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THE EFFECTS OF LEARNING ORIENTED ASSESSMENT ON STUDENTS'

ACADEMIC WRITING ABILITY

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
CURRICULUM VITAE.....	iii
TABLE OF CONTENT.....	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
LIST OF ABBREVIATIONS.....	xiii
ABSTRACT.....	xiv
KISA ÖZET.....	xvi
1. INTRODUCTION	1
1.1. Theoretical Framework and Definitions of Terms	2
1.2. Justification of the Study.....	21
1.3. Significance of the Study.....	24
1.4. Literature Review.....	27
1.4.1. LOA (Learning Oriented Assessment)	27
1.4.1.1. History of LOA.....	27
1.4.1.2. Definitions of LOA.....	29
1.4.2. Computer Mediated Collaborative Writing.....	33
1.4.2.1. Collaborative Writing.....	33
1.4.2.2. Computer Mediated Collaborative Writing.....	33
1.4.2.3. Social Constructivism Theory and Collaborative Writing.....	34
1.4.2.4. Hayes Model of Writing.....	37

1.4.2.5. Computer Mediated Writing Feedback.	40
1.4.2.6. Peer Feedback and Review in Computer Mediated Writing.	42
1.4.3. Patchwork Assessment.	46
1.4.3.1. Definitions of Patchwork Assessment.	46
1.4.3.2. Previous Studies on Patchwork Assessment.	47
1.4.4. Portfolio Assessment.	54
1.4.4.1. Definition of Portfolio Assessment.	54
1.4.4.2. Previous Studies on Portfolio Assessment.	56
1.4.4.3. Benefits of Portfolio Assessment.	58
1.4.5. Self, Peer and Group Assessment / Feedback.	63
1.4.5.1. Definitions of Self, Peer and Group Assessment / Feedback.	63
1.4.5.2. Previous Studies on Self, Peer and Group Assessment / Feedback.....	65
1.5. Research Questions.	72
1.6. Research Hypothesis.	72
2. METHODOLOGY.	73
2.1. Participants.	73
2.2. Context of the Study.	73
2.3. Data Collection Instrumentation.	74
2.3.1. Semi-Structured Interview.	74
2.3.2. Focus Group Meetings.....	76
2.3.3. Questionnaire.	78

2.4. Instrument Development.	78
2.4.1. Developing the Questionnaire.	78
2.4.2. Questionnaire Items.	87
2.4.3. Theoretical Framework of Questionnaire Items.	89
2.4.4. Piloting the Questionnaire.	93
2.4.5. Validity and Reliability of the Questionnaire.	93
2.4.6. Interview Procedures.....	98
2.4.7. Validity and Reliability of the Interview.	98
2.5. Procedures.	101
2.5.1. Steps in Implementation of Learning Oriented Assessment..	106
2.5.2. Framework of Learning Oriented Assessment.	113
3. DATA ANALYSIS.	116
4. FINDINGS.	117
4.1. Findings for Quantitative Data	117
4.1.1. Findings for Research Question Number One.....	117
4.1.2. Findings for Research Question Number Two.....	121
4.1.3. LOA Tasks' Results.....	126
4.1.4. Findings for Research Question Number Three.....	138
4.2. Findings for Qualitative Data	140
4.2.1. Findings for Research Question Number Four.....	140
4.2.1.1. Academic Writing Assessment Process.	140
4.2.1.2. Self, Peer and Group Assessment / Feedback.. . . .	142
4.2.1.3. Computer mediated Collaborative Writing.	143

4.2.1.4. Reflective Diary.	144
4.2.2. Findings for Research Question Number Five.....	145
4.2.2.1. Self, Peer and Group Assessment / Feedback.....	145
4.2.2.2. Academic Writing Assessment Process.....	146
4.2.2.3. Reflective Diary.....	147
4.2.2.4. Computer Mediated Collaborative Writing.....	148
5. CONCLUSION.....	149
5.1. Discussions.....	149
5.1.1. Discussion for Research Question Number One.....	149
5.1.2. Discussion for Research Question Number Two.....	153
5.1.3. Discussion for Research Question Number Three and Four..	157
5.1.4. Discussion for Research Question Number Five.....	163
5.2. Implication and Application of the Study	168
5.3. Limitations.....	169
5.4. Suggestion for Further Study	170
BIBLIOGRAPHY.....	173
APPENDICES.	218

LIST OF TABLES

Table 1. Learning Oriented Assessment Dimensions	80
Table 2: Focus Group Interaction Issues	84
Table 3. Questionnaire Items and their Intended Construct	86
Table 4. Questionnaire Items and Theories	87
Table 5. Reliability	94
Table 6: Re-reliability with Few Items Deleted	95
Table 7. Factor Analysis	96
Table 8. Re-factor Analysis with Few Items Deleted	97
Table 9. Schedule for Researched Essay and Comparison-Contrast Essay	107
Table 10. Schedule for Cause and Effect Essays and Argumentative Essay	108
Table 11. Schedule for Classification and Reaction Essay	108
Table 12. Weekly LOA Procedures and Routine Procedures	108
Table 13. Weekly LOA Components and Descriptions	112
Table 14. Framework of LOA	114
Table 15. Paired Sample Statistics	117
Table 16. Paired Sample T Test / Statistics	118
Table 17. T-test Independent Samples / Descriptive	119
Table 18. T- test Independent Samples Test / Statistics	120
Table 19. Definitions / Within-Subjects Factors	121
Table 20. Repeated Measures of Anova / Descriptive	122
Table 21. Repeated Measures of Anova for Within Subjects Effects	123

Table 22. Repeated Measures of Anova / Post Hoc Results /	
Pairwise Comparisons	124
Table 23. Reflective Diary 1-3	126
Table 24. Same Day Feedback 1-12	127
Table 25. Weekly Personal Response 1-6	128
Table 26. Portfolio Assessment 1-6	129
Table 27. Participation in Weekly Tutorials 1-6	130
Table 28. Patchwork Text Assessment 1-6	131
Table 29. In-Class Feedback 1-6	132
Table 30. Computer Mediated Collaborative Writing 1-6	133
Table 31. Mini Project 1-6	134
Table 32. Team Project 1	135
Table 33. Total Grade Book for LOA tasks	136
Table 34. Paired Samples T-test Descriptive for comparing attitude rates	138
Table 35. Paired Samples T-test Statistics	139

LIST OF FIGURES

Figure 1.1. Hayes Model of Writing	9
Figure 1.2. Framework for Learning Oriented Assessment, Carless	16
Figure 1.3 Dimensions of LOA Framework	19
Figure 1.4. Framework for Learning Oriented Assessment, Turner and Purpura	20
Figure 1.5. Holistic Framework of Learning Oriented Assessment	30
Figure 1.6. Dynamic Framework for Developing Learning Oriented Assessment	31
Figure 2.1. Dimensions of LOA Framework	82
Figure 2.2. Framework for Learning Oriented Assessment, Turner and Purpura	83

LIST OF APPENDICES

Appendix A Essay Grading Criteria

Appendix B Peer Assessment Rubric for Argumentative Essay

Appendix C Peer Assessment Checklist for Argumentative Essay

Appendix D Peer Edit Rubric for Compare and Contrast Essay

Appendix E Peer Review for Cause and Effect Essay

Appendix F Bilgilendirilmiş Gönüllü Onam Formu / Informed Consent Form

Appendix G Interview Guides

Appendix H Interview Questions

Appendix I Interview Item Table

Appendix J Topics and Themes for Focus Groups

Appendix K Questionnaire Items

Appendix L Questionnaire

Appendix M Pre-test

Appendix N Post-test

Appendix O Grade Chart for the ‘LOA Procedures’

Appendix P Grade Chart for the ‘LOA Procedures and Routine Procedures’

Appendix R Interview Code Table (Codebook)

Appendix S Assessment Rubrics for LOA Procedures

LIST OF ABBREVIATIONS

LOA	Learning Oriented Assessment
RD	Reflective Diary
SDF	Same Day Feedback
WPR	Weekly Personal Response
ICF	In-Class Feedback
PWT	Participation in Weekly Tutorials
PTA	Patchwork Text Assessment
PA	Portfolio Assessment
CMCW	Computer Mediated Collaborative Writing
TP	Team Project
MP	Mini Project
EFL	English as a Foreign Language
L2	Second Language
CEFR	Common European Framework
ZPD	Zone of Proximal Development
TWP	The Writing Portal
MKO	More Knowledge Other

ABSTRACT

The purpose of the present research was to investigate the effects of learning-oriented assessment (LOA) on the academic writing ability of 40 EFL students at the School of Foreign Languages at Erzurum Technical University. In addition to utilizing an experimental pre-post design, qualitative sources of data were also collected for developing a questionnaire to investigate the participants' attitude change towards LOA. The independent variable (IV) was the type of academic writing instruction and the dependent variable (DV) was the academic writing ability of EFL students.

The treatment, or implementation of the LOA procedure, lasted for 12 weeks. The instructional materials were the same for both groups. Both experimental and comparison groups received achievement tests as a pre-test, a post-test, comparison-contrast essays, cause-effect essays, argumentative essays, and timed writing quizzes under routine procedures. In addition, the experimental group' received several additional LOA measures on including self-regulated tasks; (reflective diary and reflective journal, same day feedback, weekly personal response, portfolio, participation in weekly tutorials, patchwork texts) and peer and group tasks (team projects, (group critique and group assessment), mini projects (peer critique and peer assessment), in-class feedback, and computer-mediated collaborative writing.

Also, two writing tests on 'Argumentative Essay' were administered as the pre-test and post-test. Quantitative data was collected from students' overall grades and their ratings on the questionnaire, qualitative data was gathered from individual interviews and focus group meetings.

The findings of the research were significant in major respects. The experimental group that received LOA treatment was more successful in academic writing than the comparison group. Before the treatment students got low scores in writing but after the treatment the scores significantly improved for both of the groups. Both groups in the study received significantly higher scores in with and without LOA treatment. However, a significant difference ($t(39) = 6,149$, $\text{Sig} = .000$, $p < .05$) was found between experimental and comparison groups on the post-test scores. That is, the LOA treatment had significantly raised the writing scores of the experimental group compared to the comparison group. Also, according to the findings of the repeated measures ANOVA, some of the LOA tasks were found to be more effective compared to other LOA tasks. Lastly, the result of the paired samples t-test revealed that there was a significant difference ($t = -17.64$, $\text{Sig} = .000$, $p < .05$), between the attitudes of students to LOA before and after the treatment. This indicates that students' perception of LOA tasks and the items regarding LOA has changed in a positive way.

KEY WORDS: Learning Oriented Assessment, Academic Writing Ability, Argumentative Essay

KISA ÖZET

Bu çalışmanın amacı, Erzurum Teknik Üniversitesi Yabancı Diller Yüksekokulu'nda öğrenim gören 40 öğrencinin öğrenim yöneltimli değerlendirmenin (LOA) akademik yazma becerilerine etkisini incelemektir. Deneysel bir ön test sonrası tasarımın kullanılmasına ek olarak, katılımcıların öğrenme yöneltimli değerlendirme'ye yönelik tutum değişimini araştırmak için ve bir anket geliştirmek için niteliksel veri kaynakları da toplandı. Bağımsız değişken, akademik yazma öğretiminin türü ve bağımlı değişken, EFL öğrencilerinin akademik yazma becerisidir.

Öğrenme yöneltimli değerlendirmenin uygulanması 12 hafta sürmüştür. Öğretim materyalleri her iki grup için de aynıydı. Hem deneysel hem de karşılaştırma gruplarına, rutin prosedürler altında ön test, son test, karşılaştırma-zıtlık, neden-sonuç, tartışmalı deneme yazıları ve zamanlı yazma sınavları olarak başarı testleri verildi. Ek olarak, deney grubu öz yönlendirmeli öğrenme konusunda birkaç ek öğrenme yöneltimli uygulamaya maruz kaldı bunlar şu şekildedir; yansıtıcı günlük, aynı gün geri bildirim, haftalık kişisel yanıt, portfolyo, haftalık eğitimlere katılım, yama çalışması metinleri ve akran ve grup görevleri; ekip projeleri, grup geridönütleri ve grup değerlendirmesi, mini projeler; akran geridönütleri ve akran değerlendirmesi, sınıf içi geribildirim ve bilgisayar aracılı ile işbirlikçi yazma.

Ayrıca, ön test ve son test olarak "Argümantatif Deneme" üzerine iki yazma testi uygulandı. Nicel veriler, öğrencilerin genel notlarından ve anketteki puanlarından, nitel veriler ise bireysel görüşmeler ve odak grup toplantılarından elde edilmiştir.

Araştırmanın bulguları büyük ölçüde önemlidir. Öğrenme yönelimli değerlendirmeye maruz kalan deney grubu, karşılaştırma grubuna göre akademik yazımda daha başarılı olmuştur. Uygulamadan önce öğrenciler yazılı olarak düşük puanlar aldılar, ancak uygulamadan sonra puanlar her iki grup için de önemli ölçüde arttı. Çalışmadaki her iki grup da öğrenme yönelimli değerlendirme olsun veya olmasın önemli ölçüde daha yüksek puanlar aldı. Ancak son test puanlarında deney ve karşılaştırma grupları arasında anlamlı bir farklılık ($t(39) = 6,149$, Sig = .000, $p < .05$) bulunmuştur. Yani, öğrenme yönelimli değerlendirme uygulaması, deney grubunun yazma puanlarını karşılaştırma grubuna göre önemli ölçüde yükseltmiştir. Ayrıca, tekrarlanan ANOVA ölçümlerinin bulgularına göre, öğrenme yönelimli değerlendirme ödevlerinden bazılarının diğer öğrenme yönelimli değerlendirme ödevlerine göre daha etkili olduğu görülmüştür. Son olarak, eşleştirilmiş örneklem t-testi sonucu, öğrencilerin öğrenme yönelimli değerlendirmeye yönelik tutumları arasında uygulama öncesi ve sonrası anlamlı bir farklılık ($t = -17.64$, Sig = .000, $p < .05$) olduğunu ortaya koymuştur. Bu, öğrencilerin öğrenme yönelimli değerlendirmeye ilişkin algılarının ve öğrenme yönelimli değerlendirme ile ilgili öğelerin olumlu yönde değiştiğini gösterir.

ANAHTAR KELİMELER: Öğrenme Yönelimli Değerlendirme, Akademik Yazma Becerisi, Argümantatif Deneme

The Effects of Learning-Oriented Assessment on Students' Academic Writing Ability

1. INTRODUCTION

Academic writing has attracted attention and occupied a significant place in the field of ELT since academic writing helps students learn reasoning skills, communication, critical thinking, analytical thinking, research, and language skills. According to Hyland (2014), there is a large amount of information in the writing process regarding the social practices of learners. In other words, academic writing helps learners to create social negotiations and become aware of how the knowledge is constructed with the help of reasoning skills and critical thinking. Therefore, it can be said that academic writing serves as a communication tool which aims to convey a message and knowledge on a specific topic. That is why academic writing has always gained attention and popularity in academic contexts.

Similarly, LOA has also started to gain popularity, recognition and share the above-mentioned common features with academic writing except for not being as old as academic writing and academic writing research. To start with, LOA focuses on assessment that fosters learners' self-directed learning skills in the context where active collaborative / cooperative takes place along with using feedback / feed-forward (Mok, 2010). Moreover, LOA gives students the chance to practice the self-regulatory process of learning. In other words, the LOA framework helps the learning activities to occur while learners are actively involved and engaged in the assessment process via thinking about their own progress, learning goals, strategies as well as monitoring. According to Mok (2013), a variety of metacognitive mechanisms: (identifying strategies, posing questions, selecting learning strategies) promote students' self-regulation skills since learners evaluate and monitor their learning

behaviors by integrating new ideas into their existing knowledge and revising the strategies.

The significance of this study and the statement of problem comes from combining these two significant aspects of ELT for understanding the effects of LOA on academic writing since LOA comprises research on academic writing as well. In order to present the study in an appropriate context, first theoretical framework and then the definition of the variables will be presented.

1.1 Theoretical Framework and Definitions of Terms

The current research is planned to investigate the effects of learning-oriented assessment (LOA hereafter) on the academic writing ability of 40 English as a Foreign Language (EFL hereafter) students at the School of Foreign Languages at Erzurum Technical University.

In this writing, theoretical definitions and operational definitions will be discussed respectively. Theoretically, the definition of the dependent variable (DV) is the writing ability of the learners who are B2 levels and these students can write an essay by establishing arguments that are supported with focal points and relevant supporting details systematically (Council of Europe, 2001, p. 62). According to Hayes (2000), writing is defined as a communicative activity which consists of several phases like; affective, cognitive, and social. Similarly, Manalo (2013) defined writing as an art form that consists of hidden skills of vocabulary, spelling, building sentences, grammar, organization of discourse, and cohesion which will be needed to produce a piece of art by the author at the end of the writing process. In the literature L2 writing mainly has been mainly investigated within three basic scopes which are ‘writing as a cognitive process, writing as a socio-cognitive process, and writing as a

collaborative process'. Studies on these three concepts will be shown briefly in order to enrich the theoretical framework and definitions of the terms.

Writing as a cognitive process regarding think aloud protocols are investigated by many researchers in the 1980's to analyze the mental processes in writing (e.g. Raimes, 1985; Lay, 1982; Mitchell, 2020; Cohen & Cavalcanti, 1987, 1990; Willey & Tanimoto, 2015). These researchers mainly paid attention to process-oriented approaches and they found that mentioned process-oriented approaches are related to cognitive dimensions of writing where students learn how to produce and develop ideas while writing. To give an example; Zamel (1982) claims that the planning stage is a unitary stage and cannot be separated as a distinctive thinking process. Similarly, Kroll (1990) asserts that mental processes and stages are significant in writing since learners are becoming aware of writing stages and how to produce writing. It should be also noted that Flower & Hayes (1980) viewed the process of writing as a problem-solving process and they emphasized the importance of several cognitive skills such as planning, reviewing, the teacher's role as a monitorer. Thus, it is clear that Flower and Hayes's (1986) model highlights communicative aspects of writing skill. Their previous model was used and inspired by Bereiter and Scardamalia (1987) in two aspects which are knowledge telling and knowledge transferring strategy. According to those strategies; the knowledge telling strategy is for young and less experienced writers whereas the knowledge transferring strategy is for adults and more experienced writers. Therefore, higher level cognitive skills such as relevance, organization, coherence and revision are involved only in knowledge transferring strategy whereas knowledge telling strategy is limited to surface-based elements. Hence, Bereiter and Scardamalia's (1987, 2002, 2003, 2006) studies are still

extremely significant in the writing process since they focus on the importance of intentional cognitive process in writing as well as communicative goals.

Similarly, cognitive studies in writing have been a subject of various studies previously. Scardamalia, Bereiter, and Steinbach (1984) study investigated reflective style of writing comparing two groups in which one group received planning and communicative goals and the other group received everyday classroom tasks. As the result of the study suggested, learners in the experimental group produced a more reflective style of writing. Similarly, various studies are done on the relevance of higher-level cognitive skills and writing (e.g. Beal Garrod, and Bonitatibus, 1990; Graham and Harris, 1989). It should be also added that previously mentioned cognitive processes of writing like planning and revising have been investigated as well. (Galbraith, 1996; Torrance, Thomas, and Robinson, 1994; Breetvelt, van den Bergh, and Rijlaarsdam, 1994). Writing as a cognitive process in L2 learner's writing process has also been subject to many studies conducted lately. Cognitive processes in writing performance like planning and revising have been investigated by Sevgi (2016), Wintage and Harper (2020). Similarly, a notable study by Zarrabi and Bozorgian (2020) also focused on the cognitive performance of writers in their argumentative essays. Many other studies to date (Tiryakioğlu, Peters, and Verschaffel, 2018; Forbes 2018) have also used think aloud protocols in order to measure the cognitive processes in writing. Therefore, learner's strategy use in writing also received attention in L2 writing by some scholars (e.g. De Silva & Graham 2015). Apart from these notable studies a cognitive engagement of students in L2 writing has also been explored by Yu, Zhang, Zheng, Yuan, and Zhang, (2019),

Kasiri & Fazilatfar, (2016), Zhang, (2020), Han and Hyland (2015), Zhang and Hyland, (2018).

The second important process of writing is writing as a socio-cognitive process. Socio-cognitive process in writing received much attention as well. Considering the Vygotskyan (1978) approach several collaborative activities, multiple drafting, peer revision can be regarded as fundamental in writing since they are highly related to social aspects of the writing process (Ferris and Hedgcock, 2005). As Riazi (1997) and Burke (2010) emphasize the significance of socio-cultural aspects in writing and state that writing cannot be regarded as a separate component of a single individual's composing but rather a social context. According to them, learners involve in an interactive relationship with their friends, peers, teachers, context, and so on. Similarly, as Hyland and Candlin (1999) claim that individual thinking and creativity are closely related to comprehensive social understanding. Also, Hyland (2003) states that the writing process is a comprehensive compilation of components that are related to cognitive aspects as well as social aspects. Thus, it can be understood that what Hyland (2003) pays attention to is the idea of Vygotskyan's concept of scaffolding. Moving on to consider recent studies on writing as a socio-cognitive process there are several notable studies focusing on the effect and impact of socio-cognitive approach on teaching writing in learners' expository essays (e.g. Chandrasegaran, 2013; Cheung, Chu and Jang 2021; Ng & Cheung 2018).

The last process of writing is writing as a collaborative process. According to Vygotsky (1978), it is important to clarify the association of collaborative writing and social constructivism since social interaction is very important in collaborative writing. Many scholars investigated the group and peer collaboration in writing such

as Rollinson (2005), Ferris (2003), Storch (2002), and Reid (2001). These studies are closely associated with social aspects of writing. Reid (2001) and Rollinson (2005) found that peer feedback and collaboration foster writing and learners benefit from peer group since there is an interaction. Hence, the collaborative process of writing can be regarded as a version of socio-cognitive theory. There are also current studies on collaborative writing specifically focusing on regulated learning and self-efficacy beliefs of students (e.g. Lee, Qui 2020; Chen Hsu, 2020; Wang 2015, Kessler, Bikowski, 2010; Li, Zhu, 2017). Similarly, according to Li and Kim (2016), Li and Storch (2017) and Teng (2021) learners benefit from a collaborative approach and it fosters learners' engagement in the writing process. Finally, Cho (2017) also examined the factors mediating interaction among L2 writers regarding writing as a collaborative process and performances. Taken all, the information about three main concepts of writing which are 'writing as a cognitive process, writing as a socio-cognitive process, and writing as a collaborative process' has received and is still receiving attention in L2 writing by many researchers. After mentioning the importance of these three writing processes in L2 writing, a theoretical definition of academic writing will be given.

The theoretical definition of academic writing varies in the literature.

According to Hyland (2005), academic writing is the learner's process of involvement and engagement in the social context in which the creation of the texts serves as arguments, methodologies, and rhetorical techniques built to engage learners and persuade their claims. Similarly, Hyland (2009) underlines the significance of academic writing by claiming that academic writing would be effective when there are readers' expectations and cognition in the writing. That is to say, readers ought to

make deductions and inferences about writing. Oshima and Hogue (1994) also make the same emphasis and state that writing's tone ought to mainly focus on audience and purpose. As Whitaker (2009) also claims that academic writing needs to explore a specific purpose as well as the audience, however, it should be also noted that academic writing ought not to be limited to a specific topic. According to this notion, the aim of academic writing is not to demonstrate how well learners know about a specific topic but rather to show that learners are equipped with certain skills such as evaluation, critical thinking, reasoning, and so on. The ideas presented in the writing should be understood clearly by the readers.

According to Oshima and Hogue (2007), academic writing is defined as the type of writing that learners mainly use in universities, colleges, and higher education. A similar definition is made by Al Fadda (2012) who defined academic writing as a process and a product of mind within the mental and cognitive activity. Therefore Burke's (2010) definition also makes similar inferences by stating that academic writing is both a tool to achieve goals and a social exercise. Lastly, academic writing covers several related themes like cross-language, cross-disciplinary, cross-linguacultural, cross-generic. It can then be said that academic writing comprises a variety of viewpoints. (Çakır, 2016, Sheldon, 2018 and Chan 2015, Liardeta & Black, 2019). These definitions highlight the underlying writing theory in the current research as well.

The theory of writing for the current study is based on the 'Hayes Model of Writing'. Hayes (2012) revised the model of the writing process and renamed it 'Modeling and Remodeling Writing'. In the former model (Hayes 1996) there were three main cognitive processes which are planning, translating, and reviewing.

Planning had three subcategories: generating ideas, organizing, and goal setting. The second process translating is referred to the act of composing. The last process of Hayes's (1996) model of writing mainly focused on reading and editing. The latter model varies from the former one in a variety of ways. For example, working memory, transcription, transcription technology, and motivation are added while monitor, planning processes, and revision / reviewing processes are reconsidered and revisited. Considering motivation, Hayes (2012) had concerns with the cognitive paradigm and its relevance with motivation since not much attention was given to motivational factors. Similarly, according to Hayes (2012) and Hayes, Chenoweth (2006) transcription process is really crucial for writing development.

There are several reasons why Hayes's model of writing is appropriate for the current study. First of all, according to Hayes (2012), a model of writing has three main cognitive processes, which are control, process, and resource level. Regarding control level, encouragement, objective setting, planning and writing schemas are considered important. The control level also includes motivation that is a fundamental component in writing. Goal setting and planning deals with the type of writing activity that learners are involved and engaged in the writing process. The writing schemas are related to the beliefs and judgments of the writers regarding the resources, procedures that will be useful to create a text or outline. As Hayes (2012) mentioned, writing tasks differ in the types of problems they present to the writer, including several stages of planning, translating, reviewing, editing, and transcribing. Thus, it can be argued that each process level involves a different combination of cognitive strategies since Hayes's model of writing mainly puts emphasis on cognitive processes. Writing is then associated both with the task environment and

writing processes. Therefore, the process level consists of two focal components; writing processes and the task environment. These processes are related to the internal mental processes that writers utilize while writing. In other words, the ‘proposer’ sets up and establishes the ideas in a non-verbal way and the ‘translator’ transforms these ideas into a language to be included in the written product and lastly, ‘evaluator’ evaluates and judges the combination of these processes. It should also be noted that while writers are involved in these processes, they need to be involved with a task environment which includes the physical, social and cultural facets of writing. The task environment has four components, which are: collaborators & judgments, technology interpreting, materials used in activities, and text written. As for the writing processes evaluator, proposer, translator, and transcriber are included. Lastly, resource level has four components, which are attention, long-term memory, working memory and reading. Figure 1.1. is a graphic representation of the Hayes Model of Writing.

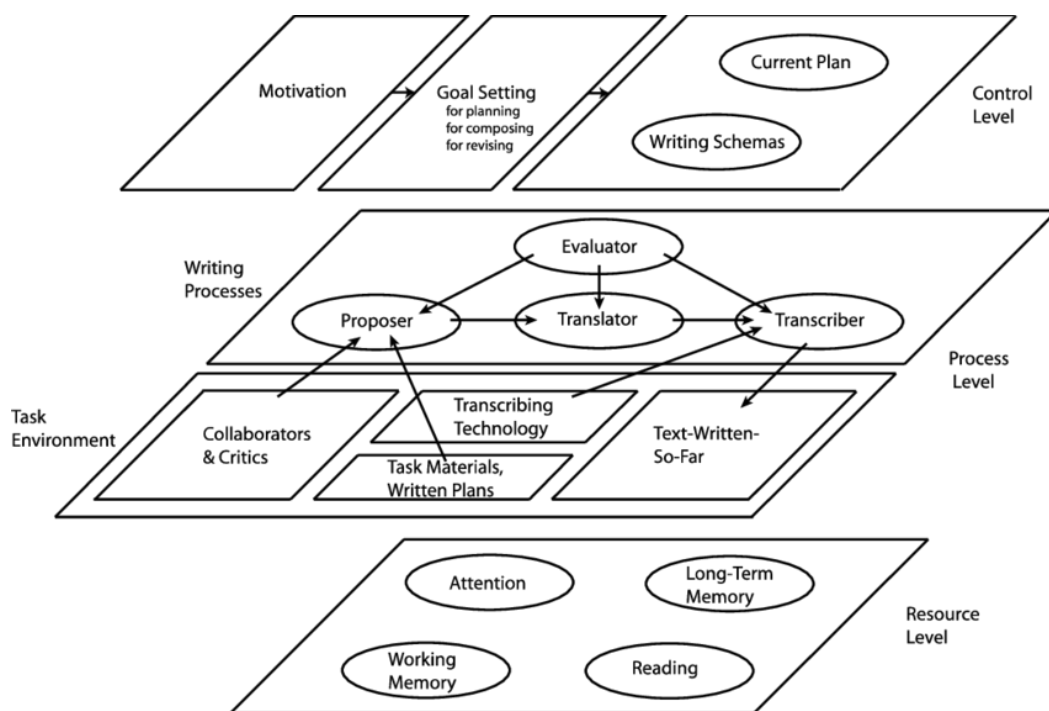


Figure 1.1. Hayes Model of Writing (2012)

Thus, the current model of Hayes's (2012) model consists of both cognitive and social aspects of writing. As mentioned above, in Hayes model, cognitive processes include text production, text interpretation, and reflection whereas social aspects of writing are related to collaborators in the writing process. Due to above mentioned components (control, process, and resources level) of Hayes's model of writing, it has been selected for the current study since LOA also comprises these elements specifically task environment and writing processes within the process level. To provide an example; since the task environment has four components, which are: collaborators & judgments, technology interpreting, materials used in activities, and text written these components are embedded in LOA as well. To provide another example for task environment learners critically analyze the ideas for writing from the materials and evaluate them, and modify them when needed thus this is highly in consistency with the principles of Turner and Purpura's (2014) LOA framework within the 'Learning and Elicitation Dimension' since 'Learning' dimension of Turner and Purpura's LOA framework encapsulates 'how learners process information and learn'.

Another reason why the Hayes (2012) model has been selected for the current study is because of the concise way it explains all the potential factors in writing such as cognitive and social aspects of writing including various significant subcategories. Hence, the features of writing in the Hayes's (2012) model are closely related to the current study since peer assessment, peer feedback, drafting, revising, editing, paraphrasing, summarizing, citation, and interpretations are involved in both the LOA process along with argumentative, cause/ effect, and compare contrast essay writing. To exemplify; Hayes (2012) model of writing is associated and in consistency with

the principles of Turner and Purpura's (2014) LOA framework of the 'Learning Dimension' since students become aware of their own learning and progress. In other words, learners become independent and responsible learners.

Further, the above processes of the 'Hayes Model of Writing' correspond very closely with the principles of the new movement in assessment referred to as LOA. According to Nick and Seville, (2016) LOA is defined as 'a system that brings together complementary evidence from the class activity and large-scale assessment to achieve twin goals of improved assessment and better learning outcomes' since LOA adopts a model of social constructivism (p.14). Furthermore, LOA is the method of pursuing and analyzing facts to be used by students and instructors while determining about students' pace and level (Assessment Reform Group, 2002). In other words, LOA is not just what is perceived as formative or summative assessment, rather LOA represents two purposes in a complementary way so as to promote and measure learning. (Nick and Seville, 2016). Further, different from other assessment practices, LOA focuses on the understanding of L2 performance in both the learning and producing processes as well (Purpura, 2004). It also encapsulates planned and unplanned assessment related to the L2 learning process (Purpura & Turner, 2013) since LOA is regularly connected to assessment embedded within teaching and learning contexts.

In sum, LOA aims to promote compromise of formative and summative assessment by targeting the good and appropriate assessment. Keppell, Au, Ma, and Chan (2006) claim that learning-oriented assessment centers around utilizing the skills of assessment in order to promote the process of learning instead of approving or guaranteeing learning through summative assessment. Having defined what is meant

by 'LOA' and its correspondence with the 'Hayes Model of Writing, writing performance for the current research will be discussed briefly.

Concerning writing performances, 'argumentative writing, cause and effect essay and compare contrast essays', respectively, will be discussed. As Lui and Feng (2018) assert argumentative writing is a sort of writing that involves writers defending their own perspectives on a controversial topic by convincing readers, influencing readers' beliefs, and so on. The writer also provides some examples of evidence in order to support their stance with reasonable notions so as to address the readers' counterarguments. As Ferreti and Lewis (2013) claim, the argumentative essay requires learners to express a difference of ideas on a debatable topic. The argumentative essay requires macro-skills, academic writing, and genre knowledge such as taking a position on an issue, proposing a thesis, supporting it with facts and logic by considering several sides, and providing an explanation for different positions (Douglas Brown, 2004; Grabe and Kaplan, 2014).

Argumentative writing is defined as a kind of writing which requires learners to research and analyze a subject; gather, produce, create a position in the subject (Weida & Stolley, 2013) In an effort to convince the reader, the purpose of argumentative writing is to make an argument and support it. A similar definition is made by Can (2006) by stating that argumentative writing is the way of persuading the reader by offering and suggesting adequate persuasive support, evidence, and examples for the writers' arguments that are subject to the written discussion. According to Andriessen (2008), argumentative writing can be recognized as a tool that people sharpen and elaborate their ideas with (p. 195). As mentioned above in this sense knowing how to argue plays a significant role so as to create an argument in

argumentative writing. From multiple viewpoints, the readers learn how to look at things differently.

There are several reasons why argumentative writing is selected as a main writing performance in this study. According to the scholars (Manzi, Flotts & Preiss, 2012; Connor, 1996; Paek & Kang 2017), argumentative writing can be considered as one of the most difficult and demanding types of writing when compared to other types of academic writing due to the following reasons: consequences of linking high cognitive skills along with the ability to use the language, sharing ideas on different contrasting views, writers' own point of view about the argument, and a well-designed critical angle (Krause & Brian, 1999). The above features make argumentative essay challenging for the author therefore, there are a couple of things that need to be considered; knowing how to interact and communicate with the audience, becoming aware of communicative nature of writing which is related to certain manner of considering and addressing views on a topic for or against and effort to change them. Gaining a sense of audience and potential readers create this communicative nature of argumentative writing. Supposedly, the argument made by the author is required to address and appeal to specific readers and attract their attention (Hyland 1998). It should also be added that according to Hyland (1999) the role of reader is active either in this respect since audiences are actively participants in the cognitive communication in which they are presented regarding whether they are convinced or not. Thus, the aim of the argumentative essay writer should be becoming aware of the readers' background so as to form arguments.

Therefore, it seems quite clear that 'how to argue in academic writing' is a crucial skill, specifically in higher education (Qin, 2013). Learners need some sort of

critical reasoning in order to know how to argue in an academic writing (Kuhn, 1993; 2010; Osborne, 2010; as cited in Klein & Ehrhardt, 2015, p. 41). Another important reason why argumentative writing is essential and necessary for students is that learners need to argue both in class and outside the class (Andrews, 2010). According to Currie (1996), argumentation is nearly everywhere such as research papers, article reviews, projects, homework, literature reviews, experiments, assignments. In fact, almost every activity student performs academically requires argumentation skills no matter what their mainstream departments are.

In addition to this argumentative writing is regarded as a process of problem-solving activity that is associated with self-regulation skills to achieve writers' rhetorical goals in the cognitive perspective (MacArthur & Graham, 2016; Graham, 2018; Hayes and Flower, 1986; Hayes, 1996). In this respect, cognitive perspective is highly associated with writers' problem-solving capacities as well as information processing systems (Flower and Hayes, 1981). Therefore, it can be said that less or confined cognitive processing and resources affect learner's writing performance (Ferreti and Fan, 2016). According to Graham et al. (2013) difficulties regarding self-regulation may arise in the phases of problem solving of novice or unskilled writers since they have complexity in setting objectives in the process of writing and gather related information (McCutchen, 2011, Graham, Harris, & McKeown, 2013, Bereiter and Scardamalia, 1987).

Regarding self-regulation in argumentative writing there some significant studies conducted by several scholars (Ray, Graham, & Liu, 2018; McKeown et al., 2018, Harris, Ray, Graham, & Houston, 2018). As the studies suggest, the Self-Regulated Strategy Development (SRSD) model of writing is considered to promote

the social, motivational, and cognitive scope of writing. To illustrate; cognitive aspects of writing allow learners to prepare, write, revise, review their essays by using their processing capacities, the social aspects of writing consists of interaction between peers and teacher for scaffolding, and finally, motivational components of writing are associated with learner's self-efficacy, expectation and attitudes. A similar study by Ray et al. (2018) investigated the SRSD strategy of learners in argumentative essays as well. According to the findings of the research learners with SRSD instruction had improvements in argumentative writing.

The last very fundamental reason why argumentative writing is at the cornerstone of academia is that in the writing elements of their exam the globally accepted English proficiency tests: IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) both use and administer argumentative essays. This notion demonstrates that ability to present, argue, justify or refute opinions are measurement criteria of a student's English writing proficiency.

The second writing task used in this study was the 'cause and effect essay', in which learners are required to explain and discuss the causes (reasons) and effects (results) of an event. Thus, it can be said that it is a method of a paragraph or essay development in which the student addresses the reasons for or consequences of an action. The last writing used in this study, is a common form of academic writing, i.e., the 'comparison and contrast essay'. The aim of the comparison and contrast essay is to indicate the similarities and differences between the two themes. That is to say, the aim of the essay is to examine how things are similar or how they differ.

In the context of the current study, the dependent variable (DV) is defined as the score of students' writing tasks prepared from the testing department of Erzurum

Technical University. Regarding operational definitions for instruction following LOA, there are two widely known frameworks: Learning-Oriented Assessment Framework (LOAF) proposed by Carless, (2007); Carless, Joughin, Liu & Associates, (2006) and ‘Framework of LOA’ proposed by Turner and Purpura (2014). The LOAF has two main goals, which are evaluating learners' performance and the learning component. According to Carless, (2009) the goal of LOA is to focus on the learning component of assessment in order to achieve it via both summative and formative assessment. Figure 1.2 is a graphic representation of LOA components

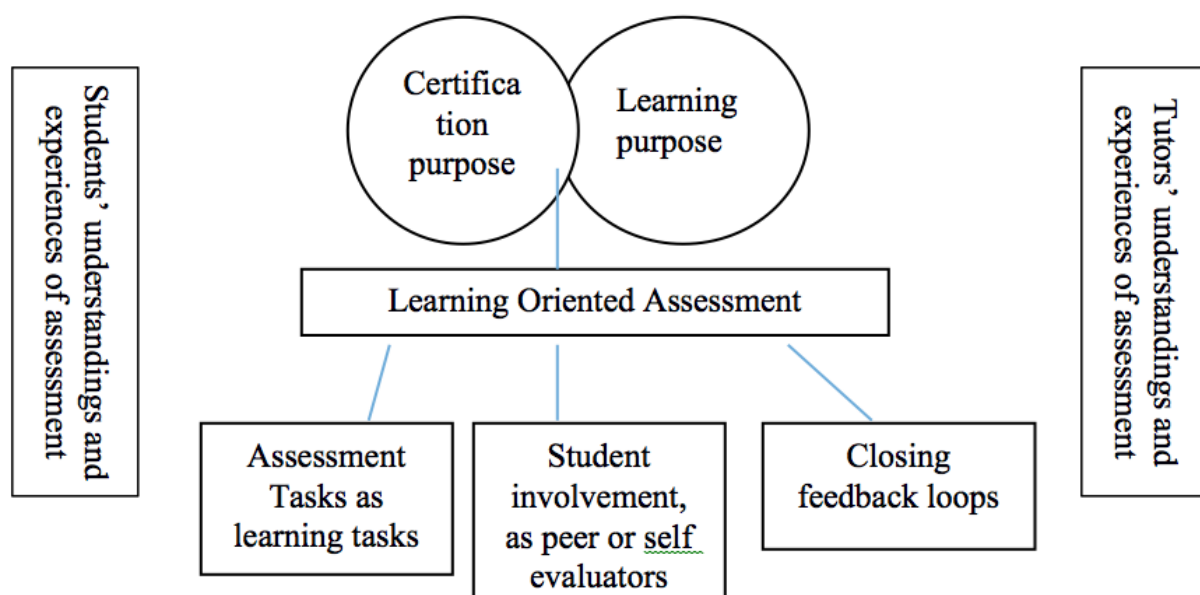


Figure 1.2. Framework for Learning-Oriented Assessment (Carless, 2009)

As Carless proposes, three strands of LOA are viewed as unified rather than composed of discrete elements that can be clearly seen from the above figure.

