing anxiety of students in addition to benefit in improving writing ability. Kurt and Atay (2007) investigated the effects of peer feedback on the writing anxiety of prospective teachers of English with 86 participants. The investigation was carried out in an Advanced Writing Skills course. The 44 participants in the peer feedback group received two peer feedback training sessions. The 42 participants in the control group received feedback from the teacher. The peer feedback group was also interviewed on

their attitude towards peer feedback. The majority of the participants responded that they found peer feedback useful because their peers could identify their mistakes, helped them to look at their essays from a different perspective. The anxiety levels of the participants were compared using the Second Language Writing Anxiety Inventory (SLWE) and the results indicated that the participants who shared their feedback with each other had a lover level of anxiety that the participants who did not.

As teachers realize the benefits of peer review, their attitude towards peer review is also improving in a positive direction. For example, Yuehchiu (2006) investigated teacher perspective on students' responses to peer review in revising their drafts. The researcher found that the teacher participating in the study highly valued peer review activity during the writing classes. The teacher's view that peer review would be helpful, useful and effective as students become more familiar with the activity corroborates with the findings of similar studies that suggest inclusion of training in peer response for effective peer review (Nelson and Murphy, 1993; Paulus, 1999; Ming, 2005).

3.5 Anxiety and Writing Anxiety

Anxiety is regarded as a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how someone feels and behaves, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital, or interview (http://www.medicalnewstoday.com/info/anxiety/).

Anxiety can be associated with "threats to self-efficacy and appraisals of situations as threatening" (Papamihiel, 2002: 331) or an uneasy feeling due to

something threatening (Koba et al, 2000). Meanwhile, according to MacIntyre and Gardner (1994) language anxiety is the feeling of tension and apprehension experienced by learners in the foreign language classroom. More specifically, Horwitz et al (1986:128) maintain that language anxiety is "a distinctive complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process". MacIntyre (1995) concludes that:

> Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task and their reactions to it (96).

Many educators claim that foreign language anxiety can have an impact on learners. Onwuegbuzie, et al., (1999) state that foreign language anxiety is a complex matter within the context of ELT. They argue that its existence can affect the fluency of learners' speech and learning in general. Similarly, Kondo and Ling (2004) maintain that FL anxiety can influence in learners' performance negatively. When feeling anxious, learners may have problems such as reduced word production and difficulty in understanding spoken instructions (Chen & Chang, 2004; Casado and Dereshiswsky, 2004). Moreover, Gregersen (2005) argues that anxious learners often find it difficult to respond to their own errors effectively.

In the context of foreign language learning, learners may feel anxious due to problems related to communication apprehension (e.g., difficulty in understanding the teacher's instruction) negative evaluation (e.g., fear of correction and fear of making mistakes) and a general feeling of anxiety (e.g., fear of failing the class) (Ardi, 2007; Casado and Dereshiwsky, 2004). Students who have low oral and writing ability in their native language, have a higher possibility of experiencing FL anxiety than those who are more competent in their native language use (Onwuegbuzie, et al., 1999).

In addition, according to Worde (1998) teachers' inappropriate ways of teaching and their reluctance to develop rapport with their students can also contribute to learners' anxiety in their foreign language teaching. With regard to this, Onwuegbuzie,

et al., (1999) suggest that teachers should be aware that adult learners can easily become anxious in their FL learning. Therefore, they should minimize their contribution to causing students' anxiety. Onwuegbuzie, et al., further add that teachers need to show their positive reinforcement, empathy and encouragement to their students. To be able to do this, they need to always reflect and upgrade their teaching skills.

However, anxiety, among other affective variables, has stood out in the field of language acquisition and learning in the last decades. Although most studies of foreign language anxiety have centered on the difficulties caused by anxiety with respect to activities such as speaking and listening, recent studies have provided validation for regarding writing anxiety as a specific type of anxiety, unique to the language-particular skill of writing (Kurt and Atay et al, 2007:12-23).

Most studies on language anxiety concentrate on understanding the mechanism of anxiety in the process of language learning either in foreign language or second language settings (MacIntyre and Gardner, 1994) and many also focus on looking at the approaches used to help students reduce their language anxiety (Kondo & Ling, 2004). However, there are very few which are directed at identifying the strategies used by language learners to cope with their language anxiety in their FL or L2 classes.

A study conducted by Kondo and Ling (2004) investigates the strategies used by foreign language learners in coping with their language. Kondo and Ling (2004) collected information from 209 (93 female and 116 male) learners studying English at two universities in central Japan. All the respondents were requested to answer an open-ended questionnaire and asked to write down the specific strategies they used to deal with their foreign language anxiety. The study initially identified 373 specific strategies but reduced this to 70 due to "the elimination of duplicate ones (defined as nearly identical in wording)" (261).

The specific strategies mentioned by the students were grouped under five categories of general strategies, namely: preparation, relaxation, positive thinking, peer seeking and resignation. The first category, preparation, is students' efforts to overcome their feeling of anxiety or threat by improving their learning and study strategies. The second, relaxation, deals with ways to minimize the symptoms of anxiety. The third, positive thinking refers to the efforts to "divert attention from stressful situation to positive and pleasant cues and bring relief to the anxious students" (262). The fourth, peer seeking, is the attempt to find other students who also feel anxious in their language class. The fifth, resignation, refers to the unwillingness of students to alleviate their language anxiety.

What is more; Pappamihiel (2002) conducted a study investigating the language anxiety experienced by students undertaking ESL programmes in America. He gathered data from 178 Mexican immigrant students. One of the key issues investigated was the strategies used by students in coping with their language anxiety in their ESL classrooms. The study reported that avoidance is the most common strategy used by the students to alleviate their language anxiety. The act of avoidance, which was frequently mentioned by the students under the study, is being totally passive in the class. In other words, they did not speak during the class.

Regarding this strategy, Bailey et al (1999) mention that such a strategy (avoidance) is often used by teenage or adult foreign language learners. Another strategy used by students as reported by Pappamihiel (2002) is to make close friends with other students whose English is better and who are less anxious than they are. This helps them ease their language anxiety because they can ask their partners whenever they have problems related to foreign language learning in the class. If requested to speak in the foreign language class, some students mentioned that they pretend that they are the only person in the class. They believe that this is useful for them to reduce their anxiety while they remain active in the class.

Lastly a study by Ardi (2007) investigates Indonesian students' foreign language anxiety. The study seeks to find out the types of anxiety experienced by FL learners and the strategies they use to cope with their anxiety. Questionnaires with a Likert scale ranging from disagree to agree were used to collect data. The findings revealed that majority of the students, despite their gender and level differences, experienced some kinds of FL anxiety and many of them also applied particular strategies to overcome their FL anxiety.

3.6 Chapter Summary

This chapter started with the definition and description of EFL writing and wikis in EFL writing and feedback types with a detailed review on the definition and the description of the concepts. Secondly, several issues related to the concept of EFL writing, the use of wikis, peer feedback and anxiety in writing were discussed. Next, the related studies on feedback types and peer feedback in EFL writing were reviewed. Finally, the chapter ended with a brief discussion about anxiety in writing.

CHAPTER IV
METHODOLOGY

4.0 Introduction

This chapter mainly describes the methodology pursued in this study in detail. Firstly, the literature review on approaches to educational research and different data collection instruments are presented. Secondly, the design of the study is summarized and the research questions are introduced. Next, the pilot study and the construction of the instruments are described in depth. Finally, a detailed description of the methodology used in the main study is presented.

4.1 Objectives of the study and research questions

The purpose of the current study is to investigate EFL learners' perceptions on learning English through computers, their anxiety level in writing in English and their perceptions and opinions on peer correction. It aims to find out whether there has been any change in learners' anxiety level in writing in English after the wiki implementation. It also aims to find out whether there has been any change in learners' perceptions and opinions on learning English through computers and peer correction technique by the help of a wiki implementation.

Research Questions:

RQ1 Is there any change in students' opinions on learning English through computers before and after the wiki implementation?

RQ2 Is there any change in students' anxiety level on writing before and after the wiki implementation?

RQ3 What are the students' perceptions and opinions on peer correction before and after the wiki implementation?

RQ4 What are the students' opinions and perceptions on "wikis" and the usage of this website to learn English before and after the wiki implementation?

4.2 Rationale for the Study

The study refers to the Case Study Approach which is designed to bring out the details from the viewpoint of the participants by using multiple sources of data. Basically, a case study is defined as an in depth study of a particular situation rather than a sweeping statistical survey. It is regarded as a method which is used to narrow down a very broad field of research into one easily researchable topic (http://explorable.com/case-study-research-design).

This method of study is especially beneficial to test theoretical models by using them in real world situations. The case study research design is also beneficial to test whether scientific theories and models actually work in the real world (http://www.experiment resources.com/case-study-research-design).This study is a case as it has a small specific group of participants, which aims at examining viewpoints of the participants about the wiki implementation, peer correction and their perceptions on learning English through computers before and after they have been exposed to the wiki application.

At this juncture, this study is composed of one main study which primarily aims to investigate learners' perceptions and opinions of peer correction and learning English through wikis and to find out whether writing tasks and peer correction activities on the wiki page cause any significant changes on their anxiety level and in their opinions about learning English through a computer. Therefore, it has a mixed methodology and attempts to bring together methods from different paradigms, i.e. quantitative and qualitative methods. First, it has a quantitative phase as one of the data collection instruments is a pre-test and post-test questionnaire. Second, it has a qualitative phase as there is both a wiki and peer correction implementation and an interview form.

In the light of these purposes, the study follows both the quantitative and qualitative paradigms. Qualitative and quantitative research methods are two major approaches to research methodology in sciences. According to Bell (1993: 5-6), *qualitative* researchers are "more concerned to understand individuals' perceptions of the world", whereas researchers adopting the *quantitative* paradigm "collect facts and study the relationship of one set of facts to another".

In other saying, while the purpose of studies adopting the *quantitative* research design is to explain the cause and effect relationships between different variables, the *qualitative* studies aim to describe human behaviours or attitudes without trying to control or change anything. As Bell states, qualitative researchers "seek insight rather than statistical analysis" (1993: 6). However, there is also the fact that researchers could or should use a combination of both research approaches and data collection techniques (Bell, 1993) so that more reliable and valid conclusions could be drawn from all kind of studies.

Therefore, this study is designed as a pre-experimental study which is based upon one group pre- and post –test rationale in nature as it consists of a small number of participants and there is no attempt for random selection of the participants. In this pre-

experimental design, the intervention, which has been given to the participants from among one of the instruments of the qualitative research methodology, is the wiki and peer correction study. Students are asked to write on the wiki page designed by the researcher and to give feedback to each other. As a result, to determine whether there has been a difference between their writing anxiety and attitude towards learning English with computers before and after the intervention, pre-and post-test questionnaires have been applied prior and after the wiki study.

Accordingly, to find answers to the Research Questions raised in this study, several instruments for these paradigms have been used. Firstly, Questionnaires, as the quantitative research methodology, have been designed to find out students' opinions and perceptions on writing in EFL and peer correction, learning English with computer and wikis.

Questionnaire has been chosen as the data collection instrument of quantitative research methodology since it is an inexpensive way to gather data from a potentially large number of respondents and a quick and feasible way to reach a number of reviewers large enough to allow statistical analysis of the results (Bell, 1993).

Moreover, the opinions of the participants involved in the study have been elicited and analyzed through interviews which are regarded as the qualitative data collection instruments. By such procedures, in-depth and holistic understanding or exploration of the results before, during and after the process are expected to be achieved through the data collected by different means and from different sources.

4.3 Design of the study and instruments

Prior to the main study, a pilot stage was undertaken in order to identify any possible problems of the questionnaire items which would be administered as pre-test and post-test instruments in the main study. After necessary alterations were done, the final versions of the questionnaires were formed. Furthermore, an eight week wiki study was administered as the pilot implementation.

The implementation of this study is based on pre-experimental model which involves one-group pre-test post-test design .The symbolic representation of this model is demonstrated in the following figure:

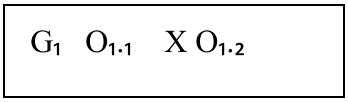

Figure 4: Symbolic representation of one-group pre-test post-test design (Karasar 2005:96)

Specifically, only one group (G_1) involved in this study and this group were applied a pre-test ($O_{1.1}$) prior to the treatment (X) .Following the treatment which was the independent variable (wiki implementation) , a post-test was administered again to find out if the treatment (the wiki implementation) caused any significant changes in participants' perceptions of learning English through a computer and in their anxiety level in writing in English.

G_1	$O_{1.1}$	X	$O_{1.2}$
EFL learners	Pre-test Questionnaire	Wiki page & peer correction application + Interview	Post-test Questionnaire

Figure 5: Symbolic representation of one-group pre-test post-test wiki implementation design

As Figure 5 represents a pre-test and a post –test questionnaire, a wiki and peer correction implementation and an interview form were administered in this study and detailed explanations of how these instruments were designed and applied were given in the following parts.

4.3.1 Development of the Questionnaires

In order to find out students' perceptions and opinions on peer correction through the use of a wiki, a questionnaire composed of 4 parts which was going to be applied as the pre-test and post-test questionnaire, was prepared by the researcher. First part was named as a survey about English background and computer & internet use. Second part was named as computer use scale. Third part was named as a scale of writing anxiety in English and the fourth part was named as a survey about writing background and opinions about feedback types.

The first part, a survey about English background and computer & internet use, included 16 questions two of which were personal questions. 14 questions were the

statements asking for students' background knowledge about computer use and their English level.

As for the second part of the the computer use scale, 19 statements were taken and adapted from the instrument which had been anonymous and used by Warschauer (1996) (see figure 6). The items formed in this part asked students' feelings and opinions on using computer to learn English. All of which are answered on a five-point Likert Scale, ranging from 'strongly agree' to 'strongly disagree'.

Original Statements		**Adapted Statements**
11	E-mailing helps people learn from each other	**5.** E-mailing in English helps people learn from each other.
12	An advantage of e-mail is you can contact people any time you want.	**6.** An advantage of using a computer while learning English is you can contact people any time you want.
13	Writing to others by e-mail helps me develop my thoughts and ideas.	**7.** Using computers to learn English helps me develop my thoughts and ideas.
14	Using e-mail and the Internet makes me feel part of a community.	**8.** Using e-mail and the Internet makes me feel part of an English speaking community.
15	Using e-mail and the Internet is a good way to learn more about different people and the cultures.	9. Using e-mail and the Internet is a good way to learn more about different usages of English.
17	Learning to use a computer gives me a feeling of accomplishment.	**11.** Using a computer to learn to learn English gives me a feeling of accomplishment.
18	Writing by computer makes me more creative.	**12.** Using a computer to learn English makes me more creative.

Figure 6: The adapted items from the scale "Motivational Aspects of Using Computers for Writing and Communication"

The Second Language Writing Anxiety Inventory (SLWAI-Appendix A- Part III) (Cheng, 2004) was taken from the study by Kurt & Atay (2006) to form the third part of the questionnaire and contains 22-items all of which are answered on a five-point Likert Scale, ranging from 'strongly agree' to 'strongly disagree'. The questions were not changed or adapted for the present study. It measures the degree to which an individual feels anxious when writing in an L2. SLWAI has good internal consistency, with a Cronbach alpha coefficient reported of .91(Cheng, 2004). The Cronbach alpha for the study was *.84* (Kurt & Atay, 2006).

The last part of the questionnaire as a survey about writing background and opinions about feedback types (Part IV) was composed of 12 questions and the first 9 questions were open-ended questions which were written by the researcher and the last 3 questions were taken from a PhD study (Demirel, 2009). The statements from 1 to 9 asked students' background knowledge of English writing skills and their opinions on the importance of writing in English and how they checked their writing beforehand. The last questions 10 to 12 included statements about peer correction, teacher correction and self-correction and asked students' perceptions and ideas about these items.

4.3.2 Development of the Interview form

Interview form was designed to elicit in-depth opinion and perception of participants that took part in the study of wiki page implication process. The form was totally developed by the researcher to reinforce with the questionnaire. Questions were prepared through wiki page usage and experience of participants'. Moreover, the interview form was thought to be useful to verify the effects of changes on perceptions and opinions of the participants towards learning English through computers and using peer correction technique through a wiki. The final version of the interview form was developed in the light of the expert idea (For the final version of the interview form see Appendix E).

After the items related to the aims of the study were selected, both the items and the directions were examined with the guidance of the supervisor. Once the necessary corrections were done, statements were rewritten with the help of the supervisor.

4.4 Pilot Study

The main purpose of the implementation of piloting the questionnaire and the wiki implementation was to identify possible problems related to the items on the questionnaires developed by the researcher to be used as pre-test and post-test instruments in the main study and to identify how convenient and sufficient the wiki implementation was.

Another important reason was to carry out several statistical procedures in order to find out the values about the reliability of the instruments. Moreover, it was aimed to test the validity of the instruments through examining the possible problems about the wording, layout and comprehension of the items during the administration of the questionnaires.

In the following section, a brief account of this implementation is given together with a description of the subjects and setting, instruments, procedures and analysis.

