

**GAZI UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

USING NET-FOLIO TO IMPROVE WRITING SKILLS

PhD THESIS

**By
Faranak ABBASZAD TEHRANI**

ANKARA- 2010

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**Supervisor
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ANKARA- 2010

APPROVAL

Faranak ABBASZAD TEHRANI'nin "Using Net-folio to improve Writing Skills" başlıklı tezi..... tarihinde, jürimiz tarafından Doktora Tezi olarak kabul edilmiştir.

Adı Soyadı

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Üye (Baskan):

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Üye : (Tez Danışmanı).....

ABSTRACT

USING NET-FOLIO TO IMPROVE WRITING SKILLS

Abbaszad Tehrani, Faranak

PhD Dissertation, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Abdullah ERTAŞ

September- 2010

This study aimed to investigate the effect of netfolio on the writing of ELT students. The study basically sought to find out (1) the effect of netfolio on the writing of ELT students, and (2) the effect of netfolio on the attitude of ELT students in writing classes.

The study was conducted with 38 first year ELT students, one experimental and one control group in the European University of Lefke in the fall semester of 2009.

The students in the experimental group were given treatment on how to use netfolio in their own writings and how to give feedback for and get feedback from. The students in the control group had their writing class without this treatment, during the course of their usual instruction.

At the end of the semester, one pos-test was developed to express the amount of improvement of students' writing performance in experimental group. After the treatment and at the end of semester, the students in the experimental group were also administered an attitude questionnaire to elicit their thoughts about the effectiveness of using netfolio in writing classes. Also for detailed information, the researcher conducted a structured interview at the end of semester with the experimental group to express their attitudes toward using netfolio in writing classes.

The comparison of the mean scores on post-test for experimental and control group through the statistical procedure of independent t-test indicated that there is no noticeable difference between the two groups' writing performances; thus, the proposed null hypothesis was confirmed. However, there was a significant increase in the

experimental group students' attitudes towards writing. An analysis of chi-square was run to probe whether netfolio has motivated the students to write, re-write, use teacher-feedback, use peer-feedback, use netfolio.

The ideas expressed through the questionnaire revealed that netfolio has motivated them to write, re-write, use teacher-feedback, use peer-feedback, use netfolio. Finally, the analysis of the data collected through the structured interview showed that most of the students in the experimental group perceived the treatment as effective and their attitudes toward using netfolio in writing classes were in general positive.

Thus, on the whole it would appear that the writing instructors could benefit from the findings of the current study as it yielded encouraging results for engaging the students in using netfolios in writing classes.

Key Terminology: Writing netfolio assessment, re-writing, teacher-feedback, peer-feedback

ÖZET

YAZMA BECERİLERİNİ GELİŞTİRMEDE NETFOLYO KULLANMA

Abbaszad Tehrani, Faranak

Doktora Tezi, İngilizce Dili Eğitimi Bölümü

Danışman: Yrd. Doç. Dr. Abdullah ERTAŞ

Eylül 2010

Bu araştırma ELT öğrencilerinin yazma becerileri üzerine netfolyonun etkisini araştırmayı amaçlamıştır. Araştırma temel olarak (1) netfolyonun ELT öğrencilerinin yazması üzerine etkisini (2) netfolyonun yazma sınıflarındaki ELT öğrencilerinin tutumu üzerine etkisini bulmaya çalışmıştır. Araştırma 2009 Akademik Yılı Güz döneminde Lefke Avrupa Üniversitesindeki bir deney ve bir kontrol grubundan oluşan 38 birinci sınıf ELT öğrencisi ile yürütülmüştür.

Deney grubundaki öğrencilere kendi yazmalarında netfolyonun nasıl kullanılacağı ve nasıl dönüt verilir alınacağı konusunda uygulama yapılmıştır. Kontrol grubundaki öğrencilere normal öğrenim süreleri boyunca yazma derslerinde bu uygulama yapılmamıştır.