- 1) Assessment tasks as learning tasks. These are the most fundamental components of LOA since they facilitate and promote learning. Tasks (group and peer work, project-based tasks) ought to be matched with the learning objectives (Biggs and Tang 2007).

- 2) Student Involvement (Peer and Self-Assessment). The most common practice in assessment should be ‘sharing the criteria’ with the learners to help them gain better understanding of learning objectives to participate in a more active way. Tutoring students for using assessment criteria for self-assessment or peer assessment for the sake of learners’ active engagement (Lui, Carless, 2006, Falchinov, 2005).
- 3) Feedback Loops or Feedback and Feed-forward. The Feedback component of LOA puts emphasis on student involvement. The aim of feedback in LOA is to see the benefits of feedback for students rather than how the instructors offer it. It should also be noted that learners ought to be equipped with appropriate feedback so that they can use it as a feed-forward in their future work (Gibbs and Simpson, 2005).

As for the second framework called ‘Framework of LOA’ proposed by Turner and Purpura (2014), LOA can be described as an embedded assessment, focusing on the learner through seven interrelated dimensions. This framework also contributes to instructors with the goal of helping to facilitate the determination of best practices for teaching (Turner & Purpura, 2014). ‘Framework for LOA’ is adapted to serve the purpose of the study. Turner and Purpura’s (2014) ‘Framework of LOA’ is administered for the current research due to its detailed descriptions of various dimensions. The LOA framework consists of seven dimensions that are the contextual, the elicitation, the proficiency, the learning, the instructional, the interactional, and the affective.

The Contextual Dimension of LOA has two phases, which are macro level and micro level. In the former one, curriculum, instruction, and assessment are affected by several factors such as socio-cultural norms and socio-political forces as well as

classroom expectations. In the latter one, curriculum, instruction, and assessment are driven by personal attributes of teachers, teacher's choices, the creation of classroom culture. Thus, it can be concluded that the Contextual Dimension indicates teachers' characteristics (assessment literacy) that has an effect on learning and assessment in a class context. The Elicitation Dimension of LOA involves the situations in which language is elicited in various methods. In the form of a feedback for potential intervention action, students' performance is noticed, argued, commented on, and responded to. The Proficiency Dimension of LOA is utilized to identify 'what to assess? How to follow the performance?, and what to focus on regarding feedback? The Learning Dimension of LOA consists of a perception of how students deal with knowledge and finally learn. Furthermore, it is crucial to know how instruction and assessment are conceptualized and administered. The role of feedback and self-regulation (responsible for their own learning) are also considered as critical features of the learning dimension of LOA.

The Instructional Dimension of LOA is related to; Teacher's Content and Content Knowledge. Thus, it is important to consider the following question 'How much do instructors' pedagogical content knowledge influence the understanding of LOAs and choices regarding the following learning processes?' The Interactional Dimension of LOA encapsulates the organization of LOA in an interactive manner. Lastly, The Affective Dimension of LOA defines learner's feelings and motivation level regarding learner's engagements in the assessment process. In other words, it is closely associated with the characteristics such as emotions, beliefs, personality, attitude, and motivation. To sum up, seven dimensions of LOA are illustrated in the below figure.

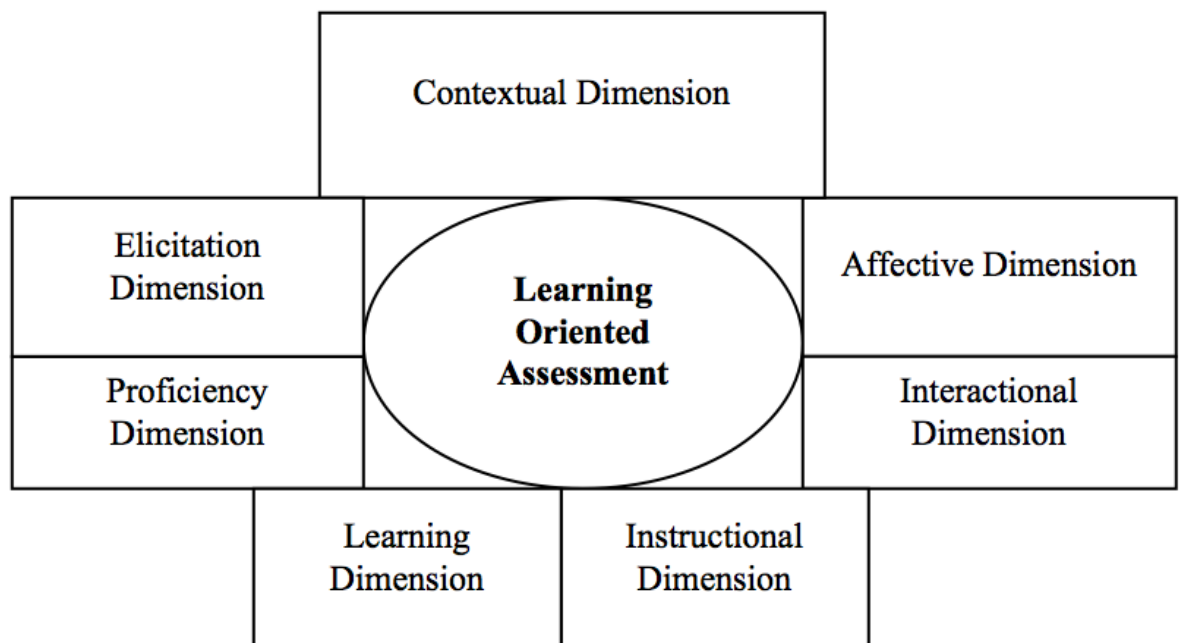


Figure 1.3. Dimensions of LOA Framework (Reprinted from Turner and Purpura, 2014)

The latter figure demonstrates the detailed implementation of ‘Framework for LOA’ proposed by Turner and Purpura (2014).

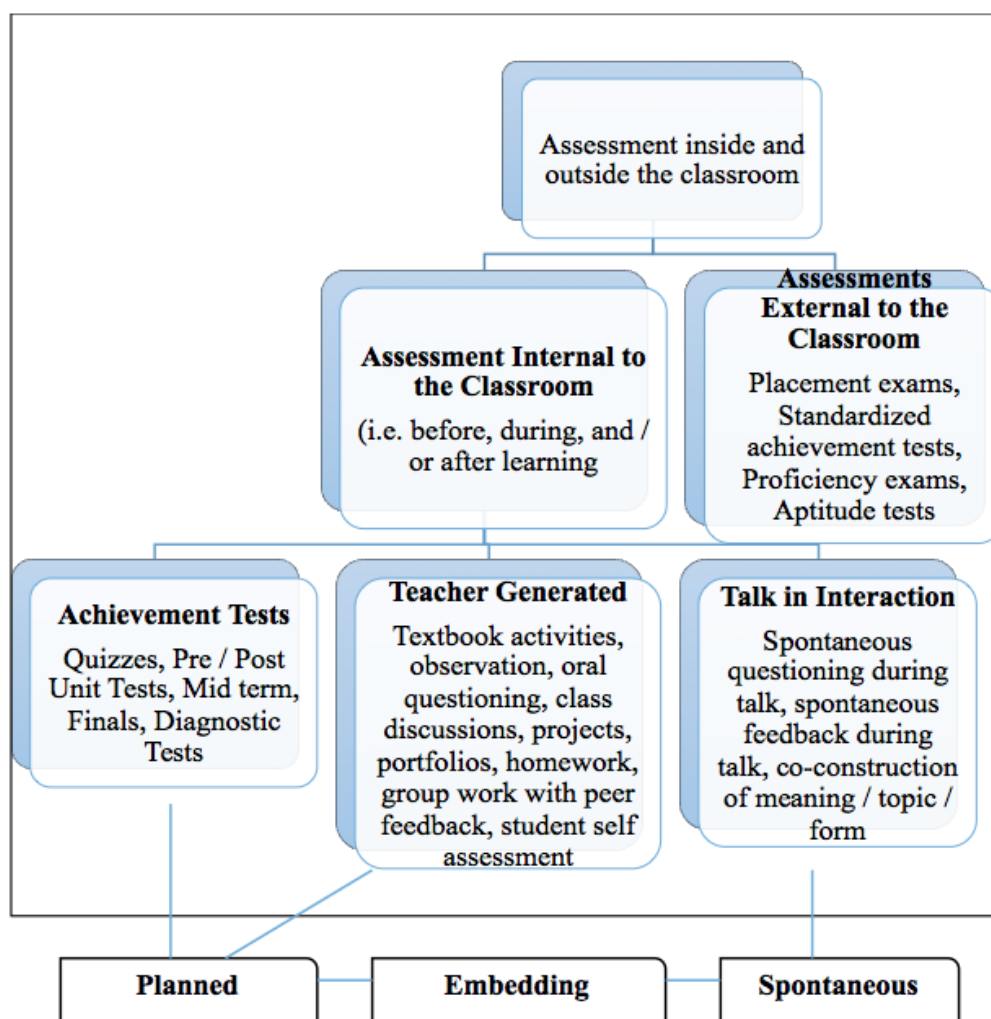


Figure 1.4. Framework for Learning-Oriented Assessment (Turner and Purpura, 2014)

IV The independent variables included External Assessments, Internal Assessments; planned assessments (achievement tests, teacher-generated), and spontaneous assessments (talk in interaction) in the context of the current research. Here are the LOA components for independent variables: Achievement Tests: pre-test, post-test, timed writing quizzes, self-regulated tasks: reflective diary, same day feedback, weekly personal response, portfolio, participation in weekly tutorials, patchwork texts, peer and group tasks: team projects (group critique and group assessment), mini

projects (peer critique and peer assessment), in-class feedback, and computer-mediated collaborative writing.

1.2 Justification of the Study

Recently, several studies have attempted to deal with the concept of LOA and recently LOA has been a subject of various research studies due to several reasons. LOA promotes higher-order thinking and various approaches to learning since learners are active participants in generating, applying, and engaging with criteria (Carless, 2014). In language testing, formative assessment and LOA has gained popularity thanks to late and ongoing advancements (Carless, 2007). Mentioned advancements include students' and instructors' cognitive involvement along with a focus on procedures to promote assessment for learning (William & Thompson, 2007, Stiggins et al, 2004). To illustrate, Hamp Lyons (2017) examined the factors affecting learning orientation in assessment. According to research, LOA is as closely related to beliefs and principles of teaching as it is with principles in testing and assessment. Hamp Lyons (2017) aimed to explore the possible ways that might encourage instructors and test developers to provide greater chances of learning for large-scale tests such as Cambridge Speaking Tests of CEFR B2 level. According to Hamp Lyons (2017), LOA opportunities might be extremely useful in speaking tests for teacher trainers. Hence, Hamp Lyons (2014) explored the effects of LOA on speaking assessment by showing the LOA processes. Furthermore, a similar study has been carried out by Green (2017) exploring the impact of using learning-oriented language test preparation materials for the speaking part of a General English proficiency test (Cambridge English). Besides, few studies have also explored the effects of both assessment and LOA in different ways. In his study, Ibrahim (2013) explored the support the idea of using LOA in an EFL setting and how to implement it along with

challenges. However, the lack of a comprehensive view of the implementation of LOA in different contexts with different skills still exists. Carless (2014) also explored the LOA processes by observing classes. The research did not have a goal to explore the students' success, but it explored the process that learners and instructors were engaged in. As it can be understood from above, there is not much literature on 'effects of learning-oriented assessment'. Also, earlier research on LOA has generally focused on the detailed description of the LOA process.

Writing skills and assessment have also been investigated in much of the previous studies. There are many studies about the Cognitive Process of Theory of Writing (Flower and Hayes, 1981), reading writing relations and its theoretical perspectives (Grabe, 2016), the genre in second language writing (SLW from now on) (Swales, 1990, Bawarshi and Reiff, 2010), fluency in writing (Hayes and Chenoweth 2001), paraphrasing texts in SLW (Shi, 2012), contrastive rhetoric: cross-cultural aspects of SLW (Grabe, Kaplan, 1996), writing models and their effects on writing performances (Nicolas et al. 2014), writing assessment (Grabe and Kaplan, 1996), written corrective feedback in writing accuracy (Han and Kang, 2015), error correction in SLW (Beuningen, Jong and Kuiken, 2012). Lastly, regarding academic writing skills in a university context and formative assessment, research by Horstmanshof and Brownie (2013) investigated the effect of using a scaffold approach for formative assessment in academic writing skills. The researchers addressed the academic challenges of writing in the formative assessment such as timely feedback, and different abilities to improve academic writing skills in higher education. The authors also focused on student satisfaction, assessment, the role of feedback, and teaching/learning online.

Horstmanshof and Brownie's (2013) study fail to address significant components of assessment which are embedded in LOA since LOA assessment is a dynamic process as well as including the combination of not only formative assessment but summative as well. In addition to these LOA captures the centrality of learning within assessment whether summative or formative, the main goal of LOA is to promote active student learning (Barker, 2013). It should be also noted that LOA assessment has its root from both the features of both summative assessment and formative assessment. In other words, summative assessment evaluates what has happened before; that is to say, judgment and backward- looking, on the other hand, formative assessment guides what will happen next that is to say development and forward -looking. Therefore, above mentioned features of both summative and formative assessment are within LOA that support learning. It can then be considered that LOA is the combination of learning and grading; standardization and individualization (Boud, 2000). As can be seen above there are plenty of studies on academic writing. However, there is not any study conducted regarding the administration of LOA in higher education specifically for academic writing.

In brief, what is known about LOA is that it is largely based on studies that investigate the process of learning-oriented assessment rather than its effect on a specific skill. Previously published studies mostly describe the principles and process of LOA or LOA and technology relevance. To illustrate, Keppell, Au, Ma, and Chan (2007) investigated themes of group work, group projects, collaborative learning, and peer learning in LOA for technology-enhanced environments. As mentioned previously, similarly, Hamp Lyons (2014) explored the effects of LOA on speaking assessment by showing the LOA processes. Furthermore, a similar study has been carried out by Green (2017) exploring the impact of using learning-oriented language

test preparation materials for the speaking part of a General English proficiency test (Cambridge English)

As it is clear from the literature reviewed above, writing and assessment have been subject to many studies and attracted attention. Thus, the reason I aim to investigate the effects of learning-oriented assessment on academic writing skills is to both implement the process of LOA and to investigate its effect on the achievement of learners regarding academic writing specifically in higher education.

1.3 Significance of the Study

Although there is a growing body of studies on academic writing, assessment in higher education, specifically LOA on academic writing, has received less attention. A number of authors have considered LOA in large-scale testing. This is exemplified in the study conducted by Hamp-Lyons, Saville, and Salamoura, Wyner, Morgan, Lui, and Han (2014). Their study illustrated that learning, instruction, and assessment should be closely related so as to promote learning. Hence, the proficiency dimension of the LOA framework has been addressed in their study. However, in their study it failed to distinguish the other components of LOA which are, contextual, learning, elicitation, and interactional since authors explored the effects of LOA in large-scale testing rather than its effect on a specific skill like writing. Therefore, in this dissertation, the administration of LOA in an academic writing context in higher education is investigated to fill this gap in the literature.

To provide another example of why the current dissertation is significant is that the implementation of LOA in different contexts has been investigated but they make no attempt to engage with higher education within academic writing specifically. To illustrate, the studies reported by Ashton and Salamoura (2013) illustrate the implementation of LOA in the primary and early secondary educational

context. Similarly, another study by Thompson and William (2007) illustrates some sort of strategies of assessment for learning to be implemented in different contexts. In addition to this Keppell asserts the significance of distance learners and distance learning with regard to flexible curriculum and learning at Hong Kong University for LOA implementation. Also, details of how teachers can use those strategies in their classrooms are shown as well. However, mentioned studies above did not consider the academic setting, especially for academic writing skills. Thus, it can be concluded that previous studies on LOA have dealt with large-scale testing and curriculum-based LOA. Therefore, the current research may contribute to the field with the implementation of LOA in higher education specifically for academic writing skills in the School of Foreign Languages.

Besides, regarding negative aspects of the traditional type of assessments Hamp-Lyons (2017) make a comparison between the former type of assessments and claims that learner-oriented assessment is against the traditional type of assessment which is about assessments that consist of judgment-focused tasks, learner excluded assessment and judgment-focused feedback. Thus, traditional assessment practices may have some weaknesses and limitations such as underestimating learners' capacities to evaluate their own work (Boud and Falchiov, 2006). It can then be argued that according to the studies mentioned above there are numerous challenges of assessment in higher education. Therefore, it would be useful, beneficial, and effective for describing principles and stages, which are linked to patterns of LOA and connect these specifically to academic writing.

In this manner, it could be concluded that LOA is of paramount importance and should be definitely used to support and promote effective learning specifically in higher education. As previously mentioned, the existing literature on writing skills

and LOA is detailed but failed to address both academic writing skills and implementation of LOA in higher education. A more comprehensible study would then include several unresolved issues. Thus, the present study would hopefully be valuable and significant for a more efficient assessment of academic writing in higher education. In brief, the present research would make several contributions to the field of applied linguistics to fill the gap in terms of ‘detailed description of LOA implementation process, it is being conducted in higher education, focusing specifically on academic writing skill’.

1.4. Literature Review

In this section previous studies, literature review and definitions of LOA, computer-mediated collaborative writing, collaborative writing, social constructivism theory and collaborative writing, Hayes model of writing, peer feedback and review in computer-mediated writing, patchwork assessment, portfolio assessment, self, and peer assessment / feedback are discussed in detail.

The reason why the above-mentioned themes are visited and discussed is that these components of writing are administered as the LOA tasks since they are being closely related to the principle of Turner and Purpura's LOA frameworks' dimensions. Detailed information regarding these components of writing being associated and consistent with the principle of Turner and Purpura's LOA frameworks' several dimensions are discussed at the end of the sections.

1.4.1. LOA

1.4.1.1. History of LOA

Carless concept of LOA has originated as an assessment methodology in different parts of the world such as Europe, Canada, the USA, and the Asia Pacific Region. This concept of LOA is integrated with both formative and summative assessment since LOA's framework has its roots from three main integrated components, which are, assessment of learning, assessment for learning, and assessment as learning.

LOA has emerged in response to the social changes and educational innovations focusing on a learning society (Colantino, 2005) along with assessment in class (Antoniou and James, 2014). Thus, it is crucial here to clarify that there is a framework called the 'World Declaration on Education for All along with the

Framework for Action to Meet Basic Learning Needs' declared by UNESCO. Within this framework, the quality of students' learning in order to promote the educational measures specifically for classroom assessment and its modification are among the areas to which attention has been paid. Thanks to these developments and innovations, assessment reforms have emerged and the importance to the quality of student's learning has become popular all over the world.

In addition to this, LOA roots are based upon the cultural philosophy, which is related to the philosophy of Didactic (Westbury et al. 2000, p.47) used and connected to research studies in teacher training. In Didactic philosophy, associations and connections between the theory and practice ought to be created. Moreover, according to Huang (2003) teachers and researchers aim to focus 'learners' learning and learning activities within the concept of cultural philosophy. Thus, in the light of the information regarding the Didactic paradigm, there is a rationale of the philosophy of Didactic in LOA since LOA encapsulates 'the focus on learning and the combination of theory and practice'. Besides, in the Didactic paradigm, there is a focus on the reflective processes for the mentioned assessment process being the core element of teaching (Vallberg Roth, 2014). Regarding the reflective process, a framework for the teacher to consider *what*, *why*, and *how* questions are relatively emphasized (Westbury et al. 2000, p.33).

LOA can be considered under the review and roots of the 'approach to assessment for promoting student learning.' Many studies have focused on above-mentioned concepts, which are assessment of learning (AoL), assessment for learning (AfL), and assessment as learning (AsL) as goals of formative assessment (Stiggings, 2005), the relationship between formative assessment and summative assessment

(Embretson 2010 and Taras, 2005) assessment for learning (Martinez & Lipson 1989), assessment as learning (Kankkonen & Gibbons 2011) assessment of learning (Hume & Coll 2009) and so on. Therefore, LOA is comprised of all the above-mentioned concepts, especially formative and summative assessments. According to Mok (2013), the LOA framework seems to be the solution for the tension among assessments: *of*, *as*, and *for*. This is because LOA comprises a blending of these three categories of assessment and can be considered as a new trend in assessment reform. In short, LOA can be regarded as a holistic assessment methodology and integrates AfL, AaL, AoL.

1.4.1.2. Definitions of LOA

As mentioned previously, LOA is comprised of AoL, AaL, and AfL; thus, LOA is an integrative and holistic methodology of assessment. Regarding the LOA framework proposed by Carless (2006) in which assessment elements are less important than learning components, a new holistic framework is created by Zeng, Huang, Yu and Chen (2018). Within this new framework, the aim is to expand Carless's (2004, 2006a, 2007) work in a way identifies and represents new trends in assessment, learning in a more productive way and emphasizes certain elements regarding students' learning and teacher pedagogical practice. Below is the illustration of the 'Holistic Framework for LOA' proposed by Zeng, Huang, Yu and Chen (2018).

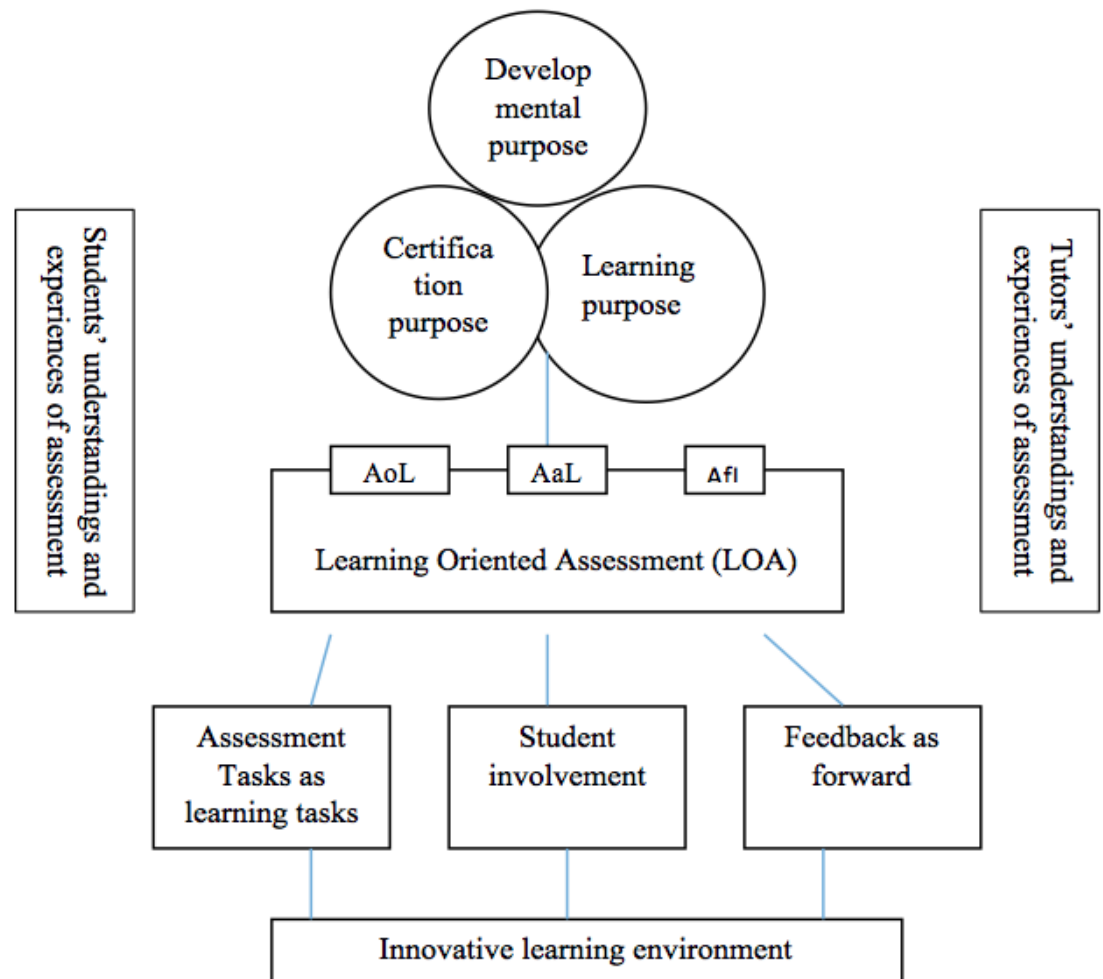


Figure 1.5. Holistic Framework for LOA (Reprinted from Zeng, Huang, *et al.* 2018)

In addition to Carless (2007) three main learning principles (assessment tasks ought to promote learning among students, help students actively engage with the criteria, their own as well as peers' performance and provide feedback that is prompt and forward-looking for future learning), three more principles are added by Zeng, Huang, Yu and Chen (2018). These principles are as follows, the instructor as a curriculum designer should arrange a contemporary learning atmosphere to promote learning, the teacher as a test developer ought to integrate AoL, AaL and AfL and involve students with the criteria. Lastly, the instructor should grasp the idea of

encouragement, engagement for feedback and feed-forward in order to support future learning.

Lastly, Volante (2010) considered some strategies for developing LOA, which are ‘Method Implementing, Capacity Building and Mindset Changing’. The first one Method Implementing refers to a framework for considering how to choose, organize, and use assessment tasks while the mindset changing is about the ideas regarding what needs to be changed as well as LOA practices. The latter one ‘Capacity Building’ is about using the steps and procedures to form to preserve adjustments in LOA. Thus, below is the detailed illustration of ‘Dynamic Framework for Developing LOA’;

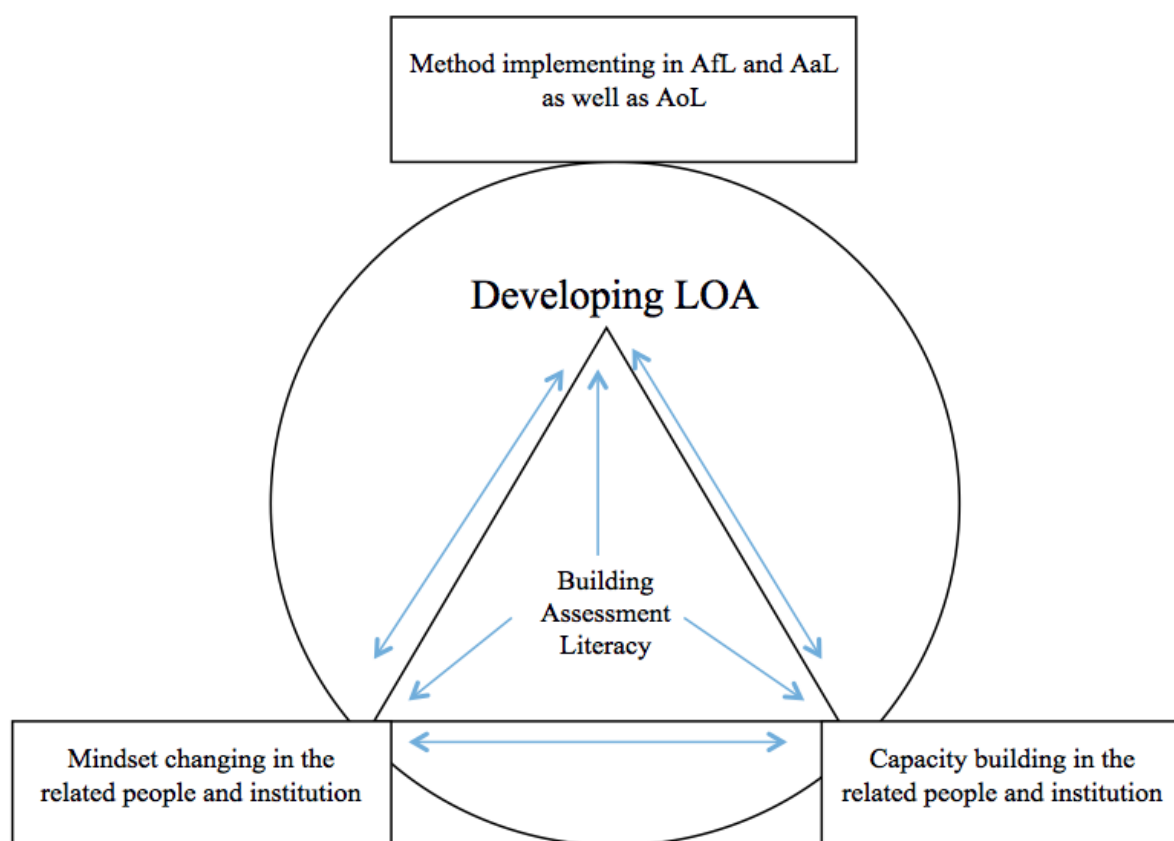


Figure 1.6. Dynamic Framework for Developing LOA (Reprinted from Volante, 2010)

As mentioned above, however, there is a relatively small number of studies describing and focusing on LOA. Today the value of LOA has started to gain popularity and recognition due to several reasons. To start with, LOA pays attention to assessment which promotes learners' self-directed learning skills in the context where active collaboration / cooperation takes place along with using feedback / feed-forward (Mok, 2010). Moreover, LOA gives students the chance to practice the self-regulatory process of learning (Turner & Purpura, 2014). In other words, the LOA framework helps the learning activities to occur while learners are actively involved and engaged in the assessment process via thinking about their own progress, learning goals, strategies as well as monitoring. According to Mok (2013), a variety of metacognitive mechanisms: (identifying strategies, posing questions, selecting learning strategies) promote students' self-regulation skills since learners evaluate and monitor their learning behaviors by integrating new ideas into their existing knowledge and revising the strategies. It should be also noted that self-monitoring is an important concept. Learners are engaged in certain metacognitive strategies by asking questions such as 'How is my progress? How can I improve my learning? And How can I maintain and increase my motivation?' Lastly, among the goals of LOA are making learners lifelong learners and changing the classroom assessment practices (MECY 2006). To translate these cognitive and metacognitive activities, LOA tasks are designed in a variety of forms some of which follow.

1.4.2. Computer Mediated Collaborative Writing

1.4.2.1. Collaborative Writing

According to Storch (2013), collaborative writing in its broadest sense is defined as the process of writing a text with multiple authors or writers (p. 2). It can then be said that collaborative writing consists of several themes like interaction among learners and editing phases of the writing process. As cited in Algasab and Zöe (2017), these concepts are again closely related to the social constructivism theory since the interaction is fundamental in SLA (Lantolf, 2000). Similarly, collaborative writing is also defined as an integrated and collaborative writing process of two or more writers so as to develop one single written product (Li & Kim, 2016). It should be also noted that collaborative writing has gained popularity and attracted attention for L2 writing researchers lately (Zhang and Plonsky, 2020; Storch, 2019; Li, 2018).

As previously defined collaborative writing which implies that at least two individuals cooperating to create a report, has been implemented in various contexts and found to be beneficial in promoting the acquisition of different language skills along with the motivation for learning (Elola & Oskoz, 2010; Storch, 2005). Moreover, different versions of collaborative writing have also been practiced such as web-based collaborative writing that has been found to be very attractive for helping students to complete the tasks by cooperating with each other (Chao & Lo, 2011; Hsu, 2020; Teng, 2021; Cho, 2017).

1.4.2.2. Computer Mediated Collaborative Writing

Computer-mediated writing along with collaborative writing has touched upon several issues regarding the advancement of educational technology and its effect on teaching and learning, particularly for writing skills in literature. As Goodwin Jones

(2003) and Li & Zhu (2013) suggest, technological tools have been very useful platforms in order to promote and encourage collaborative language learning in terms of writing skills.

To exemplify, a study conducted by Woo, Chu, & Li, (2013) examined the usage of Wiki with a primary school group for Collaborative Writing as well as feedback and revision types. The results revealed that computer-mediated writing along with feedback helps learners' collaborative writing skills.

The existing literature on computer-mediated writing is extensive and focuses particularly on revision-oriented technology-enhanced writing classrooms versus traditional writing classes. Similarly, many existing literatures (Coyle 2007; Nicol 2005; Li, 2018; Honjegger 2005; Guzdial 2001) demonstrated that the availability, transparency and unstructured nature of computer-mediated tools (such as Wiki) help students share the data and materials among their peers and teams. Besides, it enables learners to work at their pace as well as in a collaborative way. However, it is pivotal here to mention that the efficacy of teaching applications like wiki applications should be supported with organized planning and training of learners and educators in order to not only motivate them, but also to facilitate their acquaintance with technology-enhanced collaborative writing (Raman et al. 2005, Engstrom & Jewett 2005).

1.4.2.3. Social Constructivism Theory and Collaborative Writing

Collaborative writing is closely related to the theory of social constructivism. There are several bodies of literature focused on this theory and its relevance to collaborative writing. To illustrate, Zhu and Li (2013) in their study focused on computer-mediated collaborative writing and social constructivism theory that learners were expected to complete writing tasks via wiki with various patterns of

discussion among peers and groups. In light of the data analysis, it was indicated that learners who contributed equally and mutually benefited more. Thus, it can be deduced that this study emphasizes both computer-mediated collaborative writing and this theory due to its fundamentals such as mutuality and equality.

As cited in Liu and Zhu (2013) and Li (2018), collaborative writing and peer / group interaction are supported by this theory, specifically the concepts of language and social interaction that promotes learning regarding Zone of Proximal Development (ZPD from now on), discussed by Vygotsky (1978), (Donato, 1994; Storch, 2005; Vygotsky, 1978). Thus, recently attention has been focused on collaborative writing in which learners are required to co-construct texts and engage in group / peer decision making on academic writing (Kessler & Bikowski, 2010, Elola & Oskoz, 2010, Storch, 2005). Elola and Oskoz (2010) also found that computer-mediated (wiki) writing enabled learners to work in an interactional context where Spanish learners engaged with L2 collaborative tasks. Besides, due to advancements in technology, peer and group interaction in L2 writing has attracted attention. To illustrate, Ware and Warschauer (2006) found that computer-mediated tools boosted collaborative writing due to the occurrence of more communication, interaction, and discussion among learners. It is also said to boost collaborative writing due to the fact that it enables learners to exercise writing in non- threatening setting (Colomb & Simutis, 1996).

Similarly, the existing studies regarding computer-mediated, as well as collaborative wiki-mediated writing touched upon specifically learner's interaction on the basis of text creation and the effectiveness of computer-mediated systems for collaborative writing. To exemplify, Bradley et al. (2010) investigated the interaction

forms from different ESL student groups of wiki and discovered three specific interaction forms which are no visible interaction, jointly and collaboratively written texts, and learners' engagement with each other's ideas.

Having mentioned interaction patterns between learners, Wang's (2019) study investigated the regulation activities and their effect on peer interaction in collaborative argumentative writing. As mentioned previously, interaction forms were analyzed on the account of two concepts - equality and mutuality. According to the results of the study, regulations positively affected peer interaction in collaborative writing. Thus, Wang's (2019) study is pivotal in the field, specifically in online collaborative writing tasks with peer interactions due to several reasons including social factors. Firstly, Wang's (2019) study is closely associated with the social constructivism theory by Vygotsky since peer interaction has its roots in collaboration as well as collaborative writing (Storch, 2002; Swain, Brooks, & Tocalli-Beller, 2003). In addition to the findings above, regulation activities in collaborative writing are considered to foster learner's involvement, self-confidence, and responsibility (De Wever et al., 2015, Cho and Lim, 2017, Chao and Lo, 2011).

Another important study on online collaborative writing and its relevance to social constructivism has been conducted by Lee, Said & Tan (2016). In their study, different academic writing stages: editing, drafting, planning, revising, and publishing are practiced via an online writing program called The Writing Portal (TWP from now on) by emphasizing the social constructivist theories since authors believed that principles of social constructivism comprise collaborative writing. The result of Lee, Said & Tan's (2016) study indicated that an online writing program called TWP has

helped learners to gain and increase their collaborative writing skills in different stages of writing.

Taken together, therefore this data makes definitively clear the importance of Vygotsky's Social Constructivism theory influencing collaborative learning since the theory places emphasis on learner's interaction with the social environment. It is also obvious that social constructivism heavily corresponds to collaborative learning theory as a learner constructs knowledge and collaborates. Thus, it should be also noted that the theoretical perspective of social constructivism and collaborative learning is the basis for learning in online platforms. Therefore, Vygotsky's theories of four cornerstones: social interaction, scaffolding, (ZPD) zone of proximal development, and more knowledgeable others (MKO) are essential. To explain, MKO is defined as the person or learner who has more knowledge and ability than other learners. Regarding scaffolding, it is defined as reinforcement that the student gets. Lastly, ZPD alludes to the capacity of students to develop themselves with the guidance and assistance of a more experienced and knowledgeable person. To recap, the existence of social constructivism is essential in academic writing and peer feedback since peers can be regarded as MKO, and learners who provide feedback can be categorized in ZPD (as cited in Lee, Said & Tan, 2016).

1.4.2.4. Hayes Model of Writing

Hayes Model of Writing has been a subject of several studies in L2 writing. To illustrate, a qualitative study by Chien (2006) explored the cognitive strategies of students in an academic writing context regarding Hayes Model of Writing and Chien (2006) found that some of the strategies were effectively used by L2 writers. According to the findings of most frequently and effectively used strategies include;

planning, interpreting, defining a goal, goal setting, and evaluating. However, some of the strategies like translating and generating were not used by the participants. As Chien (2006) states this study was significant while helping learners with their writing skills especially for self-regulation skills; monitoring their strategy use in their working memory in the writing process.

Regarding Hayes's model of writing and self-regulated writing strategy in L2 writing Baira, Shen and Mei (2020) study demonstrated that learners were mainly and mostly interested in and benefited from planning strategies while revising strategies were not frequently used. A similar study was conducted by Teng (2020) who investigated the collaborative modeling of text structure as a component of self-regulated strategy development comparing two groups. As the findings of the research suggest learners with self-regulated strategy had better writing performances compared to the group who did not receive any treatment. It should be also noted that learners had improvement in writing regarding, content, summarizing, and essay writing respectively.

Similarly, a study by Wang and Sun (2020) explored the effectiveness of writing self-efficacy and writing self-regulated learning on the writing proficiency of college students. According to Wang and Sun (2020), the concept of writing self-efficacy and self-regulation refers to students' own beliefs and judgments regarding their writing progress and process hence, writing self-efficacy and self-regulation are closely related to the cognitive processes of Hayes model of writing. Also, Wang and Sun (2020), characterize writing self-regulated learning as a writer's behavior and attitude in order to succeed in literary aims for improving their writing skills.

Therefore, as the findings of the Wang and Sun (2020) study suggested both writing self-regulation and self-efficacy contributed to learner's writing significantly.

With regard to Hayes's model of writing in L2 writing, another significant quantitative research is conducted by Zhao and Liao (2021) that explored the metacognitive strategy use in L2 writing. According to the findings of the study planning and translating strategies were effective for the students whereas task interpretation had no impact at all. Similarly, Panahandea and Esfandiari (2014) study explored the effect of planning and monitoring strategies of Iranian learners on argumentative essays. The findings of the research are similar to the ones mentioned above. According to the authors, argumentative writing is closely associated with Hayes's model of writing since there are various cognitive processes characterized in the model. Therefore, as the findings of the study suggest there is a positive relationship between students' writing scores and metacognitive strategies.