4.4.1 Piloting the questionnaires

In order to detect the possible problems related to the items on the questionnaires developed by the researcher to be used as pre-test and post-test instruments the

questionnaire was administered to a group of participants to check its validity and reliability.

4.4.1.1 Subjects and the Setting

The study took place in the first term of 2010-2011 academic years. The subjects of the pilot study were the students doing English Courses at a private Language Course in Çanakkale. The Questionnaire was administered to 42 students from different proficiency level of English classes. 16 of the participants were male and 26 were female.

The minimum age of the participants is 15 and the maximum age is 48.The age mean of the piloting is 22, 35 out of 40 participants. Two of the participants' age is missing.

4.4.1.2 Instruments

In order to investigate the research questions stated previously the researcher, developed three instruments: *wiki and peer correction questionnaire*, interview *form and the wiki page implementation.* The first instrument was developed through the adaptation of related items from different sources. After the adaptation of the statements in the questionnaire, the statements were translated from English to Turkish. Back-translation of the statements was undertaken by a native Speaker of English Teacher. Final version of the questionnaire was checked by the thesis supervisor to be used in piloting stage.

The wiki page and the writing tasks which were going to be used after the pre-test were developed by the researcher by using several materials and sources but mainly the course book was taken into consideration to harmonize with the course. As the course books were face2face intermediate and upper-intermediate levels (Cambridge, 2006) the writing tasks were mostly chosen from the discussion parts of these books. Furthermore, some of the tasks were developed from the hot issues of the media both to draw attention of the respondents and to make the tasks more authentic and intriguing.

In order to determine the possible dimensions of learners' attitudes towards using computers to learn English, the factor analysis was conducted on SPSS. When the factor loadings were examined, seven dimensions of attitudes towards computer use while learning English were found out. However, it was found difficult to come up with a categorization in terms of naming these factors. As a result, it was decided to use this instrument with only one dimension.

4.4.1.3 Procedures and Analysis

The questionnaire consisting of 4 parts was divided into two parts and administered on different days of the target week. To prevent confusion the participants were given codes such as AA, BB, CB…etc. the first time they were asked to fill in the pre-test questionnaire.

After the implementation of the questionnaire in the piloting stage, it was checked whether all of the items were responded by the participants and it was found out that only one participant failed to answer a few items in computer use scale and Thus, the questionnaire of this participant was discarded. Next, the data collected from the questionnaire the Second Language Writing Anxiety Inventory Scale (SLWAI) were entered onto the computer and analyzed with SPSS 16. To test its reliability Cronbach-

alpha values were studied. Cronbach –alpha value for this questionnaire was found to be α =. 70 (see Table 2). According to the literature, this value indicates that the instrument is moderately reliable (Şencan, 2005).

Table 2: Alpha value for the questionnaire

Cronbach's Alpha	Standardized Item alpha
.71	.70

4.4.1.4 Conclusions and Implications for the main study

During the piloting stage of all instruments no serious problems were faced. Also, statistical analysis of the computer use scale proved that the instrument was reliable and valid to be used in the main study. The problems were related to the timing of the completing the questionnaire.

4.4.2 Piloting the Wiki Study

The main purpose of the implementation of piloting the wiki study was to identify possible problems related to the items on the writing tasks developed by the researcher to be used in the main study.

In the following section, a brief account of this wiki implementation is given together with a description of the subjects and setting, instruments, procedures and analysis.

4.4.2.1 Subjects and Setting

The subjects of the pilot wiki implementation were the students at the same private language course but with different groups in the spring term of 2010-2011 academic years. Two different levels of English classes, which were Intermediate and Upper-intermediate classes, were chosen for the implementation of the pilot study. The main reason for the conduction of the pilot study with these groups was their convenience to the researcher in that as the researcher worked as an English teacher at this language course with the selected classes.

Therefore, it was easier to arrange the appropriate time and environment for the administration of the questionnaires and the wiki implementation. Furthermore, the main study was going to be carried out with a group of students who were doing intermediate and upper-intermediate English Courses with the same teacher. Therefore, the sample chosen for the pilot study was thought to represent the main sample group.

The students in the upper-intermediate class were following the lessons in the week for 4 days from 18.00 to 20.30 while the students in the intermediate class were doing the course at weekends from 9.00 to 13.45.Both of the classes were shared with a native speaker apart from the non-native English teacher as the researcher. There were 23 students in total who joined the wiki implementation, but only 14 of them did both pre-test and post –test questionnaire so the data from the rest of the participants were eliminated because of the invalid questionnaires.

The respondents age ranged from 14 to 24.All of the participants were native speakers of Turkish with intermediate and upper-intermediate level of English.5 of the participants were male and 9 were female (see Table 3).

Table 3: Distribution of the participants in the wiki implementation.

Gender	*f*	%
Male	5	9.3
Female	9	16.7
Total	14	25.9

4.4.2.2 Procedures for Data Collection

As the questionnaire had already been piloted it did not have to be implemented to check its reliability and validity one more time. Before the implementation of the wiki study, a wiki page for the piloting stage was developed by the researcher by using the webpage www.wikispaces.com. A training session was organized to be presented to the participants about how to use the wiki page and how to apply peer correction After the presentation and the necessary preparations for the training about wiki page and the peer correction technique were organized (see Figure 7), the pre-test questionnaire was administered as for the first part of the piloting study.

Before the administration of the pre-test questionnaire the respondents were informed about the study by being given a consent form. Then, they were reminded that they did not need to write their names on the questionnaires as each questionnaire paper was distributed with a code on it as "AA, BB, CC..." But they were requested to remember their codes for the next session of the implementation.

The second stage of the piloting included some presentations firstly about the introduction and the use of wiki page and about peer correction technique to the participants. In short, students were given some training about wikis and the peer correction technique. Also during this presentation session, the lesson was recorded so as to be made use of by the researcher if needed.

As the respondents were already invited to the wiki implementation in presentation session, they started to work on wiki page which was going to be kept for 10 weeks. According to this wiki implementation, it was planned that students were given 2 writing tasks each week on the wiki page. In other words, the purpose of the piloting the wiki page was to check whether the tasks on the wiki page would work or not and whether they were interesting enough for the participants or not.

<table>
<tr><td></td><td>TREATMENT
Weeks for the wiki Implementation</td><td></td></tr>
<tr><td>Pre-Test</td><td>Preparations before the study launched
1. Wiki page
2. Task preparation
3. Wiki page introduction presentation
4. Peer correction introduction presentation</td><td>Post Test</td></tr>
<tr><td rowspan="6">1.Questionnarie on wiki and writing and peer correction</td><td>1. Training session for Peer correction and wiki page introduction</td><td rowspan="6">1.Questionnarie on wiki and writing and peer correction</td></tr>
<tr><td>2.Task 1: Do you know the word of "Physalis"?</td></tr>
<tr><td>3. Task 2: You’re walking along the beach and suddenly you find a bottle with a message inside.What does it say? Please create a story as if you are the sender and write your story:)</td></tr>
<tr><td>4.Task 3: What would you do if you learned that there was a very dangerous nuclear emission in the area where you live ?Task4: What were your expectations of life when you were achild?What do you think are the best and the worst things aboutgrowingup?How has life for children changed from when you were a child?</td></tr>
<tr><td>5.Task 5: "A good way to punish is to limit freedom." "Prisons are ineffective."Task 6: "Marriage has three rings: an engagement ring, a wedding ring, and suffering." What do youthinkthisideameans?In your home culture, do men or women wear wedding or engagement rings? In what other ways do they show that they areengagedormarried?Do you agree that suffering is a part of marriage? Why/not ?</td></tr>
<tr><td>6. Task 7: Your survivor
If you were asked to join the program “Survivor" with Nihat Doğan, would you join? Why/ not? NOTE: you can add new,</td></tr>
</table>

	famous and funny characters or celebrities, too**.** And how would it be what would you do during the day?Task 8: Are Prenuptial agreements a good idea? Why/not? If you had a prenuptial agreement, what would you write into that contract ?	
	7. Task 9: "Many people say that cooking and eating at home is better for the individual and the family than eating out in restaurants or canteens."What do you think of this idea? Do you agree or disagree and why?Task 10: Do you agree with the opinion : "Men don't talk about their emotions" ?If so please, explain:)	
	8. Task 11: Do you believe in any of these things? Why/ not? telepathy UFOs life on other planets fate fortune telling astrology and horoscopes **Interview**	
	9. Task 12: Think of five things that annoys you. Use these ideas or your own. junk mail TV adverts people's habits other drivers background music mobile phones call centers rubbish *In class study	
	10. Task-13: Write your feelings about summer and holiday :)Task 14: Imagine you found an expensive camera on a park bench, would you hand it in to the police? Or what would you do with it?	
	11. Task 15: Have you ever pretended to be ill to avoid going to school or work? Did it work? Write your experience :)	

Figure 7: Design of the wiki Implementation stages for the pilot study

4.4.2.3 Data Analysis

The data from the interview was taken into consideration to check whether the tasks were convenient or not. Also the frequency of the students' views for each task was examined (see Appendix H). After this process, the wiki page and the tasks on the wiki page were reorganized to be used for the main study.

4.4.2.4 Implications for the Main Study

Piloting the wiki page implementation indicated that some of the tasks were unpopular (Tasks 8-14-15). For this reason, they were eliminated in the main study. As the instruments had already been piloted before the application of this pilot wiki page administration, the instruments did not need to be checked for the reliability and for the validity.

Moreover, to increase respondents' participation and active use of wiki page it was decided to let the participants' work on the wiki page in class for some weeks during the main study.

4.5 Main Study

Subsequent to the pilot study and after the necessary adjustments were done on the questionnaires and on the wiki page, main study started to be carried out.

4.5.1 Subjects and Setting

Two different levels of English classes, which were Intermediate and Upper-intermediate classes, were chosen for the implementation of the main study. The main reason for the conduction of the main study with these groups was their convenience to the researcher in that as the researcher worked as an English teacher at this language course with the selected classes. Therefore, it was easier to arrange the appropriate time and environment for the administration of the questionnaires and the wiki implementation.

The study began on 1st July and ended on 29th August covering a period of 8 weeks during the summer term of 2010-2011 English Language Course academic year.

The study was implemented with 12 subjects from 2 different proficiency levels. These levels were intermediate and upper-intermediate EFL learners. 9 of the subjects were female and 3 were male (see Table 3).Their age ranged from 14 to 24. All of the subjects were native speakers of Turkish with intermediate and upper-intermediate levels of English.

While 9 subjects were active computer users, 3 of them were not active computer user and 11 of them had their own computer while one of them did not have his/her own computer. Moreover, 6 of the participants (M=50.0) stated that they had been using a computer for 4-7 years and 5 of them (M=41.7) stated that they had been using a computer for more than 8 years and 1 of them (M=8.3) had been using a computer for 12 years.

When their experience of computer use is seen, 2 participants ranked their computer experience as “very good” (M=16.2), 7 of them ranked as “good” (M=58.3) and 3 of them ranked as “average” (M=25.0). It is clear that most of the participants are confident in using a computer.

4 participants answered the question “How often do you use your computer?” as everyday for 1 hour or less (M=33.3), 5 of them answered as everyday for 2-4 hours (M=41.4),one of them answered as everyday for more than 5 hours (M=8.3), one of them as three times a week for 3 hours(M=8.3), and one of them as “when I need to do something on my computer (M=8.3).

When the participants background of learning English is investigated it is seen that 3 of them stated that they had been learning English for 1-3 years (M=25.0), 4 of

them had been learning English for 4-6 years (M=33.3), 4 of them had been learning English for 7-9 years (M=33.3) and one of them had been learning English for more than 10 years (M=8.3).

Table 3: The demographic information about participants (N=12)

Label	**Categories**	***f***	**%**
Gender			
	Male	3	25.0
	Female	9	75.0
Active computer user			
	Yes	9	75.0
	No	3	25.0
Own Computer			
	Yes	11	91.7
	No	1	8.3
The length of	Less than a year	--	--
Using a computer	1-3 years	--	--
	4-7 years	6	50.0
	8 years and more	5	41.7
	Other(12 years)	1	8.3
Experience of computer use	Excellent	--	--
	Very Good	2	16.2
	Good	7	58.3
	Average	3	25.0
	Poor	--	--
The frequency of	Everyday for 1 hour or less	4	33.3
using a computer	Everyday for 2-4 hours	5	41.4
	Everyday for more than 5 hours	1	8.3
	Three times a week for..hour(s)	1	8.3
	Other(When I need to work on PC)	1	8.3

The length of learning English	Less than 1 year	--	--
	1-3 years	3	25.0
	4-6 years	4	33.3
	7-9 years	4	33.3
	Other(More than 10 years)	1	8.3

4.5.2 Instruments and Procedures

The main study was carried out in two main phases. The first phase involved pre-test administration and following this the wiki implementation and the second phase involved interviews and the post-test administration. In this way, it was aimed to collect both quantitative and qualitative data so that more valid and reliable conclusions could be drawn from this research study. These phases are described in detail in the following sections.

4.5.2.1 Pre-Experimental Study: the Wiki & Peer Correction Implementation

As the wiki implementation had already been piloted, it did not have to be developed again for the main study. After a few changes about the order of the writing tasks had been done, a wiki page for the main study was developed by using the webpage www.wikispaces.com by the researcher in the light of the pilot wiki page experience(see Appendix F). After the presentation and the necessary preparations about wiki page and the peer correction technique were organized (see Figure 8), the pre-test questionnaire was administered as for the first part of the piloting study.

Before the administration of the pre-test questionnaire the respondents were informed about the purposes, content, duration, time, language and procedures of the study by being given a consent form (see Appendix G).Then, they were asked whether they were willing to participate in the study and most of them agreed to take part in the study.

On the first session of the study, first parts of the pre-test questionnaires were administered to the participants as the pre-test instruments of the pre-experimental study. They were instructed how to complete the questionnaires, and warned to specify their age and gender and not to leave ant items to unanswered. They were also reminded that they did not need to write their names on the questionnaires as each questionnaire paper was distributed with a code on it as “AA, BB, CC...” But they were requested to remember their codes for the next session of the implementation. They completed the first part of the pre-test instrument within about twenty minutes. They were administered the second part of the pre-test instrument the next day of the lesson time.

The second stage of the implementation included two presentations firstly about the introduction and the use of wiki page and about peer correction technique to the participants. In short, students were given some training about wikis and the peer correction technique as the treatment part of the pre-experimental study. Also during this presentation session, the lesson was recorded so as to be made use of by the researcher if needed.

As the respondents were already invited to the wiki implementation in presentation session, they started to work on wiki page which was going to be kept for 8 weeks. According to this wiki implementation, it was planned that students were given 2 writing tasks each week on the wiki page. These tasks, which the participants were required to write opinions and comments about outside the class during a course week,

mostly, involved discussion topics from their course book and some hot issues from the media. Also participants were asked to bring their PCs to class in order to work in class period for some weeks. The weekly comments and responds on the wiki page was controlled and monitored by the researcher every day.

The procedure of the study is summarized and the topic of each week is presented in the following figure:

Pre-Test	**TREATMENT Weeks for the wiki Study (treatment)**	**Post Test**
1.Questionnarie on wiki and writing and peer correction	**1.** Training session for Peer correction and wiki page introduction	1.Questionnarie on wiki and writing and peer correction
	2. Task 1: *Do you know the word of "Physalis"?* Task 2 :You're walking along the beach and suddenly you find a bottle with a message inside.What does it say?Please create a story as if you are the sender and write your story:)***in class study**	
	3. Task 3: What would you do if you learned that there was a very dangerous nuclear emission in the area where you live ?Task4: What were your expectations of life when you were a child?What do you think are the best and the worst things about growingup? How has life for children changed from when you were a child?	
	4. Task 5: "A good way to punish is to limit freedom." "Prisons are ineffective." Task6: Your survivor If you were asked to join the program “Survivor" with Nihat Doğan, would you join? Why/ not? NOTE: you can add new, famous and funny characters or celebrities, too**.** And how would it be what would you do during the day? ***in class study**	
	5. Task 7: Do you agree with the opinion: "Men don't talk about their emotions"? If so please, explain. Task 8 : What will life be like in the year 2050? Write your opinion on these following issues. the environment people's lifestyles travel and transport scientific advances families and children films, TV and the Internet English around the world schools and education **Interview**	
	6. Task 9: Do you believe in any of these things? Why/	

	not?telepathy UFOs life on other planets fate fortune telling astrology and horoscopes Task 10: "Many people say that cooking and eating at home is better for the individual and the family than eating out in restaurants or canteens." What do you think of this idea? Do you agree or disagree and why?***in class study**	
	7. Task 11: Think of five things that annoys you. Use these ideas or your own. junk mail TV adverts people's habits other drivers background music mobile phones call centers rubbish Task 12: "Marriage has three rings: an engagement ring, a wedding ring, and suffering." What do you think this idea means? In your home culture, do men or women wear wedding or engagement rings? In what other ways do they show that they are engaged or married? Do you agree that suffering is a part of marriage? Why/not ?	
	8. Task-13: Write your feelings about summer and holiday :) What is your ideal holiday? Please explain it :) *in class study Task 14: There has been serious famine and drought in Somali and people are dying because of this disaster. What else can be done to help them?	