Dönem sonunda, deney grubundaki öğrencilerin yazma performansındaki gelişme miktarını göstermek için bir son test tasarlanmıştır. Uygulamadan sonra ve dönem sonunda deney grubundaki öğrencilere yazma derslerinde netfolyo kullanmanın etkililiği ile ilgili düşüncelerini ortaya çıkarmak için bir tutum anketi de uygulanmıştır. Ayrıca, detaylı bilgi sağlamak amacıyla, araştırmacı öğrencilerin yazma derslerinde netfolyo kullanımı üzerine tutumlarını belirtmeleri için deney grubu ile dönem sonunda yapılandırılmış bir görüşme yapmıştır.

Bağımsız iki örneklem t-testi istatistiksel tekniği ile deney ve kontrol grubunun son test ile ilgili ortalama puanlarının karşılaştırması iki grubun yazma performansı arasında göze çarpan bir farkın olmadığını göstermiştir, böylece, önerilen yokluk hipotezi kabul edilmiştir. Bununla birlikte, deney grubundaki öğrencilerin yazma ile ilgili tutumlarında anlamlı bir artış olmuştur. Netfolyonun öğrencileri yazmaya, yeniden

yazmaya, öğretmen dönütü kullanmaya, sınıf arkadaşı dönütü kullanmaya, netfolyo kullanmaya güdüleyip güdülemediğini ortaya çıkarmak için K-kare çözümlemesi yapılmıştır.

Anket yoluyla ifade edilen fikirler netfolyonun öğrencileri yazmaya, yeniden yazmaya, öğretmen dönütü kullanmaya, sınıf arkadaşı dönütü kullanmaya, netfolyo kullanmaya güdülediğini ortaya çıkarmıştır. Sonuç olarak, yapılandırılmış görüşme yoluyla toplanan verilerin çözümlemesi deney grubundaki öğrencilerin çoğunun uygulamayı etkili olarak algıladıklarını ve yazma sınıflarında netfolyo kullanımı ile ilgili tutumlarının genel olarak olumlu olduğunu göstermiştir.

Böylece, genel olarak bu araştırma öğrencilerin yazma derslerinde netfolyo kullanmaları ile ilgili teşvik edici sonuçlar ortaya çıkardığından, yazma öğretmenlerinin bu araştırmanın bulgularından yararlanabileceği açıktır.

Anahtar kelimeler:Yazma,Netfolyo değerlendirme,Yeniden yazma, Öğretmen dönütü, Sınıf arkadaşı dönütü

DEDICATION

To my beloved family

For their endless patience, help & support

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In a thesis of this nature there are many people to thank, the doing of which gives me great pleasure:

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

Writing in itself is a crucial part of ELT classes. Mastery of the writing skill has been a problem for foreign language learners. Brown (2004:218) introduces writing as a unique skill with its own features and conventions. He also reminds us of:

“... the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well developed organization that accomplishes an intended purpose.”

Writing is a most needed skill for ELT students. Among its various types, academic writing is, no doubt, the most needed type. So, for which reasons do teachers want their students to write? In schools, writing is the way to express yourself. According to Brown (2001:339) academic writing “... ranges from short phrases (as in fill-in-the-blank tests), to brief paragraphs (as in essay question exercises and tests), to brief reports of many different kinds, to a full-length research paper”.

In the writing classrooms, the place of language instruction remains unclear for many teachers who want to teach composition skills while faced with evidence in student writing that many of their students have yet to develop the linguistic resources necessary for communicative competence as academic writers. This study aims at determining suitable ways for teaching and learning academic writing. While evaluation can be seen as one of the integral parts of education, this study will make use of it in improving students’ writing skills. To make the students learn how to collaborate and how to overcome the limitations of working alone, net-folios will be focused.

1.2 Aim of the Study

There is a range of approaches and types of practice for academic writing, as it is so important for students of all kinds in the teaching of writing. A distinction is often made between a product and a process approach. The product approach refers to concentration on the features of actual text that writers have to produce as an end-product. Robinson (1991:104) summarises the method in the following way:

Model text → *Comprehension /Analysis/ Manipulation* → *New Input* → *Parallel Text*

In contrast, the process approach has emphasized thinking and process in writing. Jordan (1997:167) believes that the process approach emphasizes the composing processes which writers utilize, and thus puts emphasis on the content rather than the form. From an academic writing point of view, drawing attention to the constant needs to draft and revise can be one of the most important advantages of this approach and also it encourages students to be responsible for making improvements themselves.