Another notable study regarding Hayes Model of writing was conducted by Liu and Yu (2021) who explored and investigated learners' feedback literacy along with self-regulated learning in higher education within an academic context. In the context of Liu and Yu (2021) study Hayes model of writing was followed in order to show the dynamic development of the feedback literacy process in a detailed form. According to Hayes (2012) academic writing is defined as defining goals and identifying various stages like translating, planning, and reviewing (as cited in Liu and Yu).

Lastly, as Graham (2018) stated, the Long-Term Memory of Hayes Model of writing draws attention to the learner's beliefs, views, knowledge, attitude, expectations, and interests regarding writing. Hence, it can be argued that LTM is also

closely associated with the peers, collaborators, tutors who shape the way we write, revise, plan and organize. Similarly, working memory deals with the innate and constitutional features of the writing process. That is to say the concepts like knowledge, interest, beliefs, information are brought into working memory, processed, and activated to be used in the writing process. Regarding attention it is believed to emerge in all stages of the writing process since learners' brainstorm, distract, focus, and so on (Graham 2018).

1.4.2.5. Computer Mediated Writing Feedback

Feedback is also another significant issue worth mentioning regarding computer-mediated collaborative writing. In a study by AbuSeileek & Abualsha'r (2014) in which the effects of administering computer-mediated feedback on EFL students writing performances were investigated, according to the findings of the study learners with computer-mediated feedback scored better in writing compared to learners without any computer-mediated feedback. It should also be noted that there are different types of feedback used in computer-mediated collaborative writing such as corrective, recast, and metalinguistic feedback. To illustrate, as stated by Yeha & Lob (2009), error correction and remedial feedback presented by dictated computer-mediated context has facilitated learners in terms of improving and promoting their learners' metalinguistic awareness, specifically underlining text colorfully by making emphasis on the learners' attention. As cited in AbuSeileek & Abualsha'r (2014) study, with the administration of corrective feedback in computer-mediated writing context, a huge frame of literature has investigated the technology-enhanced methods to facilitate learners' writing abilities and sought a test to measure the efficacy of computer-mediated tools for learners writing abilities (Ware & Warschauer; 2006,

Hyland & Hyland 2006). It is said that computer aided tools need to be utilized and assessed carefully by instructors (as cited in AbuSeileek & Abualsha'r 2014, Caws, 2006, p. 20)

More recent attention has centered on the provision of L2 classrooms enhanced with technology and computer-mediated instruction in collaborative writing skills compared to traditional instruction methods not supporting collaborative writing practices. This is evident in the study of Such (2019) that investigated and compared the interaction and collaboration among learners' writing abilities, comparing computer-mediated writing and traditional writing practices. The study was conducted with university students at different levels (beginning, intermediate, advanced). Participants were asked to complete different writing tasks through a computer-mediated platform with the help of grading rubrics and scaffolding. According to the findings of the research learners' interaction and collaboration in writing skills were higher compared to traditional teaching methods. It should be also added that the design of the Such's (2019) study underpinned the theory of Warschauer's (1997) theoretical schema for collaborative computer-mediated learning that capsules Input Hypothesis of Krashen (1985), sociocultural theory Vygotsky' (1962, 1978). Similarly, Hsu (2020), Li & Zhu, (2017) investigated the patterns of interaction in collaborative writing in Google docs and other web-based contexts and found that quality and the quantity of the attention of learning changes according to context. Computer-mediated learning platforms, as cited in Algasab and Zöe (2017) create a platform that permits learners to be involved in collaborative writing, such as co-constructing and joint authoring of texts (Storch, 2013); and computer-mediated programs (wikis) have attracted significant attention. As mentioned previously,

engagement in computer-mediated collaborative writing is grounded in SLA sociocultural theory (Lantolf, 2000) that empowers peer / group communication, along with participation in collaborative dialogue (Swain, 2000).

1.4.2.6. Peer Feedback and Review in Computer-Mediated Writing

Having discussed the significance of computer-mediated writing and interactivity, it is important to mention the concept of peer review and feedback in computer-mediated writing. In a study by Wu, Petit & Chen (2015) the effect of online interactivity and discussion between EFL writing learners in a computer-mediated platform has been investigated. The findings of the study showed that learners benefited from online peer feedback specifically in essay writing assignments. There are numerous researches that explored the integration of peer review and evaluation in computer-mediated writing due to several reasons. To start with, peer-review / feedback and evaluation promote learning since it legitimizes interactive and collaborative learning (Li, Liu, & Steckelberg, 2010). Another fundamental reason why peer review and feedback have been the attention of interest in foreign language writing classes is due to peer review being closely correlated with Vygotsky and Kozulin's (1995) study on the social nature of language and communicative theory of language (as cited in Wu, Petit & Chen 2015). To illustrate, Yang's (2011) study focused on peer review being related to improving both learner's local revisions (grammatical corrections) of English and global revisions (style, text, organization). Similarly, Zeng and Takatsuka (2009) found that in a computer-mediated platform, peer feedback enhanced learners' ability to assist each other and work in a collaborative manner. According to Liu and Sadler (2003), computer-mediated writing allows more peer review / feedback and collaborative learning

compared to traditional writing classrooms. Also, Mwalonga (2012) claimed that peer feedback could be considered to be significantly effective not only in learning but also in the assessment. It is also believed that these types of online mediated platforms enable learners to have more interaction (Chang, Chen, and Hsu, 2011; Li & Zhu 2018).

Correspondingly, Ho and Savignon's study (2007) investigated the administration of peer feedback and review of university students in an academic writing class by comparing two formats of reviews, which are face-to-face and computer-mediated. The findings of their research suggest that although students' perspectives were better toward face to face than toward PC intervened peer review. Also, the findings indicated that students are in favor of involving themselves in computer-mediated peer feedback first and then participating in face-to-face feedback or review with a peer. Another study that explored the technology-based peer feedback in EFL/ESL writing context is Chen's study (2016). In Chen's (2016) study, the significance of peer feedback on writing activities was compared to the electronic platform and the traditional classroom. The result of the study corresponds with previous studies indicating that technology-supported interactions were superior and increased peer interaction.

Moving to consider peer review and feedback, there are different collections of peer review (Grabe & Kaplan, 1996). To illustrate, students can be required to give feedback verbally to one another's writing, feedback can be assigned either by the instructor or students themselves or even providing learners with necessary guidelines for peer review. Student's peer review strategies and skills can be fostered with the help of these peer review guidelines since learners are expected to give feedback on

both strengths and weaknesses of the paper. Considering the above-mentioned issues, peer review is thought to be advantageous for learners since peer review assists the learner with awareness, collaboration, and practice in feedback giving strategies by offering revisions and suggestions in an academic context. Thus, the peer review objective is to nurture the context of reciprocal teaching among students.

What is more, according to a study by Blin and Appel (2011), different modes of discussion and interaction; coordination, cooperation, and reflective communication occur in second language writing among peers. Blin and Appel's study (2011) explored the language use and negotiation of peers in computer-supported collaborative writing. Thus, according to Donato (1994), Nystrand (1986) and Spear (1987), utilizing peer review in L2 writing skills has fundamental theoretical assumptions such as perception of reciprocal scaffolding in teaching and the communicative language teaching approach (as cited in Ho and Savignon, 2007). Therefore, to recap, the peer review process is significant in the computer-mediated platform and computer-mediated peer review is a new advancement in L2 writing.

In addition to peer review in a computer-mediated context, Lee's study (2019) investigated the use of automated content feedback programs in a writing class of secondary school students by making emphasis on the learner's cognitive engagement in writing. The findings of the study claim that computer-mediated platforms along with an automated content feedback program enhanced learners' writing skills in different themes such as language and content. Therefore, Lee's (2019) study contributes to the area by touching upon the learner's mental activities in a computer-mediated writing context.

Having mentioned computer-mediated writing programs, over the past few decades, the advancement of computer technology enabled learners and instructors to become aware of the significance of feedback in L2 writing. Considering this need and significance, researchers, instructors, and computer experts generated automated computer-mediated feedback programs for the sake of learning and assessment purposes in writing. Among the computer-mediated feedback programs are AWE (Automated Writing Evaluation), Criterion, MyAccess and WritetoLearn, TWP (The Writing Portal).

With respect to above-mentioned issues, studies about computer-mediated writing is highly associated and in consistency with the principles of Turner and Purpura's (2014) LOA framework of the 'Learning and Affective Dimensions'. Computer-mediated writing refers to writing tasks implemented in an online platform collaboratively where learners discuss the writing tasks, co-build and revise paragraphs and collectively create a solitary online text via jointly endeavors with the help of computers. Having mentioned the facets of computer-mediated collaborative writing facets above, it can be implied that these facets are closely associated with stages of LOA learning interaction model. With regard to stages of the LOA learning interaction via technology, Jones and Seville (2016) proposed that delivery and mediation of assessment and learning tasks, capturing and recording data, tracking progress, individualization of learner's experience, enabling new forms of learning interactions and improving our understanding of learning are among the most important stages of LOA learning interaction via computer. As can be observed these correspond well with the 'Learning Dimension' since learners collaboratively engage and interact with each other. To provide an example, as mentioned before Storch

(2013) defined collaborative writing in its broadest sense, collaborative writing is defined as the process of writing a text with multiple authors or writers (p. 2). It can then be said that collaborative writing consists of several themes like interaction among learners and editing phases of the writing process. As cited in Algasab and Zöe (2017), these concepts are again closely related to the Turner and Purpura's (2014) LOA Framework of 'Learning Dimension' since learners focus on self-regulation and 'how they learn'

Regarding the 'Affective Dimension' of Turner and Purpura's (2014) LOA framework it is again in consistent with computer-mediated writing since it promotes motivation as well. As Elola & Oskoz, (2010); Storch, (2005) and Chen, (2016) studies suggest computer-mediated collaborative writing is beneficial in promoting the acquisition of different language skills along with the motivation for learning.

1.4.3. Patchwork Assessment

1.4.3.1. Definition of Patchwork Assessment

As Winter (2003) states the nature of patchwork text is the combination of a variety of small pieces of writing and joining them together. To provide an example, patchwork text allows learners to write short pieces of writing, receive peer or teacher feedback and combine the small pieces of writing with reflective commentary. These definitions broaden our horizons regarding peer feedback and writing in an online collaborative platform. As cited in Winter and Scoggins (1999), Goleman (1996) defined patchwork text with different categorizations. According to Goleman (1996), patchwork text is advantageous for learners' different writing skills like personal writing, academic writing and so on. Moreover, patchwork text puts an emphasis on judgment and peer feedback due to the gradual accumulation of writing pieces.

Goleman (1996) also clarifies that learners constitute some forms of questions like “how can I extend or build my writing and is there any relationship between the various pieces of writing which I wrote?” To conclude, patchwork can be considered as a tool with which learners use to present their ideas logically as a whole.

Assessment is interrelated with motivation and thus motivation and engagement have been a concern for researchers and instructors seeking different assessment methods (Matheson, Wilkinson & Gilhooly 2012). Considering this, the patchwork text has become one of the most persuasive and prominent advancements in the field of assessment due to its way of promoting interaction and participation (Dalrymple & Smith, 2008). Matheson, Wilkinson & Gilhooly’s (2012) study investigated the effect of collaborative working with patchwork text assessment in discussion boards in an online platform. According to the findings of the research, patchwork assessment, specifically within online platforms, demonstrates educational assistance and benefits for learning as well as creating a basis for future practice. Also, patchwork text in online platforms is also considered to increase the levels of collaborative learning and critical thinking. Moreover, it is claimed that while different types of assessment in writing such as patchwork text assessment provide the learners with an affluent learning experience, patchwork text provides the instructors with the chance to teach utilizing technological advancements.

1.4.3.2. Previous Studies on Patchwork Assessment

Adding up and creating pieces of writing step-by-step over a period of time by blending and merging various styles of writing has been thought to promote academic and collaborative writing. According to Winter (2003), the essence of the patchwork text along with peer feedback and online collaborative writing provides learners with

more opportunities for participation and engagement in the learning process. In order to facilitate engagement among learners, interaction methods must be arranged accordingly. As Wilkinson & Gilhooly (2012) argued, the interaction and discussion among learners is considered fundamental. Thus, they used ‘Socratic Dialogue’ between participants to pose questions, respond and thought in depth. Hence, it can be said that patchwork text is closely related to the exploration and research skills of learners.

Mentioning interaction and discussion, several have considered the effect of using patchwork text and peer feedback. A study by (Dalrymple & Smith, 2008) explored the implementation of patchwork for professionals with the teachers and trainers who worked through interviews, questionnaire responses, and sample patches for teaching qualifications in higher education. The study found that patchwork text provided an invaluable form of assessment for learning in an academic writing context. As mentioned above, the aim of designing the patchwork text approach in this study was to help learners improve themselves gradually in terms of analytical stance in order to become objectively reflective for their own profession. Therefore, it is clear that the patchwork text approach enabled learners to practice critically with peers in higher education academic writing contexts across different genres, such as discursive writing.

An identical study is conducted by Winter & Scoggins (1999) in a higher education context for academic writing. Their study presented that contemporary form for course tasks: the patchwork text approach characterized the model of critical understanding in academic writing as well as social work and professional education. In their study, the name of patchwork text has been transformed into reflective writing

for professional learning. Learners were required to complete a small piece of writing every week in various categories. The findings of the study illustrated that patchwork text assisted learners due to non-threatening contexts and a considerable load of feedback presented by their peers.

According to Wilson and Trevelyan (2012), assessment *for* learning is more effective compared to exposing learners to some kinds of evaluations and assessments *of* learning.

Wilson and Trevelyan (2012) clarified that patchwork can be considered as an innovative way of assessment. They also mentioned that there are various ways of applying patchwork text assessment in higher education due to several benefits and aspects of Patchwork Text assessment such as steady learning, deep learning, critical self-reflection, and integrated understanding. It should be also added that patchwork text assessment could be modified according to learner's preferences and differences.

Wilson and Trevelyan (2012) also stated that patchwork text can be applied and preferred by instructors since it is a tool with deep and extensive applicability in different educational contexts. To provide an example, as Dalrymple and Smith (2008), then Ryberg and Dirckinck-Holmfeld (2008) suggest that patchwork assessment is a perfect form of developing a thought regarding how young learners learn and collaboration among learners. Similarly, Parker (2003a) provided a significant comment by addressing the importance of deep understanding of learners' learning with the help of constructing knowledge via an innovative form of assessment, patchwork text assessment. By means of constructing knowledge and assessment for learning, Parker (2003a) makes an emphasis on accumulating, adding new knowledge, and integrating knowledge in each and every patch.

Several targets of patchwork texts such as deep learning (Prosser & Trigwell 1999; Rust 2002), metacognitive self-reflection, continuous learning (Winter, 2003), integrated perception of the genre (Akister, 2003), and (Brookfield, 1991; Boud and Falchikov, 2006) has also attracted attention (as cited in Wilson and Trevelyan, 2012).

The fundamental components of patchwork text assessment include several types of assessment tasks for different versions of feedback and deep learning, following these assessment tasks and integration of all. On the other hand, alternative components of patchwork text assessment encapsulate the flow of patches, resubmission of prior patches, summative feedback, collaboration, self-reflection, and so on (Wilson and Trevelyan, 2012).

Much of the literature on patchwork text assessment pays particular attention to efficient learning, constant feedback along with assessment. This is evident in the study of Richardson and Healy, (2013) which explored the effect of patchwork text assessment in higher education with the help of constant and timely feedback. The findings of the research illustrated that this patchwork text assessment method motivated learners to continue writing for the weeks of the course in academic writing. It should also be noted that motivating learners for the patchwork texts assessment in terms of writing regularly is significant since there are different modes of patchwork text. According to Smith and Winter (2003), patchwork text assessment is used differently regarding the structures and modes of the patches; different assessment formats like narrative writing, article review, report, and so on (as cited in Richardson and Healy, 2013).

In summary, as discussed above, patchwork text assessment is considered as a new way of assessment especially in a university context. Since patchwork text

assessment is composed of several united phases of teaching, learning, and pieces of learning (Winter, 2003). Having mentioned Scoggings and Winter (1999), patchwork text has gained a reputation in higher education and has been considered as one of the most prominent advancements in assessment (Dalrymple & Smith, 2008). Winter (2003) also argues that the set of evaluative criteria validity, reliability, and consistency are closely encapsulated and they are in favor of components of patchwork text assessment. As cited in Winter (2003) he summarizes the integration of a set of evaluative criteria and patchwork components as follows

- Assessment should focus on understanding how students learn
- Assessment should cater to the diversity of learners
- Assessment should include feedback and feed-forward patterns
- Assessment should include the reflectivity concept for both instructors and learners
- Assessment should be an essential component of the course (Brown et. al., 1996, 142-3; Young, 1999, 125)

Thus, as previously stated the mentioned concepts are closely associated with the rationale of patchwork text assessment as well as assessment. Then, it can be concluded that patchwork text assessment is significant because it is not only a compilation but also a pattern, which has coherence and integrity (Winter, 2003). By means of unity, Winter and Scoggings (1999) stated that dimensions of patchwork text assessment are not only defined by instructors but learners as well who review and edit the pieces of work as an interpretation.

It is also mentioned that patchwork text assessment is a gradual process since learners need to digest knowledge to derive meaning. Therefore, instructors need to be

aware of how their own students learn. The terms deriving meaning or sense are thought to be correlated with the theory of patchwork text assessment since patchwork text assessment theories are in parallel with the principles of Piaget's general theory of accommodating and assimilating. This can be exemplified in the definition of accommodating in which the learner transforms the existing schemas, and assimilation in which the learner fits the new experiences into existing concepts. Thus, the gradual learning process of patchwork aims to construct the concept of 'build to know' within the assessment (Winter, 2003). According to Rorty (1979), the term 'build to know' is considered to be complete with the help of social feedback, in other words, discussion of learners among their peers in patchwork text assessment. Taken these together a well-known theory of Vygotsky's (1962) argument regarding the importance of learning to occur only with the help of social interaction rises (as cited in Winter, 2003). Therefore, concepts of self-understanding, self-evaluation, and critical reflexivity are pivotal in patchwork text assessment due to several phases of patchwork text assessment. A good illustration of this point is made by Winter (2003) who touched upon the requirements of patchwork text assessment - how students learn now and at the end of a specific learning stage seeing the state of their own learning with the help of personal construction regarding writing skills.

The patchwork text dismantles the bulky, completed solidarity of the essay into a progression of parts, to be blended by methods for an individual excursion of investigation. Hence, it characterizes a model of learning as a demonstration of the creative mind, for example as a basically innovative cycle of finding joins between issues that may at first appear to be independent (Warnock, 1976, 28). As a

conclusion, the patchwork text is proposed as a literary organization that in it really mirrors the temporary nature of learning (as cited in Winter, 2003).

Taken above-mentioned issues, studies, and information into consideration patchwork assessment is highly associated and in consistency with the principles of Turner and Purpura's (2014) LOA framework within the 'Learning and Elicitation Dimension' due to several reasons. As mentioned previously, the 'Learning' dimension of Turner and Purpura's LOA framework encapsulates 'how learners process information and learn'. This dimension is very closely related to the patchwork text assessment nature of learning and theory.

Patchwork assessment fosters and promotes the concepts of learners' self-reflection, peer feedback, self-regulation skills. As Wilson and Trevelyan (2012) claimed alternative components of patchwork text assessment encapsulate the flow of patches, resubmission of prior patches, summative feedback, collaboration, self-reflection. Therefore, these components of patchwork text assessment; collaboration, feedback, self-reflection are closely associated with the principles of Turner and Purpura's LOA framework of 'Learning Dimension' since they are related to 'how learners process learning and become responsible for their own learning'. Similarly, since patchwork text promotes student's interaction and participation (Dalrymple & Smith, 2008) it aligns with the principles of Turner and Purpura's LOA framework of 'Learning Dimension' as well.

Patchwork text is also aligns with the principles of Turner and Purpura's LOA framework of 'Elicitation Dimension' which deals with the situations in which language is obtained and acquired. In this dimension learners' actions and progresses are observed and examined, hence the 'Elicitation Dimension' is related to patchwork

text principles of how students learn and observe their learning phase and pace since students have an opportunity to reflect, react and discuss (Winter, 2003).

1.4.4. Portfolio Assessment

1.4.4.1. Definitions of Portfolio Assessment

Portfolio assessment has been considered as an alternative form of assessment for a very long time. It refers to archives of print or web-based type of writings that students evaluate, re-edit, and re-write. Thus, it can be said that the objective of portfolio assessment is to assist students with self-reflectivity since learners monitor, review, and improve their writing (Lam, 2019). According to Lam, (2014) and Hamp-Lyons and Condon, (2000) portfolio assessment is a recursive and metacognitive activity since it capsules both teaching and assessment of writing (as cited in Lam, 2019). To illustrate, self-regulation, scaffolding, peer and self, peer and teacher feedback play a great deal of role in portfolio assessment. It should be also noted that as Lam (2019) suggested, portfolio assessment has its roots in the socio-constructivist paradigm of learning since it is a process-oriented approach in which learners are autonomous in managing their writing. Therefore, taken together, Lam (2019) emphasizes the encouragement and importance of self-monitoring, self-reflection, and self-assessment, via portfolio assessment. Lam (2019) also believes that self-reflection is the core element of portfolio assessment in writing.

In broad terms, various scholars in ELT define portfolio assessment in several ways. According to Genesee and Upshur (1996) portfolio assessment is regarded as an alternative form of assessment, which is defined as the purposeful collection of learners' works (as cited in Farahian and Avarzamani, 2018). As Winch (2011) suggested, the term portfolio assessment has come to be used to refer to a

standardized collection of learners' work to be analyzed gradually throughout some stretch of time. Portfolio assessment is also defined by Cooper (1999) as a collection of proof regarding skills, success, learning, and competencies (as cited in Eridafithri, 2005). This definition of portfolio assessment is close to Richard and Schmidt's definition. Richard & Schmidt (2002) interpret the term portfolio as a compilation of a learner's effort and success that can be used as a tool for assessment and learning. They also proposed a few aspects: learners' preferences, revising material after receiving feedback and comments, becoming aware of their own learning progress, and mastery of knowledge (as cited in Tahriri and Sabet, 2014).

Moreover, portfolio assessment is defined by Lyons (1994) as the accumulation of the text produced by learners for a certain period of time (as cited in Sepasdar, Esmaeeli & Sherafat, 2014). Similarly, as cited in Gearhart and Herman (1998), portfolio assessment is also thought to be closely incorporated with the instruction itself (Gitomer, 1993; Hiebert & Calfee 1992; O'Neil, 1992, Mills, 1989; Wolf, 1993). Thus, Gearhart and Herman (1998) consider portfolio assessment as a scaffold for the development of students' writing. Correspondingly, according to Orland & Barak (2005), portfolios are characterized as 'envelopes of mind' since they help to create contexts in which learners and instructors act like readers, writers, and thinkers by motivating for deep learners to become reflective learners (Darling-Hammond & Synder, 2000). To recap, as Tillema and Smith (2007); Zeichner and Wray (2001) pointed out, portfolio assessment comprises self-reflectivity, formative assessment, and self-directed learning. This definition highlights our knowledge of self-regulated learning. As Hashemian and Fadaei (2013) stated, portfolio assessment is the sign of a 'full-length portfolio of L2 learners writing ability, which is closely

related to the self-regulation (Chen, 2006) and learners' autonomy (as cited in Hashemian and Fadaei, 2013). Lastly, as Hyland (2002) pointed out, portfolio assessment is defined as the process of development and awareness of writing rather than the quality of writing (as cited in Alam & Aktar, 2019).

1.4.4.2. Previous Studies on Portfolio Assessment

A large number of published studies are available on portfolio assessment in writing which attracted attention as a form of alternative and formative assessment. Romova and Andrew (2011) consider the utilization of portfolios as instructive apparatuses for advancing academic writing and it is discovered that a multi-draft portfolio is a successful appraisal device due to several reasons. These reasons include, reflection, feedback loops, and writing being a recursive process. Therefore, the authors have focused on the value of peer collaboration along with the significance of reflectivity. Similarly, in the study conducted by Kathpalia and Heah (2008), it is found that reflective elements of portfolios assist students in understanding the importance of their own learning experiences with different dimensions: cognitive, social, and affective. According to Duff and Hornberger (2008), multi-draft portfolio is considered to be efficient since it helps learners to develop some certain types of processes called 'language socialization' (As cited in Romova and Andrew, 2011). In other words, they wanted to put an emphasis on socializing learners through portfolio assessment in the context of academic writing with the help of reflection and feedback.

Other authors, Taki and Maryam (2011), also inquired about the effect of implementing a portfolio-based writing assessment in the context of Iranian EFL learners. As the result of the research showed that portfolio assessment had a

significantly positive effect on student's writing skills. Correspondingly, Reza and Alipour (2012) conducted a similar study, which explored the effect of portfolio assessment and small group conferencing with coded written feedback in writing. As the results indicated, portfolio assessment was found to be significantly efficient in terms of EFL writing in an Iranian context. Similarly, Tahriri and Sabet (2014) found out that portfolio assessment has been considered highly efficient for teaching idioms in writing skills in an Iranian EFL context thanks to self and peer assessment. Most of the similar studies also reported that portfolio assessment not only has a positive effect on writing ability but is also a factor in the improvement of learners' vocabulary. To exemplify, Berimani & Mohammadi (2013) researched the impact of portfolio assessment on vocabulary learning in a similar setting. Another research by Khodashenas et al. (2013) explored the portfolio assessment effect in the advanced writing ability of EFL students. As the results suggested, portfolio assessment is found to be beneficial. Similarly, in a study by Ghoorchaei, Tavakoli and Nejad (2010), different kinds of essays were administered to see the effect of portfolio assessment in L2 writing. According to the result of the research portfolio evaluation positively affected by a large student's writing capacity. Portfolio assessment is also thought to foster instruction and assessment simultaneously by promoting student's self-reflection, awareness, and cooperation among classmates and teachers (Tezci and Dikici, 2006).

Moving on now to portfolio assessment in recent academic writing, portfolio assessment in academic writing has received attention. For example, Lam's (2019) study touched upon the aspects of portfolio assessment by defining the utilization of portfolio assessment in teaching writing. Also, Farahian and Avarzamani's (2018)

study investigated the similar issue of the role of portfolios in EFL students' writing skills along with metacognition. In their research, students were allotted to two groups and the experimental group was furnished with additional rules and reflection sheets. The findings of the research indicated that portfolio assessment assisted learners' writing proficiency as well as metacognition. Similarly, as Moya and O'Malley (1994) found, portfolio assessment positively affects the learner's participation for both students' involvement in the assessment process and metacognitive awareness. There are similar studies by Armstrong, (2011); Baturay & Daloğlu, (2010) showing the benefits of portfolio assessment on the metacognitive skills of the learners in a writing context. Simon and Forgette-Giroux (2000) have also questioned the different dimensions of portfolio assessment in their study by focusing on the impact of the content choice schemes on portfolio assessment. Their framework motivated both learners and instructors to collect more comprehensible data regarding affective, cognitive, and behavioral dimensions of the cross-curricular skills in writing skills. Regarding different dimensions of writing, Reckase (1995) involved various types of essays (reflective letter, narrative, descriptive essay, explanatory, exploratory, and persuasive essay) and the research paper in the portfolio process including multiple drafts (as cited in Simon and Forgette-Giroux, 2000). Additionally, according to Birjandi and Tamjid (2012) portfolio assessment enables learners to gain some sort of opportunities to practice and monitor their metacognitive skills in writing skills such as micro and macro level text revisions.

1.4.4.3. Benefits of Portfolio Assessment

Taken together, there is a large number of a study on portfolio assessment and found that learners seemed to benefit from portfolio assessment along with having a

positive attitude toward portfolio assessment in writing (Prasad, 2003, Barootchi and Keshavarz, 2002; Yilmaz and Akcan, 2012). Further, Bader, Burner, Iversen and Varga (2019) explored in their study that student perspective in higher education toward portfolio assessment was found to be positive and efficient thanks to formative feedback and a multi drafting process.

Additionally, there are also various advantages and benefits of using portfolio assessment. To start with, portfolio assessment enables students to be active participants in the learning and assessment process since learners have a chance to monitor their own learning. Moreover, learners have several opportunities to receive feedback thanks to the multi-drafting structure of portfolio assessment. Thus, this process makes students independent and responsible learners (Eridafithri, 2015). With regard to independent learning Broadfoot, (2007) and Phye (1997) stated that the way of self-assessment in portfolio assessment is what makes the learner independent. It is also mentioned that students will reflect upon previously learned things in order to extend learning (as cited in Eridafithri, 2015). Furthermore, according to Zimitat, & Young, (2000) and Barrett, (2000) portfolio assessment provides the instructors with a richer picture of the learners in terms of involving students in the process of learning. In other words, as Hedge (2000) argued, portfolio assessment in writing enables teachers to access more comprehensible data of students regarding writing ability (as cited in Taki and Maryam, 2011). Another significant benefit of portfolio assessment is that as Dysthe (2008) claimed, portfolio assessment helps teachers to become aware of teaching progress also learners for the learning process (as cited in Sepasdar, Esmaeeli & Sherafat, 2014). Correspondingly, the similar benefit of the portfolio has been investigated by Lam & Lee (2010), suggesting that the portfolio assessment

formative function should not be ignored or underestimated since portfolio assessment is thought to have a positive impact on students' writing ability and learners hold a positive perspective on portfolio assessment.

By drawing emphasis on the formative role of assessment, Lam's other (2016) study on the self-evaluating writing ability of students in a portfolio-based assessment context as learning is comprehensive. It should also be added that as Hamp & Condon (2000) came up with that features of assessment as learning match with the framework of portfolio assessment (as cited in Lam, 2016)

Having mentioned learners' positive attitudes towards portfolio assessment, Baturay's (2015) is in line with the above-mentioned studies indicating that learners have positive feelings toward portfolio assessment due to reflectivity in a Turkish EFL context. It should also be added that Chang, Tseng, Chou and Chen (2011) claimed portfolio assessment to be multi-functional for the learning process of both instructors and students in order to realize and reflect upon weaknesses and strengths.

Considering other benefits of using the portfolio, the issue of student-centered learning and motivation is worth mentioning. To illustrate, Akar (2001) explained in a study that due to portfolio assessment being authentic tasks rather than predetermined tasks increases the motivation level of learners and promotes students to become self-directed learners. Moreover, along with self-directed learning, portfolio assessment makes students active participants and gives them a chance to reflect upon (Cummins & Davesne, 2009; Little, 2005). Arslan's (2014) study showing learners becoming aware of several writing sub-skills is a good illustration of reflecting upon. This can also be illustrated briefly in Chambers and Leah's (2007) study that searched for the effect of portfolio assessment on learners' recognizing their own learning process in

writing. Another notable benefit of portfolio assessment is that as Hung (2012) stated assessment components of portfolio assessment are unique tasks that vary. It is also thought that learner's achievement becomes more noticeable for learners thanks to portfolio assessment. In a study conducted by Marefat (2004), it was shown that learners had a boosted motivation for portfolio assessment in an email-based L2 writing context. Erdoğan and Eylül (2001) also found out that portfolio assessment increased students' motivation as well as responsibility.

The last fundamental concept worth mentioning regarding the portfolio assessment is the positive impact of it on students' writing self-efficacy. This is exemplified in the studies of Abrami & Barret, 2005; and Nicolaidou (2012) who examined the effectiveness of portfolio assessment on learners' writing self-efficacy with Bandura's self-efficacy theory. As the findings proposed, the process of portfolio assessment had a positive impact on learner's self-efficacy due to monitoring their progress, working on multiple drafts, and setting goals.

It should also be noted that Hamp and Condon's (1993) assumptions about portfolio-based assessment are worth mentioning here. According to their theories, portfolio assessment is significantly greater and better when compared to traditional assessment due to the following benefits. Portfolio assessment contains a large amount of data and evidence about learners' work, multiple genres, takes pedagogical and curricular values into account, and creates a bridge between assessment and instruction process. Therefore, these claims support the notion that as Yancey, (1996) stated, portfolio assessment creates a connection among the processes of assessment, curriculum, and learning (as cited in Kim and Yazdian, 2014). Kim and Yazdian (2014) also described three main aspects of portfolio assessment along with the

benefits which are an exhibit of learners' development and progress over the long run, interaction / cooperation, and opportunities for teaching transforms. Similarly, Fernsten and Fernsten (2005) also categorized some guidelines of portfolio assessment. These guidelines are a secure and motivating setting for learning and reflection, metacognitive independence, developmental tasks, and monitoring the performance.

On the other hand, another significant study carried out by Qvortrup and Keiding (2014) deals with the description of perspective by focusing on some 'How' questions related to portfolio assessment redesigning and scaffolding learning rather than what questions. Having mentioned the assumptions, guidelines, and perspectives regarding portfolio assessment Lam's (2014) study about self-regulated learning and portfolio assessment is also thought to be significant in the field. In Lam's (2014) research the relationship between portfolio assessments and self-regulated learning has been explored and it is found out that portfolio assessment promoted self-regulated learning. Besides, Lam's (2014) study can be considered unique and contributed a lot to the literature due to four features of test usefulness; validity, reliability, washback, and reliability from the framework of Bachman and Palmer (1996) to be adopted in an academic writing setting. In addition to these above-mentioned studies, numerous studies (Fox and Hartwick 2011; Lam 2013a; Aydin, 2010) have attempted to describe the relationship between portfolio assessment and self-regulated learning along with motivation.

To conclude, the generalizability of much published research on portfolio assessment (Roohani and Taheri, 2015, Tabatabaei and Assefi, 2012, Wang and Liao, 2008) indicates that portfolio assessment significantly affected EFL learner's writing

skills. To recap, portfolio assessment is thought to be useful and efficient for language learning specifically in EFL writing skills.

Considering the principles and components of portfolio assessment mentioned above, portfolio assessment is associated and in consistency with the principles of Turner and Purpura's (2014) LOA framework of the 'Learning Dimension'. In portfolio assessment students become aware of their own learning and progress. In other words, according to Lam (2019) self-monitoring, self-reflection and self-assessment are the core element of portfolio assessment thus, above-mentioned features of portfolio assessment highly coincide with the learner-centered teaching model of LOA as well as the 'Learning Dimension' of Turner and Purpura's (2014) LOA framework.

Similarly, learners become independent and responsible learners with the help of portfolio (Eridafithri, 2015; Arslan, 2014; Bader, Iversen and Varga, 2019) therefore, this is closely related to the principles of Turner and Purpura's LOA framework of 'Learning Dimension' since they are related to 'how learners process learning and becoming responsible for their own learning'.

1.4.5. Self and Peer Assessment / Feedback

1.4.5.1. Definitions of Self and Peer Assessment / Feedback

Many authors in the field of ELT defined the term 'Peer Assessment'. According to Topping (1998), peer assessment is a kind of assessment that learners consider the amount, value, strength, weakness, and the quality their peers' learning products and learners seem to benefit from being both 'the assessor, and the person being assessed. A similar definition is made by Topping (2009), that peer assessment

is a method administered by the learner with a similar status for the quality of the product. Topping (2009) also stated that peer assessment is possible in both ways, one-way or reciprocal, and both ways are effective in terms of quality of learning specifically in writing skills. According to his theory, the main aim of peer assessment is to produce peer feedback whether it is suggestive or corrective. It should be also noted that one of the most fundamental characteristics of peer assessment is its being greater in amount of time since there are often too many students in the classroom for one teacher to assess with the same amount of attention (Cole, 1991). A further definition of peer assessment is given by (McDowell & Mowl, 1996) who described it as a structured form of a new type of assessment in which learners participate in the assessment process by offering reviews, providing feedback, and grading as well. Donaldson & Topping, (1996) also made a similar definition by stating that peer assessment is a part of peer tutoring.

With regard to ‘Self-assessment’; the term refers to a kind of a process in which the learner becomes aware of his / her own learning (Dikel, 2005). That is to say, as Dickinson (1987) suggested, self-assessment is for evaluating and monitoring learners’ own level. Thus, it can be said that self-assessment is what the learner considers from learners’ own viewpoint (as cited in Javaherbakhsh, 2010). Similarly, according to Oskarsson (1989) self-assessment is a means that promotes learning in terms of evaluation. Self-assessment is also defined as the ability to be familiar with the strengths and weaknesses to improve one’s performance (Zimmerman, 2002, Falchikov and Boud, 1989; Graham & Harris 1993).

1.4.5.2. Previous Studies on Self and Peer Assessment / Feedback

There are many studies on the self and peer assessment / feedback in the field of ELT. To illustrate, many authors considered the effects of peer assessment methods on student's academic writing performances in higher education (Lu and Bol, 2007, Zhao, 2018; Lin et al., 2001, Richer, 1992; Carless, 2018). In Xiao's (2008) study it is found that participants with peer assessment and feedback in academic writing showed greater accomplishment in their writing compared to other group who have not received any feedback or assessment. Moreover, as Topping et al. (2000) suggested, peer feedback can be considered as a crucial aspect for promoting learners' writing skills. Similarly, in Lin, Lui & Yuan's (2001) and Ashton & Davies (2015) study, the effects of critical peer feedback on writing skills have been explored as well and it has been found that critical peer feedback facilitated learners' writing skills. Also, an identical study by Robinson, (1999) examined the effects of peer assessment and feedback in both summative and formative forms. According to the findings of the study, learners' potential increased a great deal since students realized their strengths and weaknesses while assessing, suggesting, reflecting upon other's work. Peer assessment is believed to improve learner's writing skills due to peer assessment being in accordance with the stages of academic writing (McIsaac & Sepe, 1996). Peer assessment is also found to be beneficial in academic writing; specifically, in helping them become more independent and proficient writers (Plutsky and Wilson 2004). Similar studies by Chaudron (1983) and Paulus (1999) have also shown that peer feedback was much more beneficial compared to teacher feedback for academic writing in a web-based environment.

Regarding learners' attitudes on peer review, students themselves claimed that peer review improved their writing skills and they preferred using it (Lui et al. 2001, Venables and Summit, 2003). Besides, in Stefani's (1998) study, it was found that peer assessment positively affects the process of writing. It should be additionally noticed that peer feedback is the cornerstone of the learning process (Black and William, 1998). Some other studies also highlighted peer feedback and assessment role regarding learner's writing performances (Cheng, Liang and Tsai, 2015). The findings in Gielen et al. (2010) and Strijbos et al.'s (2010) research indicated that there were positive impacts of peer feedback on learners' learning outcomes. A similar new study by Huisman, Saab, Driel & Broek (2018) also investigated the learner's peer feedback perceptions for the authentic academic writing task. The results demonstrated that learners' writing performance increased thanks to peer feedback. Corresponding the writing performance again, some previous studies (Cho, MacArthur 2011; McConlue 2015, Greenberg 2015; Nicol, et al. 2014) also explored the relationship between learners' writing performance and peer feedback.

Most importantly, it should be also added that peer feedback and assessment are found to be closely associated with the task-specific processes since it stimulates learners' actively. Thus, it can be said that the three fundamental processes of Flower and Hayes (1986) are significant in peer assessment. These processes can be summarized as follows, problem detection, problem diagnosis, and strategies for revision. The reason why these processes are related to peer assessment and peer feedback is that providing peer feedback helps students to get involved with the problem, become aware of the writing problems, provide solutions, and suggest revisions. As a result, the above-mentioned processes are considered crucial in peer

assessment. Another important issue that needs to be taken into consideration in peer assessment and feedback is its relevance with the learning theory of Vygotsky (1978). Peer assessment and feedback seem to be in accordance with Vygotsky's learning theory since learning is a cognitive action that occurs through social interaction.