Figure 8: Design of the wiki implementation stages for the main study

As it is seen on the table, the last week involved two tasks and the post-test administration which was the post-test instrument. The participants filled in the questionnaire s in approximately 30 minutes. Then, the participants were informed that the study had ended and the researcher thanked them for having taken part in the study.

4.5.2.2 Interview

The second phase of the main study involved the semi-structured interviews by which it was intended to collect qualitative data. The interviews were conducted in the 5th week of the wiki implementation with 10 participants. A suitable quiet classroom

was arranged and a tape recorder was provided for the recording the interviews beforehand. Also the researcher had 2 copies of the interview forms one to write down during the interview session with each participant and one to be given to the participant as a take -home sheet to add extra opinions and to write down the same responses. It was made sure that the recorder was functioning properly.

The participants, who volunteered to be interviewed, were invited to the class in turn and each one was informed about the purpose, duration and conditions of the interview. In addition, their permission was asked for recording their interviews and they were told that the recordings would be kept confidential and anonymous. All of them agreed to be recorded during the interviews. The interviews took 10-15 minutes and were recorded with the interviewees' permission.

The interviewer asked 13 questions about wiki page and the peer correction technique from general to specific (see Appendix E). The questions were paraphrased for clarification when the interviewees seemed to miss the point. The interviewees were required to explain, exemplify or expand on their responds when needed. The interviewer thanked the respondents for their participation in the interview. Later on, the interviews were transcribed by the researcher.

4.5.3 Data Analysis

In this study both quantitative and qualitative methods were used to solicit information from the respondents about research questions. The quantitative part of the research included a Computer Use Scale while learning English and an Anxiety Scale in Writing in English. Unlike, the qualitative part was done with an interview form.

For the quantitative part of the study, descriptive statistics and Wilcoxon Signed Ranks were conducted over the means of pre-and-post measures of the scale on SPSS 16 (Statistical Package for Social Sciences) program (see Figure 9).

The data collected from the interviews were evaluated both qualitatively and quantitatively, the findings were presented, and necessary interpretations were provided.

Research Questions	Application	Analysis
RQ1. Is there any change in students' opinions on learning English through computers before and after the wiki implementation?	Computer Use Scale Pre-Post Questionnaire-(2nd part)	SPSS-Descriptive Statistics- Pre&post mean SPSS-Wilcoxon Signed Ranks Test(Non parametric –2 related Samples)
RQ2. Is there any change in students' anxiety level on writing before and after the wiki implementation?	The Second Language Writing Anxiety Inventory (SLWAI) Scale Pre-Post Questionnaire(3rd part)	SPSS-Descriptive Statistics- Pre-mean SPSS-Wilcoxon Signed Ranks Test(Non parametric –2 related Samples)
RQ3. What are the students' perceptions and opinions on peer correction before and after the study?	Pre& Post Questionnaire (4th part) Interview (8-9-10-11-12)	SPSS-Descriptive Statistics-Frequencies
RQ4. What are the students' opinions and perceptions on "wikis" and the usage of this website to learn English before and after the wiki implementation?	Questionnaire (1st part) Interview (1-2-3-4-5-6-7)	SPSS-Descriptive Statistics-Frequencies

Figure 9: Procedures for the Data Analysis of the main study

4.6 Chapter Summary

This chapter described the different research paradigms and reasons for choice of design in this study. Additionally, it presented the rationale for the study and then explained methodology of the pilot study in detail. Finally, the last section presented the methodology of the main study.

CHAPTER V
FINDINGS

5.0 Introduction

This chapter presents and interprets the findings obtained through both quantitative and qualitative research techniques. The statistical and qualitative findings will be reported in relation to the each research question of the wiki implementation.

5.1 Findings of the Main Study

The main aim of the study is to explore the perceptions and opinions of EFL students' on peer correction and their perceptions on learning English through computers with wikis. In addition, this study aims to find out if there has been any change in the students' perceptions and opinions on learning English through computers and peer correction technique and their anxiety level in writing in English by the help of the implementation of a wiki.

In relation to these aims, the following research questions addressed throughout the study will be examined and the findings and interpretations will be presented in turn:

RQ1 Is there any change in students' opinions on learning English through computers before and after the wiki implementation?

RQ2 Is there any change in students' anxiety level on writing before and after the wiki implementation?

RQ3 What are the students' perceptions and opinions on peer correction before and after the wiki implementation?

RQ4 What are the students' opinions and perceptions on "wikis" and the usage of this website to learn English before and after the wiki implementation?

5.1.1 RQ1: Is there any change in students' opinions on learning English through computers before and after the wiki implementation?

In order to find out students' perceptions on learning English through computers at the beginning of the study, descriptive statistics was conducted and mean values were computed on SPSS. The total mean value of the pre-test was found 3.62 (see Table 5).

Table 5: Total value of learning English through computers pre-test

pre-test	Mean	SD
Perceptions of learning English through computers	3.62	.40

The highest and the lowest mean values for participants' perceptions of learning English through computers at the beginning of the study are presented in Table 6. When Table 6 is studied, the item with the highest mean, item 5 (Mean = 4.16) reveals that

most of the participants believe that e-mailing in English helps people learn from each other. The other highest scoring items, item 11(Mean = 4.08), item 6 (Mean = 4.00), indicate that learners find communicating in English and using computers to learn English effective and useful both to improve their English and to contact people any time.

Item 14 (Mean = 3.91) and item 9 (Mean = 3.91) imply that students are aware of the importance of using and being exposed to the authentic English and using computer to learn English provides them more chances to see and learn about different and real usages of the target language. However, the item 21 (Mean = 1.83) and the item 15 (Mean = 1.83) with the lowest mean values show that participants think that using computers to learn English is not worth the time and effort and computers are usually very frustrating to work with while learning English which contradicts with the result of the previous items.

Furthermore, the item 8 signifies the importance of being a part of a social community and the items 3, 2, 4 reveal that learners enjoy to communicate with others while learning (see Warschauer & Meskill 2000). In other words, online communication opportunities can provide learners with socialization into discourse communities; enabling them to engage in authentic communication and get the necessary comprehensible input they require learning the language, thus simultaneously helping them to learn both the content and the language.

Table 6: Learners' perceptions of learning English through computers (N=12)

Items of questionnaire on learning English through computers	**Mean**	**SD**
5. E-mailing in English helps people learn from each other.	4.16	.71
11. Communicating through computers is a good way to improve my English.	4.08	.79

6. An advantage of using a computer while learning English is you can contact people any time you want.	4.00	.60
14. Using a computer gives me more chances to read and use authentic English.	3.91	.79
9. Using e-mail and the Internet is a good way to learn more about different usages of English.	3.91	.90
1. I can learn English fast when I use a computer.	3.91	.79
20. Using a computer gives me more chances to practice English.	3.83	.93
7. Using computers to learn English helps me develop my thoughts and ideas.	3.66	.88
2. I enjoy using the computer to communicate with people around the world.	3.66	.88
4. I enjoy using the computer to communicate with my teacher.	3.58	.99
12. Using a computer to learn to learn English gives me a feeling of accomplishment.	3.41	.79
19. I can learn English independently when I use a computer.	3.33	.88
16. Using a computer to learn English gives me more control over my learning.	3.33	.77
8. Using e-mail and the Internet makes me feel part of an English speaking community.	3.33	.98
13. Using a computer to learn English makes me more creative.	3.25	.75
3. I enjoy using the computer to communicate with my classmates.	2.83	1.11
17. I enjoy the challenge of using computers to learn English.	2.33	.65
21. Computers are usually very frustrating to work with to learn English.	1.83	.71
15. Using a computer to learn English is not worth the time and effort.	1.83	1.19

In order to find out students' perceptions on learning English through computers at the end of the study, descriptive statistics was conducted and mean values of pre-test and post-test were compared. When the pre-test (Mean= 3.62, SD=.40) and post-test (Mean= 3.79, SD=.43) values are investigated (see Table 7), it is seen that there is a slight increase in learners' perceptions on learning English through computers after the study.

Table 7: Comparisons of pre-test post-test mean values for learning English through computers

	Mean	**SD**
Learning English through computers pre-test	3.62	.40
Learning English through computers post-test	3.79	.43

However, when the results of Wilcoxon Signed Ranks test are investigated (see Table 8), it is seen that there is not a statistically significant change in their perceptions and opinions about learning English through computers after the study ($p > 0.05$).

Table 8: Wilcoxon Signed Ranks test for Learning English through computers

	Post Mean
Z	-1.256
Asymp.Sig.(2-tailed)	**.209**

To sum up, learners' overall perceptions and opinions about using computers to learn English seem to be moderate .What is more, they find learning English through computers useful most when they communicate which gives them chances to practice English (see Braul 2006). In addition, using computers while learning English provides learners develop their thoughts and ideas.

5.1.2 RQ2: Is there any change in students' anxiety level on writing before and after the wiki implementation?

As mentioned before, the main objective of this study is to discover whether the wiki implementation and peer correction techniques would cause any considerable changes in learners' perceptions and their anxiety level of writing in English. In order to realize learners' level of writing anxiety in English, Wilcoxon Signed Rank Test was carried out (see Table 9).

Table 9: Descriptive Statistics for Writing Anxiety Mean values

Item	Mean	SD
Writing Anxiety values	3.17	.34

Students reported moderate level of anxiety (Mean= 3.17, SD= .344). When the most rated items are seen, it is obvious that students feel anxious about being assessed in writing (see Table 10).

Table 10: Writing anxiety mean values of five highest rated items

Pre-Test

Items about writing in English	Mean	SD
23. I am not afraid at all that my English compositions will be rated as very poor.	3.91	.90
9. If my English composition is to be evaluated, I worry about getting a very poor grade.	3.75	.97
15. I am afraid that the other students will deride my English composition if they read it.	3.58	1.08
10. I do my best to avoid situations in which I have to write in English.	3.50	1.24
8. I tremble or perspire when I write English compositions under time pressure.	3.50	1.44

The highest and the lowest mean values for participants' anxiety level of writing in English at the beginning of the wiki implementation are presented in Table 6.When Table 6 is studied, the item 23 with the highest mean (Mean = 3.91) and the following items which are 9 (Mean = 3.75), 15 (Mean = 3.58) and 3 (Mean= 3.41) reveal that most of the participants are anxious about being assessed in writing in English. The mean value of the items 8 (Mean= 3.50), 12, 14 and 2 (Mean= 3.33, Mean = 3.08, Mean= 3.08) show that being exposed to the time constraint while writing in English is another factor that causes writing anxiety (see Appendix H).

The lowest mean values of the items 19 (Mean= 2.91), 24 (Mean = 2.83) and 1 (Mean = 2.16) indicate that learners' try to get use of every chance to write in English out of the class and surprisingly the lowest item 1 (Mean = 2.16) shows that participants are not nervous while writing in English. However item 22 (Mean= 2.91) and item 7 (2.91) are the indication of fear of assessment (see Table 11).

Table 11: Writing anxiety mean values of five lowest rated items pre-test

Items about writing in English	Mean	SD
22. I am afraid of my English composition being chosen as a sample for discussion in class.	2.91	1.0
7. I don't worry that my English compositions are a lot worse than others.	2.91	1.31
19. I usually seek every possible chance to write English compositions outside of class.	2.91	1.08
24. Whenever possible, I use English to write compositions.	2.83	1.02
1. While writing in English, I am not nervous at all.	2.16	.83

What is more, the pre (Mean= 3.17) and the post (Mean= 2.63) writing anxiety mean values indicate that there is a change in students' anxiety level after the wiki implementation (see Table 12). This result signifies that wiki implementation and peer correction activities brought about a considerable decrease in learners' writing anxiety level in English.

Table 12: Comparisons of pre-test post-test mean values for writing anxiety mean values

	Mean	**SD**
Pre- writing Anxiety Mean	3.17	.34
Post- writing Anxiety Mean	2.63	.52

When the pre and the post writing anxiety tests were compared with Wilcoxon Signed Ranks Non-Parametric Test, the Asymp. Sig. (2-tailed) level was found 0. 013 which means there is a statistically significant change in the students' anxiety level of writing in English($p < 0.05$) (see Table 13) after the wiki implementation.

Table 13: Wilcoxon Signed Ranks test for learners' anxiety level

	Pre and PostMean
Z	-2.47
Asymp.Sig.(2-tailed)	**.013**

The highest and the lowest mean values for participants' anxiety level of writing in English at the end of the wiki implementation are presented in Table 14 and Table 15.When Table 14 is studied, the item 4 with the highest mean (Mean = 3.75) and item 19 (Mean= 3.25) signify that participants generally look for the ways to write down in English which means that their attitude towards writing in English has changed

positively. On the other hand the following items which are 12 (pre-test mean= 3.33; post -test mean = 3.25), 9 (pre-test mean= 3.75; post-test mean = 3.25) and 23 (pre-test mean= 3.91; Mean= 3.16) reveal that most of the participants still have the fear of being assessed in writing in English but their fear showed a noticeable decrease after the wiki implementation. Other statements such as item 2 (pre-test mean= 3.08; post-test mean= 2.75) and 14 (pre-test mean=3.08; post-test mean= 2.66) show the decrease in anxiety level of writing English under time constraint (see Appendix I for the descriptive statistics of all items).

Table 14: Mean values of most rated items on writing anxiety post -test scale

Items of questionnaire on Writing Anxiety Scale	**Mean**	**SD**
4. I often choose to write down my thoughts in English.	3.75	1.13
12. My thoughts become jumbled when I write English compositions under time constraint	3.25	1.13
19. I usually seek every possible chance to write English compositions outside of class.	3.25	.62
9. If my English composition is to be evaluated, I worry about getting a very poor grade.	3.25	1.05
23. I am not afraid at all that my English compositions will be rated as very poor.	3.16	.93

In Table 15, the least rated items in post-test writing anxiety application were given with their mean values. Item 10 (pre-test mean= 3.50; post-test mean= 2.16), item17 (pre-test mean=3.16; post-test mean= 2.08), item 6 (pre-test mean= 3.00; post-test mean=2.00), item 5 (pre-test mean= 3.16; post-test mean= 2.00) and item 8 (pre-test mean= 3.50; post-test mean= 2.00) point to the noticeable decrease in learners' anxiety level on writing under time constraint and their fear of assessment.

Table 15: Mean values of least rated items on writing anxiety Post- test scale

Items of questionnaire on Writing Anxiety Scale	Mean	SD
10. I do my best to avoid situations in which I have to write in English.	2.16	1.26
17. I will do my best to excuse myself if asked to write English compositions.	2.08	1.24
6. My mind often goes blank when I start to work on an English composition.	2.00	.95
5. I usually do my best to avoid writing English compositions.	2.00	1.12
8. I tremble or perspire when I write English compositions under time pressure.	2.00	.85

The decrease in the mean values of the items in the post-test is a sign of the change in learners' perceptions of writing English, especially their fear of being evaluated by others or by a teacher showed a remarkable decrease. If the number of participants is considered, it can be regarded as a satisfying level (N=12).

5.1.3 RQ3 What are the students' perceptions and opinions on peer correction before and after the wiki implementation?

In order to answer this research question, both pre-test and post-test questionnaires and an interview form were administered to find out students' perceptions on peer correction and the use of this technique on wiki page. First of all, three questions were applied in the last part of the pre-test questionnaire to get the learners' opinions on feedback types in ELT writing before the wiki implementation and descriptive statistics of the data was conducted and mean values were computed on SPSS (see Table 16).

Table 16: Learners' opinions on feedback pre-test

Questions	Not useful		Somewhat useful		No idea		Useful		Very useful	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Usefulness of peer correction	1	8.3	5	41.7	2	16.7	4	33.3	-	-
Usefulness of teacher correction	-	-	-	-	1	8.3	3	25.0	8	66.7
Usefulness of self-correction	-	-	1	8.3	2	16.7	8	66.7	1	8.3

Before the implementation of the study as the pre-test questionnaire three questions were asked in the last part of the questionnaire to get the participants' opinions about feedback types. While 4 participants responded as *useful* (33.3%) to the first question **"**How useful is it to have a classmate read and correct your writing?" 5 of them responded as *somewhat useful* (41.7%) 2 of them (16.7%) responded that they had *no idea* and 1 of them (8.3%) stated that it was not useful.