It should be taken into consideration that the best way to learn how to write is to be evaluated continuously across writing. Here feedback plays an important role in the writing process. For Jordan (1997), feedback is an essential element in the process approach to writing. Keh (1990) introduces three types of feedback: peer evaluation, conferences (teacher-student interaction) and written comments (by the teacher). The aim of this study, considering problems in writing classes, is to create a training atmosphere where one can develop self-confidence, be motivated, improve the quality of essays, acquire communicative competence through writing and following innovations. For this purpose making net-folios, a network of students e-portfolios, gives an opportunity for students to reflect, to revise, and to develop their writings. What makes net-folio different from e-portfolios is that:

“...it offers students a better understanding of learning objectives and promotes self revision through participation in assessment of other students’ learning, as indicated through their portfolios. Class student e-portfolios are interconnected in a unique net-folio such that each student assesses their peers’ work and at the same time is being assessed. This process creates a chain of co-evaluators, facilitating a mutual and progressive improvement process” (Barbera 2009: 342).

One of e-portfolios' undeniable contributions is its reflective aspect. "Another value of the e-portfolio is the continuous improvement that it can offer a student. A student does not see the work as definitive but can steadily improve it over the learning period" (Barbera 2009: 342).

Nowadays the collaborative construction of knowledge between students and teacher and between the students themselves has gained importance. According to Barbera (2009) net-folios make the process of feedback as explicit as face to face education because of the inclusion of peer and co-assessment processes and their consequences.

1.3 Statement of the Problem

Writing has been seen as a problem for many of students and learning to write fluently has been the most difficult of the macroskills for all language users. According to Nunan (2001:37) successful writing involves:

- mastering the mechanics of letter formation;
- mastering and obeying conventions of spelling and punctuation;
- using the grammatical system to convey one's intended meaning;
- organizing content at the level of paragraph and complete the text to reflect given/new information and topic/comment structures;
- polishing and revising one's initial efforts;
- selecting an appropriate style for one's audience".

In books published in Britain in the last fifteen years, it is also clear that they all contain practice in some of the main language functions commonly found in academic writing. In addition, in academic writing the primary focus is on academic discourse genres. It has been pointed out by Jordan(1997) that the types of genre which students are expected to become familiar with and to produce, include essays, reports, case studies, projects, literature reviews, exam answers, research papers/articles, dissertations and theses. Dudley- Evans and St John (1998:115) believe that: "Knowledge of genre is

a key element in all communication and especially significant in writing academic or professional texts.”

They also focus on the skills like planning, drafting and revising in developing writing skills. According to researcher’s interviews with some ELT teachers in different universities, it has been understood that a great number of them don’t ask their students to re-write their compositions after giving feedback. Robinson (1991: 104) characterizes a method for writing in the following way:

Writing task→ ***Draft 1***→ ***Feedback***→ ***Revision***→ ***Input***→ ***Draft 2***→ ***Feedback***→
Revision→ ***Draft 3***

In any language teaching program assessment is inevitably an integral part of it. Through so many tools of assessments, the most authentic one is the portfolio which gives opportunity for students to be reflective practitioners (Lomboradi 2008). Lomboradi (2008:10) believes that: “ From early paper formats in fine arts and creative writing departments to today’s sophisticated electronic versions, portfolios are now widespread in a variety of fields”.

He also introduces e-Portfolios as having been used since the World Wide Web in 1992 to describe electronic portfolios. According to him e-Portfolios include collections of student work captured on a Web site, CD-ROM, or DVD.

One of the alternative applications of the e-portfolio in universities is the net-portfolio. Barbera (2009) describes the net-portfolio as a network of student e-portfolios. Through the net-portfolio not only do students have the opportunity for self-revision, but they can also assess their peers’ work. She believes that: “This process creates a chain of co-evaluators, facilitating a mutual and progressive improvement process”(p.342).