With regard to self-assessment, similar results have been found and self-assessment is found to be an efficient tool since it assists learners to become more aware of their own learning along with the assessment criteria (Orsmond & Merry, 1997). In a similar study conducted by Javaherbakhsh (2010), the self-assessment effect on academic writing ability in an Iranian EFL context was explored and the study illustrated that self-assessment essentially influenced the students' writing capacity. Meihami and Varmaghani (2013) also addressed a similar thing in an EFL context and as the result of the study showed self-assessment increased the writing competency of the learners. Another study by Fahimi and Rahimi (2015) explored self-assessment in writing and its influence. Their study's result indicated that students had a positive effect on self-assessment and their writing skills improved. Another study by Andrade, Du and Mycek (2010) investigated the relationship between learners' writing scores and self-assessing with a rubric and criteria in a middle school context. The findings indicate that using rubrics to self-assess a learner's writing skills were effective and promoted learning.

In addition to the studies mentioned above, there are relatively more similar studies. To illustrate, research by Andrade & Boulay (2003) found that there is a conclusive relationship between self-assessment and writing quality. Similarly, Ross, et al. (1999) study also found that students who received self-assessment in narrative writing were found to be successful. Similar studies by Andrade, Du and Mycek

(2010) in different contexts have also been explored. They investigated the efficacy of rubric-referenced self-assessment in an elementary context for writing skills. Their findings show that self-assessment increased learners' writing quality.

The current issue has been an area of interest and received attention specifically in an Iranian context. Regarding the Iranian context, the effect of self and peer assessment of EFL learners for the argumentative writing performance was explored, based on the findings of the results peer and self-assessment were helpful in terms of argumentative writing difficulties (İraji, Enayat, Momeni, 2016). Another study by Birjandi & Siyyari (2010) also explored the effect of self and peer assessment on learner's writing performance along with rating accuracy within comparative research. The result of the study demonstrated that peer assessment was found to be much more effective compared to self-assessment. Falchikov (1986) and Roscoe & Chi (2007) also note a similar issue. According to them, peer assessment is a mentally demanding activity which promotes learning as well as writing.

Furthermore, according to Venables & Summit (2003) and Barak & Rafaeli (2004), learners who receive peer feedback or review are likely to have more subject matter knowledge compared to ones who have not received any peer feedback. Also, as Katstra et al. (1987) suggested, learners who receive peer feedback or review hold a more positive attitude towards writing skills. Similarly, Mazloomi & Khabiri (2018) investigated the impact of self-assessment in a writing task and they found that learners' writing skills improved and learners' proficiency increased significantly. Lastly, Birjandi and Tamjid's (2012) study explored the role of self and peer assessment in the TEFL (Teaching English as a Foreign Language) context of Iranian

students. In the light of the data analysis, the result of the study has shown that improvement in writing skills is observed thanks to self and peer assessment.

Data from several resources have shown that self and peer-assessment as an alternative tool of assessment has received attention in different fields of ELT such as language proficiency. To explain, in Cheng and Warren's (2005) study, the attitudes of learners towards written language proficiency and peer assessment in English language programs were explored. They found that learners had positive attitudes towards their peer's language proficiency.

In this sense studies and literature reviewed on Self / Peer Assessment and Feedback are associated and in consistency with the principles of Turner and Purpura's (2014) LOA framework of the 'Learning and Affective Dimension'.

The Affective Dimension of LOA defines learner's socio-mental inclinations with respect to how students experience and participate in the assessment process. In other words, it is closely associated with the characteristics like emotions, beliefs, personality, attitude, and motivation. Therefore, Self / Peer Assessment and Feedback facilitate the affective dimension of learning by providing chances for learners to express their expectations from an academic writing class, impression, judgments, attitude regarding academic writing practices, procedures to help the efficiency. As Turner and Purpura (2013) claimed affective dimension is related to the learner's socio-psychological aspects which is the learner's engagement in the process of assessment. Similarly, according to Katstra et al. (1987) study learners who receive peer feedback have more positive feelings and attitudes towards writing skills. In this respect, this is closely related to the 'Affective Dimension' of Turner and Purpura's (2014) LOA framework. Also, as the findings of Gielen et al. (2010) and Strijbos et

al.'s (2010), Huisman, Saab, Driel & Broek (2018) study indicated that there were positive impacts of peer feedback on learners' learning outcomes. Lastly, regarding the principles of Turner and Purpura's (2014) LOA framework of the 'Learning Dimension', this is closely related to the Self / Peer Assessment and Feedback since these components are already embedded in the 'Learning Dimension'.

In sum, above mentioned studies regarding LOA, computer-mediated collaborative writing, patchwork text assessment, portfolio assessment, self, peer assessment, and feedback have been carried out separately in the field. The current study on the effects of LOA on student's academic writing ability is carried out in order to fill the gap of cumulative different types of writing tasks as well as assessment. In the literature reviewed it is observed that combinations of different kinds of writing tasks and assessments such as computer-mediated collaborative writing, patchwork text assessment, portfolio assessment, self, peer assessment, and feedback have not been investigated wholly specifically in LOA. Therefore, the current research would contribute to the field and be considered significant due to its being depth and bulky regarding several writing components.

In this sense, it can be argued that the current study is significant and ought to be administered to promote and foster effective writing in higher education. As previously mentioned, the existing literature on writing skills and LOA is detailed but failed to address both academic writing skills and implementation of LOA in higher education. Thus, the present study would hopefully be valuable and significant for a more efficient assessment of academic writing with several different writing components such as computer-mediated collaborative writing, patchwork text assessment, portfolio assessment, self, peer assessment, and feedback in higher education. In brief, the present research would make several contributions to the field

of applied linguistics to fill the gap in terms of ‘detailed implementation of LOA process, along with many different writing tasks, assessments and components, focusing specifically on academic writing skill’.

1.5 Research Questions

- RQ1)** What is the effect of LOA on students' academic writing ability?
- RQ2)** Are there any significant differences between students' performances on different LOA tasks?
- RQ3)** Is there a difference in the attitude rate of EFL students going through the process of LOA for academic writing in higher education before and after the LOA treatment?
- RQ4)** What are the attitudes and perceptions of students toward LOA on academic writing after experiencing LOA treatment?
- RQ5)** What are the attitudes and perceptions of students toward LOA on academic writing regarding 'Hayes Model of Writing'?

1.6 Research Hypotheses

- RH1)** LOA has no significant effect on students' academic writing ability.
- RH2)** There is no significant difference between LOA tasks completed by the students during LOA procedures.
- RH3)** There is no difference in the attitude rate of EFL students going through the process of LOA for academic writing in higher education before and after the LOA treatment

2. METHODOLOGY

2.1 Participants

There were 40 students (participants) from the School of Foreign Languages at Erzurum Technical University. Participants were not randomly sampled, but two intact groups in classes from the B2 level selected following convenience-sampling procedure (Cohen, Manion & Morrison, 2013). Their age ranged between 18 and 24.

Regarding the groups, one class was randomly assigned to be Comparison Group (N=20) following ‘Routine Instructional Procedures for Academic Writing’ and the other class to be Experimental Group (N=20) who received routine instruction within ‘LOA framework’.

2.2 Context of the Study

Erzurum Technical University School of Foreign Languages implements a system comprising 4 levels of A1, A2, B1 and B2. In A1 and A2 levels, students learn general English, and in the B1 and B2 levels, students learn theme-based academic English. Students’ levels were determined according to the English Proficiency Exam of Erzurum Technical University, which is the exit/exemption test of the English Preparatory Program of School of Foreign Languages at Erzurum Technical University.

Students’ writing ability is assessed during the 12-week-module through their performance on argumentative comparison-contrast, and cause-effect essay types.

2.3 Data Collection Instrumentation

Different data sources were used for collecting data, including semi-structured interviews, a questionnaire, focus groups meetings, and two writing tests on ‘Argumentative Essay’. Argumentative Essay 1 and Argumentative Essay 2 served as the pre-test and post-test respectively. The tests were graded according to the writing rubrics developed by the testing office of the institution (See Appendices A for Essay Grading Criteria). Each is explained below.

2.3.1 Semi-Structured Interview:

The semi-structured interview consists of a series of predetermined but open-ended questions regarding the learner’s attitudes on LOA tasks. These tasks included:

Self-Regulated Tasks:

Reflective Diary and Reflective Journal

Same Day Feedback

Weekly Personal Response

Portfolio

Participation in Weekly Tutorials

Patchwork Texts

Peer and Group Tasks included:

Team Projects (Group Critique and Group Assessment),

Mini Projects (Peer Critique and Peer Assessment),

In-class Feedback

Computer-Mediated Collaborative Writing

Instruction following LOA

Self-assessment

Peer assessment

Technology-based learning tools

Feedback loops

Feedforward

Some sample questions were follows:

- Were you given a chance of assessing your own, peers, or group's work in or outside of the classroom?
- Were you given a chance of giving feedback to assessing your own, peers, or group's work in or outside of the classroom?
- How would you react if you were given a chance of assessing or giving feedback to your own, peers, or group's work in or outside of the classroom?
- Are you familiar with the terms such as; 'Computer-Mediated Collaborative Writing or Reflective Diary? (See Appendix H for interview questions)

To provide a representative sample for data collection of oral data, one-third of the sample (N=8) was selected and three hours of oral data were recorded and collected. The interview was held in three phases. In the first phase three participants, in the second phase, three more participants, and in the last one two participants were interviewed.

The reason why one third of the sample was selected to be interviewed is due to below mentioned points. According to Kvale (1996) & Sandelowski (1995), selected samples neither small nor large because more concern ought to be given appraising the outcome of the analysis rather than being concerned with the sample number. As Chamberlain (2000) suggested compilation of irrelevant information would be difficult to analyze as well. Similarly, Morse (2015) assumes that the collected data would be more applicable when there are fewer participants. In this sense, Lincoln &

Guba (1985) recommend that the more information power the sample provides, the smaller the sample size needs to be.

Lastly, saturation is the most commonly applied theory of determining the sample size and measuring its effectiveness. Thus, theoretical saturation deals with the theoretical categories; collecting fresh or new data that no longer gives new theoretical insights nor reveals new components (Charmaz, 2006 and Bowen, 2008). It is observed that after interviewing eight participants there were no new codes, data or themes emerged from the analysis.

2.3.2 Focus Groups Meetings:

The focus groups meetings were generated for developing themes, topics, and desirable issues among participants in order to develop the questionnaire. It also provided an opportunity to schedule subsequent meetings with them (Cohen, Manion, Keith, 2000). Participants were asked to discuss topics regarding LOA and Academic Writing Skills. Focus groups meetings consisted of five participants and the session lasted about 30 minutes for three weeks and the researcher moderated it. Focus groups meetings were expected to promote the interaction between participants so as to gather deeper insights into the implementation and effects of LOA writing skills. Also, focus groups meetings were preferred due to exploratory and descriptive nature.

The interaction among participants was transcribed and analyzed for the development of the questionnaire. Along with addressing the research questions, the focus groups meetings interaction was based mainly on learner's attitudes on Placement, Proficiency, Achievement Tests, School of Foreign Languages Assessment Policy, Alternative Assessment, Academic Writing Skills, Assessing Academic Writing Skills, Essay Types, Technology / Computer Enhanced Teaching /

Learning, Writing Skills Feedback Types, Peer and Group Collaboration / Feedback and Assessment. (See Appendix I for Topic and Themes for Focus Groups)

In addition to above-mentioned topics and themes, questions regarding several specific genres about components of LOA like Patchwork Assessment, Portfolio Assessment, Reflective Dairy were asked indirectly to the participants. Here are some examples of these questions;

1) Patchwork Text Assessment:

- Have you had a chance of writing short pieces of writing, receive peer or teacher feedback and combine these small pieces of writing within a certain period of time?
- What do you think about the gradual accumulation of writing pieces?

2) Portfolio Assessment:

- How would the writing be different when students had a chance of evaluating, re-editing, or re-writing?
- What does the term ‘self-reflection’ mean to you?
- Would seeing the progress of your own writing make you feel more motivated or successful?

3) Reflective Diary:

- Have you been given a chance to express your expectations, impression, judgments, and attitudes regarding academic writing practices?
- Have you been given a chance to express procedures to help the efficiency of the course?

2.3.3 Questionnaire:

The questionnaire was administered to address two types of questions: attitudinal and behavioral. The aim was to obtain data about the effect of LOA on students' academic writing ability. The questionnaire was considered for collecting large amounts of data required by the current research.

2.4. Instrument Development

2.4.1. Developing the Questionnaire

The 'Questionnaire for Exploring the Effect of (LOA) on Academic Writing Skills' was developed by the researcher for several reasons. Firstly, the questionnaire had to meet the overall research objectives, include important aspects, and elicit adequate and accurate information. Secondly, as previously mentioned, although the existing literature on writing skill and LOA was rich, seemingly not much attention was paid to addressing academic writing skills and implementation of LOA in higher education. Consequently, there was no specific questionnaire that could be used effectively in the field. A well-designed questionnaire would then address several untouched issues. In brief, LOA studies have largely been directed towards the investigation of the process of LOA rather than its effect on a specific skill.

Previously published studies mostly describe the principles and process of LOA. To illustrate, Keppell, Au, Ma and Chan (2007) investigated themes of group work, group projects, collaborative learning, and peer learning in LOA for technology-enhanced environments. Writing and assessment have been subject to many studies and attracted attention with different genres such as portfolio assessment and peer assessment. For example, regarding portfolio assessment and academic writing, it is found that learners seemed to benefit from portfolio assessment along with having a positive attitude toward portfolio assessment in writing. Bader, Burner, Iversen and

Varga (2019) explored in their study that student perspective in higher education toward portfolio assessment was found to be positive and efficient thanks to formative feedback and a multi drafting process. Similarly, as mentioned previously peer assessment is also believed to improve learner's writing skills due to peer assessment being in accordance with the stages of academic writing (McIsaac & Sepe, 1996). Besides, according to a study by Blin and Appel (2011), different modes of discussion and interaction; coordination, cooperation, and reflective communication occur in second language writing among peers. Blin and Appel's study (2011) explored the language use and negotiation of peers in computer-supported collaborative writing. Thus, peer assessment is found to be beneficial in academic writing, specifically in helping them become more independent and proficient writers (Plutsky and Wilson 2004). Hence, this questionnaire can be used in similar studies as well as further studies by the researchers.

The initial step of developing a questionnaire was to construct a conceptual framework for the study. The framework was based on Turner and Purpura's (2013) Learning Oriented Assessment Framework. According to a framework called 'Framework of LOA' proposed by Turner and Purpura (2014), LOA can be described as an embedded assessment, focusing on the learner through seven interrelated dimensions, with the end goal of helping to facilitate the determination of best practices for teaching (Turner & Purpura, 2014). 'Framework for LOA' (developed by Turner and Purpura) was adopted and modified to serve the purpose of the study. Turner and Purpura's (2014) 'Framework of LOA' was administered for the current research due to its detailed descriptions of various dimensions. The LOA framework consists of seven dimensions as illustrated in table 1.

Table 1

Learning Oriented Assessment Dimensions

Contextual Dimension

Elicitation Dimension

Proficiency Dimension

Learning Dimension

Instructional Dimension

Interactional Dimension

Affective Dimension

The Contextual Dimension of LOA has two phases, which are macro level and micro level. At the macro level, instruction, curriculum, and assessment are affected by several factors such as socio-cultural norms and socio-political forces as well as classroom expectations. In the latter one, curriculum, instruction, and assessment are driven by the personal attributes of teachers, teacher's choices, and the creation of classroom culture. Thus, it can be concluded that the Contextual Dimension indicates teachers' characteristics (literacy of assessment) that affect learning and assessment in a classroom context. The Elicitation Dimension of LOA involves the situations in which language is obtained in various ways with various methods. Student's execution is observed, examined, reflected upon, and responded to in the feedback form for future action. The Proficiency Dimension of LOA is utilized to identify 'what to assess, how performance is tracked, and what to focus on by feedback and

help. The Learning Dimension of LOA includes a comprehension of how students deal with information and finally learn. Furthermore, it is fundamental to know how instruction and assessment are gestated and administered. The role of feedback and self-regulation (being responsible for their own learning) are also considered as critical features of the learning dimension of LOA. The Instructional Dimension of LOA is related to Teacher's Content Knowledge, Teacher's Topical Content Knowledge, and Teacher's Pedagogical Content Knowledge. Thus, it is important to consider the following question 'How much do instructors' pedagogical content knowledge influence the interpretation of LOAs and choices about the following learning steps?' The Interactional Dimension of LOA encapsulates the organization of LOA in an interactive manner. Lastly, the Affective Dimension of LOA defines learner's socio-mental inclinations with respect to how students experience and participate in the assessment process. In other words, it is closely associated with the characteristics like emotions, beliefs, personality, attitude, and motivation. To sum up, seven dimensions of LOA are illustrated in the below figure (Turner and Purpura, 2014).

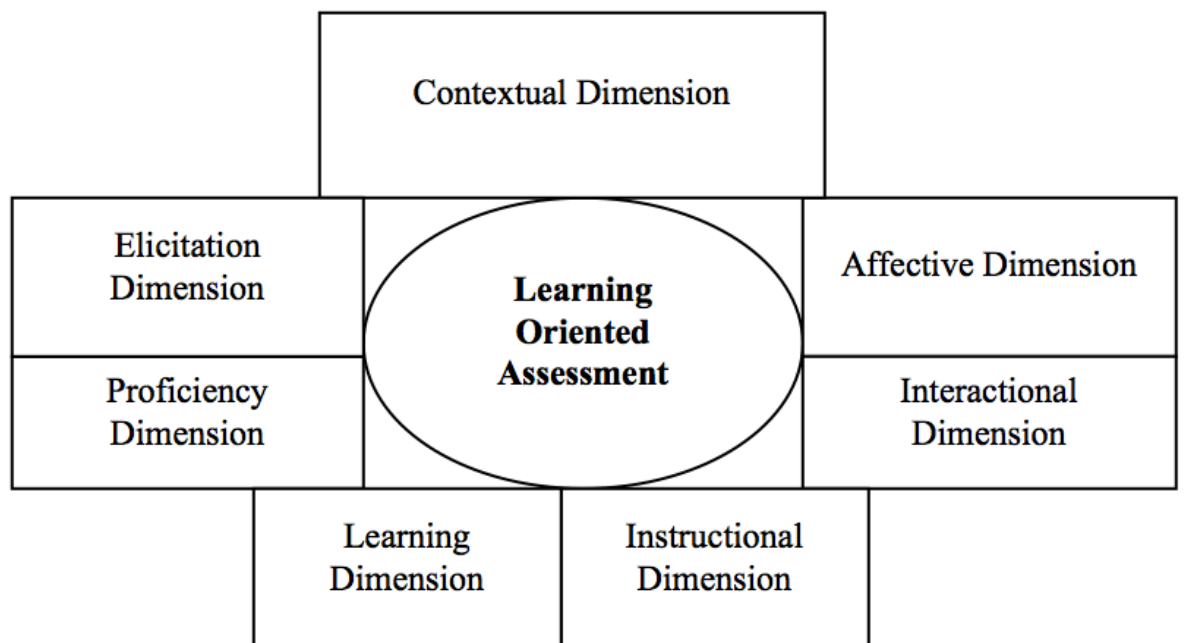


Figure 2.1. Dimensions of LOA Framework (Reprinted from Turner and Purpura, 2014)

The latter figure demonstrates the detailed implementation of ‘Framework for LOA’ proposed by Turner and Purpura (2014).

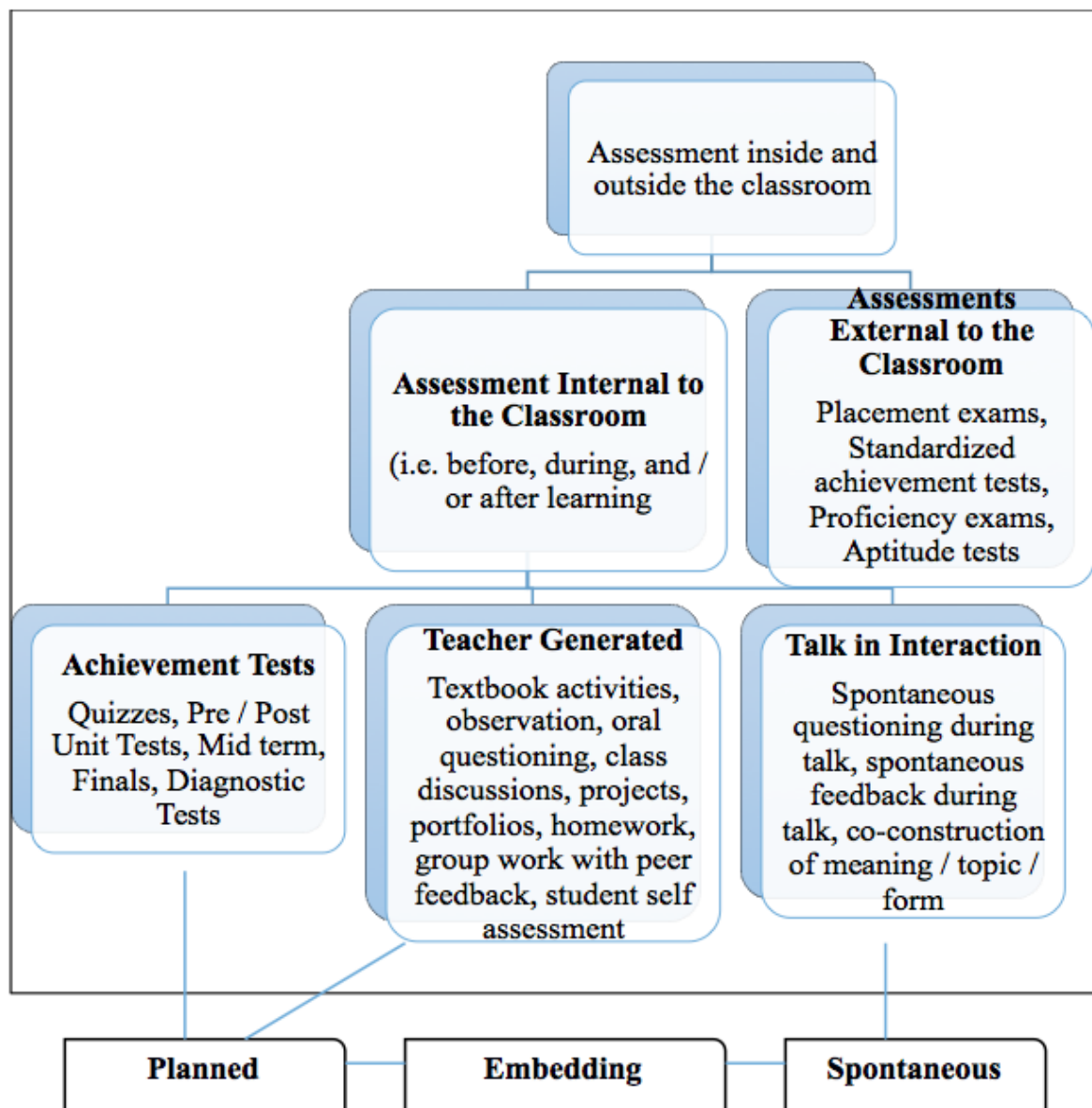


Figure 2. 2. Framework for Learning-Oriented Assessment (Reprinted from Turner and Purpura, 2014)

The second phase of developing the questionnaire was to form focus groups to have deeper insights into the implementation and effects of learning-oriented assessment regarding writing skills. As mentioned previously, the interaction among participants was transcribed and analyzed for finding the important issues. Along with addressing the research questions, the focus group meetings interaction was based on

several issues. The issues addressed during the focus groups meetings interaction are listed in table 2.

Table 2

Focus Group Interaction Issues

Placement, Proficiency, Achievement Tests,
School of Foreign Languages Assessment Policy,
Alternative Assessment,
Academic Writing Skills,
Assessing Academic Writing Skills,
Essay Types,
Technology / Computer-Enhanced Teaching / Learning
Writing Skills Feedback Types,
Peer and Group Collaboration / Feedback and Assessment

(See Appendix J for Topic and Themes for Focus Groups).

According to data gained from focus groups meetings discussions, participants referred to top several important issues to be considered while developing the questionnaire items. Categories of mentioned issues consisted of the academic writing assessment process, peer and group collaboration, technology / computer-enhanced learning, essay types, and writing feedback. Participants indicated that writing exams were difficult, hard to pass, not instructive, and not assessment oriented. Moreover, participants mentioned that exams did not further academic purposes to be used in real life contexts. Similarly, participants emphasized the significance of effective

feedback to improve their writing skills by realizing their own strengths and weaknesses. Lastly, as for the computer / technology-enhanced learning, participants indicated their positive attitudes towards this type of learning (writing) due to it being advantageous for their generations since learners are technology literate. By taking participants' statements into account, questionnaire items number; 1, 2, 3, 4, 12, 24, 26, 29 were developed and added to items that were developed on the basis of the LOA framework.

As mentioned previously the questionnaire was administered to address two types of questions: attitudinal and behavioral. Items number 1, 2, 3, 4, 7, 9, 15, 17, 20, 23, 25, 28, 31 taps for attitudinal items and items number 5, 6, 8, 10, 11, 12, 13, 14, 16, 18, 19, 21, 22, 24, 26, 27, 29, 30, 32, 33 taps for behavioral items.

The questionnaire had 33 items divided into two components; external assessment and internal assessment. The external assessment involved items regarding placement, proficiency, and achievement tests. This section aimed to explore student's ideas and attitudes toward tests administered by the School of Foreign Languages. Thus, four items included statements about placement, proficiency, and achievement exams prepared by the School of Foreign Languages foster intrinsic motivation, give opportunities for feedback, and so on. Internal assessment involves items related to planned and teacher-made assessments, including portfolio assessment, patchwork text assessment, reflective diary, computer-mediated learning (CML), self and group assessment, self and group feedback, and spontaneous assessment. This section aimed to explore whether students are familiar with LOA and its components. The rest of the items include points about: assessing their own writing skills, training to assess their peer's or group's writing skills, and their effectiveness.

The students were expected to select one of the choices among Definitely, Probably, Probably Not, and Definitely Not scales.

Items measuring the ‘Questionnaire for Effects of (LOA) on Academic Writing Skills’ have been constructed based on the theories of LOA as shown in Table 4 along with the Questionnaire Items and their Intended Construct in Table 3 (See Appendix K for the Questionnaire).

Table 3

Questionnaire, Items and their Intended Construct

FACTORS	ITEMS
1. EXTERNAL ASSESSMENT	
1.1.Placement	
1.2.Proficiency	
1.3.Achievement	1, 2, 3, 4
2. INTERNAL ASSESSMENT	
2.1. Planned (Achievement, Teacher Generated)	
2.1.1. Portfolio Assessment,	5, 6, 7
2.1.2. Patchwork Text Assessment	8, 9
2.1.3. Reflective Diary	10, 11
2.1.4. Computer Mediated Learning (CML)	12, 13, 14, 15
2.1.5. Self, Peer and Group Assessment	16, 17, 18, 19, 20, 21, 22, 23
2.1.6. Self, Peer and Group Feedback	24, 25, 26 27, 28, 29, 30, 31

2.4.2. Questionnaire Items

Questionnaire items are listed in the appendix part (See Appendix K).

Table 4

Questionnaire Items and Theories

Placement, Proficiency, Achievement: ITEM: 1, 2, 3	Jones, N. and Seville, N. (2016). <i>Learning Oriented Assessment: A systematic approach</i> (Vol 45). Cambridge University Press, p.110-112 Purpura, J. E., & Turner, C. E. (2013). Learning-oriented assessment in second and foreign language classrooms: A place where SLA, interaction, and language assessment interface. ILTA/AAAL Joint Symposium on "LOA in classrooms." Young, R. F (2000). Interactional competence: Challenges for validity. Paper presented at a joint LTRC /AAAL symposium on 'Interdisciplinary Interfaces with Language Testing'.
Portfolio Assessment: ITEM: 5, 6, 7	Johnston, B. (2004). Summative assessment of portfolios: An examination of different approaches to agreement over outcomes. <i>Studies in Higher Education</i> , 29(3), 395-412 Smith, K. & Tillema, H. (2008). The challenge of assessing portfolios: in search of criteria. In A. Haynes & L. McDowell (Eds.), <i>Balancing dilemmas in assessment and learning in contemporary education</i> (pp. 183-195). New York: Routledge. Wiggins, G. (1993). Assessment: Authenticity, context and validity. <i>Phi Delta Kappan</i> , 75 (3), 200-214.
Patchwork Text Assessment: ITEM: 8, 9	Scoggings, J., & Winter, R. (1999). The Patchwork Text: A course book format for education as critical understanding. <i>Teaching in Higher Education</i> , 4(4), 485-499 Winter, R. (2003) Contextualizing the Patchwork Text: Addressing problems of course assessment in higher education. <i>Innovations in Education and Teaching International</i> , 40(2), 112-122
Reflective Diary: ITEM: 10, 11	Purpura, J. E., & Turner, C. E. (2013). Learning-oriented assessment in second and foreign language classrooms: A place where SLA, interaction, and language assessment interface. ILTA/AAAL Joint Symposium on "LOA in classrooms."
Computer-Mediated Learning (CML): ITEM: 12, 13, 14, 15	Jones, N. and Seville, N. (2016). <i>Learning Oriented Assessment: A systematic approach</i> (Vol 45). Cambridge University Press, p.110-112 Keppell, M., Au, E., Ma, A. & Chan, C. (2006) Peer learning and learning-oriented assessment in technology-enhanced environments, <i>Assessment & Evaluation in Higher Education</i> , 31:4, 453-464, DOI:10.1080/02602930600679159 retrieved from https://doi.org/10.1080/02602930600679159
	Carless, D. Joughin, G., Liu, N. F. (2006). How assessment supports learning: learning oriented assessment in Action. Hong Kong, Hong Kong

<i>Self, Peer and Group Assessment:</i> ITEM: 16, 17, 18, 19, 20, 21, 22, 23	University Press. Carless, D. (2007) Learning-oriented assessment: conceptual bases and practical implications, <i>Innovations in Education and Teaching International</i>, 44:1, 57-66, DOI: 10.1080/14703290601081332 Retrieved from https://doi.org/10.1080/14703290601081332 Carless, D. (2009) Learning Oriented Assessment: Principles, practice and a project. In Meyer, L H, Davidson, H, Anderson, R, Fletcher, P M, Johnston & Rees, M (Eds), <i>Tertiary Assessment & Higher Education Student Outcomes: Policy, Practice & Research</i>. Wellington, New Zealand Carless, D. (2014) Exploring learning-oriented assessment processes. <i>Higher Education</i>, Vol.69, pp.2-5, DOI 10.1007/s10734-014-9816-z <u>Purpura, J. E., & Turner, C. E. (2013). Learning-oriented assessment in second and foreign language classrooms: A place where SLA, interaction, and language assessment interface. ILTA/AAAL Joint Symposium on "LOA in classrooms.</u>
<i>Self, Peer and Group Feedback:</i> ITEM: 24, 25, 26 27, 28, 29, 30, 31	Carless, D. <u>Joughin, G., Liu, N. F. (2006). How assessment supports learning: learning oriented assessment in Action. Hong Kong, Hong Kong University Press.</u> Carless, D. (2007) Learning-oriented assessment: conceptual bases and practical implications, <i>Innovations in Education and Teaching International</i>, 44:1, 57-66, DOI: 10.1080/14703290601081332 Retrieved from https://doi.org/10.1080/14703290601081332 Carless, D. (2009) Learning Oriented Assessment: Principles, practice and a project. In Meyer, L H, Davidson, H, Anderson, R, Fletcher, P M, Johnston & Rees, M (Eds), <i>Tertiary Assessment & Higher Education Student Outcomes: Policy, Practice & Research</i>. Wellington, New Zealand Carless, D. (2014) Exploring learning-oriented assessment processes. <i>Higher Education</i>, Vol.69, pp.2-5, DOI 10.1007/s10734-014-9816-z <u>Purpura, J. E., & Turner, C. E. (2013). Learning-oriented assessment in second and foreign language classrooms: A place where SLA, interaction, and language assessment interface. ILTA/AAAL Joint Symposium on "LOA in classrooms.</u>
<i>Spontaneous Assessment:</i> ITEM: 32, 33	<u>Purpura, J. E., & Turner, C. E. (2013). Learning-oriented assessment in second and foreign language classrooms: A place where SLA, interaction, and language assessment interface. ILTA/AAAL Joint Symposium on "LOA in classrooms.</u>

2.4.3 Theoretical Framework of Questionnaire Items

The items for the questionnaire were based on the theoretical principles of LOA related procedures. The following is the description of the assessment and task types used for developing the questionnaire. These tests and tasks include portfolio assessment, patchwork assessment, reflective diary, computer-mediated collaborative writing, self / peer and group assessment / feedback, and spontaneous assessment.

Placement, proficiency, and achievement tests have integral roles in assessment specifically in School Foreign Languages, in the context of Turkey. These assessment types center on tasks, observation, evaluation, feedback, and learning similar to LOA. Jones and Seville (2016) claim that the above-mentioned dimensions of assessment contribute to the dual purposes of LOA, which are evidence for learning and evidence of learning. Thus, LOA's main concern of large-scale assessment is that it ought to test proficiency and be criterion-referenced. Besides, as Jones and Seville (2016) claim, tests to measure the achievement of curricular objectives may be efficient and necessary in LOA. Lastly, it is important to clarify that two levels of assessment; first, proficiency and achievement on focusing on measuring and evaluating learning, and second, focusing on classroom learning for each learner despite their differences share the same features and processes. To illustrate, large-scale assessment requires more standardized feedback and scoring while classroom feedback is immediate, forward-looking, and individualized. LOA encompasses all. It should also be noted that the proficiency dimension of LOA proposed by Turner and Purpura (2013) attaches an analytical path to examine the effectiveness of LOA. Similarly, Young (2000) suggests that there is a continuum

between assessment and LOA as long as judgment-focused tasks, learner-excluded assessment, and judgment-focused feedback are eliminated.

Regarding portfolio assessment, it enables students to facilitate their own learning and can incorporate a lot of data that shows learners what they know and what they can do. Learners can easily become involved in the process of evaluating and assessing both their own and peer's learning with the help of rubrics, checklists, rating scales, and scoring criteria created by the teacher. Thus, the above-mentioned features of portfolio assessment highly coincide with the learner-centered teaching model along with LOA. As Johnston (2004) and Smith & Tillema (2008) claim, portfolio assessment can be considered as an impressive and influential example of a LOA task since portfolio assessment facilitates constructive alignment and real-life tasks. It can then be said that portfolio assessment may act as a link between two phases of LOA, which are assessment tasks and developing evaluative expertise. In addition to what has been defined above, it is important to clarify that portfolio assessment is in sync with the process-oriented model and constructivist view of language learning (Wiggins, 1993). Hence, features like self-assessment, self-reflection, discussions, presentations, the collaboration between both teacher and peer function as tools for LOA.

Moving on to consider patchwork assessment, it is another innovative task design that promotes the dialogue with peers, self-reflection, peer-feedback, collaboration, self-regulated learning, and student involvement in the assessment process (Scoggings & Winter, 1999). Taking the characteristics of the patchwork assessment into consideration, it is confirmed that Patchwork Assessment is in

consistency with the principles of LOA related to ‘Learning Dimensions of Turner & Purpura's (2013) LOA Framework’.

Turning now to the reflective diary, it is aimed to facilitate the affective dimension of learning by providing chances for learners to express their expectations from an academic writing class, impression, judgments, attitude regarding academic writing practices, procedures to help the efficiency of the course and so on. Thus, as Turner and Purpura (2013) suggested the affective dimension capsules the learner's socio-psychological aspects of the learner's engagement in the process of assessment.

Another important facet worth mentioning is computer-mediated collaborative writing that is related to writing tasks implemented in an online platform collaboratively where learners discuss the writing tasks, co-build and revise paragraphs and collectively create a solitary online text via jointly endeavors with the help of technological tools. Having mentioned the facets of computer-mediated collaborative writing facets above, it can be implied that facets are closely associated with stages of LOA learning interaction via technology. With regard to stages of LOA learning interaction via technology, Jones and Seville (2016) proposed that delivery and mediation of assessment and learning tasks, capturing and recording data, tracking progress, individualization of learner's experience, enabling new forms of learning interactions and improving our understanding of learning are among the most important stages of LOA learning interaction via computer and technology. Lastly, as suggested by Jones and Seville (2016), the flipped classroom is also another effective way of benefiting from computers for the new context of learning. All in all, technology/computer-enhanced learning environments contribute learners to adopt a

social constructivist approach, which is the core element of LOA (Keppell, Au, Ma, and Chan, 2006).

As for self, peer, and group assessment / feedback, since these measure the joint writing qualities of learners, contribution to the group and peer work, level of involvement in performing a group / peer task along with some skills of sharing ideas, (peer-to-peer) interaction and use of feedback skills (editing, drafting), it is highly significant and related to the aspect of LOA. One of the most fundamental elements of LOA is involving learners in the assessment process with the help of peer, self or group assessment (Carless, 2006). Thus, it should be noted that self-evaluation is one of the most significant skills in LOA that teachers need to provide their students with. Self, peer, and group assessment is crucial here since the goal of LOA is to promote the learning feature of assessment. As proposed by Carless, (2007) ‘student involvement in assessment’ is the second important core element of LOA since it makes learning objectives and engaging with the criteria easier to understand. Thirdly, to make the assessment efficient, students ought to be equipped with appropriate and feedback not only from teachers but also from their peers and group members. Carless, (2014) also suggests that the LOA model gives priority to student engagement with specifically feedback since it promotes the self-regulatory capacities of learners.

Taken together, the above-mentioned notions about self, peer, and group assessment / feedback support that critiquing, giving feedback, editing, reflecting upon each other’s writing tasks, and evaluating personalizes the learning experience and potentially motivates the continued learning process. Lastly, Turner and Purpura’s (2013) fourth dimension ‘Learning Dimension’ is another cornerstone of LOA, which

is closely associated with LOA, learning, and the role of feedback, assessment, and self-regulation.

Finally, concerning spontaneous assessment, it can be considered as another keystone of LOA within the ‘Elicitation Dimension in LOA’. It is indicated by Turner and Purpura (2013) that both planned and spontaneous assessment/elicitations in the classroom promote and facilitate learning since spontaneous assessment/elicitations are teacher-initiated, aimed at evaluating students’ or group of students’ performances by helping learners notice, understand remember, analyze, and internalize.

2.4.4. Piloting the Questionnaire

The questionnaire was piloted according to two stages: initial and final piloting (Dörnyei & Taguchi, 2010). In the initial piloting phase, five EFL teachers holding MA and Ph.D. degrees in ELT reviewed the questionnaire. They all had more than ten years of teaching experience and had worked in the Testing Department of the School of Foreign Languages. Instructors were also asked to answer the items and provide feedback.

In the final piloting stage, the revised questionnaire was administered to the sample similar to the target population (N=188) who were English Language Learners at the School of Foreign Languages in Marmara and Istanbul Şehir University.

2.4.5. Validity and Reliability of the Questionnaire

After the administration, the questionnaire was checked for validity and reliability. Explanatory Factor Analysis for validity and Cronbach’s Alpha for Reliability were applied. As for the reliability, the Cronbach’s Alpha was .907 and in

the second phase, it was calculated to be .893, which shows that the reliability of the questionnaire has been consistent across the items (Dörnyei, 2010). Table 5 shows the reliability.