For the second question "How useful is it to have your teacher read and correct your writing?" which aimed at asking learners' opinions about teacher correction as the traditional way of feedback, 8 of the participants (66.7%) stated that it is *very useful.* However, 3 of them (25.0%) responded as *useful* and only 1 participant (8.3%) stated that she/he had *no idea*. To the question "How useful is it to read and correct your own writing?" 8 participants responded as *useful* (66.7%) 1 participant as *very useful* (8.3%) and 2 participants (16.7%) had *no idea*. Also 1 participant (8.3%) stated that it was *somewhat useful.*

Table 17: Learners' opinions on feedback post-test

Questions	Not useful		Somewhat useful		No idea		Useful		Very useful	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Usefulness of peer correction	1	8.3	3	25.0	3	25.0	5	41.7	-	-
Usefulness of teacher correction	-	-	1	8.3	1	8.3	5	41.7	5	41.7
Usefulness of self-correction	-	-	5	41.7	3	25.0	3	25.0	1	8.3

To get the participants' opinions about feedback types after the wiki implementation, three questions were asked in the last part of the post-test questionnaire and descriptive statistics was conducted and mean values were computed on SPSS (see Table 17). 4 participants had responded as *useful* (33.3%) to the question about peer correction in the pre-test and 5 participants responded as *useful* (41.7%) which means there is a slight impact on the participants' opinions about peer correction. 3 of the participants responded as *somewhat useful* (25.0%) in the post test. For the second question "How useful is it to have your teacher read and correct your writing?" which aimed at asking learners' opinions about teacher correction as the traditional way of feedback, 8 of the participants (66.7%) had stated that it is *very useful*.

However, 5 of the participants (41.7%) responded as *very useful* and 5 of them (41.7%) as *useful* which show that there is statistically change in students' opinions about teacher correction after the study as students have become less dependent on teachers after the study. 3 of them (25.0%) responded as useful and only 1 participant (8.3%) stated that she/he had no idea.

To the question “How useful is it to read and correct your own writing?” 8 participants responded as *useful* (66.7%) in the pre-test questionnaire 1 participant as *very useful* (8.3) and 2 participants (16.7%) had no idea. However, in the post test, 3 participants (25.0) stated that it was *useful* and 3 of them (25.0%) had *no idea* and 5 of them stated that it was *(41.7) somewhat useful*. Also 1 participant (8.3%) said that it was *very useful.*

Moreover, the participants’ opinion about self-correction changed after the wiki implementation. While 1 (8.3%) participant had stated that self-correction was *somewhat useful* before wiki implementation 5 of them (41.7%) stated that it was *somewhat useful* at the end of the wiki implementation. 2 participants (16.7%) had responded that they had *no idea* about self-correction before the wiki implementation and 3 of them (25.0%) had *no idea* after the implementation. 8 participants (66.7%) had found self-correction as *useful* before the implementation, whereas only 3 of them stated that self-correction was *useful* after the wiki implementation. As a final note there was no change with the number of participants stating that self-correction was *very useful* before (8.3%) and after the wiki implementation.

As the second phase of this research question the interviews conducted with ten participants were first transcribed and then the findings were interpreted. As mentioned in the methodology of the study, the interviewees were chosen on the basis of their voluntariness. The findings obtained from the interview form as the qualitative data indicate that a majority of the participants developed positive attitudes towards peer correction technique (see Table 18). The interviewees were asked questions about wiki page and peer correction technique (see Appendix E). The data gathered from the questions 7-8 and 9 was presented in Table 18.

Table 18: Learners' opinions about peer correction

Positive issues	*f*	Negative issues	*f*
Useful	12	Possibility of getting wrong response	5
Good technique	5	Strange at the beginning	1
Helpful to see mistakes	3	Not good	1
Effective	2	Challenging	1
Provide making comparisons	2	Demotivating	1
Provide sharing and exchanging ideas	2	Not effective	1
Provide audience	1		
Total	27		10

On the whole, the participants had positive opinions about peer correction technique. 8 participants out of 10 told that they found peer correction techniques useful and effective which were given on the writing tasks they posted on wiki. For example P-1 said that:

> "I think it is a very useful application as we share opinions on wiki by detecting and correcting others mistakes which improves our English. We see and understand our mistakes when our friends check and correct our writing which is a useful activity."

P-5 also noted down that:

> "It is useful and it provides us to express our ideas comfortably and to receive feedback from others. The peer correction techniques help us to see our mistakes and sometimes students may not want teacher's correction so peer correction is better."

Participant 3 stated that some of the mistakes could be overlooked as the feedback providers were not teachers. This shows that learners do not rely on their friends' responses or their correction. However, the same participant stated that:

> "It is a useful application which provides a friendly and social environment and it is a social environment where there are friends and the audience."

This showed that knowing the existence of audiences motivated learners and had a positive impact on wanting to write in English on wiki page. The statement about the sense of audience and the existence of social environment while learning English also deserves attention. Moreover, participants 7-8-9 and 10 responded that peer correction provided them to see their mistakes and to be able to correct others' writing easier for the question of **"What was the most valuable part of peer feedback sessions on wiki?"** P- 10 even stated that:

> "My friends' detecting and correcting my mistake is more motivating than the teacher correction."

On the other hand, some of the participants (P1-P5-P6-P9 and P10) stated that the possibility of receiving incorrect feedback was the least valuable part of the peer feedback sessions. For example P-1 said that:

> "The peers may check and correct our writing in a wrong way and respond in a wrong way."

This indicates that participants mostly rely on teacher correction and they find it more reliable, even though they found peer response useful and effective .Also participant 6 stressed that:

> "I don't think the peer feedback techniques are effective because students generally commented on the writing instead of correcting. Reading and commenting others on our writing is a very good thing but there was no active participation during this implementation. Most of my friends only commented on our peers writing they did not correct anything."

In this regard, Table 19 indicates the frequency of peer correction and the frequency of general comments given by the participants during the wiki implementation. When the Table 19 is examined, it is noticed that participants commented more than making correction which could be the indication of the participants not relying on each others' correction as it was stated above.

Table 19: The frequency of participants' correction and comments on wiki page during the wiki implementation

	Peer Correction	**Comments**
weeks	***f***	***f***
1	5	10
2	2	7
3	0	4
4	4	7
5	1	1
6	0	1
7	1	3
Total	13	33

As the final interview question that the participants were required to answer was: **"What can be done to make peer feedback more effective?"** Four participants (P1-P5-P6-P9) stressed that the teacher should make a final correction after peers make correction. Participant 6 also suggested that the teacher could assess by marking students writing. On the other hand, P-2 and P-3 suggested that the users of the wiki page should write more actively. P-4 stated that *"there should be proficiency levels"*, while P-10 stressed that *"there should be more participants who write on wiki more often."*

5.1.4 RQ4: What are the students' opinions and perceptions on "wikis" and the usage of this website to learn English before and after the wiki implementation?

In order to find out students' perceptions on wikis and the use of this website to learn English at the beginning of this study, descriptive statistics was conducted and mean values were computed on SPSS. The total value of pre-test was earlier found 3.62 (see Table 5). When the general opinions of the participants are considered, the total analysis of the questionnaire items revealed that they had moderate opinions about the use of computers for writing in English at the beginning of the study. At this juncture, it was expected that the learners would be confident about using the wiki page in general and they would have positive opinions about the wiki page implementation.

So as to get the participant opinions about using a wiki page while learning English, 12 options were given in the first part of the pre and post test questionnaire and 9 general statements were chosen by the participants both in pre-test and post-test questionnaires. 6 participants defined wiki as effective, useful, interesting and enjoyable in the pre-test questionnaire and in the post-test questionnaire.

As shown in the Table below, 3 of the participants (2, 4, and 5) responded as *"no idea"* in the pre-test stage as they had no ideas about wikis before the wiki implementation; however they defined wikis as *effective, useful, enjoyable* after the wiki implementation. Only one participant (P3) defined wikis as time-consuming and tiring.

According to the general post-test responds of the participants, it is obvious that their perceptions on wikis have generally been detected positively. These findings indicate that wiki implementation has influenced participants' opinions and perceptions through computers in a fruitful way (see Table 20).

Table 20: Opinions about using a wiki while learning English

Participants	Pre Test Responds	Post Test Responds
P1	Effective, useful	Effective ,useful, enjoyable challenging
P2	No idea	Effective, useful
P3	Useful, complicated	Useful, time-consuming, tiring, interesting
P4	No idea	Effective, useful, enjoyable
P5	No idea	Effective
P6	Effective, useful, interesting	Useful
P7	Effective, useful, enjoyable, tiring, complicated, interesting	Effective, useful, enjoyable, self-improving
P8	Effective, useful, enjoyable, interesting	Effective, enjoyable, interesting
P9	Useful, enjoyable ,interesting	Useful, enjoyable
P10	Effective ,useful	Effective ,useful, challenging
P11	Useful	Useful, enjoyable, interesting
P12	Effective, useful, interesting	Effective ,useful, enjoyable challenging, interesting

As for the second phase of the data collection, the interviews conducted with ten participants were first transcribed and then the findings were interpreted. As mentioned in the methodology of the study, the interviewees were chosen on the basis of their voluntariness. The findings obtained from the interview form as the qualitative data indicate that a majority of the participants developed positive attitudes towards wiki page (see Table 21). The interviewees were asked questions about wiki page and peer correction technique (see Appendix E). The most stated issues of the participants were given in Table 21 below, for the first, second and third question "*What are your opinions about wiki page?"* , *"Are there any advantages of using wikis?"* , *"Are there any disadvantages of using wikis?"*

Table 21: Opinions about wiki page and advantages and disadvantages of using wikis

Positive issues	***f***	**Negative issues**	***f***
Encouraging	9	Challenging	1
Helps to improve English	9	Strange at the beginning	1
Useful	7	Possibility of wrong response	1
Good way to see mistakes	6	Not good	1
Improves writing	4	Scary	1
Fast communication technique	2		
Total	37	Total	5

Nearly all of the participants pointed out that the wiki page was useful and encouraging which helped them to improve their English. Participant 2 stated that:

> "It is a very useful webpage. I did not get bored when I wrote about a task/topic or to read my peers' writing.It helps us to write more carefully. It is a webpage which provides us to reinforce everything we learn while correcting others' writing and we can see our mistakes."

P-6 also had positive opinions about the wiki page:

> "It is enjoyable and very useful in terms of improving writing. It is like a forum.It is a useful tool in terms of improving writing skills."

P-1, P-3, P-4, P-5, P-7 and P-9 responded to the questions in a similar way. They stated that wiki page improved their writing skills and their thoughts in English by developing their discussion skills in English. However, Participant 8 pointed out that:

> "It is not good because writing in English itself is difficult and makes me fear and I don't feel relaxed and confident when I write on wiki."

Likewise one more participant (P-10) had negative opinion about the wiki page at the beginning who stated in the way:

> "It was strange at the beginning but now I feel that it is practical for writing activities."

All of the participants pointed out that there was not any disadvantage of wiki page. Their opinions about the weekly published tasks on wiki were generally detected positively. Only participant 9 found writing on wiki a little bit challenging. All of the participants found the tasks currently updated, useful nice and interesting (see Table 22).For example P-1 Stated that:

"I think they are very useful and creative tasks and they make us improve our imagination."

Table 22: Opinions about weekly published writing tasks on wiki page

issues	***f***
Current and Updated	6
Nice	3
Interesting	3
Useful	1
Good	1
Improves our imagination & creativity	1
Total	15

As a final note the last question that the participants were required to answer was: "**Do you think that using a wiki page improved your English?"** Only participant 8 stated that it did not help to improve his/her English. Apart from P-8, nine participants expressed that it improved their English in some ways (see Table 23).

Table 23: Opinions about what wiki page provided learners

issues	***f***
Provided sharing ideas	6
Improvement in writing	5
Let the students learn from each other	3
Developed cooperation	2
Encouraged writing in English	2
Decreased fear of writing	2
Provided self-correction	1
Total	**21**

P-1 positively pointed out that:

> "It provided us to express ourselves in English and to write better and more accurate."

P-2 also noted down that:

> "I revised for grammar rules by trying to correct others' writing and I checked the spelling."

P-6 stated that:

> "With the help of this application I pay attention to use grammar more carefully."

To sum up, the findings of the qualitative data support the outcomes of quantitative data in that wiki implementation and the weekly published tasks on wiki page led to an improvement in learners' perceptions on learning English through computers and their perceptions on peer feedback technique. On the other hand, while no statistically remarkably significant difference was found in participants' perceptions about peer correction, findings of the qualitative data indicate that a moderate level of change was observed.

5.2 Chapter Summary

In this chapter, the findings obtained from the analyses of both quantitative and qualitative data were presented and interpreted with regard to four questions of the wiki implementation.

CHAPTER VI
CONCLUSIONS, DISCUSSIONS, AND IMPLICATIONS

6.0 Introduction

The purpose of this chapter is to present the discussions of the findings by referring to the literature described in the second and third chapters. After drawing some conclusions in relation to the findings, pedagogical and methodological implications are discussed. Finally, several suggestions for further research are provided.

6.1 Conclusions & Discussions

This study intended to find answers to the following research questions:

RQ1: Is there any change in students' opinions on learning English through computers before and after the wiki implementation?

RQ2: Is there any change in students' anxiety level on writing before and after the wiki implementation?

RQ3: What are the students' perceptions and opinions on peer correction before and after the wiki implementation?

RQ4: What are the students' opinions and perceptions on "wikis" and the usage of this website to learn English before and after the wiki implementation?

6.1.1 Conclusions and discussions of the findings from RQ1

The findings of the first research question indicate that the students had moderate opinions about the use of computers to learn English at the beginning of the study and they found using computers as effective and useful while communicating in English.

The results reveals that most of the learners believed that e-mailing in English helps people learn from each other and learners found communicating in English and using computers to learn English effective and useful both to improve their English and to contact people any time. As it has been assumed, educational technology takes a great role in EFL classrooms in terms of providing authenticity and because of the current position of English as a global language (Crystal, 1997).

In this respect, it was seen that learners are aware of the importance of using and being exposed to the authentic English and they are conscious about the chances of accessing different and real usages of the target language with the use of computers while learning English. This implies that online communication opportunities can provide learners with socialization into discourse communities; enabling them to engage in authentic communication and get the necessary comprehensible input they require learning the language, thus simultaneously helping them to learn both the content and the language (Warschauer & Meskill, 2000).

On the other hand, it is seen that there was a slight increase in learners' perceptions on learning English through computers after the wiki implementation. However, this increase in their perceptions was not found statistically significant. This result can be attributed to the learners' computer competence, who are regarded as "digital natives" as it was stated in the literature review before. Prensky (2001) referred

to *Digital Natives as* today's students are 'native speakers' of the digital language of computers, video games, and the Internet. They process information and act differently than previous generations. According to Hartman & Robert (2005) they expect immediacy, self-service, and customization and they would like to engage in learning experiences. Thus, while using hypermedia learners have more control over their own learning while learning at their own pace; and a principal focus on content is facilitated without totally undermining a secondary focus on language form or learning strategies (Warschauer, 1996b).Similarly wiki implementation appealed to these types of learners and it met their expectations in this context well.

6.1.2 Discussions of the findings from RQ2

When the results of the pre-test writing anxiety scale are examined, it was found out that learners had moderate level of writing anxiety. The results also signify that learners felt anxious about being assessed in writing and they felt anxious when they were exposed to the time constraint while writing in English before the wiki implementation.

The results of the findings from the post-test writing anxiety scale indicate that a significant change was detected in learners' anxiety level of writing after the wiki implementation. When the noticeable differences between the findings of the writing anxiety pre-test and post test are compared, it was found out that most of the participants still had the fear of being assessed in writing in English but their fear showed a noticeable decrease after the wiki implementation. This shows that receiving negative evaluation is a crucial matter in EFL writing that causes writing anxiety This result is parallel to the studies of Ardi, 2007; Casado & Dereshiwsky, 2004.

Moreover, there was a slight decrease in learners' anxiety level of writing English under time constraint. Lastly, the decrease in the mean values of the items about being assessed by others in the post-test showed a difference, which is a sign of the change in learners' perceptions of writing English, in other words their fear of being evaluated by others or by a teacher showed a remarkable decrease. This outcome signifies that wiki implementation and peer correction activities brought about a considerable decrease in learners' writing anxiety level in English.

Similar results have also been obtained in other language anxiety studies. In the context of foreign language learning, learners may feel anxious due to problems related to communication apprehension such as the difficulty in understanding the teacher's instruction; negative evaluation as the fear of correction and fear of making mistakes and a general feeling of anxiety as the fear of failing the class (Ardi, 2007; Casado and Dereshiwsky, 2004).

6.1.3 Discussions of the findings from RQ3

The results of this research question of two-fold:

The explanations provided by learners about the overall opinions of peer response were discussed in detail in Chapter 5. As a reminder it would be useful here to summarize these comments. According to the pre-test and post test questionnaire results, learners' overall opinions on peer response and self-response seem to be moderate whereas their opinions on teacher response seem to be quite positive. This outcome can be accepted as not surprising because of the education system they are exposed to which traditionally takes notice of teacher response as the right and mere response source. However, some of the learners stated that peer correction could be useful.

On the other hand, their opinions about the usefulness of self-correction were quite positive at the beginning of the wiki implementation. On the other hand, the learners' comments gathered from the interview indicate that the majority of the learners developed positive attitudes towards peer response. This is because they realized and experienced that peer response provided many advantages such as sharing ideas, seeing and correcting others' mistakes helped them edit their own writing and the sense of existent audience profile.

Although the quantitative and qualitative results contradict with each other, which mean that learners were in favour of teacher feedback when they were asked to state their opinion in the pre-test and post-test questionnaires, peer response was found useful by a majority of learners. The chef reason of this outcome is perhaps the learners were required to define the usefulness of peer response and teacher response in the pre-and-post test phase; however they were asked to explain their opinions and experiences deeper in the interview phase.