1.4 Research Questions

In this study the researcher tried to find answers to the following questions:

1. Does net-portfolio improve students’ writing skills?
2. Does:
 - a. netportfolio motivate students to write?
 - b. net-portfolio motivate students to re-write their writings?

- c. net-folio motivate students to get teacher-feedback in their writings?
- d. net-folio motivate students to get peer- feedback in their writings?

3. In which ways does:

- a. netfolio motivate you to write?
- b. netfolio motivate you to re-write?
- c. netfolio motivate you to get teacher-feedback?
- d. netfolio motivate you to get peer-feedback?

1.5 Hypotheses

It is hypothesized that the net-folio has positive effects in writing classes. The null hypotheses for this, therefore, will be:

1. The net-folio has no positive effect in writing classes.

1.6 Scope of the study

The study was conducted at the European University of Lefke, ELT Department. The participants were first year students in ELT. There were about 38 students, 19 of whom were experimental and 19 were control group participants. The academic semester lasted for 14 weeks including the holidays for festivals (Sacrifice).

At EUL, most of the majors offer courses in English. At the beginning of each academic year, a proficiency test as a placement test is administered for those students and ones who are not proficient enough to follow the courses stay in the preparatory school minimum a semester or a year long. The preparation classes are organized and held by the university preparatory school. At the end of each semester, students are given a chance to transfer to their departments if they can pass the semester-end test. If they fail, they keep staying at the English language preparatory school for another semester that is till the end of the academic year. Throughout the year, students are instructed in English for 22 hours a week; they are first grouped as 'elementary, pre-intermediate and sometimes intermediate' depending on the proficiency levels of the students at that time. In addition, in some years there might be more pre-intermediate classes than in the other years; the number of classes fluctuates. The courses are organized around skills; there are courses of

writing and reading, speaking, grammar, and video self-access for each group taught by different teachers specialized in certain skills. It should be mentioned that the students have 4 hour writing classes per week.

1.7 Limitations

The first limitation of this study was that it was almost impossible to divide the groups into exactly homogeneous groups. It means that the researcher had no chance to select the learners because ELT students were systematized through university discipline and all of them were freshmen.

Due to time constraints, the researcher had just one semester to do her research.

The third limitation was insufficient number of subjects that it probably limited this study in generalizing the results to the rest of the ELT learners.

Lastly, the rate of computer literacy skills among the students was another limitation; or, even if they are literate, they might not be willing to participate in such implementations. Availability of computers, technical staff and resources are likely to be other problems.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Nature of Writing

2.1.1 Writing Process

Writing is one of the communication skills and has a basic role in the process of second or foreign language learning. However, it has been slighted in language classes. In the past, language teachers have really given students very little assistance with writing other than to teach them just grammar. As Chastain (1988:244) describes the situation: “Obviously, writing to communicate can be possible only when students have sufficient control of the writing system and the grammar to make themselves understood”. According to Bell and Burnaby (1984), writing was pointed out as an extremely complex cognitive activity. The writers have to control a number of variables simultaneously, namely content, format, sentence structure, vocabulary, punctuation, spelling and letter formation at the sentence level and also variables like coherence and cohesion beyond the sentence.

Nunan (1989:37) addresses six steps in successful writing:

- “mastering the mechanics of letter formation;
- mastering and obeying conventions of spelling and punctuation;
- using the grammatical system to convey one’s intended meaning;
- organising content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures;
- polishing and revising one’s initial efforts;
- selecting an appropriate style for one’s audience”.

Writing is actually a complex and difficult process and in writing classes few students feel comfortable with a writing task. Hamp-Lyons and Heasley (1987:2-3)

stated that when someone as a teacher with a critical eye assigns a formal assessment to the written product, the students do not feel comfortable. According to them:

“The atmosphere of the writing classroom should be warm and supportive, and non-threatening. It helps if teachers show willingness to write too, and to offer their attempts for class discussion along with those of the students; it helps if students can work together, assisting each other, pointing out strengths and weaknesses without taking or giving offence”.