Table 5

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.907	23

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	57,60	153,38	,48	,90
Q2	58,25	154,07	,45	,90
Q3	57,73	157,74	,24	,90
Q4	58,10	159,79	,15	,91
Q5	57,04	150,73	,52	,90
Q6	57,48	147,87	,56	,90
Q7	57,76	149,84	,59	,90
Q8	57,01	152,31	,46	,90
Q9	57,69	150,64	,52	,90
Q11	57,89	155,12	,34	,90
Q12	56,97	148,64	,54	,90
Q13	57,39	149,31	,48	,90
Q14	57,27	147,72	,55	,90
Q17	58,20	153,74	,41	,90
Q18	56,89	148,34	,64	,90
Q20	57,75	146,54	,63	,90
Q21	56,95	147,81	,64	,90
Q22	57,28	146,31	,63	,90
Q23	57,67	147,75	,55	,90
Q26	57,01	151,43	,46	,90

Q29	56,97	145,64	,71	,89
Q31	57,62	145,34	,67	,90
Q33	57,99	148,36	,56	,90

Table 6 shows the results for the re-reliability with few items deleted

Table 6

Re-reliability with few items deleted

Reliability Statistics

Cronbach's Alpha	N of Items
,893	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	52,72	121,29	,46	,89
Q2	53,37	121,80	,44	,89
Q3	52,83	124,92	,24	,89
Q4	53,21	126,78	,15	,89
Q5	52,13	118,42	,53	,88
Q6	52,59	115,94	,56	,88
Q7	52,88	117,91	,59	,88
Q8	52,10	119,93	,46	,89
Q9	52,79	118,44	,52	,88
Q11	53,00	122,46	,35	,89
Q12	52,06	116,54	,56	,88
Q13	52,48	117,32	,48	,89
Q14	52,37	116,05	,54	,88
Q17	53,31	121,71	,39	,89
Q18	51,98	116,54	,64	,88
Q20	52,87	115,60	,60	,88
Q21	52,05	116,38	,63	,88
Q23	52,79	116,83	,51	,88
Q26	52,10	119,32	,46	,89
Q29	52,06	114,22	,70	,88
Q31	52,75	114,87	,62	,88

Table 7 shows the results for the exploratory factor analysis with Varimax rotation. The factor analysis revealed that some items (Q10, Q15, Q16, Q19, Q22, Q24, Q25, and Q33) did not load on one or an appropriate factor.

Table 7

Factor Analysis

Rotated Component Matrix^a						
	Component					
	1	2	3	4	5	6
Q1					,70	
Q2					,75	
Q3					,73	
Q4						,82
Q5		,71				
Q6		,83				
Q7		,74				
Q8		,63				-,35
Q9		,71				
Q11			,57			
Q12	,31			,67		
Q13				,84		
Q14				,80		
Q17			,71			
Q18	,73			,33		
Q20			,76			
Q21	,80					
Q22	,51		,53			
Q23			,79			
Q26	,74					
Q29	,80					
Q31	,35		,61			,38
Q33		,34	,38			,33

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

To improve the quality of the questionnaire, noncontributing items were deleted and factor analysis was run again without these items. The items showed improved loading pattern as demonstrated in Table 8.

Table 8

Re-Factor Analysis with few items deleted

Rotated Component Matrix^a						
	Component					
	1	2	3	4	5	6
Q1					,71	
Q2					,77	
Q3					,72	
Q4						,87
Q5	,69					
Q6	,84					
Q7	,73					
Q8	,63					,31
Q9	,71					
Q11			,57			
Q12		,31		,68		
Q13				,85		
Q14				,80		
Q17			,70			
Q18		,74		,34		
Q20			,77			
Q21		,80				
Q23			,80			
Q26		,76				
Q29		,81				
Q31		,34	,62			,36

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

2.4.6. Interview Procedures

The first stage of an interview was to outline the theoretical basis of the study along with practical value and aims. While designing the interview questions, the above-mentioned factors were taken into account: the objectives of the interview, whether the interviewer was dealing with facts, opinions, and attitudes, respondents' level of education, the kind of relationship the interviewer could expect to develop with the respondent (Cohen, Manion, Keith, 2000). The interview addressed certain themes and theoretical issues including learner's attitudes about LOA tasks (self-regulated tasks: reflective diary and reflective journal, same day feedback, weekly personal response, portfolio, participation in weekly tutorials, patchwork texts, peer and group tasks: team projects (group critique and group assessment), mini projects (peer critique and peer assessment), in-class feedback, computer-mediated collaborative writing, instruction following LOA, self-assessment, peer assessment, technology-based learning tools, feedback loops, and feed-forward.

Besides, a written interview guide was prepared in advance to construct more efficient interview questions (See Appendix G for Interview Guide, DeMarrais, & Lapan, 2004). Also, the interview was conducted with five participants after each phase of the study. Participants were chosen on a voluntary basis from the 'Experimental Group' (See Appendix H for Interview Questions and I for Item Interview Table).

2.4.7. Validity and Reliability of Interview

Several measures were taken to assure the reliability and validity of the interviews. Concerning validity, bias related to the interviewer's characteristics, the respondents, and the content of the interview was minimized (Oppenheim, 1992). There were four significant criteria in validity and reliability which were credibility,

transferability, dependability and confirmability (Lincoln and Guba, 1985). As for the current study, several questions were asked for credibility including the themes for correct identification and description of the case. Questions were posed such as “Does research have an appropriate research model? Did the research have appropriate data collection methods? How were particular participants selected? Were the responses given by the participants in the interview truthful and complete? Were they explored?”

In order to increase and establish credibility, many techniques were utilized such as memoing, triangulation, member checking, and peer debriefing. Memoing techniques were used so as to overcome human limitations, specifically for the details. Some sorts of notes like phrases, quotes, and keynotes were taken for the interview. For triangulation, as mentioned previously, a multi-method approach for the data collection (Questionnaire, Focus Groups, and Interview), multiple research questions from different disciplines were determined in order to understand multiple realities and reduce biases / deficiencies of a single approach. As for the member checking, respondent / member validation was enabled by referring back to participants to ask for their feedback on the researcher’s interpretations. The aim of the member checking technique was to eliminate possible misinterpretations (Lincoln and Guba, 1985).

Peer debriefing (examination) was done for the purpose of analytic triangulation. Thus, a peer de-briefer, an EFL instructor holding a Ph.D. degree and knowledgeable about the field and methodology of ELT, was selected. Due to this reason, the degree of trust, relations of authority and confidentiality were ensured between the researcher and peer de-briefer.

As for the second criterion, which is transferability, several measures were taken for the sake of external validity. A broad description was given as a fundamental way of enabling external validity (Lincoln and Guba, 1985). The researcher provided a detailed description of the data, which is called a broad description to make the findings of the study applicable to other teaching EFL contexts (Ryle 1949, Geertz 1973). A detailed description of the data is also considered to resemble the majority of EFL academic writing contexts in higher education.

Moving on to the other criterion, which was dependability, the possibility of repeating the same study with the same results was taken into account. Those issues consisted of the variability of the environment, evolving research context, and transparency of the research process. To exemplify the findings of the current research are dependable and consistent with the collected data.

The last validity of criteria is confirmability, which is closely associated with the objectivity of the findings. Therefore, another researcher who is an EFL instructor holding a Ph.D. degree and knowledgeable about the field from Marmara University School of Foreign Languages examined the findings of the research and supported the idea that the findings were in accordance with the research purpose and also not altered by the researchers' bias.

Furthermore, considering the notion of reliability, there were several issues taken into account. These are as follows; piloting the process of the interview in an organized way, inter-rater reliability for coding the responses, training of the interviewers, and finally the extended use of closed questions (Silverman, 1993).

2.5. Procedures

The present study was adopted a mixed-method approach with a combination of pre-test and post-test and qualitative design. Erzurum Technical University School of Foreign Languages students in Upper-Intermediate and Advanced levels were asked to write compare-contrast essays, cause and effect essays, an argumentative essay, and an argumentative research paper. Thus, ‘Comparison Group’ is assessed through ‘instruction following ‘Routine Procedures for Academic Writing’ which are; achievement tests: pre-test, post-test, comparison-contrast essay, cause-effect essays, and argumentative essays, timed writing quizzes, and as for the ‘Experimental Group’ instruction following ‘LOA Procedures’; achievement tests: pre-test, post-test, comparison-contrast essay, cause-effect essays and argumentative essays, timed writing quizzes, self-regulated tasks: reflective diary and reflective journal, same day feedback, weekly personal response, portfolio, participation in weekly tutorials, patchwork texts, peer and group tasks: team projects (group critique and group assessment), mini projects (peer critique and peer assessment), in-class feedback, and computer-mediated collaborative writing was administered. Before explaining the procedure phases, LOA procedures will be described. Here are the detailed descriptions of LOA components:

Self-Regulated Task:

1) Reflective Diary (RD):

Students were asked to write two types of Reflective Papers, which are Reflective Media Diary The papers were expected to be around 200 words. Themes for reflective papers included expectations from an academic writing class, impressions, judgments, attitudes regarding academic writing practices, procedures to help the efficiency of the course, and so on.

2) Same Day Feedback (SDF):

Students were expected to answer the questions formed by the teacher through the Blackboard System on the same day they have class. They were also asked to offer input and critiques to each other's responses.

3) Weekly Personal Response (WPR):

Students were asked to prepare questions each week and upload them to the Blackboard System (this will be explained in a detailed way in the following phases). Students were required to answer each and every question posted by other students, combine them and send them to the teacher.

4) Portfolio Assessment (PA):

In this task, learners were required to collect their work throughout the language course and use it to reflect on their effort, progress, and achievements. Portfolio assessment is thought to promote self-directed learning as well. Portfolio assessment included samples of independent work and it was expected to enable students to have the opportunity to observe their own growth for a certain period of time. This portfolio assessment also included themes regarding Essay Drafts, Paraphrasing, Summarizing, Editing, and Citation.

5) Participation in Weekly Tutorials: (PWT)

After classes each day, Monday to Thursday, students were required to participate in tutorials. Tutorials are 15-minute, one-on-one workshops. They were an ideal time for a student to have the teacher's full attention. Issues regarding academic writing, compare / contrast essays, cause / effect essays, argumentative essays, and the argumentative research paper are among the topics about which students receive assistance and feedback.

6) Patchwork Text Assessment: (PTA)

PT enabled students to express knowledge in different ways. It helped learners' gain some certain processes of self-exploration and self-questioning, as well as turning the learning process into a journey with the help of individual commitment to the content of the course. Learners were asked to fulfill regular short writing tasks; patches including various themes and genres throughout the module. The teacher constantly checked the writing and gives formative feedback so as to help students produce a reflective, 'stitching together' of the patches. PT provides students with continuous productivity, collective assessment along with learning via 'metacognitive self-reflection'.

Peer and Group Tasks:

1) Team Project (Group Critique and Group Assessment) (TP):

In a team project, formed groups were required to write reaction papers to selected articles by using the academic writing skills they have learned throughout the semester. Thus, this aimed to measure the joint writing abilities of learners. The team projects were submitted as a group and each group member was expected to contribute to the development of the reaction paper. Assessing both individual efforts, contributions to group work, and our level of involvement in performing a group task were observed through 'Assessment Criteria'. Group members came up together, shared ideas, interacted with each other, and used feedback skills; editing, drafting. Students were required to use all of the competence that they had acquired during the semester. Peer Assessment Writing Rubrics and E-Rubrics were provided for students.

(See Appendix C, D, E, F)

2) Mini Projects (Peer Critique and Peer Assessment) (MP):

Students were asked to assess and evaluate their classmate's work and have their work assessed by peers. Peer critique and peer assessment helped students improve the quality of their work thanks to feedback. Also, peer involvement personalized the learning experience, potentially motivating continued learning processes. Students were provided with necessary clear guidelines, and rubrics in order to give valid and reliable feedback to each other. Peer Assessment Writing Rubrics and E-Rubrics were provided for students.

(See Appendix C, D, E, F)

3) In-class Feedback (ICF):

Students were required to criticize, give feedback, edit and reflect upon each other's writing tasks in in-class activities. Necessary guidelines and rubrics for evaluation and assessment were shared with students during the teaching process.

4) Computer-Mediated Collaborative Writing:

Computer-mediated collaborative writing that attributes to the collaborative writing task implemented in a web platform where learners discuss the writing tasks, co-build and revise paragraphs and collectively create a solitary online text via jointly endeavors with the help of technological tools like Google Docs and Blackboard (Online Education Platform).

Before considering the implementation of the above-mentioned processes, brief information regarding implementation will be shared. I monitored their behavior for 12 weeks. Hence, I was both trainer and implementer of the LOA. Learners were not familiar with the concept of LOA. Before conducting the study, students were provided with necessary background information regarding LOA. Also, a weekly and

module-based syllabus on the components of tasks was shared with participants. After classes each day, Monday to Thursday, students were required to participate in tutorials. Tutorials are 15-minute, one-on-one workshops where the students have the teacher's full, individual attention. Issues regarding academic writing, compare / contrast essays, cause / effect essays, argumentative essays, and argumentative research papers were among the topics about which students received assistance. Besides, students were provided with some kind of orientation sessions regarding the process of assessment components of LOA. Thus, tutorials and orientation sessions were also arranged to provide necessary information regarding not only for academic writing but for LOA as well.

Cases for LOA areas are as listed below, Electronic Assessment, Technology-Based Learning Tools, and Virtual Learning Communities, such as Google Docs and Blackboard along with real classroom sessions. To illustrate, Blackboard is a secure online platform that Erzurum Technical University School of Foreign Languages' uses to check grades, attendance, and messages from their instructors as well as download study materials and other important documents students need for their coursework. In addition, students upload assessment components, especially essays, to their Blackboard account. Students are given a username and password at the beginning of the semester. Students can also chat with their classmates and instructors regarding feedback and drafting issues. Regarding the steps in the implementation of LOA, there are several phases of the procedure.

2.5.1. Steps in Implementation of LOA

Step 1: Pre-test Session

Pre-test (Argumentative Essay 1) is administered in week 1 to both ‘Experimental Group and Comparison Group’ for a span of 50 minutes. The writing papers are rated through a double check procedure according to rubrics and grading criteria developed by the institution. One EFL teacher from the institution and one teacher from Marmara University ‘School of Foreign Languages’ participated in the grading process. Before the treatment session, the informed consent form was taken from each participant (See Appendix F).

Step 2: Treatment Session

The treatment Session lasted for 12 weeks. The same coursebook with the same themes and genres was used in both groups. The ‘Comparison Group’ preceded Routine Procedure including achievement tests such as pre-test, post-test, comparison-contrast essays, cause-effect essays and argumentative essays, timed writing quizzes. The ‘Experimental Group’ preceded with ‘LOA procedures’ which are achievement tests: pre-test, post-test, comparison-contrast essay, cause-effect essays, and argumentative essays, timed writing quizzes, self-regulated tasks: reflective diary and reflective journal, same day feedback, weekly personal response, portfolio, participation in weekly tutorials, patchwork texts, peer and group tasks: team projects (group critique and group assessment), mini projects (peer critique and peer assessment), in-class feedback and computer-mediated collaborative writing.

The last four weeks of the treatment were performed through an online platform of the university called Blackboard. Participants had no trouble with online

writing classes due to two main reasons. Firstly, students were accustomed to the online platform (Blackboard) since it is the main domain that the university has been using for a long time for several purposes such as accessing students, sharing documents, online exams, taking attendance, and so on. The second reason is that similarly, all of the students were familiar with the online teaching / writing since LOA tasks were already being performed through online platform (Blackboard and Google Docs); for instance, computer-mediated collaborative writing, online feedback processes, and uploading essays and assignments to the system. Therefore, during the online teaching period, students performed well and had no issues adapting to the online and distance education platform.

Below is the detailed weekly description of both ‘Experimental Group’ LOA Procedures and ‘Comparison Group’ Routine Procedures along with the themes and focus as well. As for the book, *Effective Academic Writing 3* by Oxford University Press is used as a coursebook for 12 weeks. Table 9, 10, and 11 are the detailed schedule of the themes, topics, and contents from the book of *Effective Academic Writing 3*.

Table 9

Schedule for Researched Essay and Comparison-Contrast Essay

<u>Critical Thinking and Research Focus</u>	<u>Rhetorical Focus</u>	<u>Language and Grammar Focus</u>
Understanding Assignments	Structure of the researched essay	Main and dependent clauses
Words used to signal rhetorical modes	Selecting and Narrowing a topic	Run on sentences
Collecting information from primary and secondary sources	Unity and Coherence	Sentence fragments
Guidelines for researching a topic	Comparison-contrast organization	Verb, tense consistency
Comparison and contrast signal words		Prepositional Phrases
Using search engines		Restrictive and Non-restrictive relative clauses
Evaluating the reliability of sources		

Table 10

Schedule for Cause-Effect Essays and Argumentative Essays

<u>Critical Thinking and Research Focus</u>	<u>Rhetorical Focus</u>	<u>Language and Grammar</u>
Cause and Effect signal words	Cause and Effect organization	Collocations associated
Quoting from a source	Relating effects to causes	with argumentative vocabulary
Signal words used in argumentative	Argumentative organization	Connectors showing addition and
Essay assignments	Counter-arguments, concessions, and	contrast
Summarizing Sources	refutations	Adverbial clauses
		Noun Clauses

Table 11

Schedule for Classification and Reaction Essays

<u>Critical Thinking and Research Focus</u>	<u>Rhetorical Focus</u>	<u>Language and Grammar</u>
Reading and analyzing bar graphs	Classification organization	Gerunds and infinitives
Paraphrasing a bar graph	Establishing an order of importance,	Verbs following make, let, and
Themes in short stories	degree, and size	have
Works cited	Reaction organization	Passives
	The literary present	

Here is the detailed table for weekly ‘LOA Procedures’ and ‘Routine Procedures’ for both the Experimental Group and Comparison Group. Thus, table 12 demonstrates the weekly instructions for the Experimental and Comparison Groups

Table 12

Weekly LOA Procedures and Routine Procedures

	LOA Procedures Experimental Group		Routine Procedures Comparison Group
	Daily Tasks:	Weekly Tasks:	PRE-TEST /
WEEK 1:	Same Day Feedback 1	PRE-TEST / Argumentative	Argumentative Essay
Researched		Essay	In-class instruction,
Essay		Weekly Personal Response 1	feedback
		Participation in Weekly	Activities / Tasks from
		Tutorials 1	Effective Academic
		Mini Project 1	Writing Book

WEEK 2: Comparison- Contrast Essay	Reflective Diary 1 Same Day Feedback 2 In-class Feedback 1	Patchwork Text 1 Computer-Mediated Collaborative Writing 1 Portfolio 1	In-class instruction, feedback Activities / Tasks from Effective Academic Writing Book
WEEK 3: Comparison- Contrast Essay	Same Day Feedback 4	Weekly Personal Response 2 Participation in Weekly Tutorials 2 Mini Projects 2	In-class instruction, feedback Activities / Tasks from Effective Academic Writing Book
WEEK 4: Cause / Effect Essay	Same Day Feedback 4 In-class Feedback 2	Patchwork Text 2 Computer-Mediated Collaborative Writing 2 Portfolio 2 <i>Comparison-Contrast Essay Mid-Term</i>	In-class instruction, feedback Activities / Tasks from Effective Academic Writing Book <i>Comparison-Contrast Essay Mid-Term</i>
WEEK 5: Cause / Effect Essay	Reflective Diary 2 Same Day Feedback 5	Weekly Personal Response 3 Participation in Weekly Tutorials 3 Mini Project 3 <i>Timed Writing Quiz</i>	In-class instruction, feedback Activities / Tasks from Effective Academic Writing Book <i>Timed Writing Quiz</i> Cause and Effect Essay
WEEK 6: Argumentative Essay	Same Day Feedback 6 In-class Feedback 3	Patchwork Text s3 Computer-Mediated Collaborative Writing 3 Portfolio 3	In-class instruction, feedback Activities / Tasks from Effective Academic Writing Book
WEEK 7: Argumentative Essay	Same Day Feedback 7	Weekly Personal Response 4 Participation in Weekly Tutorials 4 Mini Project 4	In-class instruction, feedback Activities / Tasks from Effective Academic Writing Book

WEEK 8:				In-class instruction, feedback
Argumentative Essay	Reflective Diary 3 Same Day Feedback 8 In-class Feedback 4	Patchwork Text 4 Computer-Mediated Collaborative Writing 4 Portfolio 4		Activities / Tasks from Effective Academic Writing Book Timed Writing Quiz Comparison / Contrast Essay
		Timed Writing Quiz		
WEEK 9:				In-class instruction, feedback
Classification Essay	Same Day Feedback 9	Weekly Personal Response 5 Participation in Weekly Tutorials 5 Mini Project 5		Activities / Tasks from Effective Academic Writing Book
WEEK 10:	Same Day Feedback 10	Patchwork Text 5		In-class instruction, feedback
Classification Essay	In-class Feedback 5	Computer-Mediated Collaborative Writing 5 Portfolio 5		Activities / Tasks from Effective Academic Writing Book
WEEK 11:	Same Day Feedback 11	Weekly Personal Response 6		In-class instruction, feedback
Reaction Essay		Participation in Weekly Tutorials 6 Mini Project 6		Activities / Tasks from Effective Academic Writing Book
WEEK 12:		Patchwork Text 6		In-class instruction, feedback
Reaction Essay	Same Day Feedback 12 In-class Feedback 6	Computer-Mediated Collaborative Writing 6 Portfolio 6 Team Project		Activities / Tasks from Effective Academic Writing Book Argumentative Essay Writing Final Exam
		POSTTEST / Argumentative Essay Writing Final Exam		

See Appendix G, H for the detailed description and distribution of the grade charts both for ‘LOA Procedure’ and ‘Routine Assessment Procedure’ for each Experimental and Comparison group.

As can be seen from table 12 above, experimental and comparison groups had received different treatments. The experimental group proceeded with below mentioned ‘LOA procedures’; achievement tests: pre-test, post-test, comparison-contrast essay, cause-effect essays and argumentative essays, timed writing quizzes, self-regulated tasks: reflective diary and reflective journal, same day feedback, weekly personal response, portfolio, participation in weekly tutorials, patchwork texts, peer and group tasks: team projects (group critique and group assessment), mini projects (peer critique and peer assessment), in-class feedback, and computer-mediated collaborative writing. However, the comparison group proceeded with pre-test, post-test, comparison-contrast essay, cause-effect essays, and argumentative essays and timed writing quizzes. In addition to these, the comparison group had received in class instruction and feedback.

The below table shows the 12-week syllabus of the ‘Experimental Group’ with a detailed form of the topics and LOA tasks.

Table 13

Weekly LOA Components and Descriptions / Syllabus

	<i>Daily Tasks:</i>	<i>Weekly Tasks:</i>
WEEK 1: Researched Essay	Same Day Feedback 1 (What is Essay?)	Pretest- Argumentative Essay Weekly Personal Response 1 (Essay and Essay Outline, Parallel Forms) Mini Project 1 (Researched Essay) Participation in Weekly Tutorials 1
WEEK 2: Comparison- Contrast Essay	Reflective Diary 2 Same Day Feedback 2 (Brainstorming) In-class Feedback 1	Patchwork Text 1 (using search engines) Computer-Mediated Collaborative Writing 1 (Signal Words) Portfolio 1 (Compare / Contrast Essay Organization)
WEEK 3: Comparison- Contrast Essay	Same Day Feedback 3 (Outline)	Weekly Personal Response 2 (Compare / Contrast Essay Organization) Mini Projects 2 (Compare / Contrast Essay Writing) Participation in Weekly Tutorials 2
WEEK 4: Cause / Effect Essay	Same Day Feedback 4 (Signal Words) In-class Feedback 2	Patchwork Text 2 (Quoting from a source) Computer-Mediated Collaborative Writing 2 (Signal Words) Portfolio 2 (Cause and Effect Essay Organization) <i>Comparison-Contrast Essay Mid-Term</i>
WEEK 5: Cause / Effect Essay	Reflective Diary 2 Same Day Feedback 5 (Quoting)	Weekly Personal Response 3 (Quoting from a source) Mini Project 3 (Cause and Effect Essay Writing) Participation in Weekly Tutorials 3 <i>Timed Writing Quiz</i>
WEEK 6: Argumentative Essay	Same Day Feedback 6 (Summarizing) In-class Feedback 3	Patchwork Text 3 (Summarizing) Computer-Mediated Collaborative Writing 3 (Summarizing) Portfolio 3 (Summarizing)
WEEK 7: Argumentative Essay	Same Day Feedback 7 (Counter / Refutation)	Weekly Personal Response 4 (Counter / Refutation) Mini Project 4 (Counter / Refutation) Participation in Weekly Tutorials 4
WEEK 8: Argumentative Essay	Reflective Diary 3 Same Day Feedback 8 (Collocations) In-class Feedback 4	Patchwork Text 4 (Collocations) Computer-Mediated Collaborative Writing 4 (Collocations) Portfolio 4 (Collocations) <i>Timed Writing Quiz</i>
WEEK 9: Classification Essay	Same Day Feedback 9 (Bar Graphs)	Weekly Personal Response 5 (Bar Graphs) Mini Project 5 (Bar Graphs) Participation in Weekly Tutorials 5

WEEK 10: Classification Essay	Same Day Feedback 10(Paraphrasing) In-class Feedback 5	Patchwork Text 5 (Paraphrasing) Computer-Mediated Collaborative Writing 5 (Paraphrasing) Portfolio 5 (Paraphrasing)
WEEK 11: Reaction Essay	Same Day Feedback 11 (Citation)	Weekly Personal Response 6 (Citation) Participation in Weekly Tutorials 6 (Citation) Mini Project 6 (Citation)
WEEK 12: Reaction Essay	Same Day Feedback 12 (Reaction) In-class Feedback 6	Patchwork Text 6 (Reaction) Computer-Mediated Collaborative Writing 6 (Reaction) Portfolio 6 (Reaction) Team Project (FULL REACTION ESSAY) <i>Post-Test / Argumentative Essay Writing Final Exam</i>

Step 3: Post-test Session

At the end of week 12, a post-test was administered to both ‘Experimental and Comparison Group’ in the form of an ‘Argumentative Essay 2’ with a similar topic from ‘Argumentative Essay 1’. Similarly, as stated before, the writing papers were rated through a double check procedure according to rubrics and grading criteria developed by the institution. One EFL teacher from the institution and one teacher from Marmara University ‘School of Foreign Languages’ participated in the grading process. The pre-test and post-test results of each group were compared at the end of the study.

2.5.2 Framework of LOA

As mentioned previously, the following components of LOA were considered while designing the procedure of LOA. The below table 13 was adopted from Turner and Purpura (2014) and used according to the university curriculum, learning

components and assessment tasks.

Table 14

Framework of LOA

1) Contextual Dimension	1) How does the classroom culture affect LOA practices? 2) What socio-political forces promote/constrain the implementation of a LOA approach to assessment in educational contexts?
2) Elicitation Dimension	1) External Assessment Standardized Achievement Tests 2) Internal Assessment 2.1. Planned Assessment 2.1.1 Achievement Tests Quiz, Pre-test, Post-test Midterm, Final Exam 2.1.2 Teacher Generated Self-Regulated Tasks: 1. Reflective Diary and Reflective Journal 2. Same Day Feedback 3. Weekly Personal Response 4. Portfolio 5. Participation in Weekly Tutorials 6. Patchwork Text Peer and Group Tasks: 7. Team Projects (Group Critique and Group Assessment) 8. Mini Projects (Peer Critique and Peer Assessment) 9. In-class Feedback 10. Computer-Mediated Collaborative Writing 2.2. Spontaneous Assessment 2.2.1. Talk in Interaction Spontaneous Questioning (Discussions) Spontaneous Feedback Co-construction of meaning/topic/form 3.1. Curriculum 3.2. Instruction 3.3. Assessment What role do LOAs have in the development of knowledge, skills, and abilities
3) Proficiency Dimension	

	(KSAs) over time in classroom contexts?
	How can LOAs reveal individual and group learning progressions with respect to specific domains of KSAs?
	Learners should have a clear understanding of what it is that they are expected to learn and what criteria for success are also, deep understanding of the language elements.
	4.1. Learning Theories and Cognition
	4.2. Role of Feedback and Assistance
	4.3. Role of Self-Regulation
4) Learning Dimension	To what extent does the inclusion of resources and assistance in LOAs affect performance quality? What is the nature of self- and peer assessment in unplanned LOAs, and how do they advance L2 processing and learning success? What is the role of feedback and assistance in LOAs, and what effect do they have on furthering L2 processing and ultimate success? Learner's setting goals for their learning; • Metacognitive Strategies • Monitor • Organize • Regulate • Control their cognition, motivation, behavior
5) Instructional Dimension	5.1. Teacher's Content Knowledge 5.2. Teacher's Topical Content Knowledge 5.3. Teacher's Pedagogical Content Knowledge
6) Interactional Dimension	What is the interactional nature of feedback and assistance in LOAs, and how does this affect L2 processing and learning outcomes?
7) Affective Dimension	How do learners' personal characteristics (e.g., self-perceptions, level of persistence) affect learning and assessment? To what extent does the inclusion of learner agency and engagement in computer-mediated, scenario-based LOAs affect performance success?

3. DATA ANALYSIS

To answer the first and third research question quantitative data was analyzed through inferential statistics. Independent Sample and Paired t-test were used to estimate the significance of instruction following 'Routine Procedures' and 'LOA Procedures' effect on Academic Writing with SPSS. For the second research question, repeated measures of ANOVA were run for LOA tasks in order to see the significant differences between LOA tasks' scores.

To answer the fourth and the fifth research question, Qualitative data, obtained from the semi-structured interview, was analyzed through content analysis. For this purpose, codes/ themes were created and descriptive analyses were performed for the frequency of the judgments via structural (Saldaña, 2013) and open coding (De Cuir-Gunby, Marshall & McCulloch, 2011). Students' comments and judgments on their own progress regarding the effect of LOA on academic writing were recorded during the interview. After the sessions, the obtained data was transcribed. The transcribed data was typed into a word document and themes/ codes schemas were created in order to generate a more detailed outcome by depth verbal analysis of the students. Finally, coding was done accordingly.

Regarding codes, in addition to these, transcription reading was done four times in order to negotiate. Initial reading is done in order to elicit the key concepts by the two coders so as to maintain reliability. After the first phase, THE second reading is done to elicit the key concepts and similar codes are eliminated.

4. FINDINGS

In this chapter findings of the study are presented in terms of two phases; Quantitative and Qualitative data within the scope of research questions. Data analysis and the findings are presented respectively to answer each research question.

4.1. Findings for Quantitative Data

Quantitative data to answer the first and third research questionS was analyzed through inferential statistics. Independent Sample and Paired t-test were used to estimate the significance of instruction following 'Routine Procedures' and 'LOA Procedures' effect on Academic Writing with SPSS. For the second research question repeated measures of ANOVA were run for each pair of LOA tasks in order to see the significant differences between LOA tasks.

4.1.1. Findings for Research Question Number One:

Paired t-test was run in order to estimate the significance of instruction following routine procedures and LOA procedures effect on academic writing.

Table 15

Paired Sample Statistics

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EXP.PRE	63,60	20	11,03	2,46
	EXP.POST	79,80	20	9,01	2,01
Pair 2	COMP.PRE	60,00	21	7,28	1,59
	COMP.POST	65,14	21	6,01	1,31

The descriptive statistics table above reveals that both of the groups raised their writing scores. When means are observed, the average is high in both of the groups. However, it is higher for the experimental group compared to the comparison group.

Table 16

Paired Sample T Test / Statistics

Paired Samples Test									
Paired Differences									
95% Confidence									
Interval of the									
Difference									
Sig. (2-									
tailed)									
		Mean	n	Std. Deviation	Std. Error	Mean	Lower	Upper	
Pai	EXP.PRE -	-16,20	4,58		1,02		-18,34	-14,05	
r 1	EXP.POST								
Pai	COMP.PRE -	-5,14	3,45		,75		-6,71	-3,57	
r 2	COMP.POST								

As can be observed from the table above, both of the groups show significant improvement from pretest to posttest. This implies that the instruction was effective for both groups. However, the effect of instruction for the LOA group is far stronger than that of routine instruction.

In other words, paired samples t-test reveal that there was a significant difference between pretest and posttest scores for experimental ($t = -15.806$, $\text{Sig} = .000$, $p < .05$) and comparison group ($t = -6.824$, $\text{Sig} = .000$, $p < .05$) for the writing

scores of students. Before the treatment students got low scores but after the treatment the scores significantly improved for both of the groups. Thus, this indicates that students received higher scores in writing both with and without LOA treatment.

Table 17

T-Test Independent Samples / Descriptive

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRE.TEST	EXP	20	63,60	11,03	2,46
	COMP	21	60,00	7,28	1,59
POST.TEST	EXP	20	79,80	9,01	2,01
	COMP	21	65,14	6,01	1,31

Table 18

T Test Independent Samples Test / Statistics

		Sig.	t	df	Sig. (2-tailed)
PRE.TEST	Equal variances assumed	,09	1,23	39	,22
	Equal variances not assumed		1,22	32,70	,22
POST.TEST	Equal variances assumed	,04	6,14	39	,00
	Equal variances not assumed		6,09	32,91	,00

The above table indicates that there is no significant difference ($t(39) = 1,239$, $\text{Sig} = .223$, $p > .05$), between experimental and comparison group for the pre-test; however, a significant difference ($t(39) = 6,149$, $\text{Sig} = .000$, $p < .05$) is found between experimental and comparison group for the post-test score. That is the LOA treatment, which has significantly raised the writing scores of the experimental group, compared to the comparison group.

4.1.2. Findings for Research Question Number Two:

Repeated measures of ANOVA were run for LOA tasks in order to see whether there is any significant difference between the effect of certain LOA tasks. Below are the results of repeated measures of ANOVA within the LOA tasks.

Table 19

Definitions / Within-Subjects Factors

Measure: LOA

1	RD (Reflective Diary)
2	SDF (Same Day Feedback)
3	WPR (Weekly Personal Response)
4	PA (Portfolio Assessment)
5	PWT (Participation in Weekly Tutorials)
6	PTA (Patchwork Text Assessment)
7	ICF (In-Class Feedback)
8	CMCW (Computer Mediated Writing Feedback)
9	MP (Mini Project)
10	TP (Team Project)

Table 20

Repeated Measures of Anova / Descriptive

	Mean	Std. Deviation	N
RD	82,28	21,38	20
SDF	88,90	12,36	20
WPR	81,09	21,76	20
PA	70,46	28,28	20
PWT	61,52	35,62	20
PTA	71,60	28,98	20
ICF	67,49	23,40	20
CMCW	62,70	30,54	20
MP	70,41	28,09	20
TP	74,06	33,58	20

According to the findings of the repeated measures of ANOVA, some of the tasks are found to be more effective compared to others. To illustrate, as can be observed from the mean scores, SDF is among the LOA tasks that students received the highest scores, with the mean value of 88,90. As a result, it can be said that SDF is found to be the most effective LOA task compared to other tasks. Secondly, RD is another LOA task which is found to be effective as well within the value of 82,28. With respect to other effective tasks, WPR and TP were also among the significant ones. Finally, as the results suggest, PWT and CMCW were the least effective LOA tasks since their mean scores are; 61,52 and 62,70 respectively.

Table 21

Repeated Measures of Anova for Within-Subjects Effects

Measure: LOA							
		Type III Sum	df	Mean		Partial	
Source		of Squares		Square	F	Sig.	Eta Squared
LOASCORE (LOASCORE)	Sphericity Assumed	13773,81	9	1530,42	6,53	,00	,25
	Greenhouse-Geisser	13773,81	4,68	2937,81	6,53	,00	,25
	Huynh-Feldt	13773,81	6,41	2148,04	6,53	,00	,25
	Lower-bound	13773,81	1,00	13773,81	6,53	,01	,25
	Error						
	Sphericity Assumed	40051,68	171	234,22			
	Greenhouse-Geisser	40051,68	89,08	449,61			
	Huynh-Feldt	40051,68	121,83	328,74			
	Lower-bound	40051,68	19,00	2107,98			

This table tells us that there was an overall significant difference between the means at the different LOA scores because all the values are lower than 0,05.

The below table shows the significance value of the LOA task in detailed form.

Table 22

Repeated Measures of Anova / Post Hoc Results / Pairwise Comparisons

Measure: LOA						
		Mean Difference			95% Confidence Interval for Difference ^b	
(I)	(J)	(I-J)	Std. Error	Sig. ^b	Lower Bound	Upper Bound
1	5	20,76	4,76	,01	2,48	39,04
	7	14,79	3,62	,02	,88	28,70
	8	19,58	5,19	,05	-,35	39,52
2	4	18,43	4,69	,04	,43	36,43
	5	27,37	6,58	,02	2,12	52,62
	7	21,40	3,72	,00	7,11	35,69
	8	26,19	5,47	,00	5,17	47,21
	9	18,48	4,58	,03	,88	36,09
4	2	-18,43	4,69	,04	-36,43	-,43
5	1	-20,76	4,76	,01	-39,04	-2,48
	2	-27,37	6,58	,02	-52,62	-2,12
7	1	-14,79	3,62	,02	-28,70	-,88
	2	-21,40	3,72	,00	-35,69	-7,11
8	1	-19,58	5,19	,05	-39,52	,35
	2	-26,19	5,47	,00	-47,21	-5,17
9	2	-18,48	4,58	,03	-36,09	-,88

As mentioned above, it is clear from the detailed analysis of results of repeated measures of ANOVA that, except for 2 tasks, all tasks had a significant effect on the writing ability of the students, not all the tasks were equally effective since some of the tasks showed significance.



4.1.3. LOA Tasks' Results

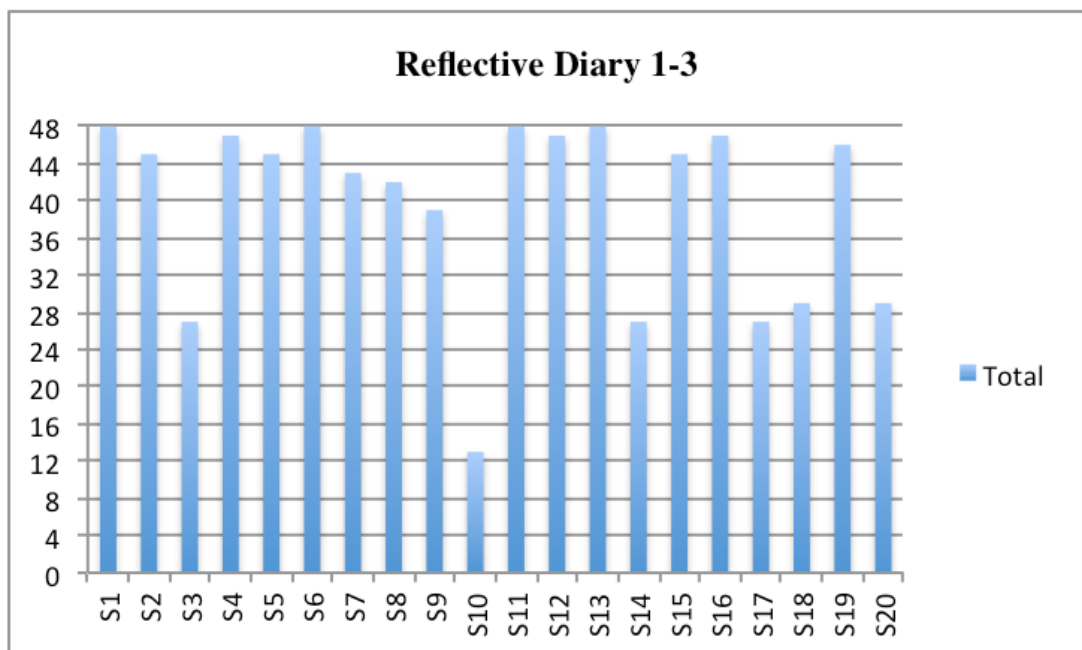
Student's scores for all LOA tasks and the total gradebook for all LOA tasks are shown in a detailed form with a graphical representation.