The findings parallel with the findings of Sengün's (2002) study, in which she found positive attitudes towards peer feedback reflected by students who experienced it. However, if peer reviewers are not trained in providing content feedback and direct their attention only to form, students' attitude towards peer feedback tends to be negative which is a result reflected by Chiu et al. (2007). As Paulus (1999) notes, for peer review to be successful, careful training and structuring is necessary. The positive attitude towards peer feedback found in the present study is also the result of training and the design of the study which directed peers' attention to matters other than form while giving feedback.

In a study by Ming (2005) it was found that students can become better peer reviewers when they are provided with proper training and guidance which supports the findings of our study because students were provided training prior to providing feedback and as they provided feedback for repeated times over a period of time, their ability to provide feedback also improved.

According to students, generally, peer feedback was found useful by a majority of the students for having mistakes detected by peers, hearing peers' ideas about one's text, and for sharing ideas, but not as useful as teacher feedback according to a small group of students since they think peers cannot realize some of the mistakes. Those students find peer feedback beneficial because it provides opportunities for sharing other's point of view is an opinion also observed in a study by Butcher (2006).

6.1.4 Discussions of the findings from RQ4

The results of this research question of two-fold:

First, the findings point out that most of the learners defined the use of wikis could be as useful, effective, interesting and enjoyable before the wiki implementation. This is not surprising since learners had positive opinions about the use of computers while learning English.

Second, it was found that learners' opinions and perceptions on "wikis" and the use of this website to learn English were positive at the end of the wiki implementation. Moreover, the findings obtained from the interview form as the qualitative data indicate that a majority of the participants developed positive attitudes towards wiki page and the weekly tasks that were published for learners to write to edit and to respond to peers' writing. Also it was seen that learners enjoyed writing, editing and sharing ideas on wiki page which means that learners liked the cooperation and collaboration.

In this respect, the collaborative features of wikis make them particularly well suited for cooperative learning environments (cited in Parker, Chao, 2007; Schaffert, Bischof, et al., 2006). Using a wiki as a writing tool maximizes the advantages of reflection, reviewing, publication, and of observing cumulative written results as they

unfold (Fountain, 2005).Similar results were also reached by Franco (2008), Forte and Bruckman (2007) and Lee et al. (2010) who reported that creating wikis had a positive impact on the development of students' writing skills through collaborative engagement. Their participants responded positively to the use of wikis and preferred using a wiki while writing in English than on paper similar to the findings of this study. These findings show that students have already accepted wikis as a newer mode of writing.

The findings of this section confirmed that despite generally having no prior experience of Wiki design or participation, most of the students believed that it was helping the improvement of their reading and writing ability in English. Not only did they become better learners, but collaborators as well. By contributing ideas and editing each other's work, they collaboratively completed their Wiki-based English assignments. Moreover, wikis enabled extremely rich, flexible collaborations that had positive psychological consequences for their participants and powerful competitive ones for their organizations (Lamb, 2004; Evans and Wolf, 2005).

6.3 Implications

The findings of this study might have some implications for writing teachers who are looking for ways to incorporate peer feedback in an effective way in their writing classes. Writing teachers might benefit from the findings in several ways. Firstly, including peer feedback in the writing class as a natural component increases students' collaboration with each other as well as their self esteem and their control over their writing (Mendonca and Johnson, 1994).

As implied by learners' responses, learners feel less intimidated by peer feedback and can have more autonomy in deciding which peer comment to incorporate into their text, whereas they are usually more stick to teacher feedback and teacher autonomy previously observed by Hyland (2000). This sheds light on the necessity of in-service teacher training that encourages teachers to become aware of the importance of giving feedback in the process of writing.

Another indispensible condition for success is the systematic peer feedback training, as pointed out in the literature (Mc Groarty & Zhu, 1997; Demirel, 2009). Peer feedback training should be provided at the beginning of the writing class and could be repeated a few times to guide learners in the process. Teacher should also monitor learners and check that the peer feedback activities are running smoothly.

As well known, if implemented in a systematic way, peer feedback could also be used to reduce learners' dependence on the teacher and help them become more independent, self-sufficient learners (Demirel, 2009). Therefore, including peer feedback as a regular component of a writing class decreases the burden of the writing teacher by delegating some of the responsibility of providing feedback to students.

The outcomes of this wiki implementation indicated that writing on the wiki page contributed to raising students' awareness of the audience and diminished the learners' anxiety of writing in English. At this juncture, as suggested in literature, wikis are excellent tools for interactive learning whose capabilities combine graphics, sounds and authentic materials which are particularly conductive to language learning. What is more, materials stored in such web tools can reach a wide audience at a relatively low cost by making teachers work easier and by making writing being more enjoyable and less scared. However, it is part of teachers to make the right use of these potential applications and consider what benefits they will bring to their students.

This study also bears importance concerning teacher education and professional development. In this respect, faculties of education with foreign language teacher education departments which have courses like material development and ELT methodology should also cover the issues to raise awareness of the preservice teachers' about how to use technological innovations effectively and appropriately such as wikis, blogs.etc. So the preservice teachers will be competent in using such kind of tools like wiki and peer correction.

6.4 Suggestions for Further Research

This wiki implementation was small-scaled and based on the learners' voluntariness, thereby the conclusions are not to be generalized, and future researchers could replicate this study with a larger number of participants and in further studies. Moreover, the wiki implication with peer correction could be administered in different settings such as courses at schools where there is a force such as evaluation and grading system.

To be able to determine whether there is a relationship between learners' perceptions on learning English through computers and their proficiency level of English, a further study could be replicated with different proficiency groups. Furthermore, factors that affect writing anxiety in EFL could be put into investigation in further research.

Since it was not in the scope of this study to analyze the actual student feedback provided, this could also be a matter of further research. The comments that the peer reviewers gave and their correspondence with the resulting revisions could have been analyzed in detail and compared to the teacher comments. The results of such an analysis could provide important insight about the characteristics of peer feedback and guide researchers about how to make peer feedback more fruitful.

Another alternative design for this study could be trying other variations of the feedback model. In the present study, feedback was provided by the peers. The teacher was the observer during the feedback sessions which were applied on the wiki page. In an alternative study the teacher could take an active part of peer correction as a different mechanic.

To conclude, further research may investigate the opinions and the conceptions of the EFL learners regarding writing in the target language and how to combine this neglected skill with technology.

6.5 Chapter Summary

This chapter began with the discussions of findings for each research question. Then, a general conclusion was drawn in the light of the results obtained from the analysis of the findings. Implications are followed by the suggestions for further research.

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APPENDIX A

ÖN ANKET

Değerli Öğrenci,
Bu uygulama İngilizce öğrenen sizlerin bilgisayar kullanımı ve yazma becerilerine karşı tutumlarını belirlemeyi hedefleyen bir Yüksek Lisans Tez Çalışmasının bir parçasıdır. Bu ankette DOĞRU ya da YANLIŞ cevaplar bulunmamaktadır. Ankete vereceğiniz cevaplar bizim daha sağlıklı sonuçlar elde etmemizi sağlayacaktır. Bu yüzden, her bir ifadeyi dürüst ve samimi bir şekilde cevaplamanız beklenmektedir. Adınız ve Soyadınızı yazmanıza gerek yoktur ve bu ankete vereceğiniz yanıtlar gizli tutulacaktır.

Katılımınız ve katkılarınız için şimdiden teşekkür ederiz.

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1.BÖLÜM

1- Yaş: ….

2- Cinsiyet: Bay ☐ Bayan ☐

3- Aktif bir bilgisayar kullanıcısı mısınız?
☐ Evet ☐ Hayır

4- Bilgisayarı ne zamandır kullanıyorsunuz?
☐ 1 yıldan az ☐ 1–3 yıl ☐ 4–7 yıl
☐ 8 yıl üstü ☐ Diğer(Lütfen, belirtiniz)…

5- Kendinize ait bir bilgisayarınız var mı?
☐ Evet ☐ Hayır

6- 5. soruya yanıtınız "Evet" ise, ne zamandır kullanıyorsunuz?
☐ 1 yıldan az ☐ 1–3 yıl ☐ 4–7 yıl
☐ 8 yıl üstü ☐ Diğer(Lütfen, belirtiniz)…

7-Ne sıklıkla bilgisayar kullanırsınız?
☐ Her gün 1 saat/ 1 saatten az ☐ Her gün 2 - 4 saat
☐ Her gün 5 saatten fazla ☐ Her gün sürekli
☐ Haftada üç kez……saat ☐ Haftada iki kez……saat
☐ Haftada bir…….saat
☐ Diğer (Lütfen, belirtiniz) ……..

8- Bilgisayarınızı kullanım amaçlarınız nelerdir? (Lütfen aşağıdaki ifadeleri sizin için önem sırasına göre 1'den 9'a kadar sıralayınız.) (1- en önemli; 9 - en az önemli)

☐ internet (Google, Wikipedia, vs) aracılığıyla araştırma yapmak

☐ Microsoft Office, PowerPoint, vs. gibi programları kullanarak ödev ya da okulla ilgili herhangi bir görevi yapmak

☐ Kişisel e-posta mesajlarımı kontrol etmek ve mesajlarıma cevap yazmak

☐ İnternette arkadaşlarımla sohbet etmek

☐ Bilgisayarda oyun oynamak

☐ DVD'den, CD'den ya da internetten film izlemek

☐ Ödev yaparken internetten çevrimiçi sözlükler ya da çeviri programları gibi sayfalarda arama yapmak

☐ İngilizce öğrenmek

☐ Diğerleri (Lütfen, belirtiniz) ……

9- Bilgisayar kullanımı ile ilgili bilgi ve tecrübenizi nasıl değerlendirirsiniz?

☐ Zayıf ☐ Orta ☐ İyi ☐Çok iyi ☐ Mükemmel

10- Ne zamandır İngilizce öğreniyorsunuz?

☐ 1 yıldan az ☐ 1-3 yıl ☐4-6 yıl ☐ 7-9 yıl

☐ Diğer (Lütfen, belirtiniz) ……

11-İngilizceyi öğrenmenizin temel nedeni nedir?

☐ ÜDS, KPDS, TOEFL vb. sınavları geçmek için

☐ Okulu bitirince daha iyi bir iş bulabilmek için

☐ Yurt dışına gitmek için

☐ İngilizce şarkı ve filmleri anlayabilmek için

☐ Diğer (Lütfen, belirtiniz) …….

12- İnterneti İngilizce öğrenmek amacıyla kullanır mısınız?

Evet ☐ Hayır ☐

13- Cevabınız "Evet" ise interneti hangi amaçla kullanırsınız?
(Birden fazla seçenek işaretleyebilirsiniz)

☐ İngilizce web sitelerinde ödev araştırmak için

☐ İngilizce video izlemek için

☐ İngilizce makale, gazete vb. şeyler okumak için

☐ İngilizce kelime oyunları oynamak için

☐ Diğer (Lütfen, belirtiniz) ……

14- "Wiki" terimini hiç duydunuz mu?

□ Evet □ Hayır

(Bir önceki soru için cevabınız EVET ise lütfen bu soruyu cevaplayınız.)

15 -Biri size "wiki nedir?" diye sorsa aşağıdaki ifadelerden hangisi ya da hangileri yanıtınız/yanıtlarınız olurdu? (Birden fazla ifadeyi seçebilirsiniz)

□ Wiki çevrimiçi bir ansiklopedidir.

□ Wiki facebook gibi arkadaşlarımla haberleşebileceğim sosyal iletişim içerikli bir ağdır.

□ Wiki bazı politikacılar ya da ünlüler hakkında birtakım önemli gizli bilgi elde edebileceğim bir web sayfasıdır.

□ Wiki "blok" gibi öğretmenimizin bizim için okuma, dinleme ya da yazma etkinlikleri içeren birtakım görevler ve ödevler yayınladığı bir web sitesidir.

□ Wiki çevrimiçi bir sözlüktür.

□ Diğer (Lütfen,belirtiniz) …….

16- Aşağıdaki fikir hakkında ne düşünüyorsunuz?(Birden fazla seçenek işaretleyebilirsiniz)

İngilizce öğrenirken bir "wiki" kullanmak;

□ etkili olabilir.

□ faydalı olabilir.

□ zaman alıcı olabilir

□ yorucu olabilir.

□ zorlayıcı olabilir.

□ eğlenceli olabilir.

□ karmaşık olabilir.

□ sıkıcı olabilir.

□ heyecan verici olabilir.

□ ilginç olabilir.

□ sinir bozucu olabilir.

□ Diğer (Lütfen,belirtiniz) ……

2.BÖLÜM

Bu bölüm İngilizce öğrenmek için bilgisayar kullanımı hakkında duygu ve düşüncelerinizi elde etmek için oluşturulmuş birtakım ifadeleri içermektedir. Vereceğiniz cevaplar **Doğru** ya da **Yanlış** olarak değerlendirilmeyecektir. Lütfen her bir ifadeyi dikkatli bir şekilde okuyarak size uygun kutucuğu **(X)** ile işaretleyiniz.

		Kesinlikle Katılıyorum	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle Katılmıyorum**
1	Bilgisayar kullandığımda **İngilizceyi** hızlı bir şekilde öğrenirim.					
2	Diğer insanlarla **İngilizce** kullanarak haberleşmek için bilgisayar kullanmaktan hoşlanırım.					
3	Sınıf arkadaşlarımla **İngilizce** kullanarak haberleşmek için bilgisayar kullanmaktan hoşlanırım.					
4	**İngilizce** öğretmenimle haberleşmek için bilgisayar kullanmaktan hoşlanırım.					
5	**İngilizce** e-posta yazarak haberleşmek insanların birbirlerinden bir şeyler öğrenmesini sağlar.					
6	**İngilizce** öğrenmek için bilgisayar kullanmak insanlar ile istediğiniz zaman haberleşme avantajı sağlar					
7	**İngilizce** öğrenmek için bilgisayar kullanmak düşüncelerimi ve fikirlerimi geliştirir.					
8	E-posta ve internet kullanmak kendimi **İngilizce** konuşulan bir topluluğa ait hissetmemi sağlar.					
9	E-posta ve internet kullanmak **İngilizcenin** farklı şekillerde kullanımları hakkında daha fazla öğrenmek için iyi bir yöntemdir.					
10	Lütfen bu soruyu *5. soruya* verdiğiniz yanıtın aynısı ile cevaplayınız.					
11	Bilgisayar aracılığıyla haberleşmek **İngilizcemi** geliştirmemin iyi bir yöntemidir.					
12	**İngilizce** öğrenmek için bilgisayar kullanmak bana başarılı olduğumu hissettirir.					
13	**İngilizce** öğrenmek için bilgisayar kullanmak daha yaratıcı olmamı sağlar.					
14	Bilgisayar kullanmak gerçek **İngilizceyle** ilgili okuma yapma fırsatı ve bu dili kullanmayla ilgili daha fazla fırsat sağlar.					
15	**İngilizce** öğrenmek için bilgisayar kullanmaya harcanan çaba ve zamana değmez.					
16	**İngilizce** öğrenmek için bilgisayar kullanmak, öğrenmemi daha fazla kontrol etmemi sağlar.					
17	**İngilizce** öğrenmek için bilgisayar kullanmanın hissettirdiği zorluktan hoşlanırım.					
18	Lütfen bu soruyu boş bırakın.					
19	**İngilizce** öğrenirken bilgisayar kullandığım zaman serbestçe öğrenirim.					
20	Bilgisayar kullanmak **İngilizce** öğrenirken daha fazla pratik yapma fırsatı sağlar.					
21	Genellikle **İngilizce** öğrenmek için bilgisayar kullanmak çok sinir bozucudur.					

3. BÖLÜM

Bu bölüm İngilizce paragraf makale, günlük vb. türde yazma ile ilgili duygu ve düşüncelerinizi elde etmek için oluşturulmuş birtakım ifadeleri içermektedir. Vereceğiniz cevaplar **Doğru** ya da **Yanlış** olarak değerlendirilmeyecektir. Lütfen her bir ifadeyi dikkatli bir şekilde okuyarak size uygun kutucuğu **(X)** ile işaretleyiniz.