Here they emphasize the importance of peer-working and continue:

“Many of our tasks suggest working with a partner or in groups, and we see this work as very important; not only does it make the task livelier and more enjoyable, but it makes sure that students see that writing really is co-operative, a relationship between writer and reader. Usually the writer has to imagine a reader, but co-operative writing provides each writer with a reader and makes the writing task more realistic and more interactive”.

And also according to them writing can be divided into three stages:

“Writing is commonly seen as a three-stage process: pre-writing, writing and rewriting. Although this is very much an oversimplification, it is a helpful one. In the past teachers concentrated on the end of the second stage, i.e. after the writing had been done. They did not see how they could intervene at the pre-writing and writing stages, as re-writing was seen only as correcting the mistakes. We now understand the importance of all three stages as part of the writing process, and try to help students master the process by participating in it with them, rather than contenting ourselves with criticising the product, i.e. the composition, without knowing much about how it was arrived at”.

Cumming (2001:3) identifies 3 main dimensions of writing: “ a) features of the texts that people produce; b) the composing processes that people use while they write, c) the socio-cultural contexts in which people write”.

Teaching writing is different in so many ways from teaching speech. Ur (1996:159-160) proposes a list of differences between written and spoken discourse as follows:

- Permanence: Written discourse is fixed and stable.... Spoken text in contrast is fleeting, and moves on in real time.

- **Explicitness:** The written text is explicit; it has to make clear the context and all references. In speech, however, the real time situation and knowledge shared between speaker and listener means that some information can be assumed and need not be made explicit
- **Density:** The content is presented much more densely in writing. In speech, the information is 'diluted' and conveyed through many more words....
- **Detachment:** The writing of a text is detached in time and space from its reading; the writer normally works alone, and may not be acquainted with his or her readers.
- **Speaking usually takes place in immediate interaction with known listeners, with the availability of immediate feedback.**
- **Organization:** A written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. A speaker is improvising as he or she speaks
- **Slowness of production, speed of reception:** Writing is much slower than speaking. On the other hand, we can usually read a piece of text and understand it much faster than we can take in the same text if we listen while someone reads it aloud to us.
- **Standard language:** Writing normally uses a generally acceptable standard variety of the language, whereas speech may sometimes be in a regional or other limited-context dialect
- **A learnt skill:** Most people acquire the spoken language (at least of their own mother tongue) intuitively, whereas the written form is in most cases deliberately taught and learned.
- **Sheer amount and importance:** Spoken texts are far longer, normally..., than a representation of the same information in writing.

Harmer (2001) highlights the difference between written and spoken language from an other perspective. He takes into account a number of conventions in written text which separate it from speaking. To him, these differences are apart from grammar and vocabulary but some other issues which are manifested by handwriting, spelling, and layout and punctuation. According to Nunan (1991), speech is not less structured or complex than writing and both of them represent two different kinds of complexity.

“Written language is complex at the level of the clause, while spoken language is complex in the way clauses are linked together”. (p.85)

Mosallanejad (1999) introduces writing as an important means of learning a language. He also argues that writing plays an important role in facilitating speaking because both of them are productive skills and require similar mental processes as well. Mosallanejad provides some developmental stages in writing such as: copying, reproduction, recombination, guided writing, and expressive or composition writing.

It is important to mention that writing is a complex activity in which the writer demonstrates a range of knowledge and skills and this complexity makes it unlikely that the same individual will perform equally well on all occasions and on all tasks (Hyland, 2003).

2.1.2 Approaches in Nature of Writing

Two different approaches emerged in practicing of writing skills some years ago as: product and process approach. While product writing involves the end product, process writing focuses on the various stages that any piece of writing goes through. Peköz(2009) points out that producing a finished error-free text which is usually based on copying a model is the main purpose of the product approach and in this way the teacher imposes the topics on the students and they have no motivation in engaging in writing. Through this approach, students do not receive any feedback to lead them in the process of writing, but the only feedback is on their product as in correcting and grading. To improve the product of students, teachers should assist them in the process of generating ideas, organizing them into a coherent sequence, and putting them on paper (Chastain,1988).