Reflective Diary

The table below shows the total grades of students for reflective diary 1, 2, 3. It can be observed that except for a couple of students - students numbered 3, 10, 14, 17 - they all received good grades for reflective diary and completed the task for the required weeks. Each reflective diary was 12 points and there were 3 reflective diary tasks. Thus, the total score that a student could get is 48 points. (S refers to students)

Table 23

Reflective Diary 1-3

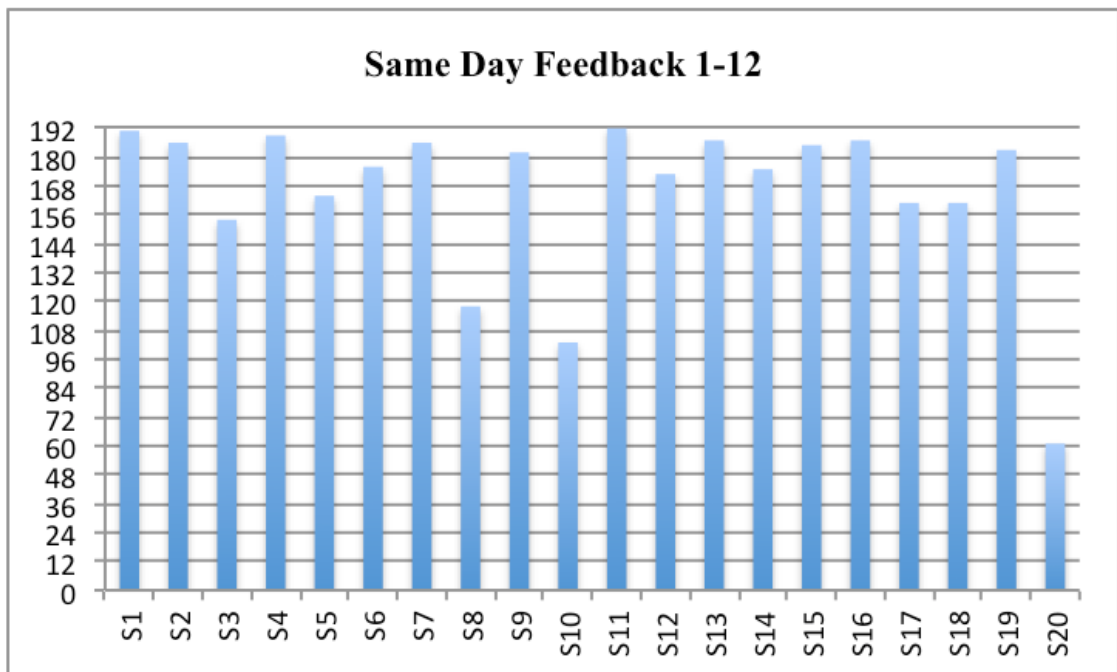


Same Day Feedback

The table below shows the total grades of students for same day feedback 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. It can be observed that similarly, except for a couple of students - students numbered 8, 10, 20 - they all got good grades for same day feedback and completed the task for the required weeks. Each same day feedback was 16 points and there were 12 same day feedback tasks. Thus, the total score that a student could get was 192 points.

Table 24

Same Day Feedback 1-12

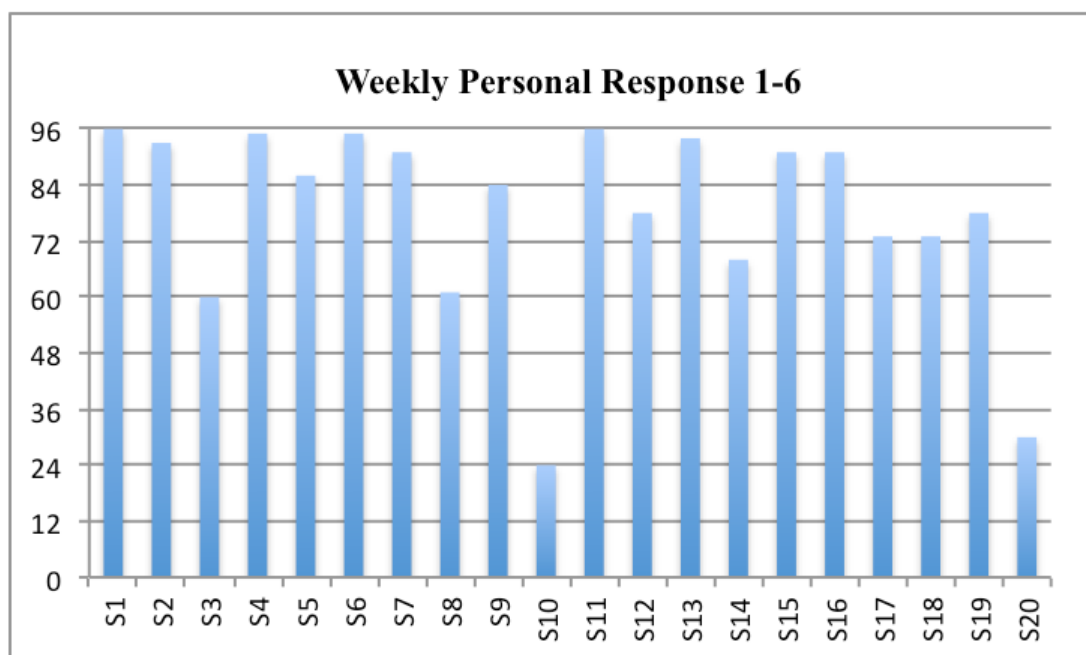


Weekly Personal Response

As for the weekly personal response, the table below shows the total grades of students for weekly personal response 1, 2, 3, 4, 5, 6. It can be seen that excluding a few students - student number 10 and 20 - most of the students scored higher grades for weekly personal response and completed the task for the required weeks. Each weekly personal response was 16 points and there were 6 weekly personal response tasks. Thus, the total score that a student could get was 96 points.

Table 25

Weekly Personal Response 1-6

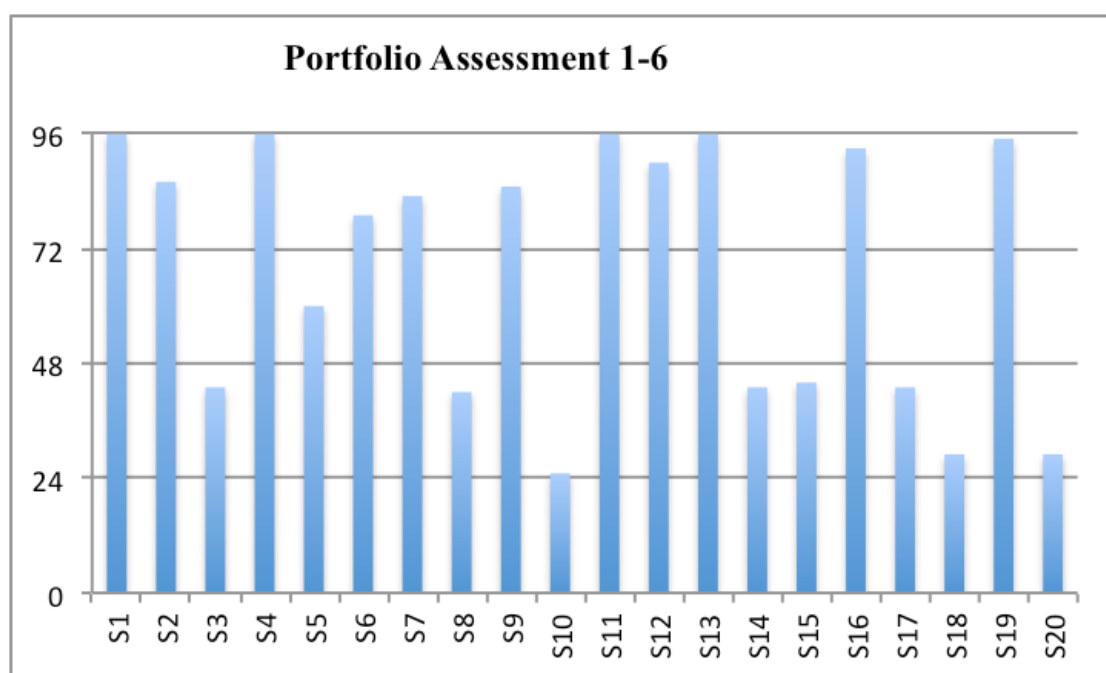


Portfolio Assessment

Regarding portfolio assessment, the table below shows the total grades of students for weekly personal response 1, 2, 3, 4, 5, 6. It is shown that most of the students scored well for portfolio assessment and completed the task for the required weeks excluding some of them: students numbered 10, 18, and 20. Each portfolio assessment was 16 points and there were 6 weekly personal response tasks. Thus, the total score that a student could get was 96 points.

Table 26

Portfolio Assessment 1-6

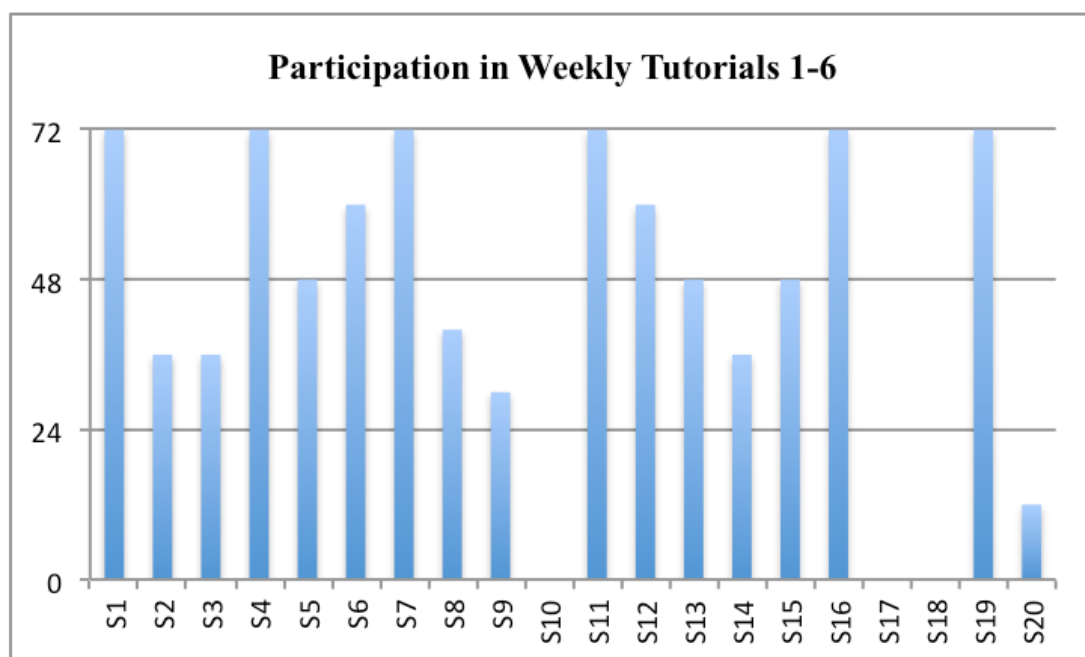


Participation Weekly Tutorials

With regard to participation in weekly tutorials, the table below shows the total grades of students for participation in weekly tutorials 1, 2, 3, 4, 5, 6. According to the table below, again, more than half of the students attended weekly tutorials and completed the task for the required weeks. Each participation in the weekly tutorial is 16 points and there were 6 weekly tutorial tasks. Thus, the total score that a student could get was 96 points.

Table 27

Participation in Weekly Tutorials 1-6

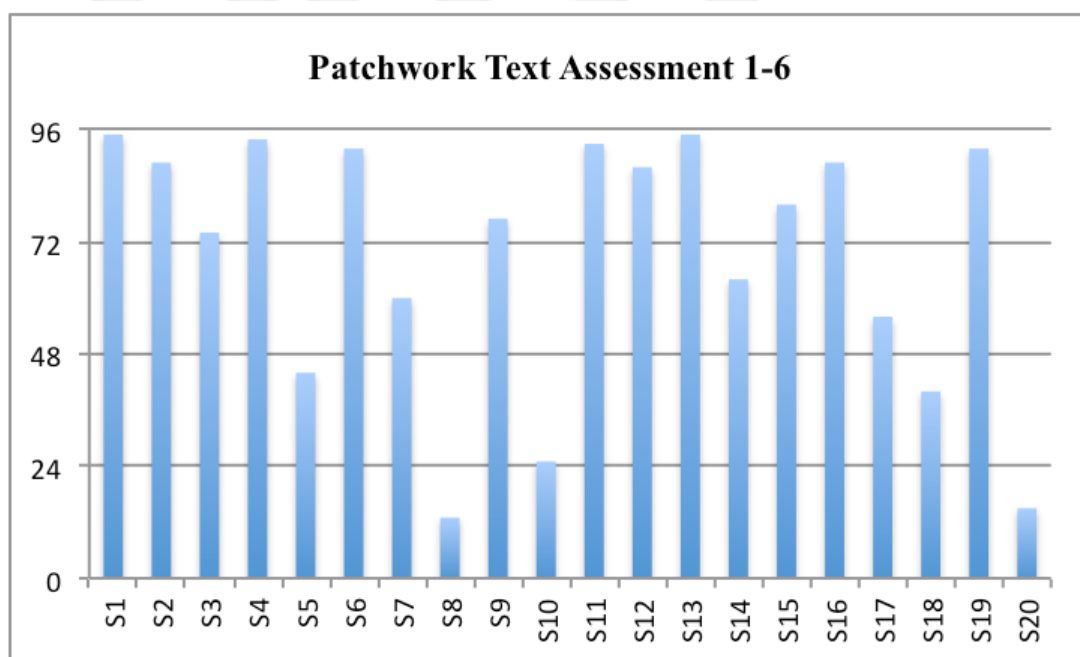


Patchwork Text Assessment

Moving on to consider patchwork text assessment, the table below shows the total grades of students for patchwork text assessment 1, 2, 3, 4, 5, 6. As it is clear from the table, except for students numbered 8, 10, and 20, the students scored well for the patchwork text assessment and completed the task for the required weeks. Each patchwork text assessment was 16 points and there were 6 patchwork text assessment tasks. Thus, the total score that a student could get was 96 points.

Table 28

Patchwork Text Assessment 1-6

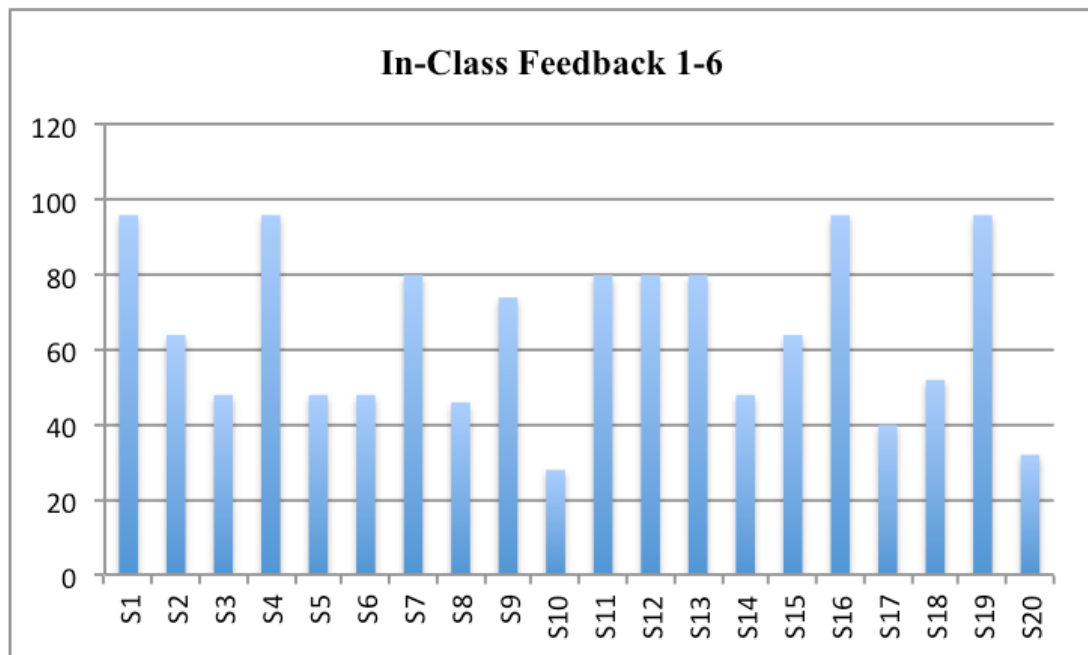


In-Class Feedback

The next LOA task is in-class feedback, the table below shows the total grades of students for in class feedback 1, 2, 3, 4, 5, 6. It is clear that nearly half of the students scored good grades for in class feedback and participated during the course. Each in-class feedback was 16 points and there were 6 in-class feedback tasks. Thus, the total score that a student could get was 96 points.

Table 29

In-Class Feedback 1-6

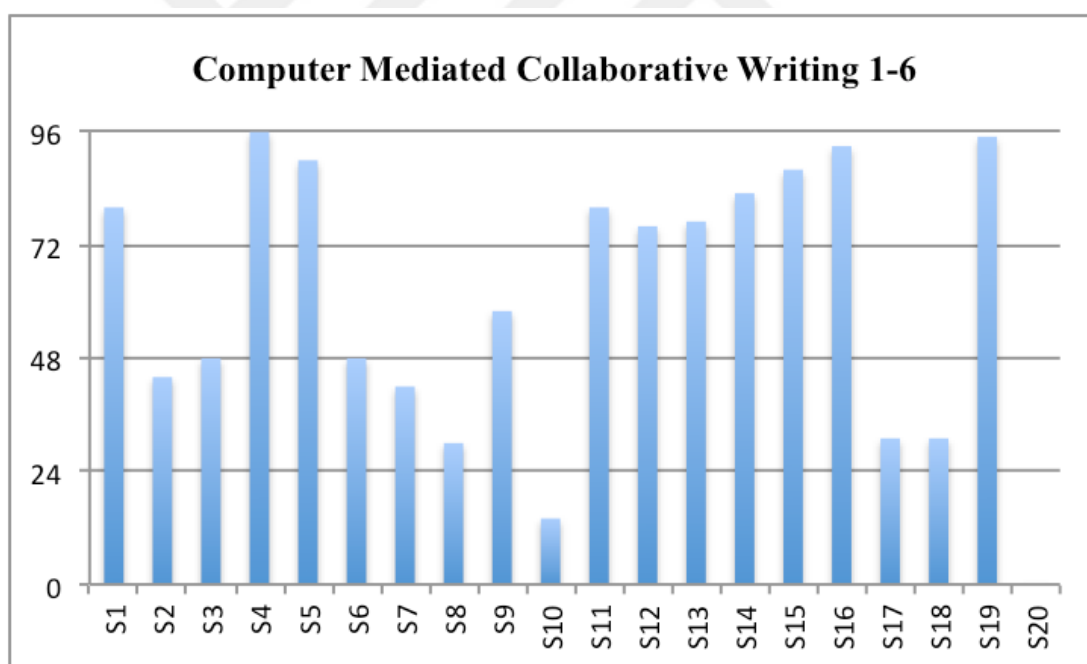


Computer Mediated Collaborative Writing

Regarding computer-mediated collaborative writing, the table below shows the total grades of students for computer-mediated collaborative writing 1, 2, 3, 4, 5, 6. According to data analysis, similarly, except for students numbered 8, 10, 17, and 18, most of the students scored well for computer mediated collaborative writing and completed the task for the required weeks. Each computer-mediated collaborative writing was 16 points and there were 6 computer-mediated collaborative writing tasks. Thus, the total score that a student could get was 96 points.

Table 30

Computer Mediated Collaborative Writing 1-6

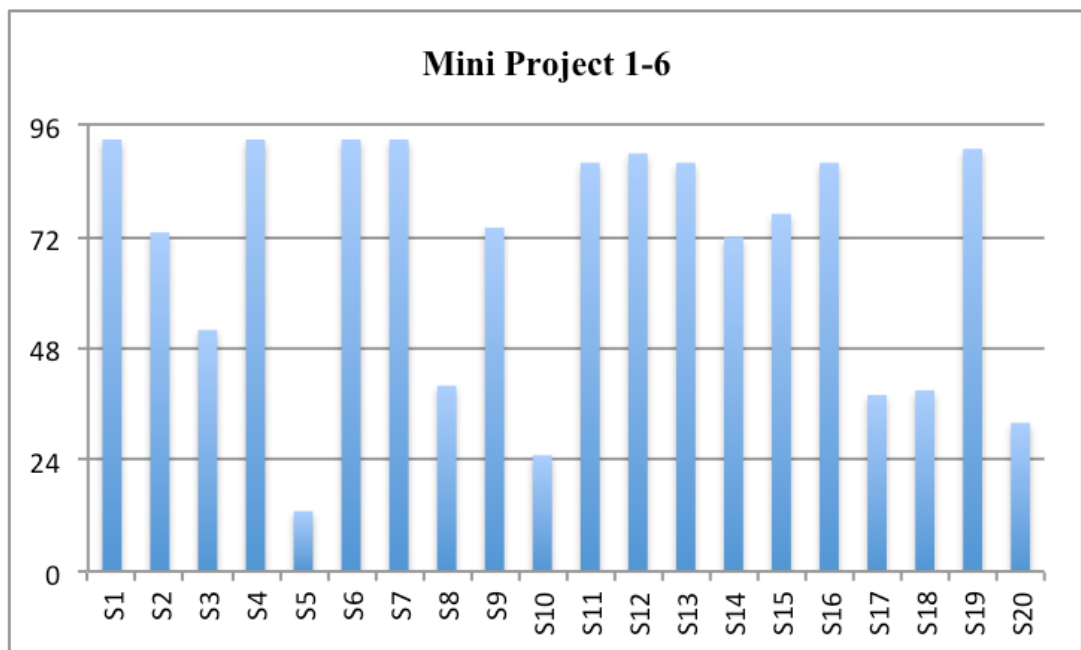


Mini Project

With regard to the mini project, the table below shows the total grades of students for the mini project 1, 2, 3, 4, 5, 6. It is obvious that not all the students, but students numbered 5, 10, and 20 got good grades for the mini project and completed the task for the required weeks. Each mini project was 16 points and there were 6 patchwork mini project tasks. Thus, the total score that a student could get was 96 points.

Table 31

Mini Project 1-6

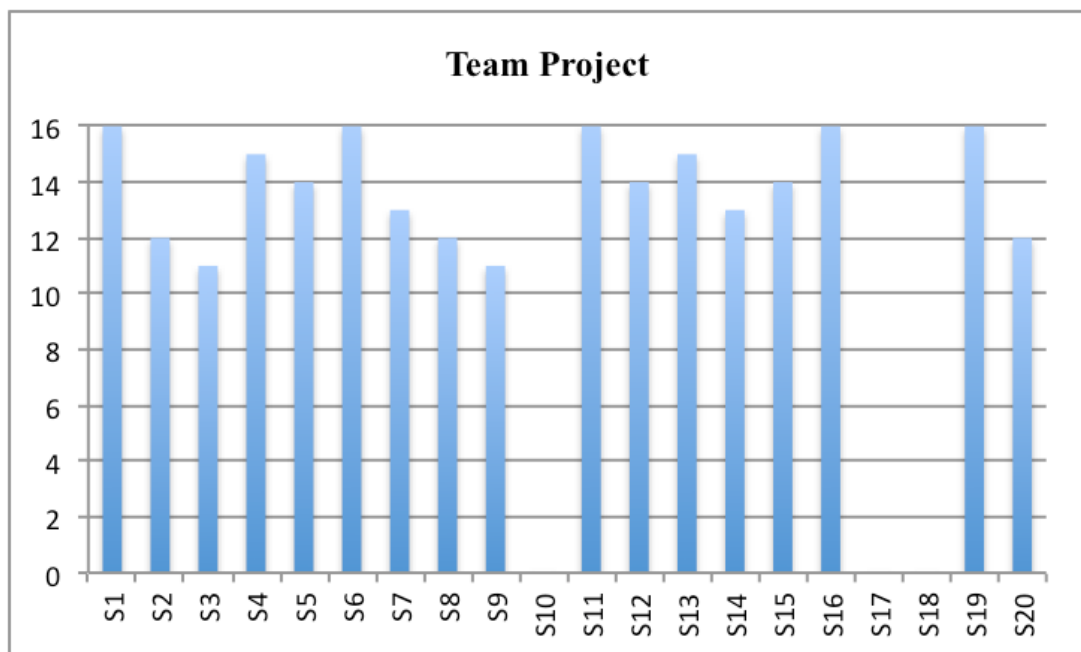


Team Project

As for the final LOA tasks team project, the table below shows the total grades of students for team project 1. It can be seen that except for 3 students - students numbered 10, 17, and 18, most of the students received good grades for the team project and completed the task for the final week. The team project was 16 points and there was only one team project task. Thus, the total score that a student could get was 16 points.

Table 32

Team Project

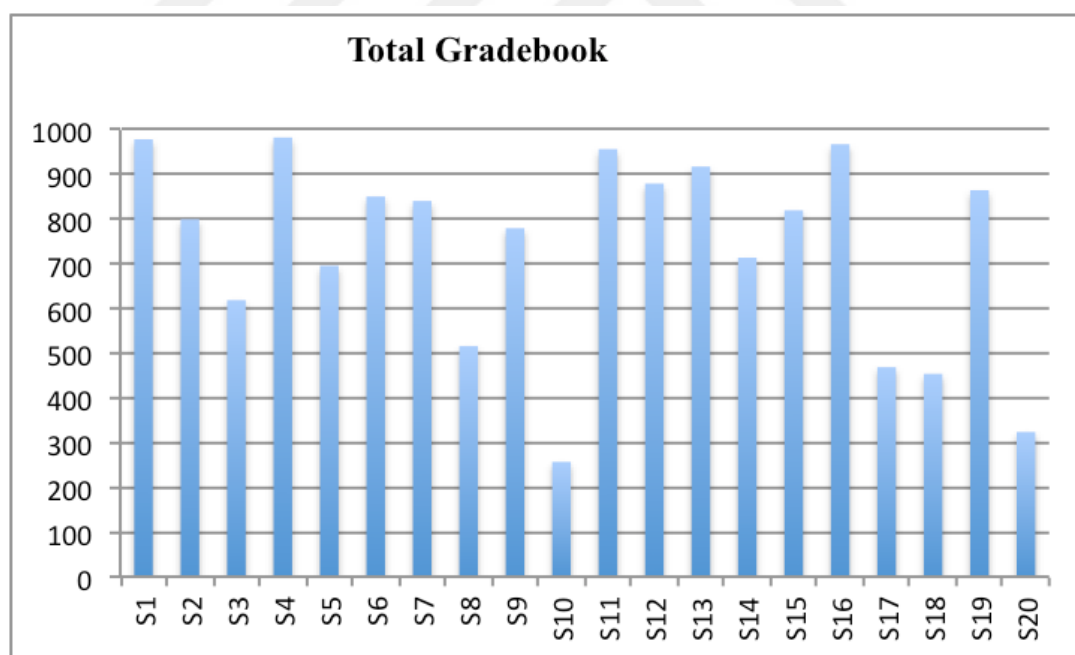


Total Final Grade Book for LOA Tasks

Lastly, the table below shows the total and final grades of students for all LOA tasks: Reflective Diary, Same Day Feedback, Weekly Personal Response, Portfolio Assessment, Participation in Weekly Tutorials, Patchwork Text Assessment, In-class Feedback, Computer-mediated Collaborative Writing, Mini Project and Team Project during the semester. It can be seen that most of the students received good grades for overall LOA tasks and completed most of the tasks except for a few of the students who did not attend or participate. The total score that a student could get was 1000 points.

Table 33

Total Grade Book for LOA Tasks



According to the results and the table, students numbered 8, 10, 17, 18, and 20 seem to have scored lower than the other participants. There are several reasons why those mentioned students scored lower compared to other students. First of all, these students did not exactly follow all of the procedures and the steps of LOA and then also completed the tasks. The second main reason was related to willingness and participation. That is to say, these students did not attend all writing lessons and they were reluctant to participate throughout the writing course. Moreover, these students neither attended the classes all the time nor regularly joined the weekly tutorials. These aforementioned issues might be the reason why they got lower scores from the LOA tasks.

Most importantly, it is significant to mention here that some of the tasks (reflective diary, team project, same day feedback, and weekly personal response) attracted these students more. Regarding participant number 8, the reflective diary and team project were attractive and the student got higher scores for these two. As for participant number 10, same day feedback, was found to be attractive. For numbers 17 and 18, reflective diary, same day feedback and weekly personal response were found to be attractive. Therefore, it can be said that participants 17 and 18 got higher scores for reflective diary, same day feedback, and weekly personal response compared to other LOA tasks.

4.1.4. Findings for Research Question Number Three:

Paired sample t-test was run in order to estimate the attitude rate of EFL students going through the process of LOA for academic writing.

Table 34

Paired Samples T Test / for comparing attitude rates

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MEAN.PRE.QUEST	3,25	20	,47	,10
	MEAN.POST.QUEST	1,36	20	,17	,03

From the descriptive statistics table above, it could be observed that there is a difference between the means of pre (M=3,2589) and post (M=,13652) questionnaire, which means that students' attitudes changed to a more positive attitude to LOA after the treatment.

Table 35

Paired Samples T Test / Statistics

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	MEAN.PRE .QUEST - MEAN.POS T.QUEST	1,89	,47	,10	1,66	2,11	17,64	19	,00

The result of the paired samples t-test reveal that there was a significant difference ($t = -17.647$, $\text{Sig} = .000$, $p < .05$), between the attitudes of students to LOA before and after the treatment. Before the treatment ($M = 3,2589$), students showed more negative attitudes to LOA tasks and the items regarding LOA, but after the treatment ($M = 1,3652$) their attitudes changed. Thus, this indicates that students' perception of LOA tasks and the items regarding LOA has changed in a positive way.

4.2. Findings for Qualitative Data

Qualitative data to answer the fourth and the fifth research question obtained from the semi-structured interview was analyzed through content analysis by creating codes/ themes and descriptive analyses through the frequency of the judgments manually via structural (Saldaña, 2013) and open coding (De Cuir-Gunby, Marshall & McCulloch, 2011).

4.2.1. Findings for Research Question Number Four:

The eleven codes (Self Awareness / Self Development, Spontaneous Process, Independent Writers, Effective Feedback, Immediate and Constant Feedback, Peer Learning, Permanent Learning, Accessibility, Repetition, Appealing / Fun, Expectations on Course Efficiency and Impressions on Course Efficiency) from the data analysis were categorized under four main themes, which revealed four areas of LOA: (1) Academic Writing Assessment Process, (2) Self, Peer and Group Assessment / Feedback, (3) Computer-Mediated Collaborative Writing, and (4) Reflective Diary. (See Appendix J)

4.2.1.1. Academic Writing Assessment Process

Four codes were grouped under the Academic Writing Assessment Process. They were Self Awareness / Self Development, Spontaneous Process, Independent Writers, and Effective Feedback. As for self-awareness and self-development, participants indicated the awareness and development of their own learning in the academic writing process.

P2: *“I was always aware of what I was doing, how I should write, and what steps to follow while writing”*

P4: *“Learning how to write in an academic way step by step helped me gain self-development in academic writing. I learnt the stages better and became aware of my own writing as I wrote gradually.”*

With regard to the second code, which is Spontaneous Process, participants emphasized that LOA tasks were not like an assessment at all, but rather, tasks for better learning. It was obvious that LOA tasks were not supposed to be assessment oriented, but steps for learning and writing in an effective way.

P3: *“I feel like there is no writing exam at all, but tasks to complete for learning and writing better.”*

P6: *“We got used to writing as the process was not planned and graded, I mean we kept writing during the process with the help of different tasks and it made us get used to the writing process”*

Regarding the third code, Independent Writers, participant 4 refers to themselves as becoming more independent learners and writers thanks to LOA tasks.

P4: *“I had prejudices against the tasks at the beginning. However, I started gaining self-confidence as I started writing step-by-step on my own.”*

The next code under the Academic Writing Process is the Effective Feedback code. Participant 5 claims that receiving feedback helped her improve her academic writing.

P5: *“The feedback system helped me write in a more effective way since it gave me a chance at multiple revision, along with showing me a path to write better”*

4.2.1.2. Self, Peer and Group Assessment / Feedback

The three codes were grouped under Self, Peer and Group Assessment / Feedback. They were Immediate and Constant Feedback, Peer Learning and Permanent Learning. Regarding Immediate and Constant Feedback, participants referred to their increased level of academic writing with the help of immediate and constant feedback system processes.

P7: *“Immediate and constant feedback for example, feedback forms and detailed feedback led to revision and more improvement; such as, becoming aware of my own writing mistakes. “*

P5: *“Thanks to the unusual feedback process, I was always aware of my own mistakes in academic writing”.*

P1: *“Constant feedback on how to improve my academic writing was effective since the feedback was prospective and led to life-long learning.”*

For the code number 6, Peer Learning, participants implied the importance of learning from peers and groups being motivational thanks to peer and group assessment / feedback.

P2: *“It gives motivation to learn from the mistakes of your classmate whose level is the same or a little bit above you. I also realized there were different ideas regarding the content of the essays.”*

P4: *“When you find your classmate’s mistake, you become aware and realize your own mistake. Thus, finding mistakes and giving feedback, as well as assessing your peer, is an effective way of learning”.*

With regard to Permanent Learning, participant 4 indicates that permanent learning occurs thanks to a different type of assessment and feedback forms. Participants also emphasized different forms of the LOA tasks and practices helping for further writing skills.

P4: *“When you realize your mistakes, the learning becomes permanent and it is difficult to forget what you learned.”*

4.2.1.3. Computer Mediated Collaborative Writing

Two codes were grouped under Computer Mediated Collaborative Writing. These were Accessibility, Repetition, Appealing / Fun. In terms of Accessibility, Participants cited feeling comfortable during the learning process due to several advantages of CMCW.

P7: *“I learned anytime, anywhere and whenever I wanted since it was easy, practical, and fast to access the Blackboard system. It was also organized and more professional.”*

Regarding code number 9 Repetitions, the participant indicated that since feedback, comments, and data were stored in the computer or in an online platform, it was easy to repeat and revise.

P3: *“I had the chance to revise my writing thanks to the computer based on detailed feedback since you could go back and benefit from the comments due to the data being stored.”*

P2: *“Whenever you need to revise something from a previous lesson, you can always access the data easily, since it is recorded.”*

As for the last code, Appealing and Fun, participants claimed that they enjoyed themselves while writing on a technology enhanced platform.

P2: *“Writing in a Computer Mediated platform is attractive and catchy compared to other forms of writing pen and pencil.”*

P1: *“I think it is more detailed and organized to write in a technology enhanced platform compared to other forms. That’s why it’s fun.”*

4.2.1.4. Reflective Diary

Two codes were grouped under Reflective Diary, which are Expectations on Course Efficiency and Impressions on Course Efficiency. With regard to Course Efficiency Participants indicated that having the chance to express themselves about the procedures to help the efficiency of the course encouraged them in this academic writing course.

P1: *“I always had a chance to express myself about the procedures of the course during 12 weeks. Asking students’ opinions and accessing the instructor were among the motivating factors in this academic writing class.”*

P2: *“Knowing what to do beforehand, sharing everything (criteria, rubric, weekly plans) with students motivated me.”*

P4: *“When the instructor asked my opinion about the procedures to help the efficiency of the course and took them into consideration, I felt motivated for the academic writing course.”*

P6: *“Instructor availability and her friendly attitude motivated me.”*

As can be seen above, participants in the experimental group who have received the LOA treatment have positive attitudes toward LOA practices and tasks. They have indicated that students have benefited from academic writing skills thanks to LOA practices and implementation. They also seem to have been motivated for the academic writing class during the course. It seems possible that these results are due to learners being actively participants in the assessment process.

4.2.2. Findings for Research Question Number Five:

As for the findings for this question regarding the Hayes Model of Writing and its components, six codes (Self Awareness / Self Development, Independent Writers, Peer Learning, Permanent Learning, Appealing / Fun, Impressions on Course Efficiency) from the data analysis were categorized under four main themes, which revealed four areas of LOA: (1) Self, Peer and Group Assessment / Feedback, (2) Academic Writing Assessment Process, (3) Reflective Diary, (4) Computer Mediated Collaborative Writing (See Appendix J).

4.2.2.1. Self, Peer and Group Assessment / Feedback

Regarding Self, Peer, and Group Assessment / Feedback two codes were grouped under Self, Peer and Group Assessment and Feedback which are Peer Learning and Permanent Learning. According to participants regarding the code Peer Learning, peer feedback and assessment were beneficial and efficient for them and it helped their academic writing skills for various components. These components include essay content, level of academic writing, generating ideas for their essays and so on. Here are some excerpts from the participants;

P2: *“It gives motivation to learn from the mistakes of your classmate whose level is the same or a little bit above you. I also realized there were different ideas regarding the content of the essays.”*

P4: *“When you find your classmate’s mistake, you become aware and realize your own mistake. Thus, finding mistakes and giving feedback, as well as assessing your peer, is an effective way of learning”.*

As for the second code, Permanent Learning participants mentioned that the things they have learnt in this course thanks to LOA components would not be beneficial for this course but for further purposes. Things they have learnt in this course would not be easily forgotten.

P4: *“When you realize your mistakes, the learning becomes permanent and it is difficult to forget what you learnt.”*

4.2.2.2. Academic Writing Assessment Process

Two codes ‘Self Awareness / Self Development, Independent Writers’ were found to be significant under the Academic Writing Process theme. Regarding the codes for Self-Awareness / Self Development, participants highlighted the importance of becoming responsible for their own learning as well as having the features of self-awareness and development in the writing process.

P2: *“I was always aware of what I was doing, how I should write, and what steps to follow while writing”*

P4: *“Learning how to write in an academic way step by step helped me gain self- development in academic writing. I learnedt the stages better and became aware of my own writing as I wrote gradually.”*

Regarding the second code, ‘Independent Writers’ participants indicated that their behavior and attitude for writing changed in a positive manner thanks to LOA tasks.

P4: *“I had prejudices against the tasks at the beginning. However, I started gaining self-confidence as I started writing step-by-step on my own.”*

4.2.2.3. Reflective Diary

One code ‘Impressions on Course Efficiency’ grouped under Reflective Diary considered to be valuable and significant for the findings, Participants stated that they felt motivated for academic writing since they were asked to share their opinions and ideas regarding the course efficiency. There are several issues that are taken into account by students. These are as follows, a chance for expressing themselves regarding LOA and academic writing, and instructor availability / attitude and so on. Here are some excerpts from participants’ statements.

P1: *“I always had a chance to express myself about the procedures of the course during 12 weeks. Asking students’ opinions and accessing the instructor were among the motivating factors in this academic writing class.”*

P2: *“Knowing what to do beforehand, sharing everything (criteria, rubric, weekly plans) with students motivated me.”*

P4: *“When the instructor asked my opinion about the procedures to help the efficiency of the course and took them into consideration, I felt motivated for the academic writing course.”*

P6: *“Instructor availability and her friendly attitude motivated me.”*

4.2.2.4. Computer Mediated Collaborative Writing

One important code emerged under Computer Mediated Collaborative Writing, which is Appealing and Fun. Participants refer to the ‘motivation’ feature of learning in academic writing.

P2: *“Writing in a Computer-mediated platform is attractive and catchy compared to other forms of writing pen and pencil.”*

P1: *“I think it is more detailed and organized to write in a technology enhanced platform compared to other forms. That’s why it’s fun.”*

5. CONCLUSION

5.1. Discussions

In this chapter, the discussions of the findings, implication, and application of the study, suggestions for further studies and limitations are discussed.