		Kesinlikle katılıyorum	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
1	İngilizce yazarken kendimi gergin hissetmem.					
2	Paragraf, makale vb türde İngilizce yazarken zaman baskısı olunca kalp atışlarımın hızlandığını hissederim.					
3	İngilizce yazarken, eğer yazımın değerlendirileceğini biliyorsam, kendimi endişeli ve rahatsız hissederim.					
4	Düşüncelerimi çoğu zaman İngilizce yazmayı tercih ederim.					
5	Genellikle İngilizce herhangi bir şey yazmamak için elimden geleni yaparım.					
6	İngilizce paragraf, makale vb. türde yazı yazmaya başladığımda, çoğu zaman beynim iptal olur.					
7	İngilizce yazılarımın diğer arkadaşlarımın yazılarından daha kötü olması beni endişelendirmez.					
8	Zaman baskısı olduğunda paragraf, makale vb türde İngilizce yazı yazarken titrer ya da terlerim.					
9	İngilizce yazdığım yazı değerlendirilecekse, kötü bir not almaktan endişe duyarım.					
10	İngilizce yazmam gereken durumlardan kaçınmak için elimden geleni yaparım.					
11	Lütfen bu soruyu *5. soruya* verdiğiniz yanıtın aynısı ile cevaplayınız.					
12	Zaman baskısı altında İngilizce yazı yazdığım zaman düşüncelerim karmakarışık olur.					
13	Seçme şansım varsa, İngilizceyi yazı yazmak için kullanmam.					
14	Zaman baskısı altında İngilizce yazı yazarken çoğu zaman paniğe kapılırım.					
15	Diğer öğrencilerin İngilizce paragraf, makale vb. türde yazımı okuduklarında alay etmelerinden korkarım.					
16	İngilizce paragraf, makale vb. türde yazı yazmam aniden istenirse donup kalırım.					
17	İngilizce paragraf, makale vb. türde yazı yazmam istenirse yapmamak için mazeret bulmak için elimden geleni yaparım.					
18	İngilizce olarak yazdıklarım hakkında diğerlerinin ne düşünecekleri beni kaygılandırmaz.					

19	Sınıf dışında İngilizce bir şeyler yazmak için genellikle her türlü fırsatı kollarım.					
20	İngilizce paragraf, makale vb. türde yazı yazarken genellikle tüm vücudum kasılır ve gergin hissederim.					
21	Lütfen bu soruyu boş bırakın.					
22	İngilizce paragraf, makale vb. türde yazımın sınıfta tartışma ya da inceleme için örnek olarak seçilme ihtimali beni korkutur.					
23	İngilizce yazılarımın çok zayıf olarak değerlendirilmesi beni hiç de korkutmaz.					
24	İngilizceyi paragraf, makale vb. yazılar yazmak için mümkün olduğunca her fırsatı kullanırım.					

4. BÖLÜM

1-Daha önce "İngilizce yazma becerileri dersleri ya da etkinlikleri" içeren bir İngilizce kursuna katıldınız mı?

☐ Evet ☐ Hayır

2- Cevabınız "Evet" ise, haftada kaç saat bu dersi aldınız?

……

3- Ve bu dersler ne tür yazma becerileri etkinlikleri içerirdi?

……

4- Şu anda devam ettiğiniz İngilizce kursunda yazma becerileri etkinlikleri var mı?

☐ Evet ☐ Hayır

5- Cevabınız "Evet" ise, "İngilizce yazma becerileri" ile ilgili bu etkinlikler nelerdir?

…….

6- "İngilizce yazma becerileri" ile ilgili kendinizi nasıl değerlendirirsiniz?

☐ Zayıf ☐ Orta ☐ İyi ☐Çok iyi ☐ Mükemmel

7- İngilizce yazma becerilerini öğrenmek sizce ne kadar önemlidir?

☐ Çok Önemli

☐ Oldukça önemli

☐ Önemli

☐ Çok önemli değil

☐ Hiçte önemli değil

8- İngilizce yazma becerilerinin önemli olduğunu düşünüyorsanız, neden önemlidir? ……

9- Önceki deneyimlerinize dayanarak, İngilizce bir şeyler yazdığınızda nasıl kontrol ederdiniz?
(Birden fazla ifadeyi seçebilirsiniz.)

☐ Teslim etmeden önce yazımı kendim kontrol ederdim.

☐ Yazımı öğretmenim kontrol ederdi.

☐ Yazdıklarımı kontrol etmesi için bir arkadaşıma sorardım.

☐ Hiçbir zaman yazımı kontrol etmezdim, bir başkasına da kontrol ettirmezdim.

☐ Diğer (Lütfen, belirtiniz) ……

10- Bir önceki ifadeye yanıtınız "öğretmenim kontrol ederdi" ise yazınızı ne şekilde kontrol ederdi?

☐ Kelime, fiil, sıfat vb. ifadeleri anlatan birtakım semboller ya da kodlar kullanırdı.

☐Yanlış ifadeyi ya da sözcüğü çizip doğrusunu yazardı.

☐ Yardımcı kelimeler ya da '?' soru işareti gibi benim bulmamı sağlayacak semboller kullanırdı**.**

☐Yanlış ya da hatalı ifadelerin sadece altını çizerdi.

☐Kontrol yapmazdı sadece not verirdi

☐ Diğer (Lütfen, belirtiniz) ……

(Lütfen, aşağıdaki sorular için kendinize uygun olan seçeneği işaretleyiniz)

	Yararlı Değil	**Biraz Yararlı**	**Kararsızım**	**Yararlı**	**Çok Yararlı**
11- Bir sınıf arkadaşınızın yazınızı okuması ve kontrol etmesi sizce ne kadar yararlıdır?					
12- Öğretmeninizin yazınızı okuması ve kontrol etmesi sizce ne kadar yararlıdır?					
13- Yazınızı kendi kendinize okumanız ve kontrol etmeniz sizce ne kadar yararlıdır?					

Anket bitmiştir.
Teşekkür ederiz.

APPENDIX B

PRE-TEST QUESTIONNAIRE

Dear Student,
The following survey is a part of an MA Thesis which aims at diagnosing EFL learners' attitudes towards learning English with a computer and writing. There is no RIGHT or WRONG answers in this survey. Therefore, you are expected to respond each statement in a sincere and an honest way which will enable us valuable information to gather more efficient results. Your answers and comments for the questions below are crucially important in terms of the development of the study. You do NOT have to write your name and surname and your anonymity in responding to these questions will be safeguarded

Thank you for your kind contribution and participation.

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PART I

1- Age: ……

2- Gender: Male ☐ Female ☐

3- Are you an active computer user?

Yes ☐ No ☐

4-How long have you been using a computer actively?

……

5- Do you have a computer of your own?

Yes ☐ No ☐

6- If your answer is "yes" to the 5th question, how long have you been using it?

……

7-How often do you use your computer?

☐Everyday for 1 hour or less

☐Everyday for 2-4 hours

☐Everyday for more than 5 hours

☐Everyday continuously

☐Three times a week for……hour(s)

☐Twice a week for …….hour(s)

☐Once a week for …….hour(s)

☐other (Please, indicate)……..

8- What do you use your PC for?

(Please, list the statements below in order from the most important statement (1) to the least important one 9)

☐ research something via the web (Google, Wikipedia, etc)

☐ prepare some homework or to do a task for school by using a software such as Microsoft office, PowerPoint, etc.

☐ check my personal e-mails and reply to them

☐ chat with friends on the internet

☐ play computer games

☐ watch DVDs, VCDS or films on the internet

□ look something up on the internet such as online dictionaries, translators to help me while writing

□ learn English

□ other things (Please, indicate) ……

……..

9- How do you rate your experience and knowledge of using computers?

☐ Poor ☐ Average ☐ Good ☐ Very Good ☐ Excellent

10- How long have you been learning English?

☐Less than 1 year ☐ 1-3 years ☐4-6 years ☐ 7-9 years

☐ other (Please, indicate) …….

11-What is your main reason to learn English?

☐ to pass the exams such as UDS, KPDS, TOEFL

☐ to find a better job when I finish my school

☐ to go abroad

☐ to be able to understand English songs and films

☐ other (Please, indicate)……

12- Do you ever use the internet to learn English?

☐ Yes ☐ No

13-If your answer is "Yes" to the question above, how do you use it?
(You can choose more than one choice)

☐To search something for my homework in English websites

☐To watch English videos

☐To read English magazines

☐To play English vocabulary games

☐Other (Please, indicate)……

14- Have you ever heard about "Wikis"?

□ Yes □ No

(If your answer for 13. question is "Yes", Please answer this question)

15- If someone asked you what a wiki was, what would your answer be from the options below?

□A wiki is an online encyclopedia.
□A wiki is a social network like facebook where I can get in touch with my friends.
□A wiki is a webpage where I can find some secret information about some important people such as politicians or celebrities from other countries.
□ A wiki can be a webpage where our teacher publishes some tasks for us to do such as reading, listening or writing activities, like a blog page.
□ A wiki is an English dictionary.
□ Other (Please, indicate)…….

16- What do you think of the idea below? You can choose more than <u>one</u>

While learning English using wikis can be:

□ Effective
□ Useful
□ Time-consuming
□ Tiring
□ Enjoyable
□ Challenging
□ Boring
□ Complicated
□ Exciting
□ Interesting
□ Annoying
□ Other (Please, indicate)……..

PART II

This part includes some statements which have been formed to get your feelings and opinions about "Using Computers to learn English". Your responds are **not** going to be evaluated as RIGHT or WRONG. Please, read each statement carefully and choose the most appropriate one to you.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I can learn English fast when I use a computer.					
2	I enjoy using the computer to communicate with people around the world.					
3	I enjoy using the computer to communicate with my classmates.					
4	I enjoy using the computer to communicate with my teacher.					
5	E-mailing in English helps people learn from each other.					
6	An advantage of using a computer while learning English is you can contact people any time you want.					
7	Using computers to learn English helps me develop my thoughts and ideas.					
8	Using e-mail and the Internet makes me feel part of an English speaking community.					
9	Using e-mail and the Internet is a good way to learn more about different usages of English.					
10	Communicating through computers is a good way to improve my English.					
11	Using a computer to learn to learn English gives me a feeling of accomplishment.					
12	Using a computer to learn English makes me more creative.					
13	Using a computer gives me more chances to read and use authentic English.					
14	Using a computer to learn English is not worth the time and effort.					
15	Using a computer to learn English gives me more control over my learning.					
16	I enjoy the challenge of using computers to learn English.					
17	I can learn English independently when I use a computer.					
18	Using a computer gives me more chances to practice English.					
19	Computers are usually very frustrating to work with to learn English.					

PART III

This part includes some statements which have been formed to get your feelings and opinions about "Writing English compositions such as paragraphs, essays, diaries etc." Your responds are **not** going to be evaluated as RIGHT or WRONG. Please, read each statement carefully and choose the most appropriate one to you.

		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Stronly Agree**
1	While writing in English, I am not nervous at all.					
2	I feel my heart pounding when I write English compositions such as a paragraph and an essay under time constraint.					
3	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4	I often choose to write down my thoughts in English.					
5	I usually do my best to avoid writing English compositions.					
6	My mind often goes blank when I start to work on an English composition.					
7	I don't worry that my English compositions are a lot worse than others.					
8	I tremble or perspire when I write English compositions under time pressure.					
9	If my English composition is to be evaluated, I worry about getting a very poor grade.					
10	I do my best to avoid situations in which I have to write in English.					
11	My thoughts become jumbled when I write English compositions under time constraint.					
12	Unless I have no choice, I do not use English to write compositions.					
13	I often feel panic when I write English compositions under time constraint.					
14	I am afraid that the other students will deride my English composition if they read it.					
15	I freeze up when unexpectedly asked to write English compositions.					
16	I will do my best to excuse myself if asked to write English compositions.					
17	I don't worry at all about what other people will think of my English compositions.					
18	I usually seek every possible chance to write English compositions outside of class.					
19	I usually feel my whole body rigid and tense when write English compositions.					
20	I am afraid of my English composition being chosen as a sample for discussion in class.					
21	I am not afraid at all that my English compositions will be rated as very poor.					
22	Whenever possible, I use English to write compositions.					

PART IV

1-Have you taken any English writing lessons within your English course before?

☐ Yes ☐ No

2- If yes, how many hours did you take in a week?

……

3- And what kind of writing activities did they include?

……

4- Do you have any writing activities in the English course you are currently following?

☐ Yes ☐ No

5- If your answer is yes, what are these writing activities?

……

6- How do you rate your English writing skills?

☐ Poor ☐ Average ☐ Good ☐ Very Good ☐ Excellent

7- How important do you find learning how to write in English?

☐ Very important

☐ Quite important

☐ Important

☐ Not very important

☐ Not important at all

8- If you find writing in English important, why is it important?

……

9- Considering your past experiences, when you wrote something in English, How did you check it? (You can choose more than one option)

☐ I used to check my writing on my own before I handed it in.

☐ My teacher used to check my writing.

☐ I used to ask a friend to check my writing.

☐ I never used to check it on my own neither did I used to ask someone to check it .

☐ Other (Please, indicate)……

	Not useful	Somewhat useful	No idea	Useful	Very useful
10-How useful is it to have a classmate read and correct your writing?					
11-How useful is it to have your teacher read and correct your writing?					
12- How useful is it to read and correct your own writing?					

The Questionnaire has finished.

Thank you very much

☺

APPENDIX C

SON ANKET

Değerli Öğrenci,
Bu uygulama İngilizce öğrenen sizlerin bilgisayar kullanımı ve yazma becerilerine karşı tutumlarını belirlemeyi hedefleyen bir Yüksek Lisans Tez Çalışmasının bir parçasıdır. Bu ankette DOĞRU ya da YANLIŞ cevaplar bulunmamaktadır. Ankete vereceğiniz cevaplar bizim daha sağlıklı sonuçlar elde etmemizi sağlayacaktır. Bu yüzden, her bir ifadeyi dürüst ve samimi bir şekilde cevaplamanız beklenmektedir. Adınız ve Soyadınızı yazmanıza gerek yoktur ve bu ankete vereceğiniz yanıtlar gizli tutulacaktır.

Katılımınız ve katkılarınız için şimdiden teşekkür ederiz.

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1.BÖLÜM

1- Yaş: ….

2- Cinsiyet: Bay ☐ Bayan ☐

3- Aktif bir bilgisayar kullanıcısı mısınız?
☐ Evet ☐ Hayır

4- Bilgisayarı ne zamandır kullanıyorsunuz?
☐ 1 yıldan az ☐ 1–3 yıl ☐ 4–7 yıl
☐ 8 yıl üstü ☐ Diğer(Lütfen, belirtiniz)…

5- Kendinize ait bir bilgisayarınız var mı?
☐ Evet ☐ Hayır

6- 5. soruya yanıtınız "Evet" ise, ne zamandır kullanıyorsunuz?
☐ 1 yıldan az ☐ 1–3 yıl ☐ 4–7 yıl
☐ 8 yıl üstü ☐ Diğer(Lütfen, belirtiniz)…

7-Ne sıklıkla bilgisayar kullanırsınız?
☐ Her gün 1 saat/ 1 saatten az ☐ Her gün 2 - 4 saat
☐ Her gün 5 saatten fazla ☐ Her gün sürekli
☐ Haftada üç kez……saat ☐ Haftada iki kez……saat
☐ Haftada bir…….saat
☐ Diğer (Lütfen, belirtiniz) ……..

8- Bilgisayarınızı kullanım amaçlarınız nelerdir? (Lütfen aşağıdaki ifadeleri sizin için önem sırasına göre 1'den 9'a kadar sıralayınız.) (1- en önemli; 9 - en az önemli)

☐ internet (Google, Wikipedia, vs) aracılığıyla araştırma yapmak

☐ Microsoft Office, PowerPoint, vs. gibi programları kullanarak ödev ya da okulla ilgili herhangi bir görevi yapmak

☐ Kişisel e-posta mesajlarımı kontrol etmek ve mesajlarıma cevap yazmak

☐ İnternette arkadaşlarımla sohbet etmek

☐ Bilgisayarda oyun oynamak

☐ DVD'den, CD'den ya da internetten film izlemek

☐ Ödev yaparken internetten çevrimiçi sözlükler ya da çeviri programları gibi sayfalarda arama yapmak

☐ İngilizce öğrenmek

☐ Diğerleri (Lütfen, belirtiniz) ……

9- Bilgisayar kullanımı ile ilgili bilgi ve tecrübenizi nasıl değerlendirirsiniz?

☐ Zayıf ☐ Orta ☐ İyi ☐Çok iyi ☐ Mükemmel

10- Ne zamandır İngilizce öğreniyorsunuz?

☐ 1 yıldan az ☐ 1-3 yıl ☐4-6 yıl ☐ 7-9 yıl

☐ Diğer (Lütfen, belirtiniz) ……

11-İngilizceyi öğrenmenizin temel nedeni nedir?

☐ ÜDS, KPDS, TOEFL vb. sınavları geçmek için

☐ Okulu bitirince daha iyi bir iş bulabilmek için

☐ Yurt dışına gitmek için

☐ İngilizce şarkı ve filmleri anlayabilmek için

☐ Diğer (Lütfen, belirtiniz) …….

12- İnterneti İngilizce öğrenmek amacıyla kullanır mısınız?

Evet ☐ Hayır ☐

13- Cevabınız "Evet" ise interneti hangi amaçla kullanırsınız?
(Birden fazla seçenek işaretleyebilirsiniz)

☐ İngilizce web sitelerinde ödev araştırmak için

☐ İngilizce video izlemek için

☐ İngilizce makale, gazete vb. şeyler okumak için

☐ İngilizce kelime oyunları oynamak için

☐ Diğer (Lütfen, belirtiniz) ……

14- "Wiki" terimini hiç duydunuz mu?

□ Evet □ Hayır

(Bir önceki soru için cevabınız EVET ise lütfen bu soruyu cevaplayınız.)