Over the last two decades writing instruction has started to change from product to process writing. According to Peköz (2009:82), the process approach deals with a real-world task that involves re-writing processes by using some procedures like planning, drafting and revising. White and Arndt (1991:5) give a model for process writing in which there are an interrelated set of recursive stages as: “drafting, structuring, rewriting, focusing, and generating ideas and evaluation”.

Lee (2006:307) quotes Susser who states that the term process can be defined in three ways: “(1) the act of writing itself, (2) the emphasis of writing instruction on process writing pedagogies, and (3) theories of writing”.

Johns (1990:26) believes that:

“The influence of the process approaches, especially of cognitive views, upon modern ESL classrooms cannot be exaggerated. In most classrooms, ESL teachers prepare students to write through invention and other prewriting activities . . . , encourage several drafts of a paper, require paper revision at the macro levels, generally through group work. . . , and delay the student fixation with and correction of sentence-level errors until the final editing stage.”

Hyland (2003:17) claims that: “Few teachers now see writing as an exercise in formal accuracy, and most set pre-writing activities, require multiple drafts, give extensive feedback, encourage peer review, and delay surface correction”. So writing in this view can be considered as reformulating ideas and it is a thing that should be learnt, not taught. In this way the role of the teacher can be changed from being directive to non-directive, facilitating, and assisting learners to express their meanings through an encouraging and cooperative environment. Jenks (2003:3) classifies the stages of process in writing as prewriting, drafting, revising, editing and publishing.

2.1.3 Different Writing Strategies

Learners have individual differences in the way they construct their writing process. In orchestrating and managing the different components of the writing process, writers need to develop different writing strategies(Torrance, Thomas, & Robinson, 1994). According to Collins (1998), a strategy is a sequence of cognitive steps to accomplish a specific goal.

Hedge(2000:52) quotes Canale and Swain who define strategic competence as “how to cope in an authentic communicative situation and how to keep the communicative channel open”. Then she adds that: “Strategic competence consists of using communication strategies and these strategies come into play when learners are unable to express what they want to say because they lack the resources to do successfully”(ibid:52).

Routman (2000: 130) describes strategy as: “the thinking, problem-solving mental processes that the learner deliberately initiates, incorporates, and applies to construct meaning”. Writing studies clearly indicate that an important characteristic of students is their writing strategy, i.e., how they cope with the complexity of writing, by dividing a writing task into subtasks, sequencing these subtasks and regulating the attention paid to sub-processes (Torrance & Galbraith, 2006). Posner and Baecker (1993) focused on four types of writing strategies as stated in Noel, S. & Robert, J-M.(2004:67):

1. Single writer: one person writes, the others play other roles in the group;
2. Separate writers: each person works on a different part
3. Joint writing: authors work together synchronously in close collaboration on the text;
4. Scribe: based on group discussions, one individual writes the document.

Kieft, Rijlaarsdam, Galbraith and Bergh(2007) introduce two different writing strategies. To them the most well-defined strategies in writing are planning strategy and revising strategy. Through planning strategy writers “... concentrate on working out what they want to say before setting pen to paper, and only start to produce a full text once they have worked out what they want to say”, and through revising strategy “...writers work out what they want to say in the course of writing and content evolves over a series of drafts” (Galbraith and Torrance, 2004:64). In most studies these same strategies were found. Pressley (1995) emphasizes that good readers and writers selectively and flexibly apply a vast array of strategies to every reading or writing event, but in contrast, students who are experiencing difficulty with reading and writing typically use fewer strategies and their strategy use tends to be rigid rather than flexible.

It is very important to mention that writing strategies can be acquired intuitively from experience or can be learned through instruction. It means that students who experience difficulties with reading and writing have not acquired the strategies or have not had enough experience applying literacy strategies in meaningful contexts. Also Christensen (2002) points out that struggling writers are frequently unable to effectively and efficiently use strategies before, during, and after writing. So here one important

question may occur: Which writing strategies do good writers use in their writing process? Romeo (2008:28) answers this question in this way:

1. Good writers tap and use their prior knowledge about the topic, previous reading, and writing experiences; their abilities in semantics, syntax and graphophonics; and various strategies that are used before, during, and after writing.