5.1.1. Discussions for Research Question Number One:

The first research question explored the effect of LOA on student's academic writing ability. As the findings of the study suggested both groups improved their writing scores. When the mean scores are observed, they show higher values for both groups at the end of instruction. However, the mean of the experimental group showed a higher value compared to the comparison group. In other words, paired samples t-test revealed that there was a significant difference between pre and post writing scores for experimental ($t = -15.806$, $\text{Sig} = .000$, $p < .05$) and comparison group ($t = -6.82$, $\text{Sig} = .00$, $p < .05$) for the writing scores of students. Before the treatment students got low scores but after the treatment the scores significantly improved for both of the groups. However, according to the result of T-test Independent Sample, there is no significant difference ($t(39) = 1.239$, $\text{Sig} = .223$, $p > .05$), between experimental and comparison group for the pre-test; however, a significant difference ($t(39) = 6.149$, $\text{Sig} = .000$, $p < .05$) was observed between experimental and comparison group for the post-test score.

The findings of the current research are consistent with the studies in previous literature about computer-mediated collaborative writing, patchwork text assessment, portfolio assessment, self, peer, and group assessment and feedback as well as with the principles of Turner and Purpura's (2013) LOA framework of the 'Learning, Elicitation and Affective Dimensions' respectively. To start with, according to Elola

& Oskoz, (2010); Storch, (2005) computer-mediated collaborative writing was found to be beneficial in promoting the motivation for writing. Also, as Goodwin Jones (2003) found that technological tools (computer-mediated learning platforms) are considered to improve writing skills. Similarly, there are many studies and previous literature on computer-mediated collaborative writing which match with the findings of the current research. To illustrate; studies of (Coyle 2007; Nicol 2005; Honjegger 2005; Guzdial 2001) found out that the availability, transparency and unstructured nature of computer-mediated tools (such as Wiki) help students share the data and materials among their peers and teams and increase writing scores. Thus, results of the previous literature on collaborative writing and computer mediated writing in which learners are required to co-construct texts and engage in-group / peer decision making on academic writing are in consistency with the findings of the current research (Kessler & Bikowski, 2010; Elola & Oskoz, 2010; Storch, 2005; Liz, Zhu, 2017).

The findings of the current research also support the previous findings of interaction and computer-mediated writing specifically argumentative writing. It is found that above, regulation activities in collaborative writing are considered to foster learner's involvement, self-confidence, and responsibility (De Wever et al., 2015, Wang, 2019, Cho and Lim, 2017, Chao and Lo, 2011). Having mentioned argumentative writing, a similar finding also supports the result of the current research. According to Wu, Petit & Chen (2015) study the effect of online interactivity and discussion between EFL writing learners in a computer-mediated platform has been investigated. The findings of the study showed that learners benefited from online peer feedback specifically in essay writing assignments.

With regard to patchwork text assessment, it fosters and promotes the components of learners' self-reflection, peer feedback, and self-regulation skills, these components of patchwork text assessment; collaboration, feedback, self-reflection are closely associated with the principles of Turner and Purpura's LOA framework of 'Learning Dimension' due to it's being related to 'how learners process learning and becoming responsible for their own learning'. Thus, the findings of the study corresponded with the earlier studies by Dalrymple & Smith, (2008) which explored the effects of patchwork text regarding student interaction and participation. In addition to Dalrymple & Smith, (2008) Richardson and Healy, (2013) and also explored the effect of Patchwork Text assessment in higher education. The findings of the research illustrated that this Patchwork Text assessment method motivated learners in academic writing.

The findings of the current study were also supported by earlier studies about portfolio assessment in writing by Eridafithri, (2015), Lam, (2019), Farahian & Avarzamani, (2018). As the studies suggested learners become more independent and responsible thanks to portfolio assessment. As indicated previously, similar findings were found by Romova and Andrew (2011), Kathpalia & Heah (2008) in which portfolios are found to be an effective tool for academic writing specifically with regard to peer collaboration, reflectivity, and feedback loops. Similarly, according to Tahriri & Sabet (2014) and Taki & Maryam (2011) administration of portfolio-based writing assessment had a significantly positive effect on student's writing skills. Lastly, the findings of the current study are in accordance with Khodashenas et al. (2013) and Ghoorchaei, Tavakoli and Nejad (2010) studies who explored the portfolio assessment effect in the advanced writing ability of EFL students and it is found to be

beneficial. In addition to this, current research findings confirmed the findings of the earlier research in the literature regarding self / peer and group assessment and feedback as well. To illustrate, as the findings of Gielen et al. (2010) and Strijbos et al.'s (2010) study showed there were positive impacts of peer feedback on learners' learning outcomes in writing skills.

It should be also added that previous literature on writing and group and peer collaboration in writing (Rollinson, 2005; Liang and Tsai 2015; İraji, Enayat and Momeni, 2016; Zhao, 2018; Ferris 2003; Storch 2002 and Reid 2001) seem to be consistent with the findings of the current research. As the findings of the Reid (2001) and Rollinson (2005) studies illustrated peer feedback and collaboration foster writing and learners benefit from peer group since there is an interaction. Similarly, the findings support previous research regarding self-regulation in argumentative writing conducted by several scholars (Ray, Graham, & Liu, 2018; McKeown et al., 2018, Harris, Ray, Graham, & Houston, 2018). As the studies suggest, the Self-Regulated Strategy Development (SRSD) model of writing is considered to promote the social, motivational, and cognitive scope of writing. A similar study by Ray et al. (2018) investigated the SRSD strategy of learners in argumentative essays. According to the findings of the research learners with SRSD instruction had improvements in argumentative writing. Therefore, these results are in line with the findings of the current research since their writing scores improved.

The findings of the current research also corroborate the previous studies of Xiao's (2008) and Lin, Lui and Yuan's (2001) studies in which it is found that participants with peer assessment and feedback in academic writing showed greater accomplishment in their writing compared to other group who have not received any

feedback or assessment. Correspondingly, regarding the writing performance again, some previous studies (Cho, MacArthur 2011; McConlue 2015, Greenberg 2015; Nicol, et al. 2014) on the relationship between learners' writing performance and peer feedback match the findings of the current research. Lastly, previous studies by Javaherbakhsh (2010), Meihami and Varmaghani (2013), Fahimi and Rahimi (2015) are also consistent with current findings of the study since self-assessment increased the writing competency of the learners.

5.1.2. Discussions for Research Question Number Two:

The second research question was about significant differences between LOA tasks' scores completed by the students during LOA procedures. As mentioned previously, repeated measures of ANOVA were run for each pair of LOA tasks in order to see the significant differences between certain tasks. According to the findings of the repeated measures of ANOVA, some of the tasks are found to be more effective compared to others. To illustrate, as can be observed from the mean scores in the discussion part, SDF is among the LOA tasks that students received the highest scores, with the mean value of 88,90. As a result, it can be said that SDF is found to be the most effective LOA task compared to other tasks. Secondly, RD is another LOA task which is found to be effective as well within the value of 82,28. With respect to other effective tasks, WPR and TP were also among the significant ones. Finally, as the results suggest, PWT and CMCW were the least effective LOA tasks since their mean scores are; 61,52 and 62,70 respectively. As mentioned above, it is clear from the detailed analysis of results of repeated measures of ANOVA that not all the tasks were equally effective since some of the tasks showed significance.

Regarding SDF, RD, WPR, and TP, they were found to be the most effective LOA tasks. Hence, having mentioned the facets of computer-mediated collaborative writing facets above, it can be implied that these facets are closely associated with stages of the LOA learning interaction model since WPR and TP were related to computer-mediated collaborative writing. With regard to stages of LOA learning interaction via technology, Jones and Seville (2016) proposed that delivery and mediation of assessment and learning tasks, capturing and recording data, tracking progress, individualization of learner's experience, enabling new forms of learning interactions and improving our understanding of learning are among the most important stages of LOA learning interaction via computer. As can be observed these correspond well with the 'Learning Dimension' since learners collaboratively engage and interact with each other. To provide an example, as mentioned before Storch (2013) defined collaborative writing in its broadest sense, collaborative writing is defined as the process of writing a text with multiple authors or writers (p. 2). It can then be said that collaborative writing consists of several themes like interaction among learners and editing phases of the writing process. As cited in Algasab and Zöe (2017), these concepts are again closely related to the Turner and Purpura's (2014) LOA Framework of 'Learning Dimension' since learners focus on self-regulation and 'how they learn'

Regarding the 'Affective Dimension' of Turner and Purpura's (2014) LOA framework, it is again in consistent with Computer Mediated Writing since it promotes motivation as well. Thus, it is again related to SDF, RD, WPR and TP tasks of LOA. As Elola & Oskoz, (2010); Storch, (2005) and Chen, (2016) studies suggest

computer-mediated collaborative writing is beneficial in promoting the acquisition of different language skills along with the motivation for learning.

Similarly, patchwork assessment fosters and promotes the concepts of learners' self-reflection, peer feedback, self-regulation skills. As Wilson and Trevelyan (2012) claimed alternative components of patchwork text assessment encapsulate the flow of patches, resubmission of prior patches, summative feedback, collaboration, self-reflection. Therefore, these components of patchwork text assessment; collaboration, feedback, self-reflection are closely associated with the principles of Turner and Purpura's LOA framework of 'Learning Dimension' since they are related to 'how learners process learning and become responsible for their own learning'. Similarly, since patchwork text promotes student's interaction and participation (Dalrymple & Smith, 2008) it aligns with the principles of Turner and Purpura's LOA framework of 'Learning Dimension' as well. SDF, RD, WPR and TP tasks of LOA comprise patchwork assessment partly therefore, patchwork text also aligns with the principles of Turner and Purpura's LOA framework of 'Elicitation Dimension' which deals with the situations in which language is obtained and acquired. In this dimension learners' actions and progresses are observed and examined, hence 'Elicitation Dimension' is related to patchwork text principles of how students learn and observe their learning phase and pace since students have an opportunity to reflect, react and discuss in SDF, RD, WPR and TP tasks of LOA thanks to computer-mediated writing feedback (Winter, 2003).

Considering the principles and components of portfolio assessment along with SDF, RD, WPR, and TP tasks of LOA, portfolio assessment is associated and in consistency with the principles of Turner and Purpura's (2014) LOA framework of

the 'Learning Dimension'. In portfolio assessment students become aware of their own learning and progress. In other words, according to Lam (2019) self-monitoring, self-reflection and self-assessment are the core element of portfolio assessment thus, the above-mentioned features of portfolio assessment highly coincide with the learner-centered teaching model of LOA as well as the 'Learning Dimension' of Turner and Purpura's (2014) LOA framework.

Similarly, learners become independent and responsible learners with the help of portfolio (Eridafithri, 2015; Arslan, 2014; Bader, Iversen and Varga, 2019) therefore, this is closely related to the principles of Turner and Purpura's LOA framework of 'Learning Dimension' since they are related to 'how learners process learning and becoming responsible for their own learning' in the process of SDF, RD, WPR and TP tasks of LOA respectively.

In this sense studies and literature reviewed on Self / Peer Assessment and Feedback are associated and in consistency with the principles of Turner and Purpura's (2014) LOA framework of the 'Learning and Affective Dimension'.

The Affective Dimension of LOA defines learner's socio-mental inclinations with respect to how students experience and participate in the assessment process. In other words, it is closely associated with the characteristics like emotions, beliefs, personality, attitude, and motivation. Therefore, Self / Peer Assessment and Feedback facilitate the affective dimension of learning by providing chances for learners to express their expectations from an academic writing class, impression, judgments, attitude regarding academic writing practices, procedures to help the efficiency especially for SDF, RD, WPR since learners are given chance to express themselves thanks to these LOA tasks. As Turner and Purpura (2013) claimed affective

dimension is related to learner's socio-psychological aspects which is the learner's engagement in the process of assessment. Similarly, according to Katstra et al. (1987) study learners who receive peer feedback have more positive feelings and attitudes towards writing skills. In this respect, this is closely related to the 'Affective Dimension' of Turner and Purpura's (2014) LOA framework. Also, as the findings of Gielen et al. (2010) and Strijbos et al.'s (2010), Huisman, Saab, Driel & Broek (2018) study indicated that there were positive impacts of peer feedback on learners' learning outcomes. Lastly, regarding the principles of Turner and Purpura's (2014) LOA framework of the 'Learning Dimension', this is closely related to the Self / Peer Assessment and Feedback since these components are already embedded in the 'Learning Dimension'.

In sum, above mentioned studies regarding LOA, computer-mediated collaborative writing, patchwork text assessment, portfolio assessment, self, peer assessment and feedback have been carried out separately in the field. The current study on the effects of LOA on student's academic writing ability is carried out in order to fill the gap of cumulative different types of writing tasks as well as assessment.

5.1.3. Discussions for Research Question Number Three and Four:

The third research question explored the difference in the attitude rate of EFL students going through the process of LOA for academic writing in higher education before and after the LOA treatment. Similarly, the fourth research question was about the attitudes and perceptions of students toward LOA of academic writing after experiencing LOA treatment.

The results of the present study support previous research, literature and most importantly theory, which links LOA principles and practice. To illustrate, in Carless' (2007) study on LOA conceptual bases and practical implications, Carless (2007) mentions the framework of LOA, which is learning features for assessment, and its promotion of learning. While mentioning the conceptual foundations of LOA, Carless (2007) talks about the LOA principles regarding assessment tasks. As previously mentioned, according to Carless (2007) assessment processes and tasks should enable learners to be active participants both with criteria and their own learning process. It can be said that the findings of the current research obtained from the questionnaire and semi structured interview, which show the student's success in academic writing and positive attitudes regarding LOA, agree with Carless' (2007, 2014, 2009) and Turner & Purpura (2014) LOA theories and principles.

Similarly, the theory of LOA in their framework is described as an embedded assessment, focusing on the learner through seven interrelated dimensions, with the end goal of helping to facilitate the determination of best practices for teaching (Turner & Purpura, 2014). The LOA framework has seven dimensions, which are the contextual, elicitation, proficiency, instructional interactional, and the affective dimension. To illustrate, as mentioned before the Contextual Dimension indicates teachers' characteristics (literacy of assessment) that influence learning and assessment in a classroom context. According to the results, it is obvious that the researcher has assessment literacy due to proper administration of LOA and the sample's success at academic writing skills. Secondly, the Elicitation Dimension of LOA involves the situations in which language is elicited in various methods. That is to say, the learner's performance is observed, examined, reflected upon, and

responded to as a feedback for further actions. Therefore, it is concluded that with the help of LOA procedures and framework, students had a chance of reflecting, reacting, noticing and discussing as can be seen from the findings of both qualitative and quantitative data. Thirdly, The Proficiency Dimension of LOA was successful as well to identify what things to assess, how to track the performance, and what to focus on by feedback and help.' Since students indicated in their comments that criteria and rubrics were shared with the participants in advance, they knew what to do and what to expect from the course beforehand. Next, the Learning Dimension of LOA involves an understanding of how learner's process information. Therefore, the role of feedback and self-regulation (responsible for their own learning) are considered as critical features of the learning dimension of LOA. Similarly, as learners pointed out in their interview and also clear from the post-test findings, the learning dimension of LOA occurred in a significant amount. Finally, since the Instructional Dimension of LOA is related to Teacher's Content and Teacher's Pedagogical Content Knowledge, it is fundamental to rethink this knowledge that affects the interpretation of LOAs and decisions about the following learning procedures. This component of LOA was also taken into consideration since participants pointed out that instructor availability, feedback system, sharing the criteria and rubrics, grading each other's paper, and so on were effective and helpful for them during the course. Lastly, the Affective Dimension of LOA is closely associated with characteristics such as emotions, beliefs, personality, attitude, and motivation. Therefore, it is clear from the findings of the present research that participants were pleased to have been asked for their ideas, to have the criteria shared with them, to have their opinions about the procedures of the course inquired about, to mark class member's work, to give their classmates feedback and so on. Also, it can be deduced from the findings of the questionnaire

that participants had positive attitudes and perceptions of LOA procedures for academic writing skills.

Further, as can be observed from the findings of the study, participants in the experimental group who have received the LOA treatment have positive attitudes toward LOA practices and tasks. They have indicated that students have benefited from academic writing skills thanks to LOA practices and implementation. They also seem to have been motivated for the academic writing class during the course. It seems possible that these results are due to learners being active participants in the assessment process. These results are in accord with recent studies of Hamp Lyons (2017) on language assessment literacy for language LOA that attempted to seek how LOA opportunities might be useful or beneficial in speaking tests as well as in test preparation courses in specifically higher education. Hamp-Lyons (2017) study found that learning oriented language assessment (LOLA) is a brand-new field of language assessment literacy and it is significant to point out the importance and implementation of LOA in speaking assessment by considering assessment in which learners are involved such as peer and self-assessment opportunities, learner-focused feedback, feed forward and so on. Thus, it can be claimed that these results regarding learner involved assessment are consistent with the current study since participants seem to have benefited from the peer, group, self-assessment, and feedback.

Similarly, Carless' (2014) study on exploring LOA processes in higher education highlighted that LOA tasks promote learner's thinking, use of critical thinking, develop students' understanding and promote dialogues among learners. Therefore, it is clear that Carless' study results are consistent with the data obtained in

the current study since learners mention the benefits of the feedback system in LOA for their academic writing class.

Furthermore, the results of the current study support previous research and most importantly theory which links to LOA principles and practice. To illustrate, in the Carless (2007) study on LOA conceptual bases and practical implications, Carless mentions the framework of LOA, which are learning features of assessment and its promotion of learning. While mentioning the conceptual foundations of LOA, Carless (2007) talks about the LOA principles regarding assessment tasks. As previously mentioned, according to Carless (2007), assessment processes and tasks should enable learners actively engaged with criteria and their own learning process. Thus, as it is clear from the participants' statements that learners became aware of their own learning and that they knew the LOA procedures beforehand, which helped them learn efficiently. These statements are in line with Carless's (2007) LOA theories and principles.

In addition to these, the findings of the current research are in consistency with the studies and previous literature about computer-mediated collaborative writing, patchwork text assessment, portfolio assessment, self, peer and group assessment and feedback as well as with the principles of Turner and Purpura's (2013) LOA framework of the 'Learning, Elicitation and Affective Dimensions' respectively. To illustrate, Huisman, Saab, Driel & Broek (2018) investigated the learner's peer feedback perceptions for the authentic academic writing task and they found out that students had positive attitudes toward peer feedback on academic writing. Similarly, in addition to the findings above, regulation activities in collaborative writing are considered to foster learner's involvement, self-confidence, and responsibility (De

Wever et al., 2015, Cho and Lim, 2017, Chao and Lo, 2011). These are in agreement with the current research since participants indicated that receiving feedback helped them improve their academic writing and participants referred to their increased level of academic writing with the help of immediate and constant feedback system processes.

Additionally, as Birjandi and Tamjid (2012) explored, portfolio assessment enables learners to gain some sort of opportunities to practice and monitor their metacognitive skills in writing skills such as micro and macro level text revisions. These results are also consistent with the current research since participants claimed that they became independent learners and writers thanks to LOA tasks. As the findings of the previous study by Tezci and Dikici (2006) suggest, portfolio assessment is also thought to foster instruction and assessment simultaneously by promoting student's self-reflection, awareness and cooperation among classmates and teachers. Hence, these results also support the current findings since participants claimed that permanent learning occurred thanks to different types of assessment and feedback forms. Participants also emphasized different forms of the LOA tasks and practices helping for further writing skills.

Similarly, Richardson and Healy's (2013) study in which the effect of patchwork text assessment in higher education with the help of constant and timely feedback was explored also matches those observed in earlier studies as well as the current findings of the study. The findings of the current and the previous studies illustrated that this patchwork text assessment method motivated learners. All in all, students had positive attitudes on LOA and its effect on academic writing as well as LOA tasks.

5.1.4. Discussions for Research Question Number Five:

The last research question explored student's attitudes and perceptions for LOA in academic writing in terms of the Hayes Model of Writing. As can be clearly seen from the findings LOA contributed to students' academic writing regarding the Hayes Model of Writing in several aspects. As mentioned previously, Hayes Model of Writing has three main cognitive processes, which are control, process, and resource level. To start with, regarding control level, encouragement, objective setting, planning and writing schemas are considered important. Hence, students seem to have benefited from the control level since they have mentioned the motivation and goal setting features of academic writing by stating above mentioned issues.

"It gives motivation to learn from the mistakes of your classmate whose level is the same or a little bit above you. I also realized there were different ideas regarding the content of the essays."

"I always had a chance to express myself about the procedures of the course during 12 weeks. Asking students' opinions and accessing the instructor were among the motivating factors in this academic writing class."

"Knowing what to do beforehand, sharing everything (criteria, rubric, weekly plans) with students motivated me."

As it is clear from participants' statements that current planning, goal setting, and motivation features are the significant components of the Hayes Model of Writing that they have benefited from. Therefore, the findings of the current research support the previous literature on Hayes Model of Writing in L2 writing by Chien (2006) who explored the cognitive strategies of students in an academic writing context regarding

Hayes Model of Writing and found that planning, interpreting, defining a goal, goal setting and evaluating strategies were effectively used by the learners. Similarly, previous literature and studies by Baira, Shen & Mei (2020) and Teng (2020) also in accord with the findings of the current research since studies demonstrated that learners were mainly and mostly interested in and benefited from planning strategies

With regard to the second level of the model, which is process level LOA also contributed to the student's academic writing due to several reasons. As mentioned previously, the process level consists of two focal components; writing processes and the task environment. These processes are interested in the internal mental processes that writers utilize while writing. In other words, 'proposer' sets up and establishes the ideas in a non-verbal way and the 'translator' transforms these ideas into a language to be included in the written product and lastly, 'evaluator' who evaluates and judges the combination of these processes. Therefore, according to this information LOA contributed to student's academic writing in terms of the Hayes Model of Writing since learners became aware of their own learning by giving and receiving feedback with the help of self, peer, and group feedback and assessment. Here are some statements from the participants:

"It gives motivation to learn from the mistakes of your classmate whose level is the same or a little bit above you. I also realized there were different ideas regarding the content of the essays."

"When you find your classmate's mistake, you become aware and realize your own mistake. Thus, finding mistakes and giving feedback, as well as assessing your peer, is an effective way of learning".

“I was always aware of what I was doing, how I should write, and what steps to follow while writing”

“Learning how to write in an academic way step by step helped me gain self-development in academic writing. I learned the stages better and became aware of my own writing as I wrote gradually.”

“I had prejudices against the tasks at the beginning. However, I started gaining self-confidence as I started writing step-by-step on my own.”

As it is clear from the above statements that LOA contributed to student's academic writing in terms of the Hayes Model of Writing regarding the features of proposer, translator, and evaluator. These findings of the current research support the previous literature. To illustrate, a study by Wang and Sun (2020) explored the effectiveness of writing self-efficacy and writing self-regulated learning on writing proficiency of college students by referring it to students' own beliefs and judgments regarding their writing progress. As the findings of the Wang and Sun (2020) study suggested both writing self-regulation and self-efficacy contributed learner's writing significantly. Similarly, research conducted by Zhao and Liao (2021) explored the metacognitive strategy use in L2 writing. According to the findings of the study planning and translating strategies were effective for the learners. Finally, Panahandea and Esfandiari (2014) study explored the effect of planning and monitoring strategies of Iranian learners on argumentative essays and study suggested there is a positive relationship between students' writing scores and metacognitive strategies. As can be observed above the findings of the current research support the previous literature.

Finally, regarding the third and last level of the Hayes model, which is resource level, LOA contributed student's academic writing in terms of Long-Term Memory, Working Memory and Attention components. The resource level includes resources which are used in writing for further writing purposes. As mentioned previously, according to Graham (2018), Long Term Memory of Hayes Model of writing draws attention to the learner's beliefs, views, knowledge, attitude, expectations, and interests regarding writing. Hence it can be argued that LTM is also closely associated with the peers, collaborators, tutors who shape the way we write, revise, plan and organize. Similarly, working memory deals with the innate and constitutional features of the writing process. That is to say the concepts like knowledge, interest, beliefs, information are brought into working memory, processed, and activated to be used in the writing process. Regarding attention it is believed to emerge in all stages of the writing process since learners' brainstorm, distract, focus, and so on.

According to the student's statement, students are likely to use what they learned for further writing purposes. Here is an excerpt from a participant.

“When you realize your mistakes, the learning becomes permanent and it is difficult to forget what you learned.”

All in all, as can be clearly observed from the findings of research question number five LOA contributed to students' academic writing regarding Hayes Model of Writing for three main cognitive processes which are control, process and resource level. As it is clear from the student's statements that they have become aware of their own learning and they have become independent writers with the help of LOA components of self, peer and group assessment, feedback, computer-mediated

collaborative writing, reflective diaries, portfolio assessment, patchwork text assessment, in-class feedback and so on.



5.2. Implication and Application of the Study

Several implications have emerged from the current research especially for the School of Foreign Languages that are aiming to implement LOA in their institutions. Firstly, the present study focused on the implementation of LOA for the academic writing ability of the students in the higher education context thus, these empirical findings can be useful and effective for fostering students' writing skills in a similar context of Turkey, school of foreign languages. EFL instructors and academic writing teachers in order to realize and administer the most effective LOA tasks for different contexts can use the results revealed from the study.

In addition to the things mentioned above, learners' achievement on different LOA tasks will help EFL instructors, academic writing teachers, and course designers to design the LOA themed syllabi focusing on the students' learning to learn. Hence, there is a need for LOA syllabi in the EFL context because academic writing and LOA are gaining importance, popularity, and recognition in the context of the school of foreign languages due to several reasons such as; promoting students' self-directed learning skills along with the self-regulatory learning process (Mok, 2010).

Another implication offered by this dissertation is that the administration of LOA in higher education will lead to a change in the context of academic writing in which students' monitoring their learning and assessment will replace the traditional assessment practices. The steps of the implementation procedures of LOA can shed light on other EFL contexts willing to improve their students' self-regulatory learning process in academic writing skills as well as aligning their syllabi to LOA syllabi. To conclude, the findings of the current study not only help EFL instructors or academic writing teachers but syllabus designers as well in order to help learners learn to learn.

5.3. Limitations

A number of limitations can emerge from the current study. To begin with, an argumentative essay was selected as the main writing performance due to the School of Foreign Languages Testing Policy; however, an expository essay would give more accurate information regarding student's academic writing skills' performance in this context since expository essay type comprises argumentative, cause-effect and compare-contrast essay types respectively. In addition to this, the current research was administered in an EFL context of Turkish students at the Preparatory Program of School of Foreign Languages in Erzurum, Turkey hence, the findings cannot be generalizable to other EFL learners of School of Foreign Languages in a different context.

Another limitation could be related to the number of participants. There were 40 students (participants) from the School of Foreign Languages at Erzurum Technical University. Future studies should include more participants to make further generalizations of the present findings reported in this dissertation. Regarding the groups, one class was randomly assigned to be Comparison Group (N=20) following 'Routine Instructional Procedures for Academic Writing' and the other class to be Experimental Group (N=20) who received routine instruction within 'LOA framework'. Therefore, the current study could be carried out with more participants.

5.4. Suggestions for Further Study

It is obvious that LOA is a thorough and influential field for further studies since there are several suggestions for further LOA study to be sought out. First, as the current study explored the effects of LOA on the academic writing skills of learners in a higher education context, a similar study can be done in order to investigate the effects of LOA on academic speaking skills or other certain skills of English language learners. There is one similar study of Hamp Lyons (2017) on LOA and language assessment literacy which investigated the efficiency of LOA opportunities in speaking tests as well as in test preparation courses in specifically higher education. However, Hamp- Lyon's (2017) study explored the role of LOA in test preparation in higher education not in solely speaking skills. Therefore, as stated previously, a research which aims to explore the effects of LOA on speaking skills in specifically Preparatory Programs of Turkish universities could be conducted. Similarly, Carless's (2014) study on exploring LOA processes in higher education highlighted that LOA tasks promote learner's thinking, use of critical thinking, develop students' understanding and promote dialogues among learners. Therefore, an identical study on exploring the LOA process in higher education for preparatory programs of Turkish universities could be conducted as well.

It should be also noted that in addition to LOA processes and their effect on certain skills, LOA in different contexts such as high school, the secondary school could be explored as well. There are few studies that report the utilization of LOA in the primary and secondary educational context which are Ashton and Salamoura's (2013) studies. Yet, there are no adequate and comprehensible studies of LOA in the field of ELT. Therefore, for further study implementation of LOA in various contexts

apart from higher education may be investigated. An analysis of the effects of LOA on specific skills with young learners would probably be fruitful in filling the gap. In other words, the administration of LOA for different levels of proficiency would be a contribution to the field of ELT.

Another significant point worth mentioning would be related to the implementation of LOA in different online platforms. Since online and distance education have become popular, gained importance, and became part of our lives nowadays, a study of LOA administration and its effect on various skills via an online platform will serve as a base for future studies as well. To conclude, the articulation of operational LOA in different educational settings can be explored.

It should be also emphasized that thus, a more comprehensible study of teacher's pedagogical practices on LOA referring both to pre-service and in-service teacher education practices would also be a thorough investigation of LOA in different aspects of English language teaching specifically in Turkish educational settings, meaning an EFL context. In addition to the above-mentioned aspects, a detailed and depth analysis of teacher education regarding implications of LOA; specifically, in terms of improving learners' assessment skills, differentiated instruction and fostering the feedback process can be explored as well as a further study. For example, Keppell and Carless's (2006) study that explored the principles of LOA in a teacher education context can be conducted in the school of foreign languages of Turkish universities with an emphasis on different feedback forms, peer learning, web-based platforms, project-based, and task-based learning and so on. To sum up, therefore it may be said that innovative learning platforms and e-assessment

would be a comprehensible and pioneering area to be examined along with the LOA literacy of language teachers in the field of ELT.

Lastly, as mentioned previously in the data analysis section, it is highly fundamental here to mention that some of the tasks (reflective diary, team project, same day feedback, and weekly personal response) attracted these students' interest more. Regarding participant number 8; reflective diary, team project were attractive and the student got higher scores for these two. As for participant number 10, same day feedback was found to be a draw. For numbers 17 and 18; reflective diary, same day feedback, weekly personal response were found to be a draw. Thus, it can be said that participants 17 and 18 got higher scores for reflective diary, same day feedback, weekly personal response compared to other LOA tasks. Thus, it can be concluded that reflective diary, team project, same day feedback, and weekly personal response of LOA tasks may be revised, revisited, and administered accordingly to weaker students.

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APPENDICES:

APPENDIX A: Essay Grading Criteri

	ORGANIZATION	CONTENT	GRAMMAR & PUNCTUATION	LEXIS
25	- The introduction begins with a hook or general statement - Introduction successfully narrows down to the thesis, the introduction ends with an explicit thesis statement - Body paragraphs contain clear topic sentences, elaborate on the thesis, are an appropriate length, and are well-connected with transition words - The conclusion summarizes the main points in the body or restates the thesis, and finishes with a concluding remark	Fully addresses the question at hand All main points are elaborated and explained thoroughly with sufficient supporting details that provide full reasoning and exemplification - Paragraphs are very clear, coherent, and unified	- Skillful command of language with almost no grammatical errors - Level appropriate and varied sentence structure - Very good use of punctuation and capitalization	- Wide range of level appropriate vocabulary - Almost no word formation errors and almost impeccable spelling
20	- The introduction has a hook or general statement but may not successfully connect to the thesis statement - Introduction somewhat successfully narrows down to the thesis and has a clear thesis statement - Body paragraphs have satisfactory topic sentences and elaborate on the thesis statement with sufficient use of transitional signals - The conclusion summarizes the main points but might have repeated the thesis word-for-word	Sufficiently addresses the question at hand - Presents a developed and sufficient argument - Main points are supported with information that provides adequate reasoning and exemplification - Paragraphs are clear, coherent, and unified	- Good command of language with minor grammatical errors that do not impede understanding - Level appropriate sentence structure and adequate range - Good use of punctuation and capitalization	- Sufficient range of level appropriate vocabulary - Few word formation errors with mostly accurate spelling.

15	- The hook or general statements do not lead to the thesis statement / narrowing down not successful / may start too general or too specific - Attempt to create a thesis statement, but may be unclear or may not pose a stance - Topic sentences are unclear/weak or not well connected to the thesis - Body paragraphs are too short or not divided proportionately or not well-connected with insufficient use of transition signals - The arguments are somewhat reviewed in the conclusion / a new idea might be introduced	Somewhat responds to the question at hand - There may be more than one central argument / some supporting ideas may be irrelevant - Content may have inadequate or excessive information or examples - Repetition of ideas either in the same paragraph or other paragraphs - Some effort may have been made to write coherently and clearly	- Some structures are accurate but sentence structure errors predominate / many minor errors. - Only a limited range of level appropriate sentence structure/ attempts to use level-appropriate sentence structures with some mistakes - Limited command of punctuation and capitalization	- Somewhat sufficient range of level appropriate vocabulary - Some major word formation errors and spelling errors that do not impede understanding
10	- There is an introduction but there is no hook or general statement, or general statements leading to thesis are irrelevant or non-existent. - There is a thesis statement but it is vague, or weak. - Topic sentences are non-existent or they are contradictory to the thesis and /or they do not correspond to the thesis. - Disproportionate paragraphs and use of only simple transition signals - The conclusion lacks a summary of the body / the arguments are not reviewed	- Barely responds to the question at hand. - The main argument may be too vague, weak, or underdeveloped/ Several arguments may have been made, but no central idea is in focus - Presents inadequate information with little or no supporting details - Limited clarity, coherence, or unity	- Weak command of language with many grammatical errors so much as to hinder comprehension - Sentence structures below level expectations / only simple sentences - Use of punctuation and capitalization below level expectations.	- Limited range of level appropriate vocabulary - Frequent errors of word forms that confuse meaning with many spelling errors
5	Produces a simple written text (not in essay form) that lacks cohesion. Inappropriate paragraphing, no thesis statement, no conclusion	- Fails to respond to the question. - Produces a simple written text that shows minimal coverage of the assignment/task. No consistency, no unity. Not enough ideas or information to support ideas	So many grammatical errors that comprehension is impossible	Range and accuracy of lexis fall significantly short with too many errors in word formation and spelling
0	NOT ENOUGH OF A SAMPLE TO GRADE			

- Off Topic: Give 0 overall
- Partially Off Topic: Give 0 from ‘Content’
- Word Count: Clearly less than required = deduct 10 % from the final total.

Adapted from Istanbul Şehir University, School of Foreign Languages, Testing Department / IELTS Writing Grading Rubric / British Council / University of Cambridge



APPENDIX B: Peer Assessment Rubric for Argumentative Essay

Instructions to peer reviewer: Read this peer review form first, and then read your peer's paper. You can make annotations on the paper, and/or on this form. The paper's author will keep this form and the annotated paper. You will also have the chance to present your comments, clarify your points and make suggestions during a conversation with your peer.

Articulation of a practicable thesis	Is the thesis original, well defined, not too general or vague? Does it address the question?
Synthesis of main ideas in analysis	Does the paper make novel and useful connections between ideas, or is there a tendency to summarize?
Relevant and compelling arguments	Do the arguments convincingly evaluate the material and entertain contrary perspectives? Do they effectively answer the question?
Use of course materials and examples	Are the materials effectively used to support the arguments? Is there a reasonable range of examples? Is the choice of examples well defended?
Clear structure and logical progression of ideas	Is there good use of "signposts", smooth transitions, topic sentences? Is there an introduction and conclusion?
Appropriate writing style free of errors	Are quotes well integrated? Is the expression appropriate to the chosen format? Does the sentence structure read well? Does the style engage the reader? Is the vocabulary varied and imaginative?
Notes:	

*Adopted from McGill University, (2018) / Teaching and Learning Services (TLS),
Peer Assessment Rubric*

APPENDIX C: Peer Assessment Checklist for Argumentative Essay

The purpose of this is to identify the themes and please spot the weakness in the essay you are reading. You will be helping your peer to make sure that he/she has a convincing argument
1. Read the essay and record your first impression
2. Is there a thesis? What is it?
3. Any suggestions for improving the thesis statement?
4. What are the writer's main supporting arguments? a. b. c.
5. What counter-arguments does the write refute? a. b. c.
6. What counter-arguments can you think of in addition to those above? a. b. c.
7. Any advice before the writer goes on to the next draft?

Adopted from The University of British Colorado, (2017) / Peer Assessment Checklist for Argumentative Essay

APPENDIX D: Peer Edit Rubric for Compare and Contrast Essay

Reviewer; Author: Topic: _____

For each item below, indicate strengths and weaknesses by placing a checkmark in the appropriate box. **THEN**, provide written evidence at least once within each shaded category section, for either an area of strength or of weakness.

Area	Strength	Weakness	Evidence
ORGANIZATION & DEVELOPMENT			
Introduction			
Engaging title			
Interest grabber "grabs" your attention			
Clear three-fold thesis statement			
Body			
Fluid paragraphs			
Evidence or details support the main idea			
Feature to Feature or Subject to Subject			
Ideas or evidence presented logically			
Overall essay, supports the thesis statement			
Conclusion			
Conclusion is present			
Restatement of the thesis is present			
FOCUS, CONTENT, & VOICE			
Paper addresses assignment			
Quotes are added as concrete details			
Persuasive: essay points and details are believable.			
The tone is professional, informative, & engaging			
Writing is appropriate for the intended audience			
CLARITY IN VOCABULARY, WORD CHOICE, & USAGE			
Written in standard English			

(NO SLANG)			
Few if any clichés or use of jargon			
Correct verb tense (PRESENT)			
Word choice is clear and precise			
Little if any redundancy			
No First person			
Dead Words			
SENTENCE STRUCTURE			
No run-ons or comma splices			
No fragments			
Sentence variety present			
MECHANICS			
Agreement between subjects and verbs, pronouns, and antecedents			
A consistent point of view, number, and tense			
Correct spelling and capitalization			
Correct use of punctuation			
DOCUMENTATION (if required)			
Uses citation style correctly in the body of the paper			
Uses citation style correctly in the reference list			

Additional comments (something the author does well or suggestions for additions to strengthen paper):

Adopted from University of British Columbia, Peer Review Assignment, Writing Resources for Learning

APPENDIX E: Peer Review for Cause and Effect Essay

The Cause and Effect Essay

Give the first draft of your essay to a classmate to read and review. Use the following questions to respond to each other's drafts.

Writer: _____

Reviewer: _____ Date: _____

1. What is the topic or subject of the essay?

2. Does the essay focus mostly on causes or mostly on effects?

3. What is the first cause/effect given? Write it here:

4. What support does the writer give for this cause/effect? Write it here:

5. Is the analysis of this cause/effect clear and sufficient? Yes ____ No ____

Give suggestions on how to develop or improve the first cause/effect.

6. What is the next cause/effect given? Write it here:

7. What support does the writer give for this cause/effect? Write it here:

8. Is this analysis of this cause/effect clear and sufficient? Yes ____ No ____

Give suggestions on how to develop or improve this cause/effect.

9. What are the remaining causes/effects given? Write them here:

10. What support does the writer give for these causes/effects? Write it here:

11. Is the analysis of these causes/effects clear and sufficient? Yes ____ No ____

Give suggestions on how to develop or improve these causes/effects

12. Does the essay use a casual chain? Yes ____ No ____

If so, are the links in the chain clear? Explain

13. What pattern of organization is used in this essay? Is it effective? Yes ____ No ____

If not, how could it be improved?