15 -Biri size "wiki nedir?" diye sorsa aşağıdaki ifadelerden hangisi ya da hangileri yanıtınız/yanıtlarınız olurdu? (Birden fazla ifadeyi seçebilirsiniz)

□ Wiki çevrimiçi bir ansiklopedidir.
□ Wiki facebook gibi arkadaşlarımla haberleşebileceğim sosyal iletişim içerikli bir ağdır.
□ Wiki bazı politikacılar ya da ünlüler hakkında birtakım önemli gizli bilgi elde edebileceğim bir web sayfasıdır.
□ Wiki "blok" gibi öğretmenimizin bizim için okuma, dinleme ya da yazma etkinlikleri içeren birtakım görevler ve ödevler yayınladığı bir web sitesidir.
□ Wiki çevrimiçi bir sözlüktür.
□ Diğer (Lütfen,belirtiniz) …….

16- Aşağıdaki fikir hakkında ne düşünüyorsunuz?(Birden fazla seçenek işaretleyebilirsiniz)

İngilizce öğrenirken bir "wiki" kullanmak;
□ etkili olabilir.
□ faydalı olabilir.
□ zaman alıcı olabilir
□ yorucu olabilir.
□ zorlayıcı olabilir.
□ eğlenceli olabilir.
□ karmaşık olabilir.
□ sıkıcı olabilir.
□ heyecan verici olabilir.
□ ilginç olabilir.
□ sinir bozucu olabilir.
□ Diğer (Lütfen,belirtiniz) ……

2.BÖLÜM

Bu bölüm İngilizce öğrenmek için bilgisayar kullanımı hakkında duygu ve düşüncelerinizi elde etmek için oluşturulmuş birtakım ifadeleri içermektedir. Vereceğiniz cevaplar **Doğru** ya da **Yanlış** olarak değerlendirilmeyecektir. Lütfen her bir ifadeyi dikkatli bir şekilde okuyarak size uygun kutucuğu **(X)** ile işaretleyiniz.

		Kesinlikle Katılıyorum	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle Katılmıyorum**
1	Bilgisayar kullandığımda **İngilizceyi** hızlı bir şekilde öğrenirim.					
2	Diğer insanlarla **İngilizce** kullanarak haberleşmek için bilgisayar kullanmaktan hoşlanırım.					
3	Sınıf arkadaşlarımla **İngilizce** kullanarak haberleşmek için bilgisayar kullanmaktan hoşlanırım.					
4	**İngilizce** öğretmenimle haberleşmek için bilgisayar kullanmaktan hoşlanırım.					
5	**İngilizce** e-posta yazarak haberleşmek insanların birbirlerinden bir şeyler öğrenmesini sağlar.					
6	**İngilizce** öğrenmek için bilgisayar kullanmak insanlar ile istediğiniz zaman haberleşme avantajı sağlar					
7	**İngilizce** öğrenmek için bilgisayar kullanmak düşüncelerimi ve fikirlerimi geliştirir.					
8	E-posta ve internet kullanmak kendimi **İngilizce** konuşulan bir topluluğa ait hissetmemi sağlar.					
9	E-posta ve internet kullanmak **İngilizcenin** farklı şekillerde kullanımları hakkında daha fazla öğrenmek için iyi bir yöntemdir.					
10	Lütfen bu soruyu *5. soruya* verdiğiniz yanıtın aynısı ile cevaplayınız.					
11	Bilgisayar aracılığıyla haberleşmek **İngilizcemi** geliştirmemin iyi bir yöntemidir.					
12	**İngilizce** öğrenmek için bilgisayar kullanmak bana başarılı olduğumu hissettirir.					
13	**İngilizce** öğrenmek için bilgisayar kullanmak daha yaratıcı olmamı sağlar.					
14	Bilgisayar kullanmak gerçek **İngilizceyle** ilgili okuma yapma fırsatı ve bu dili kullanmayla ilgili daha fazla fırsat sağlar.					
15	**İngilizce** öğrenmek için bilgisayar kullanmaya harcanan çaba ve zamana değmez.					
16	**İngilizce** öğrenmek için bilgisayar kullanmak, öğrenmemi daha fazla kontrol etmemi sağlar.					
17	**İngilizce** öğrenmek için bilgisayar kullanmanın hissettirdiği zorluktan hoşlanırım.					
18	Lütfen bu soruyu boş bırakın.					
19	**İngilizce** öğrenirken bilgisayar kullandığım zaman serbestçe öğrenirim.					
20	Bilgisayar kullanmak **İngilizce** öğrenirken daha fazla pratik yapma fırsatı sağlar.					
21	Genellikle **İngilizce** öğrenmek için bilgisayar kullanmak çok sinir bozucudur.					

3. BÖLÜM

Bu bölüm İngilizce paragraf makale, günlük vb. türde yazma ile ilgili duygu ve düşüncelerinizi elde etmek için oluşturulmuş birtakım ifadeleri içermektedir. Vereceğiniz cevaplar **Doğru** ya da **Yanlış** olarak değerlendirilmeyecektir. Lütfen her bir ifadeyi dikkatli bir şekilde okuyarak size uygun kutucuğu **(X)** ile işaretleyiniz.

		Kesinlikle katılıyorum	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
1	İngilizce yazarken kendimi gergin hissetmem.					
2	Paragraf, makale vb türde İngilizce yazarken zaman baskısı olunca kalp atışlarımın hızlandığını hissederim.					
3	İngilizce yazarken, eğer yazımın değerlendirileceğini biliyorsam, kendimi endişeli ve rahatsız hissederim.					
4	Düşüncelerimi çoğu zaman İngilizce yazmayı tercih ederim.					
5	Genellikle İngilizce herhangi bir şey yazmamak için elimden geleni yaparım.					
6	İngilizce paragraf, makale vb. türde yazı yazmaya başladığımda, çoğu zaman beynim iptal olur.					
7	İngilizce yazılarımın diğer arkadaşlarımın yazılarından daha kötü olması beni endişelendirmez.					
8	Zaman baskısı olduğunda paragraf, makale vb türde İngilizce yazı yazarken titrer ya da terlerim.					
9	İngilizce yazdığım yazı değerlendirilecekse, kötü bir not almaktan endişe duyarım.					
10	İngilizce yazmam gereken durumlardan kaçınmak için elimden geleni yaparım.					
11	Lütfen bu soruyu *5. soruya* verdiğiniz yanıtın aynısı ile cevaplayınız.					
12	Zaman baskısı altında İngilizce yazı yazdığım zaman düşüncelerim karmakarışık olur.					
13	Seçme şansım varsa, İngilizceyi yazı yazmak için kullanmam.					
14	Zaman baskısı altında İngilizce yazı yazarken çoğu zaman paniğe kapılırım.					
15	Diğer öğrencilerin İngilizce paragraf, makale vb. türde yazımı okuduklarında alay etmelerinden korkarım.					
16	İngilizce paragraf, makale vb. türde yazı yazmam aniden istenirse donup kalırım.					
17	İngilizce paragraf, makale vb. türde yazı yazmam istenirse yapmamak için mazeret bulmak için elimden geleni yaparım.					
18	İngilizce olarak yazdıklarım hakkında diğerlerinin ne düşünecekleri beni kaygılandırmaz.					
19	Sınıf dışında İngilizce bir şeyler yazmak için genellikle her türlü fırsatı kollarım.					

20	İngilizce paragraf, makale vb. türde yazı yazarken genellikle tüm vücudum kasılır ve gergin hissederim.					
21	Lütfen bu soruyu boş bırakın.					
22	İngilizce paragraf, makale vb. türde yazımın sınıfta tartışma ya da inceleme için örnek olarak seçilme ihtimali beni korkutur.					
23	İngilizce yazılarımın çok zayıf olarak değerlendirilmesi beni hiç de korkutmaz.					
24	İngilizceyi paragraf, makale vb. yazılar yazmak için mümkün olduğunca her fırsatı kullanırım.					

4. BÖLÜM

1-Daha önce "İngilizce yazma becerileri dersleri ya da etkinlikleri" içeren bir İngilizce kursuna katıldınız mı?

☐ Evet ☐ Hayır

2- Cevabınız "Evet" ise, haftada kaç saat bu dersi aldınız?

……

3- Ve bu dersler ne tür yazma becerileri etkinlikleri içerirdi?

……

4- Şu anda devam ettiğiniz İngilizce kursunda yazma becerileri etkinlikleri var mı?

☐ Evet ☐ Hayır

5- Cevabınız "Evet" ise, "İngilizce yazma becerileri" ile ilgili bu etkinlikler nelerdir?

…….

6- "İngilizce yazma becerileri" ile ilgili kendinizi nasıl değerlendirirsiniz?

☐ Zayıf ☐ Orta ☐ İyi ☐Çok iyi ☐ Mükemmel

7- İngilizce yazma becerilerini öğrenmek sizce ne kadar önemlidir?

☐ Çok Önemli

☐ Oldukça önemli

☐ Önemli

☐ Çok önemli değil

☐ Hiçte önemli değil

8- İngilizce yazma becerilerinin önemli olduğunu düşünüyorsanız, neden önemlidir?

……

9- Önceki deneyimlerinize dayanarak, İngilizce bir şeyler yazdığınızda nasıl kontrol ederdiniz?
(Birden fazla ifadeyi seçebilirsiniz.)

☐ Teslim etmeden önce yazımı kendim kontrol ederdim.

☐ Yazımı öğretmenim kontrol ederdi.

☐ Yazdıklarımı kontrol etmesi için bir arkadaşıma sorardım.

☐ Hiçbir zaman yazımı kontrol etmezdim, bir başkasına da kontrol ettirmezdim.

☐ Diğer (Lütfen, belirtiniz) ……

10- Bir önceki ifadeye yanıtınız "öğretmenim kontrol ederdi" ise yazınızı ne şekilde kontrol ederdi?

☐ Kelime, fiil, sıfat vb. ifadeleri anlatan birtakım semboller ya da kodlar kullanırdı.

☐Yanlış ifadeyi ya da sözcüğü çizip doğrusunu yazardı.

☐ Yardımcı kelimeler ya da '?' soru işareti gibi benim bulmamı sağlayacak semboller kullanırdı**.**

☐Yanlış ya da hatalı ifadelerin sadece altını çizerdi.

☐Kontrol yapmazdı sadece not verirdi

☐ Diğer (Lütfen, belirtiniz) ……

(Lütfen, aşağıdaki sorular için kendinize uygun olan seçeneği işaretleyiniz)

	Yararlı Değil	**Biraz Yararlı**	**Kararsızım**	**Yararlı**	**Çok Yararlı**
11- Bir sınıf arkadaşınızın yazınızı okuması ve kontrol etmesi sizce ne kadar yararlıdır?					
12- Öğretmeninizin yazınızı okuması ve kontrol etmesi sizce ne kadar yararlıdır?					
13- Yazınızı kendi kendinize okumanız ve kontrol etmeniz sizce ne kadar yararlıdır?					

14.wiki çalışmasına katılım için + 10 puan verilmesi sizin çalışmaya katılımınızı ne kadar etkilemiştir?

☐Hiçte etkilemedi.

☐Az etkiledi

☐Etkiledi

☐Çok fazla etkiledi.

Anket bitmiştir.
Teşekkür ederiz.

APPENDIX D

POST-TEST QUSTIONNAIRE

The following survey is a part of an MA Thesis which aims at diagnosing EFL learners' attitudes towards learning English with a computer and writing. There is no RIGHT or WRONG answers in this survey. Therefore, you are expected to respond each statement in a sincere and an honest way which will enable us valuable information to gather more efficient results. Your answers and comments for the questions below are crucially important in terms of the development of the study. You do NOT have to write your name and surname and your anonymity in responding to these questions will be safeguarded

Thank you for your kind contribution and participation.

Ferdiye GÜNER
ferdiye@gmail.com
. Ece ZEHİR TOPKAYA
ecetopkaya@yahoo.com

PART I

1- Age: ……

2- Gender: Male ☐ Female ☐

3- Are you an active computer user?

Yes ☐ No ☐

4-How long have you been using a computer actively?

……

5- Do you have a computer of your own?

Yes ☐ No ☐

6- If your answer is "yes" to the 5th question, how long have you been using it?

……

7-How often do you use your computer?

☐Everyday for 1 hour or less

☐Everyday for 2-4 hours

☐Everyday for more than 5 hours

☐Everyday continuously

☐Three times a week for……hour(s)

☐Twice a week for …….hour(s)

☐Once a week for …….hour(s)

☐other (Please, indicate)……..

8- What do you use your PC for?

(Please, list the statements below in order from the most important statement (1) to the least important one 9)

☐ research something via the web (Google, Wikipedia, etc)

☐ prepare some homework or to do a task for school by using a software such as Microsoft office, PowerPoint, etc.

☐ check my personal e-mails and reply to them

☐ chat with friends on the internet

☐ play computer games

☐ watch DVDs, VCDS or films on the internet

□ look something up on the internet such as online dictionaries, translators to help me while writing

□ learn English

□ other things (Please, indicate) ……

……..

9- How do you rate your experience and knowledge of using computers?

☐ Poor ☐ Average ☐ Good ☐ Very Good ☐ Excellent

10- How long have you been learning English?

☐Less than 1 year ☐ 1-3 years ☐4-6 years ☐ 7-9 years

☐ other (Please, indicate) …….

11-What is your main reason to learn English?

☐ to pass the exams such as UDS, KPDS, TOEFL

☐ to find a better job when I finish my school

☐ to go abroad

☐ to be able to understand English songs and films

☐ other (Please, indicate)……

12- Do you ever use the internet to learn English?

☐ Yes ☐ No

13-If your answer is "Yes" to the question above, how do you use it?
(You can choose more than one choice)

☐To search something for my homework in English websites

☐To watch English videos

☐To read English magazines

☐To play English vocabulary games

☐Other (Please, indicate)……

14- Have you ever heard about "Wikis"?

□ Yes □ No

(If your answer for 13. question is "Yes", Please answer this question)

15- If someone asked you what a wiki was, what would your answer be from the options below?

□A wiki is an online encyclopedia.

□A wiki is a social network like facebook where I can get in touch with my friends.

□A wiki is a webpage where I can find some secret information about some important people such as politicians or celebrities from other countries.

□ A wiki can be a webpage where our teacher publishes some tasks for us to do such as reading, listening or writing activities, like a blog page.

□ A wiki is an English dictionary.

□ Other (Please, indicate)…….

16- What do you think of the idea below? You can choose more than <u>one</u>

While learning English using wikis can be:

□ Effective
□ Useful
□ Time-consuming
□ Tiring
□ Enjoyable
□ Challenging
□ Boring
□ Complicated
□ Exciting
□ Interesting
□ Annoying
□ Other (Please, indicate)……..

PART II

This part includes some statements which have been formed to get your feelings and opinions about "Using Computers to learn English". Your responds are **not** going to be evaluated as RIGHT or WRONG. Please, read each statement carefully and choose the most appropriate one to you.

		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1	I can learn English fast when I use a computer.					
2	I enjoy using the computer to communicate with people around the world.					
3	I enjoy using the computer to communicate with my classmates.					
4	I enjoy using the computer to communicate with my teacher.					
5	E-mailing in English helps people learn from each other.					
6	An advantage of using a computer while learning English is you can contact people any time you want.					
7	Using computers to learn English helps me develop my thoughts and ideas.					
8	Using e-mail and the Internet makes me feel part of an English speaking community.					
9	Using e-mail and the Internet is a good way to learn more about different usages of English.					
10	Communicating through computers is a good way to improve my English.					
11	Using a computer to learn to learn English gives me a feeling of accomplishment.					
12	Using a computer to learn English makes me more creative.					
13	Using a computer gives me more chances to read and use authentic English.					
14	Using a computer to learn English is not worth the time and effort.					
15	Using a computer to learn English gives me more control over my learning.					
16	I enjoy the challenge of using computers to learn English.					
17	I can learn English independently when I use a computer.					
18	Using a computer gives me more chances to practice English.					
19	Computers are usually very frustrating to work with to learn English.					

PART III

This part includes some statements which have been formed to get your feelings and opinions about "Writing English compositions such as paragraphs, essays, diaries etc." Your responds are **not** going to be evaluated as RIGHT or WRONG. Please, read each statement carefully and choose the most appropriate one to you.

		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Stronly Agree**
1	While writing in English, I am not nervous at all.					
2	I feel my heart pounding when I write English compositions such as a paragraph and an essay under time constraint.					
3	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4	I often choose to write down my thoughts in English.					
5	I usually do my best to avoid writing English compositions.					
6	My mind often goes blank when I start to work on an English composition.					
7	I don't worry that my English compositions are a lot worse than others.					
8	I tremble or perspire when I write English compositions under time pressure.					
9	If my English composition is to be evaluated, I worry about getting a very poor grade.					
10	I do my best to avoid situations in which I have to write in English.					
11	My thoughts become jumbled when I write English compositions under time constraint.					
12	Unless I have no choice, I do not use English to write compositions.					
13	I often feel panic when I write English compositions under time constraint.					
14	I am afraid that the other students will deride my English composition if they read it.					
15	I freeze up when unexpectedly asked to write English compositions.					
16	I will do my best to excuse myself if asked to write English compositions.					