2. Good writers plan, vary, organize, and adapt their writing based on the purpose, form, and the intended audience.

3. Good writers use the writing process and strategies in a flexible manner, pausing to reread, elaborate, and reflect as they plan, draft, rewrite=revise, and edit.

4. Good writers are concerned about content, ideas, and language style.

5. Good writers make changes to their writing as they revise their work in an effort to increase meaning and clarity.

6. Good writers collaborate to provide support and encouragement for others and gather feedback and revision ideas for their own writing.

7. Good writers proofread for paragraph structure, spelling, grammar, capitalization, punctuation, and format.

8. Good writers assess their writing regularly, enjoy and take pride in their writing, write frequently, and write independently in school and in their daily lives.

One empirically validated method for teaching strategies is the Self-Regulated Strategy Development (SRSD) approach which is an evidence-based model. It has been used by many students who would benefit from high-quality instruction that clearly teaches the strategies of highly skilled writers (Graham & Harris, 2005; Harris & Graham, 1996).

Good writers use a variety of self-regulatory techniques. So it is clear that the primary goal of SRSD is to help students master the higher-level cognitive processes of composing while developing autonomous, reflective, self-regulated use of effective writing strategies. An additional goal of SRSD is to help students form positive attitudes about writing (Graham, Harris, & Troia, 2000). According to Harris (1982) the major goals of SRSD as related to writing include helping writers:

- (a) master the higher-level cognitive processes involved in writing;
- (b) develop autonomous, reflective, self-regulated use of effective writing strategies;and
- (c) form positive attitudes about writing and about themselves as writers.

Helsel and Greenberg (2007:755) organized a table relating different stages of SRSD:

Table 2.1: SRSD stages

Helsel and Greenberg (2007:755)

Self-Regulated Strategy Development stages
<p>Stage 1: Build Background Knowledge</p> <ul style="list-style-type: none"> • The teacher and student work together to develop background knowledge.
<p>Stage 2: Discuss It</p> <ul style="list-style-type: none"> • Benefits and limitations of the strategy are identified. • Goals are discussed and determined. • The student is asked to think about his or her own personal understanding of the strategy as the teacher describes the strategy and explains each step.
<p>Stage 3: Model It</p> <ul style="list-style-type: none"> • The student observes someone model the strategy and self-instructions. • The student personalizes the strategy and self-instructions.
<p>Stage 4: Memorize It</p> <ul style="list-style-type: none"> • The student memorizes the steps of the strategy and the meaning of any mnemonics used to represent strategy steps. • The student memorizes one or more of the self-instructions generated in stage 3.
<p>Stage 5: Support It</p> <ul style="list-style-type: none"> • The teacher continues to scaffold the student's strategy use as the strategy is practiced on transfer tasks. • Additional self-regulatory procedures can be discussed, determined, and implemented on an individual basis. • Prompts, interaction, and guidance are phased out at an appropriate pace.
<p>Stage 6: Independent Performance</p> <ul style="list-style-type: none"> • The student transitions to covert use of self-instructions as he or she uses the strategy independently. • The teacher and student individually evaluate the strategy effectiveness and the student's performance. • To ensure that the strategy is incorporated into the student's repertoire, plans for maintenance and generalization are implemented.

Good writers have extensive knowledge about writing genres, devices, and conventions, and they are intimately familiar with the elements and characteristics associated with good writing and what makes them different is that they apply a multidimensional writing approach that involves planning, composing, evaluating, and revising (Graham & Harris, 2005; Harris & Graham, 1996).

2.1.4 Writing Genres

It is very important to know that identifying the genre features of a text is a skill that leads to a better understanding of that text, and how its language features and structure fit its purpose and it helps develop the skills needed to write. Second language learners need to learn different written genres and for writing within a certain genre, a number of factors should be considered. According to Harmer (2001:259) “They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, and by whom”. And also he believes that: “In order to write at different levels of intimacy students need practice in different genres and different styles so that as their level increases they can vary the grammar, functions, and lexis that they use” (p.248).