14. Is the essay clear and coherent? If not, what suggestions can you offer to improve coherence?

15. What is the best part of this essay?

16. What part of the essay needs the most attention in the next draft?

Adopted from Education and Technology Company / Digital Learning and Online

Textbooks

http://www.cengage.com/resource_uploads/downloads/elt_student/1111221197_382

15.pdf

APPENDIX F: BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Bu çalışma, Erzurum Teknik Üniversitesi Yabancı Diller Yüksekokulu'ndaki öğrencilerin akademik yazma becerisine öğrenme yönelimli değerlendirmenin etkilerini araştırmak için tasarlanmıştır.

Araştırmanın nedeni bilimsel araştırma ve Doktora Tez çalışmasıdır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkında sahipsiniz. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Çalışmaya katılmayı kabul etmeniz durumunda, sınıfta gözlemlenmenize ve ses kaydı alınmasına, anketlerin tamamlanmasına; gerektiği takdirde sizinle röportaj yapıp bunun sesli kaydının alınmasına onay vermiş olacaksınız. Size verilen soruları yazılı ya da sözlü yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır; ancak verileriniz yayın amacı ile kullanılabilir. Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının :

Adı-

Soyadı:.....

.....

İmzası:

Araştırmacının

Adı-Soyadı: Öğretim Görevlisi Haticetül Kübra Saygılı (Er)

İmzası:

E-mail:

APPENDIX G: Interview Guides

Interview Guides
1. Short, clear questions lead to detailed responses from participants
2. Questions that ask participants to recall specific events or experiences in detailed encourage fuller narratives
3. A few, broad, open-ended questions work better than a long series of close-ended questions.

APPENDIX H: Interview Questions

1) How would you evaluate the assessment process of the School of Foreign Languages in terms of academic writing? 2) Do you think the writing assessment process in the School of Foreign Languages is efficient or not? 3) How could writing assessment process be different in School of Foreign Languages? 4) What major changes would make you more successful in academic writing? 5) Were you given a chance of assessing your own, peers or group's work in or outside of the classroom? 6) Were you given a chance of giving feedback to assessing your own, peers or group's work in or outside of the classroom? 7) How would you react if you were given a chance of assessing or giving feedback to your own, peers or group's work in or outside of the classroom? 8) Are you familiar with the terms such as; 'Computer-Mediated Collaborative Writing, Reflective Diary? 9) Could you tell me what positive / negative impacts 'Technology Enhanced Academic Writing Class' has? 10) Have you been taught to express your own feelings and suggestions about the course regarding Academic Writing?
--

APPENDIX I: Interview Item Table

1) How would you evaluate the assessment process of the School of Foreign Languages in terms of academic writing?	Participation in Weekly Tutorials
2) Do you think the writing assessment process in the School of Foreign Languages is efficient or not?	Participation in Weekly Tutorials
3) How could writing assessment process be different in School of Foreign Languages?	Reflective Diary
4) What major changes would make you more successful in academic writing?	Reflective Diary
5) Were you given a chance of assessing your own, peers or group's work in or outside of the classroom?	Mini Projects Patchwork Text Weekly Personal Response Portfolio Assessment
6) Were you given a chance of giving feedback to assessing your own, peers or group's work in or outside of the classroom?	Mini Projects Patchwork Text Weekly Personal Response Portfolio Assessment
7) How would you react if you were given a chance of assessing or giving feedback to your own, peers or group's work in or outside of the classroom?	Reflective Diary
8) Are you familiar with the terms such as; 'Computer-Mediated Collaborative Writing'?	Computer Mediated Collaborative Writing
9) Could you tell me what positive / negative impacts 'Technology Enhanced Academic Writing Class' has?	Reflective Diary
10) Have you been taught to express your own feelings and suggestions about the course regarding Academic Writing?	Reflective Diary

APPENDIX J: Topics and Themes for Focus Groups

1. EXTERNAL ASSESSMENT
1.1. Placement 1.2. Proficiency 1.3. Achievement
2. INTERNAL ASSESSMENT
2.1. Planned (Achievement, Teacher Generated) 2.1.1. Portfolio Assessment, 2.1.2. Patchwork Text Assessment 2.1.3. Reflective Diary 2.1.4. Computer Mediated Learning (CML) 2.1.5. Self, Peer and Group Assessment 2.1.6. Self, Peer and Group Feedback
2.2. Spontaneous Assessment

APPENDIX K: Questionnaire Items

1. foster intrinsic motivation.
2. give opportunities for individualized feedback.
3. are one-shot standardized exams.
4. are product-oriented.
5. Have you been taught to measure your own learning performance (reflection) over time with the help of portfolio assessment?
6. Have you been given a chance to promote the process of revision with the help of portfolio assessment?
7. Do you think portfolio assessment has a positive effect on your learning?
8. Have you been taught to measure your own development (reflection) over time with the help of Patchwork Text assessment?
9. Do you think Patchwork Text assessment has a positive effect on your learning?
10. Have you been given a chance to express your expectations, impression, judgments, attitudes regarding academic writing practices?
11. Have you been given a chance to express procedures to help the efficiency of the course?
12. Have you been taught to use Computer-Mediated Learning for writing skills?
13. Have you used technology or computer-mediated learning for a collaborative learning activity?
14. Have you been given a chance for co-construct/co-revise texts and through collaborative efforts using CML?
15. Do you think Computer-Mediated Learning is beneficial for writing?
16. Have you been taught to assess your own writing skills?
17. When you have assessed your own writing skill, has it helped your learning?
18. Have you been taught to assess your peer's writing skills?
19. Have your writing skills been reviewed by your peer before?
20. When you have assessed your peer's writing skill, has it helped your learning?

21. Have you been taught to assess your group member's writing skills?
22. Have your writing skills been reviewed by your group members before?
23. When you have assessed your group member's writing skill, has it helped your learning?
24. Have you had a chance to give feedback on your own writing skills?
25. When you have been given feedback on your own writing skill, has it helped your learning?
26. Have you been taught to give feedback on your peer's writing skills?
27. Have your peers give you feedback on writing skills before?
28. When you have given feedback on your peer's writing skill, has it helped your learning?
29. Have you been taught to give feedback on your group member's writing skills?
30. Have your group members given you feedback on writing skills before?
31. When you have given feedback on your group member's writing skill, has it helped your learning?
32. Have you been spontaneously questioned (impromptu discussions, presentation, group work) during writing skills class?
33. Have you been given spontaneous feedback (positive negative evaluation, assistance, scaffolding) during writing skills class?

APPENDIX L: QUESTIONNAIRE FOR EXPLORING THE EFFECT OF LEARNING ORIENTED ASSESSMENT (LOA) ON ACADEMIC WRITING SKILLS

This questionnaire is developed to explore the effect Learning Oriented Assessment (LOA) on Academic Writing Skills. Please read the items carefully and check the box that you believe indicates your best choice sincerely. The content of this form is absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances. Thank you for your cooperation.

1. EXTERNAL ASSESSMENT (Placement, Proficiency, Achievement Tests)

	Definitely	Probably	Probably Not	Definitely Not
Placement, Proficiency and Achievement Exams prepared by School of Foreign Languages;				
1. foster intrinsic motivation.	☐	☐	☐	☐
2. give opportunities for individualized feedback.	☐	☐	☐	☐
3. are not standardized.	☐	☐	☐	☐
4. are product oriented.	☐	☐	☐	☐

2. INTERNAL ASSESSMENT (Planned and teacher-made)

2.1. Portfolio Assessment, Patchwork Text Assessment, Reflective Diary

	Definitely	Probably	Probably	
Definitely			Not	Not
5. Have you received any training “to think about” your own learning performance (reflection) over time with the help of portfolio assessment?	☐	☐	☐	☐
6. Have you been given a chance to improve your learning through the process of revision while involved in portfolio assessment?	☐	☐	☐	☐
7. Do you think portfolio assessment has a positive effect on your learning?	☐	☐	☐	☐
8. Have you received any training “to think about” your own learning performance (reflection) over time with the help of Patchwork Text assessment?	☐	☐	☐	☐
9. Do you think Patchwork Tex assessment has a positive effect on your learning?	☐	☐	☐	☐
10. Have you been given a chance to express your expectations, impression, judgments, attitudes regarding academic writing practices?	☐	☐	☐	☐
11. Have you been given a chance to express procedures to help the efficiency of the course?	☐	☐	☐	☐
• Computer-Mediated Learning (CML)				
12. Have you received any training for Computer-Mediated Learning for writing skills?	☐	☐	☐	☐
13. Have you used technology or computer-mediated learning for a collaborative learning activity?	☐	☐	☐	☐
14. Have you been given a chance to co-construct/co-revise texts through collaborative efforts using CML?	☐	☐	☐	☐
15. Do you think Computer-Mediated Learning is beneficial for academic writing skills?	☐	☐	☐	☐
• Self, Peer and Group Assessment				
16. Have you received any training to assess your own writing skills?	☐	☐	☐	☐
17. Does assessing your own writing ability help your learning?	☐	☐	☐	☐
18. Have you received any training to assess your peer’s writing skills?	☐	☐	☐	☐
19. Has your writing performance been reviewed by your peer before?	☐	☐	☐	☐
20. Does assessing your peer’s writing skill, help your learning?	☐	☐	☐	☐
21. Have you received any training to assess your group member’s writing skills?	☐	☐	☐	☐
22. Have your writing skills been reviewed by your group members before?	☐	☐	☐	☐
23. Does assessing your group member’s writing skill help your learning?	☐	☐	☐	☐

• **Self, Peer and Group Feedback**

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 24. Have you received any training to give feedback on yourself for your own writing skills? | ☐ | ☐ | ☐ | ☐ |
| 25. Does giving feedback on your own writing skill help your learning? | ☐ | ☐ | ☐ | ☐ |
| 26. Have you received any training to give feedback on your peer's writing skills? | ☐ | ☐ | ☐ | ☐ |
| 27. Have your peers give you feedback on writing skills before? | ☐ | ☐ | ☐ | ☐ |
| 28. Does giving feedback on your peer's writing skill help your learning? | ☐ | ☐ | ☐ | ☐ |
| 29. Have you received any training to give feedback on your group member's writing skills? | ☐ | ☐ | ☐ | ☐ |
| 30. Have your group members given you feedback on writing skills before? | ☐ | ☐ | ☐ | ☐ |
| 31. Does giving feedback on your group member's writing skill help your learning? | ☐ | ☐ | ☐ | ☐ |

2.2. Spontaneous Assessment

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 32. Have you been spontaneously asked questions (impromptu discussions, presentation, group work) during writing skills class? | ☐ | ☐ | ☐ | ☐ |
| 33. Have you been given a spontaneous feedback (positive negative evaluation, assistance, scaffolding) during writing skills class? | ☐ | ☐ | ☐ | ☐ |

APPENDIX M: PRE-TEST



School of Foreign Languages / Erzurum Technical University

Student Name: _____

Overall Grade: ____/____

Please write an Argumentative Essay for the following topic:

- *The education system should be improved in parallel with the technological developments in communication.*

Handwriting practice lines for the essay. The page contains 20 horizontal lines for writing.

APPENDIX N: POST-TEST



School of Foreign Languages / Erzurum Technical University

Student Name: _____

Overall Grade: ____/____

Please write an Argumentative Essay for the following topic:

- *Increased media use creates behavior problems*

A large area for writing the essay, featuring horizontal lines and a large, faint, stylized 'X' watermark in the background.

APPENDIX O: Grade Chart for the ‘LOA Procedures’

<i>Reflective Diary (RD): 6 points</i>	3 RD, $3 \times 16 = 48$
<i>Same Day Feedback (SDF): 16 points</i>	12 SDF, $12 \times 16 = 192$
<i>Weekly Personal Response (WPR): 16 points</i>	6 WPR, $16 \times 6 = 96$
<i>Portfolio (P): 16 points</i>	6 P, $16 \times 6 = 96$
<i>Participation in Weekly Tutorials (PWT): 12 point</i>	6 PTW, $12 \times 6 = 72$
<i>Patchwork Text s (PTA): 16 points</i>	6 PA, $16 \times 6 = 96$
<i>Team Projects (TP): 16 points</i>	1 TP, $16 \times 7 = 112$
<i>Mini Projects (MP): 16 points</i>	6 MP, $16 \times 6 = 96$
<i>In-class Feedback (ICF): 16 points</i>	6 ICF, $16 \times 6 = 96$
<i>Computer-Mediated Collaborative Writing (CMCW): 16 points</i>	6 CMCW, $16 \times 6 = 96$
<i>Overall Grade:</i>	1000 points

APPENDIX P: Grade Chart for the ‘LOA Procedures and Routine Procedure’

<i>Pre-Test (Midterm Exam)</i>	%30
<i>Timed Writing Quiz 1</i>	%10
<i>Timed Writing Quiz 2</i>	%10
<i>Post Test (Final Exam)</i>	%50
<i>Overall Grade</i>	%100

APPENDIX R: INTERVIEW CODE TABLE (CODEBOOK)

Theme	Code	Definition	Example from Text
Academic Writing Assessment Process	Code 1 Self Awareness Self Development	Participant indicates that she became aware of her own writing process	<i>“I was always aware of what I am doing, how do I write, what steps to follow in while writing”</i>
Academic Writing Assessment Process	Code 2 Spontaneous Process	Participant emphasizes that LOA tasks were not like an assessment at all but tasks for better learning.	<i>“I feel like there is no writing exam at all but tasks to complete for learning.”</i>
Academic Writing Assessment Process	Code 3 Independent Writers	Participant refers to himself as becoming more independent learner and writer	<i>“I had prejudices for the tasks at the beginning however I started gaining self confidence as I started writing step by step my own.”</i>
Academic Writing Assessment Process	Code 4 Effective Feedback	Participant claims that feedbacks helped him improve himself in academic writing.	<i>“Feedback system helped me write in a more effective way since it gave me a chance of multiple revision along with showing a path to write better”</i>
Self, Peer and Group Assessment / Feedback	Code 5 Immediate Constant Feedback	Participant refers to her increased level of writing thanks to immediate and constant feedback processes.	<i>“Immediate and constant feedback for example feedback forms and detailed feedback led to revision and better writing improvement such as becoming aware of my own writing mistakes. “</i>
Self, Peer and Group Assessment / Feedback	Code 6 Peer Learning	Participant states that learning from peers is motivational thanks to peer and	<i>“It gives motivation to learn from your classmate’s mistake whose level is same or little bit above from you. I also realized the different</i>

		group assessment feedback.	<i>ideas regarding the content of the essays”</i>
Self, Peer and Group Assessment / Feedback	Code 7 Permanent Learning	Participant indicates that permanent learning occurs thanks to different type of assessment and feedback.	<i>“When you realize your mistakes, the learning becomes permanent and it is difficult to forget what you learnt.</i>
Computer Mediated Collaborative Writing	Code 8 Accessibility	Participant refers to her feeling comfortable during the learning process due to several advantages of CMCW.	<i>“I learnt at any time, anywhere and whenever I wanted since it was easy, practical and fast to access to the Blackboard system. It is also time consuming, organized and more professional.”</i>
Computer Mediated Collaborative Writing	Code 9 Repetition	Participant indicates that since feedbacks, comments and data are stored in the computer or in an online platform it is easy to repeat and revise.	<i>“I had chance of revising my writing thanks to computer based detailed feedbacks since you could go back and benefit from the comments due data being stored.”</i>
Computer Mediated Collaborative Writing	Code 10 Appealing / Fun	Participant refers to herself as having pleasure while writing in technology enhanced platform.	<i>“Writing in a Computer Mediated platform is attractive and catchy compared to other forms of writing pen and pencil.”</i>
Reflective Diary	Code 11 Expectations Impressions on Course Efficiency	Participant indicates that having the chance of expressing herself about the procedures to help the efficiency of the course encouraged her in this course.	<i>“I always had chance of expressing myself about the procedures of the course during 12 weeks. Asking students opinion, accessing the instructor, knowing what to do beforehand, sharing everything with student motivated me.”</i>

APPENDIX S: ASSESSMENT RUBRICS FOR LOA PROCEDURES

1) Reflective Diary Rubric:

	Unsatisfactory = 1	Limited = 2	Proficient = 3	Exemplary = 4
Expectations	Learner expresses expectations regarding the course in a limited way without paying attention.	Learner expresses expectations regarding the course in a somehow efficient and adequate way.	Learner expresses expectations regarding the course in an efficient and adequate way.	Learner expresses expectations regarding the course in a very efficient and adequate way.
Attitudes / Impressions	Learner expresses attitudes / impressions regarding the course in a limited way.	Learner expresses attitudes / impressions regarding the course in a somehow efficient and adequate way.	Learner expresses attitudes / impressions regarding the course in an efficient and adequate way.	Learner expresses attitudes / impressions regarding the course in a very efficient and adequate way.
Procedures to help the efficiency of the course	Learner expresses procedures to help the efficiency of the course in a limited way.	Learner expresses procedures to help the efficiency of the course in a somehow efficient and adequate way.	Learner expresses procedures to help the efficiency of the course in an efficient and adequate way.	Learner expresses procedures to help the efficiency of the course in a very efficient and adequate way.
Promptness / Deadlines	Learner is not attentive and diligent on promptness and deadlines.	Learner is sometimes attentive and diligent on promptness and deadlines.	Learner is usually attentive and diligent on promptness and deadlines.	Learner is very attentive and diligent on promptness and deadlines.

Developed by the researcher: Sourcebook for LOA / Reflecting and Refining learner's LOA practices (Carless, 2007)

2) Same Day Feedback Rubric:

	Unsatisfactory = 1	Limited = 2	Proficient = 3	Exemplary = 4
Cognitive	Learner's critical thinking, problem solving, creative thinking, knowledge construction, and argumentation is limited.	Learner's critical thinking, problem solving, creative thinking, knowledge construction, and argumentation is less.	Learner's critical thinking, problem solving, creative thinking, knowledge construction, and argumentation is good.	Learner's critical thinking, problem solving, creative thinking, knowledge construction, and argumentation is in significant amount.
Mechanical	No or limited emphasis on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.	Some emphasis on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.	Good emphasis on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.	Very good emphasis on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.
Interactivity	Interactions between learners on the discussion board is limited in terms of; Response, reply to other people's posts, Group, Peer Collaboration.	Interactions between learners on the discussion board is less in terms of; Response, reply to other people's posts, Group, Peer Collaboration.	Interactions between learners on the discussion board is good in terms of; Response, reply to other people's posts, Group, Peer Collaboration.	Interactions between learners on the discussion board is very good in terms of; Response, reply to other people's posts, Group, Peer Collaboration.
Procedural	Focus on meeting deadline, promptness, etiquette and protocol in the discussion board is limited.	Focus on meeting deadline, promptness, etiquette and protocol in the discussion board is less.	Focus on meeting deadline, promptness, etiquette and protocol in the discussion board is good.	Focus on meeting deadline, promptness, etiquette and protocol in the discussion board is very good.

Adapted from; Florida State University, Office of Distant Learning, Instructional Development / Rubric for Evaluating Discussion Board Posts Penny & Murphy (2009), Rubrics for designing and evaluating online asynchronous discussions. The British Journal of Education Technology, 40 (5), 804-820.

3) Weekly Personal Response Rubric:

Criteria	Unsatisfactory = 0	Limited = 1	Proficient = 2	Exemplary = 3
Critical Analysis (Understanding of Readings and Outside References)	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.
Participation in the Learning Community	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.	Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.
	Discussion postings are	Discussion postings	Discussion postings	Discussion postings are distributed



	at midpoint or later in the module or contributions are only posted on the last day of the module.	respond to most postings of peers several days after the initial discussion.	respond to most postings of peers within a <u>48 hour</u> period.	throughout the module (not posted all on one day or only at the beginning or only on the last day of the module).
Etiquette in Dialogue with Peers	Written interactions on the discussion board show disrespect for the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.
Quality of Writing and Proofreading	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.

Adopted from University of Wisconsin Stout, Online Professional Development / Using Rubrics for Alternative Assessment

<https://www.uwstout.edu/academics/online-distance-education/online-professional-development/educational-resources-rubrics/creating-and-using-rubrics-assessment>

4) Portfolio Assessment Rubric:

	Unsatisfactory = 1	Limited = 2	Proficient = 3	Exemplary = 4
Content and Research	- Papers have no clear purposes. - At least one paper is clearly fictional. - Papers lack a single focus. - Ideas are stated, but they are not developed with details, examples, and discussions. - Language or material from sources are consistently presented in ways that are very hard to follow. - Unintentional, careless misuse of source material would amount to plagiarism had it been intentional. - The portfolio shows weak research and information literacy abilities, such as the use of very few sources, little variety of sources, or little obvious effort to conduct scholarly or professional research.	-Papers appear to aim at accomplishing purposes. - Each paper generally maintains a single focus, though the focus may be on a topic or an event rather than an idea, claim or goal. - Each paper generally develops a focus with details, examples, and discussions. - The portfolio demonstrates the writer's ability to use relevant college-level academic research as a means to develop a topic. - The portfolio demonstrates the writer's ability to include material from outside sources within the general requirements of an applicable style guide.	-Papers accomplish interesting purposes or make strong attempts to accomplish challenging purposes. - Each paper maintains a consistent, single focus. - Each paper develops a focus with fitting and relevant discussions, details, and examples. - The portfolio demonstrates the writer's ability to use college-level academic research clearly and purposefully to develop the writer's ideas and improve the papers in which research is used. - The portfolio demonstrates the writer's ability to introduce and integrate material from relevant outside sources in ways that enhance the accomplishment of goals and purposes.	-Papers succeed at accomplishing challenging purposes. - Each paper maintains a consistent focus on the main claim or goal for the paper. - Each paper develops its focus with significant and interesting discussion, details, and examples. - The portfolio clearly demonstrates the writer's information literacy and ability to use college-level academic research as a significant means to develop the writer's ideas. - The portfolio clearly demonstrates the writer's ability to introduce and integrate material from relevant outside sources in ways that advance the purposes for the writing and meet the expectations
	-Paragraphs frequently seem unrelated to each other or repetitive. - Paragraphs do not develop logically from start to finish, or they break in illogical	-Paragraphs make sense and usually use some evidence or detailed examples to support points. - Papers generally establish an overall organizational pattern	-Paragraphs are clearly organized and adequately developed with supporting evidence, examples, and reasoning, though some paragraphs may lack richness of detail or evidence.	-Paragraphs are purposefully organized and substantially developed with supporting evidence, examples, and reasoning. - Paragraphs break information into parts that contribute to a greater understanding of the whole.

Organization	places. - Paragraphs often end without developing broad, general statements with evidence and reasoning. - Transitions between and within paragraphs are weak, ineffective, or misleading. - The papers do not establish clear patterns for readers to follow.	for readers to follow. - Each paper develops a basic focus, with few paragraphs appearing to be out of sequence or off-track. - Transitions from one section and idea to another are evident and make sense.	- Paragraphs break information into parts that make sense and assist effective reading. - Readers can identify the focus of each paper and follow it through the entire discussion. - Readers can identify how the order in which information appears supports the focus and purpose of the papers. - Overall patterns in the order of presentation make sense. - Transitions between and within paragraphs advance the writer's ideas. - Closing sections give readers a clear sense that the writer is ending the discussion at a good place.	- The papers lead readers through the order of the discussion in ways that are explicit, clear, and purposeful, including effective transition devices when needed. - Readers can see a meaningful pattern in the order of the information as a whole. - Closing sections give readers a satisfied sense that the purpose of the writing has been achieved.
Style	- Sentences often are short and choppy, long and rambling, or vague and wordy. - Disordered sentence parts, poor phrasing, and poor word choices make reading difficult. - Sentences often disregard the normal rules of standard written English in ways that make ideas hard to understand. - The voice often appears inappropriate for the writer's purpose, genre, and audience.	- Most words appear to be well chosen and fit the purpose and audience for the particular paper. - Most of the time sentences are not short and choppy, long and rambling, or vague and wordy. - Sentences are generally readable and make sense. - Sentences sometimes feature the efficient and effective uses of modifying clauses and phrases. - The writer's voice is consistent and appropriate, usually fitting the writer's purpose, genre, and audience. Information and quotations from sources is clearly presented as source material.	- Word choice is generally appropriate to the writing task and audience. - Language is generally mature and purposefully controlled. - Sentences are generally clear, logical, and readable. - Sentences typically make active statements, extended by efficient and effective modification. - Sentences vary in structure and only occasionally are choppy, rambling, or repetitive. - The voice in each paper is consistent and appropriate for the writer's purpose and the audience. - Information and quotations from sources make sense within the writer's own sentences and paragraphs	- Word choice is precise, interesting, and appropriate to the writing task and audience. - Language is mature and purposefully controlled. - Sentences are clear, logical, enjoyable, and easily understood by college-level readers. - Sentences often make active statements and use efficient and effective modification. - Sentence structure varies according to the content, purpose, and audience. - A consistent voice complements the papers' purposes, fits their genres, and appeals to their likely and intended readers. - Information and quotations from sources are integrated skillfully into the writer's own sentences and paragraphs.

Mechanics	-Format, is extremely careless or entirely disregards the basic requirements of applicable style guides. - Language or material from outside sources is not clearly cited. - Documentation style is generally wrong, often in ways that interfere with readers' abilities to find the source material and locate the referenced portions of the sources. - Instances of misused source material show careless inattention to important requirements for quoting, paraphrasing, and citing, raising questions of possible plagiarism. - Many errors in spelling, grammar, punctuation, word choice, and usage make reading difficult, or they strongly limit the writer's credibility.	-Format choices are generally appropriate for the purposes of the papers. - References to outside sources are generally cited and documented, not always in the appropriate style; instances of unreferenced source material are few, unimportant. - Mistakes in grammar, spelling, punctuation, or usage do not generally interfere with either the writer's credibility or the reader's ability to read the text easily. - Editing shows adequate attention to the desire of readers to read without being interrupted by unexpected errors.	-Format is appropriate and generally follows the requirements of an assigned style guide, such as the MLA or APA style guides. -References to outside sources are cited and documented according to the appropriate style guide carefully enough that readers can determine when source material has been used and find the sources. -Problems in grammar, spelling, punctuation, or usage rarely interfere with communication. -Editing shows diligent and informed attention to the desire of readers to read without being interrupted by unexpected errors.	-Format is consistent with the detailed requirements of an applicable style guide, such as the MLA or APA style guides. -References to outside sources are cited and documented according to the appropriate style guide carefully enough that readers can easily identify the sources that have been quoted or referenced. -Problems in grammar, spelling, punctuation, or usage do not interfere with communication. -Editing shows respectful and effective attention to the desire of readers to read without being interrupted by unexpected errors or problems with documentation and format.
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Adapted from Grand Valley State University / Department of Writing / Grading Criteria for Portfolio

<https://www.gvsu.edu/writing/grading-criteria-28.htm>

5) Participation in Weekly Tutorials Rubric:

	Unsatisfactory = 1	Limited = 2	Proficient = 3	Exemplary = 4
Attendance / Promptness	Student is always late or never attends the tutorials.	Student is sometimes late for tutorials and sometimes attends tutorials.	Student is usually late for tutorials and usually attends the tutorials.	Student is always prompt and regularly attends tutorials.
Level of Engagement	Student shows low or no level of interest and involvement in tutorials, by editing, drafting, revising and asking questions.	Student sometimes shows low level of interest and involvement in tutorials, by editing, drafting, revising and asking questions.	Student usually shows level of interest and involvement in tutorials, by editing, drafting, revising and asking questions.	Student shows high level of interest and involvement in tutorials, by editing, drafting, revising and asking questions.
Quality of Work	Student rarely / never comes to tutorials prepared and brings writing materials.	Student sometimes comes to tutorials prepared and brings writing materials.	Student usually comes to tutorials prepared and brings writing materials.	Student always comes to tutorials prepared and brings writing materials.

Developed by the researcher

6) Patchwork Text Assessment Rubric:

	Unsatisfactory = 1	Limited = 2	Proficient = 3	Exemplary = 4
Continuous and Deep Learning	-No or limited coverage of the Academic Writing. - Rarely integrates different aspects of effective academic writing. - No or limited critical and personal engagement.	-Less comprehensive coverage of the Academic Writing. - Sometimes integrates different aspects of effective academic writing. - Less critical and personal engagement.	-Comprehensive coverage of the Academic Writing. - Usually integrates different aspects of effective academic writing. - Critical and personal engagement.	- Comprehensive coverage of the Academic Writing. - Always integrates different aspects of effective academic writing. - Significant critical and personal engagement.
Meta-cognitive and Implicit Self Reflection	-No or limited Self-exploration and questioning. - No or limited development of new knowledge -No or limited identification of skills and knowledge.	-Less Self-exploration and questioning. - Less development of new knowledge -Rarely identify skills and knowledge.	-Self-exploration and questioning. - Develop new knowledge -Continually identify skills and knowledge.	-Deep Self-exploration and questioning. - Constantly develop new knowledge -Continually identify skills and knowledge in a significant way.
Flow of the Patches	- No or limited Patch focus on sequential stages of the academic writing -Each subsequent patch does not advance the topic.	-Patch somehow focuses on sequential stages of the academic writing -Each subsequent patch somehow advances the topic.	-Patch focuses on sequential stages of the academic writing -Each subsequent patch advances the topic.	-Patch critically focuses on sequential stages of the academic writing -Each subsequent patch advances the topic in a detailed way.
Resubmission of Revised Prior Patches and Collaborative Learning	-No or limited resubmission of revised prior patches. - No or limited engagement with the topic. - No or limited discussion and sharing patches by considering other patches.	- Sometimes revise combine, <u>rationalise</u> prior patches. - Sometimes build engagement with the topic. - Students sometimes discuss and share patches by considering other student's patches.	- Usually revise combine, <u>rationalise</u> prior patches. - Usually build engagement with the topic. - Students usually discuss and share patches by considering other student's patches.	-Revise combine, <u>rationalise</u> prior patches. - Build engagement with the topic. - Students discuss and share patches by considering other student's patches.

Developed by the researcher; Continuous and Deep Learning - Winter (2003), Havnes (2004), Boud (2000), Biggs (2003), Meta-cognitive and Implicit Self Reflection – Boud and Falchikov (2006), Flow of Patches- Rees and Preston (2003), Dalrymple and Smith (2008), Resubmission of Revised Prior Patches – Akister, Oven (2003), Collaborative Learning - Falchikov (2005)

7) Team Projects Rubric:

	Unsatisfactory = 1	Developing = 2	Accomplished = 3	Exemplary = 4
Role and Responsibilities - Assuming a role in the assignment - Share Responsibilities	-Student never accepted a role. - Seldom or never follows through on assigned tasks and relies on other members to do it	-Student requires much direction and guidance in determining a role for him/herself in the assignments and for completing assigned tasks. -Does not follow through on most assigned tasks and sometimes relies on others to do it.	-Student requires some guidance to define a role for him/herself and to complete duties. - Follows through on most assigned tasks.	-Student proposes an appropriate role for him/herself and fulfills the role and duties without question. -Follows through on assigned tasks. Shares work and responsibility for tasks evenly.
Work Contribution - Overall Contribution - Quality of Work - Meetings and Response Time - Time Management	-Group members' contributions were unimportant or absent. - Group member's task product was frequently of poor quality. - Seldom / never gave response to group queries and group work task discussions. -Rarely gets things done by the deadlines, group has to adjust work deadlines or responsibilities because of his/her insufficient time management.	-Group member occasionally contributed little towards the assignment, but at times was inappropriate. - Group member's task product was occasionally unpolished and/or incomplete. - Occasionally gives response to group queries and group work task discussions. - Occasionally gets things done by the deadlines. Group has to adjust work deadlines or responsibilities sometimes.	-Group member contributed significantly, but other members clearly contributed more. - Group member's task product was complete most of the times but needed some polishing. - Gives appropriate response to group queries and group work task discussions. - Usually uses time well all through the assignment. Group has to rarely adjust work deadlines or responsibilities.	-Group member completed an equal share of significant and meaningful work and maintained it throughout the assignment. - Group member's task product was always complete and of extremely high quality. - Gives appropriate and useful responses to group queries and group work task discussions. - Routinely uses time well throughout the assignment to ensure things get done on time. Group does not have to adjust work deadlines or responsibilities.
Working as a Group - Achieving Group Goals - Monitors Group Effectiveness - Conflict Resolver - Problem Solving	-Student is disinterested in working in a group. Will not cooperate or collaborate. Student works against group goals and is "off-task." - Rarely checks for the effectiveness of the group and does not work to make it more effective. - Group member generated regular conflicts which interfered with assignment progress. - Does not try to solve problems or help others solve problems.	-Student does not respond to group goals. Remains "off-task" even though seemed committed to group goals earlier. - Occasionally checks for group effectiveness and sometimes works towards making the group more effective. - Group member was the source of conflict within the group. - Does not suggest or refine, but is willing to try out solutions suggested by others.	-Student is committed to group work and goals, but carries out only own role willingly. - Usually checks for group effectiveness and works towards making the group more effective. - Group member was minimally involved in solving conflicts. - Refines solutions suggested by others.	-Student is keen about group work and makes an effort for group success. - Routinely checks for group effectiveness and makes suggestions to make it more effective. - Group member worked to minimize conflict and was effective at solving personal issues within the group. - Actively looks for and suggests solutions to problems.



Working with Others -Support - Interpersonal Skills - Attitude	-Rarely listens to, shares with, and supports the efforts of others. - Student is insensitive toward the opinions and feelings of others in the group. Does "put-downs" and refuses to actively listen to others. Pays no attention to teacher prompting. - Often publicly criticizes work of other group members. Never has a positive attitude for the group task.	-Often listens to, shares with, and supports the efforts of others. - Student responds to prompting and interacts, however, remains insensitive to the opinions and feelings of others in the group. - Occasionally publicly criticizes work of other group members and rarely has a positive attitude for the group task.	-Usually listens to, shares, with, and supports the efforts of others. - Student interacts with others and is sensitive to differing opinions and feelings of others in the group. - Rarely publicly criticizes work of other group members. Often has a positive attitude for the group task.	-Almost always listens to, shares with, and supports the efforts of others. - Student actively supports interaction that is positive and respectful to the feelings and opinions of others in the group. - Never is publicly critical of the assignment or the work of others. Always has a positive attitude for the group task.

Adopted from University of Regina / Group work Rubric / Students evaluating themselves and other members in the group

https://www.uregina.ca/cce/assets/docs/pdf/.../group_work_rubric.pdf

8) Mini Projects Rubric:

	Unsatisfactory = 1	Developing = 2	Accomplished = 3	Exemplary = 4
Contribution	No or limited contribution to peer works, projects.	Contributes slightly to peer works, projects.	Contributes to peer works, projects.	Contributes meaningfully to peer works, projects.
Punctuality / Due Dates	Rarely or seldom completes peer assignments on time.	Sometimes completes peer assignments on time.	Usually completes peer assignments on time.	Completes peer assignments on time.
Manner	No or limited preparation of work and contribution with his / her peer.	Prepares work in a good manner and slightly contributes with his / her peer.	Prepares work in a quality manner and contributes with his / her peer.	Prepares work in a quality manner and contributes significantly with his / her peer.
Cooperation	Rarely demonstrates a cooperative and supportive attitude with his / her peer.	Sometimes demonstrates a cooperative and supportive attitude with his / her peer.	Usually demonstrates a cooperative and supportive attitude with his / her peer.	Demonstrates a cooperative and supportive attitude with his / her peer.

Adapted from Carnegie Mellon University / Assess Teaching and Learning / Tools / Rubrics

<https://www.cmu.edu/teaching/design/teach/design/instructionalstrategies/groupprojects/tools/PeerEvaluations/PeerEval-GroupWork-formsample1.docx> - 2019-08-16

9) In class Feedback Rubric:

	Unsatisfactory = 1	Developing = 2	Accomplished = 3	Exemplary = 4
Frequency of participation in class	Student does not initiate contribution & needs instructor to solicit input.	Student initiates contribution at least in half of the lessons.	Student initiates contribution once in each lesson.	Student initiates contributions more than once in each lesson.
Quality of comments and feedback	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.
Listening Skills	Does not listen to others; regularly talks while others speak or does not pay attention while others speak.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks.	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks.
Evidence of Level of Participation	Not adequately prepared; Does not appear to have read the material in advance of class	Appears to have read the material, but not closely or did not read all material.	Clearly read and thought about the material in advance of class	Consistently well-prepared; Investigates and shares relevant material not explicitly assigned.

Adapted from Carnegie Mellon University / Tools for Assessment

<https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf> / Center for University Teaching, Learning, and Assessment University of West Florida <http://uwf.edu/cutla/rubricexamples.cfm>

10) Computer Mediated Collaborative Writing Rubric:

	Unsatisfactory = 1	Developing = 2	Accomplished = 3	Exemplary = 4
Used proper Spelling, Grammar, Content Organization, Lexis	-No or low focus on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.	- Limited / few focus on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.	- Some focus on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.	-Focus on the assessment of language use, grammar and spelling, organization, writing style, and use of citations and references.
Group / Peer Discussions and Edit Modes (Evaluation, Clarification, Suggestions and Alterations)	-Reciprocal interaction is low in terms of giving feedback. -Does not incorporate other's feedback by adding new ideas. - Learner never engages in collaborative dialogue and collective scaffolding. - No instances of synthesizing other's ideas -Refusing other's edits.	-Reciprocal interaction is limited / few by adding new ideas. - Incorporation with other's feedback by adding new ideas is limited / few. - Learner sometimes engages in collaborative dialogue and collective scaffolding. - Limited or few instances of synthesizing other's ideas - Accepting other's edits to some extent.	-Reciprocal interaction is mediocre along with exchanging feedback. - Incorporation with other's feedback by adding new ideas is average. - Learner usually engages in collaborative dialogue and collective scaffolding. - Average instances of synthesizing other's ideas - Accepting other's edits.	-Reciprocal interaction is high along with exchanging feedback. - Incorporation with other's feedback by adding new ideas is high. - Learner engages in collaborative dialogue and collective scaffolding. - High instances of synthesizing other's ideas. - Accepting other's edits.
Met External Requirements (Meeting Deadline, Promptness, Etiquette / Protocol)	-Learner's presence, contribution effort, and conduct in the discussion board is lacking or less	- Learner's presence, contribution effort, and conduct in the discussion board limited.	- Learner's presence, contribution effort, and conduct in the discussion board exists and constant	- Learner's presence, contribution effort, and conduct in the discussion board high and constant
Equality and Mutuality	-Group members are unwilling or unable to engage with one another's contribution and little or no mutual scaffolding. - Group members make unequal or no contributions to the group discussion of the writing tasks. (Some members withdraw from the writing tasks.)	-Group members are sometimes willing to offer and engage with each other ideas through discussion and text construction. - Group members make less contributions to the group discussion of the writing tasks.	-Group members are usually willing to offer and engage with each other ideas through discussion and text construction. - Group members sometimes make unequal and uneven contributions to the group discussion of the writing tasks.	-Group members are fully willing to offer and engage with each other ideas through discussion and text construction. - Group members make equal contributions to the group discussion of the writing tasks.

(Developed by the researcher)



T.C. YEDİTEPE ÜNİVERSİTESİ

Sayı : 21568116-302.14.01-E.591
Konu : Haticetül Kübra Er Saygılı Etik
Kurul Hkl.

16/09/2020

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Üniversitemiz, Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Doktora Programı öğrencisi Haticetül Kübra ER SAYGILI'nın "The Effects of Learning Oriented Assessment on Student's Academic Writing Ability / Öğrenme Yönelimli Değerlendirmenin Öğrencilerin Akademik Yazma Becerisine Etkileri" başlıklı tez araştırmasının Beşeri Bilimler etik standartlarına uygunluğuna ilişkin Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurulu Onayı ekte sunulmuştur.

Bilgilerinize arz ve rica ederim.

İmza

Prof. Dr. Ahmet AYDIN
Rektör V.

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