17	I don't worry at all about what other people will think of my English compositions.					
18	I usually seek every possible chance to write English compositions outside of class.					
19	I usually feel my whole body rigid and tense when write English compositions.					
20	I am afraid of my English composition being chosen as a sample for discussion in class.					
21	I am not afraid at all that my English compositions will be rated as very poor.					
22	Whenever possible, I use English to write compositions.					

PART IV

1-Have you taken any English writing lessons within your English course before?

☐ Yes ☐ No

2- If yes, how many hours did you take in a week?

……

3- And what kind of writing activities did they include?

……

4- Do you have any writing activities in the English course you are currently following?

☐ Yes ☐ No

5- If your answer is yes, what are these writing activities?

……

6- How do you rate your English writing skills?

☐ Poor ☐ Average ☐ Good ☐ Very Good ☐ Excellent

7- How important do you find learning how to write in English?

☐ Very important

☐ Quite important

☐ Important

☐ Not very important

☐ Not important at all

8- If you find writing in English important, why is it important?

……

9- Considering your past experiences, when you wrote something in English, How did you check it? (You can choose more than one option)

☐ I used to check my writing on my own before I handed it in.

☐ My teacher used to check my writing.

☐ I used to ask a friend to check my writing.

☐ I never used to check it on my own neither did I used to ask someone to check it .

☐ Other (Please, indicate)……

	Not useful	Somewhat useful	No idea	Useful	Very useful
10-How useful is it to have a classmate read and correct your writing?					
11-How useful is it to have your teacher read and correct your writing?					
12- How useful is it to read and correct your own writing?					

The Questionnaire has finished.
Thank you very much
☺

APPENDIX E

GÖRÜŞME FORMU(INTERVIEW FORM)

1- Wiki sitesi ile ilgili genel izlenimleriniz nelerdir?

2- Wiki kullanmanın avantajları var mıdır? Varsa nelerdir?

3- Wiki kullanımının zorlukları var mıdır? Varsa nelerdir?

4- Wiki sayfasında yayınlanan haftalık tartışma konuları hakkındaki düşünceleriniz nelerdir?

5- Çalışmamızdaki yazma aktiviteleri arkadaşlarınız ile fikir alışverişinde bulunmanızı sağladı mı? Ve bu fikir alışverişlerinden yararlandınız mı?

6- Wiki kullanmanın İngilizcenizi geliştirdiğini düşünüyor musunuz? Evet ise ne şekilde geliştirdi?

7- Wiki sayfasında yayınladığınız yazılar üzerinde yapılan düzeltme etkinlikleri hakkında ne düşünüyorsunuz?

8- Akran dönütü etkinliği ile ilgili genel izlenimleriniz nelerdir?
9- Siz bu çalışma esansında akran dönütü verdiniz mi? Aldınız mı?

10- Eğer dönüt vermediyseniz? Neden?

11- Dönüt verdiyseniz, nasıl hissettiniz?

12- Akran dönütünün daha etkili olması için neler yapılabilir?

13- Akran dönütü etkinlikleri ve wiki için uygulamaya başlamadan önce daha fazla eğitim almanız gerektiğini düşünüyor musunuz? Evet, ise bunlar, neler olabilir?

14- Eğer öğretmen olsaydınız öğrencilerin wiki sayfasında daha fazla yazmalarını ve birbirlerine dönüt vermelerini sağlamak için ne yapardınız?

Katılımlarınız için teşekkür ederim.
Ferdiye Güner

INTERVIEW FORM

Q1 What are your opinions about wiki page?

Q2 Are there any advantages of using wikis? If so what are they?

Q3 Are there any disadvantages of using wikis? If so what are they?

Q4 What do you think about the weekly published tasks on wiki?

Q5 Did the tasks help you to share opinions with friends? If so did you benefit from them?

Q6 Do you think that using a wiki improved your English? In which way?

Q7 What do you think about the feedback techniques given on the writing tasks you posted on wiki?

Q8 What are your general opinions about peer correction?

Q9 What was the most valuable part of the peer feedback sessions?

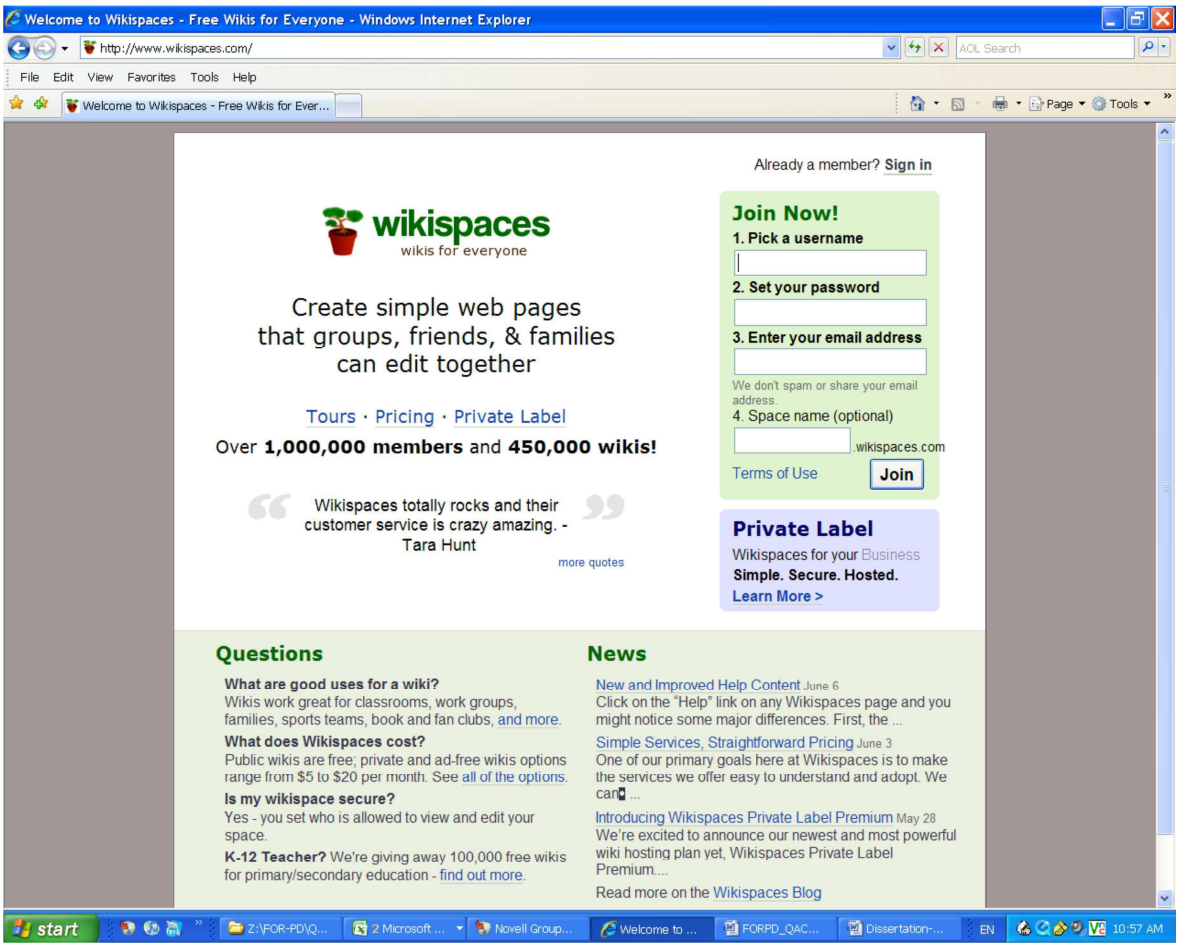
Q10 What was the least valuable part of the peer feedback sessions?

Q11 What can be done to make peer feedback more effective?

Q12 Do you need more training before you participate in peer feedback sessions? If so what are they?

APPENDIX F

WIKI WEB PAGE



APPENDIX G

CONSENT FORM

ONSEKİZ MART ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ
YABANCI DİLLER EĞİTİMİ BÖLÜMÜ
İNGİLİZCE ÖĞRETMENLİĞİ YÜKSEK LİSANS PROGRAMI

KATILIMCI ONAY FORMU

Yüksek Lisans Tez Çalışması :"*Yazma Etkinliğinde Akran Dönütü ve Bu Tekniğin "Wiki" ile Uygulanmasına İlişkin Öğrenci Algıları Üzerine Bir Araştırma"*
Araştırmacı:Ferdiye GÜNER (ferdiye@gmail.com)
Tez Danışmanı: *Yrd.Doç.Dr. Ece ZEHİR TOPKAYA (*ecetopkaya@yahoo.com)

Değerli Katılımcı,

Bu Form *"Yazma Etkinliğinde Akran Dönütü ve Bu Tekniğin "Wiki" ile Uygulanmasına İlişkin Öğrenci Algıları Üzerine Bir Araştırma"* isimli bir Yüksek Lisans Tez Çalışması hakkında siz öğrencileri bilgilendirmek için düzenlenmiştir. Bu çalışma sadece Upper-Intermediate ve Intermediate seviyesindeki siz öğrencilerimiz için düzenlenmiş aşağıda belirtilen uygulamaları içermektedir.

1)Ön değerlendirme -Anket Soruları
2) Akran Dönütü ve Wiki isimli internet sitesi uygulaması ile ilgili eğitim
3)Çalışma için hazırlanmış Wiki sitesinde 8 hafta sürecek İngilizce Yazma Etkinlikleri
4) Araştırmacı tarafından uygulanacak bir Röportaj (Görüşme)
5) Son değerlendirme -Anket Soruları

Yukarıda belirtilen "Wiki" uygulamasına katılım zorunlu değildir ve öğrencinin kendi isteğine bağlıdır. Herhangi bir şekilde not ile değerlendirme yapılmayacaktır ve uygulama boyunca sizlerden elde edilecek bilgiler gizli tutulacaktır. Sekiz haftalık uygulama sonunda araştırmacı tarafından hazırlanacak "Katılım Sertifikası" siz değerli öğrencilere verilecektir.

1. Yukarıda belirtilmiş çalışma ile ilgili bilgileri içeren bölümü okuduğumu ve çalışma ile ilgili soru sorma hakkım olduğunu onaylıyorum. ——
2. Çalışmaya katılımın zorunlu olmadığını ve isteyerek katıldığımı onaylıyorum. ——
3. Yukarıda belirtilmiş olan çalışmaya katılmayı kabul ediyorum. ——

Adı-Soyadı Tarih İmza

APPENDIX H

OPINIONS ABOUT WIKI PAGE, PEER CORRECTION AND LEARNING ENGLISH ON THE WIKI PAGE

Q1 What are your opinions about wiki page?
P1- I think it is very useful. It gives me chance to improve my English and to write better in English.
P2- It is a very useful webpage. I did not get bored when I wrote about a task/topic or to read my peers' writing.
P3- It is a very useful page and it helps us to improve our English.
P4- It is useful for students and it is good in terms of sharing ideas.
P5- It is useful and it is better than other things in terms of writing.
P6- It is enjoyable and very useful in terms of improving writing .It is like forum.
P7-It is good because when we discuss about something it improves our English.
P8- It is not good because writing in English itself is difficult and makes me fear and I don't feel relaxed and confident when I write on wiki.
P9- It is good as it enables us to share our opinions.
P10- It was strange at the beginning but now I feel that it is practical for writing activities.

Q2 Are there any advantages of using wikis? If so what are they?
P1- It improves my thoughts in English and it enables us to explain and write our ideas in English and to make correct sentences by using the right words.
P2-It helps us to write more carefully. It is a webpage which provides us to reinforce everything we learn while correcting others' writing and we can see our mistakes.
P3-it is a good way to see our mistakes.
P4-It lets us to share our opinions and it is a fast communication technique.
P5-It improves our way of wiring and thinking in a foreign language.
P6-It is a useful tool in terms of improving writing skills
P7-You learn from your mistakes by sharing your knowlegde about current things.
P8-It improves writing.
P9-It provides us to write and discuss in a foreign language.
P10-It is encouraging because the tasks and topics are updated.

Q3 Are there any disadvantages of using wikis? If so what are they?
P1- No disadvantage.
P2-No disadvantage
P3- Our friends (peers) may correct in a wrong way.
P4- No disadvantage
P5- No disadvantage
P6- No disadvantage
P7- No disadvantage
P8- No disadvantage
P9-Writing on wiki is little bit challenging
P10- No disadvantage

Q4 What do you think about the weekly published tasks on wiki?
P1- I think they are very useful and they make us to improve our imagination.
P2-They are updated, nice and creative tasks
P3-The tasks can be interesting.
P4-They are updated and enjoyable topics.
P5-They are updated topics which can draw students' attention.
P6-They are nice updated topics. This makes us write about and comment on them.
P7-The topics about which are written actively are interesting.
P8-It is Ok and good.
P9-They are updated and interesting
P10-They are current and updated topics and they are suitable for different ideas.

Q5 Did the tasks help you to share opinions with friends? If so did you benefit from them?
P1- Yes they helped me to self-correct my mistakes.
P2-Yes they did. We learnt new things and phrases.
P3-Yes, I made use of sharing.
P4- Yes, I made use of sharing.
P5-Yes.
P6-Yes it helped in terms of writing. I tried to get a general idea by reading other students opinions before I started writing on wiki
P7-Yes I did. I started to write more carefully when I corrected my friends' writing.
P8-No, it did not help.
P9-Yes I learnt new things for example I learnt about physalis (altın çilek)
P10-Yes I made use of the corrections made on words and sentence forms.

Q6 Do you think that using a wiki improved your English? In which way?
P1- Yes. It provided us to express ourselves in English and to write better and more accurate.
P2-Yes. I revised for grammar rules by trying to correct others' writing and I checked the spelling.
P3-Yes it did. It decreased my abstention in writing.
P4-Yes, I learnt new ideas from my friends and it provided us to write without any fear.
P5-Yes it developed our writing and expression of our thoughts in English.
P6-Yes, with the help of this application I pay attention to use grammar ore carefully.
P7-Yes, it developed our writing and thinking skills in English.
P8-No it did not help.
P9-Yes, I paid attention to grammar and the use of words.
P10-Yes, it encouraged me to write in English.

Q7 What do you think about the feedback techniques given on the writing tasks you posted on wiki?
P1- I think they are very useful, we can see our mistakes and correct them
P2-They are useful in terms of grammar and vocabulary
P3-Some of the mistakes can be overlooked as the feedback providers are not the teacher.
P4-They are useful and effective.
P5-They help us to see our mistakes and sometimes students may not want teacher's correction so peer correction is better.
P6-I don't think they are effective because students generally commented on the writing instead of correcting.
P7-There are not many posted corrections on wiki.
P8-It is a good technique when it is made regularly.
P9- It is useful but there should be an extra application.
P10-It is a good technique.

Q8 What are your general opinions about peer correction?
P1- I think it is a very useful application as we share opinions on wiki by detecting and correcting others mistakes which improves our English
P2-It is effective in terms of our friends' checking us and it provides us to learn from others' mistakes.
P3-It is a useful application which provides a friendly and social environment
P4-It is useful as I can see the similarities and differences between my peers.
P5-It is useful and it provides us to express our ideas comfortably and to receive feedback from others.
P6-Reading and commenting others on our writing is a very good thing but there was no active participation during this implementation.

P7-Good technique
P8- Good technique.
P9-Useful but there should be an extra mechanism.
P10-Useful

Q9 What was the most valuable part of the peer feedback sessions?
P1- We see and understand our mistakes when our friends check and correct our writing which is a useful activity.
P2-We learn from others' writing and their mistakes.
P3-It is a social environment where there are friends and the audience.
P4-We can compare our writing with other students on wiki page.
P5-Sharing and exchanging ideas with other students
P6- Receiving feedback in a way is useful
P7-To show us the mistakes
P8-To be able to write and to be able to receive feedback
P9-To see the mistakes and to correct them
P10-My friends' seeing my mistake is more motivating.

Q10 What was the least valuable part of the peer feedback sessions?
P1- The peers may check and correct our writing in a wrong way and respond in a wrong way.
P2- There was not any.
P3- There was not any.
P4-When we feel that our proficiency level is lower than the others we may demoralize.
P5-Students may correct the tasks in a wrong way.
P6-It may not provide the accurate feedback
P7- There was not any.
P8-There was not any.
P9-There is chance of receiving incorrect feedback because of my friends' correction
P10-The feedback or the correction way can be wrong.

Q11 What can be done to make peer feedback more effective?
P1- The teacher should give the final feedback after the peers correct our writing.
P2-Everyone should write actively.
P3-The users should be more active.
P4-There should be proficiency levels.
P5-The teacher can join wiki application by writing comments on tasks
P6-The teacher can assess by marking students writing
P7-No comment
P8-The page can be developed by adding vocabulary games
P9-There should be an expert to control the final stages of writing.
P10-There shuold be more participants and they should write more on wiki.

Q12 Do you need more training before you participate in peer feedback sessions? **If so what are they?**
P1-Enough
P2-Enough
P3-Enough
P4-Enough
P5-Enough
P6-There can be a training about peer correction.
P7-Enough
P8- There can be an extra training about writing.
P9-There can be an extra training about writing.
P10-Enough