Some researchers focus on social aspects of genre in learning any language. Hyland (2003:21) asserts that “Genre refers to abstract, socially recognised ways of using language”. It means that the social context characterizes the features of a similar group of texts. Hyland (2003:21) here quotes Kress who sees genres as “the effects of the action of individual social agents acting both within the bounds of their history and the constraints of particular contexts, and with a knowledge of existing generic types”. He also uses “Discourse Community” as a powerful metaphor which joins writers, texts and readers in a particular discursive space. Bhatia (1993:13) defines genre as:

“a recognisable communicative event characterised by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs. Most often it is highly structured and conventionalised with constraints on allowable contributions in terms of their intent, positioning, form and functional value” .

There are so many different classifications for written language genres. Brown (2004:219) formulated a list of most common genres in writing as follows:

Table 2.2: Genres of writing

<p>1. Academic writing</p> <p>papers and general subject reports essays, compositions academically focused journals short-answer test responses technical reports(e.g., lab reports) theses, dissertations</p>
<p>2. Job-related writing</p> <p>messages(e.g., phone messages) letters/emails memos(e.g., interoffice) reports (e.g., job evaluations, project reports) schedules, labels, signs advertisements, announcements manuals</p>
<p>3. Personal writing</p> <p>letters, emails, greeting cards, invitations messages, notes calendar entries, shopping lists, reminders financial documents(e.g., checks, tax forms, loan applications) forms, questionnaires, medical reports, immigration documents diaries, personal journals fiction(e.g., short stories, poetry)</p>

Brown (2004:219)

Berkenkotter and Huckin (1995: 4) highlight features of the genre concept as the followings:

1) Dynamism. Genres are dynamic rhetorical forms that are developed from actors' responses to recurrent situations and that serve to stabilize experience and give it coherence and meaning. Genres change over time in response to their users' sociocognitive needs.

2) Situatedness. Our knowledge of genres is derived from and embedded in our participation in the communicative activities of daily and professional life. As such, genre knowledge is a form of 'situated cognition' that continues to develop as we participate in the activities of the ambient culture.

3) Form and content. Genre knowledge embraces both form and content, including a sense of what content is appropriate to a particular purpose in a particular situation at a particular point of time.

4) Duality of structure. As we draw on genre rules to engage in professional activities, we constitute social structures (in professional, institutional, and organizational contexts) and simultaneously reproduce these structures.

5) Community ownership. Genre conversations signal a discourse on community's norms, epistemology, ideology, and social ontology.

2.2 Academic writing

2.2.1 Principles of academic writing

Why do we write for academic purposes? What is in it for us? New writers are often uncertain about what is in academic writing for them? At first step writing seems like a blank sheet of paper which can provide panic and stress for students. For language teachers, it is important “to anticipate some difficulties with starting and getting on with writing that students frequently experience”. (Creme and Lea, 2003: 8)

Most students try to put off their writing assignments until the last minute or they may keep wandering because they may find writing difficult. Lack of confidence was given as one of the fundamental reasons. They think that they don't have anything to write. A common problem for them is getting started. There are ways to make writing enjoyable. Some of them are: working with other students, brainstorming and making mind maps. It should be mentioned that in many university courses writing is a crucial element.

Creme et al. (2003) introduce three techniques for beginning to write: practice writing, brainstorming, and generating your own questions. According to them it does not matter whether your writing is well written, or whether it makes sense; to keep doing it is the main point. Elbow and Belanoff, 2000 quote Cassity who states that:

“The first time I write a draft of a paper . . . I totally let go and rant and rave and say unprofessional things, including swear words. Later I go back and change it to

something more acceptable for my academic audience. My theory is that the new, more professional words will still carry the original energy of the first draft, and so even my final ‘academised’ version will have more oomph than if I tried too hard to control my initial reactions the first time round”(p:387).

“In getting to grips with the process of academic writing, a useful starting point is to explore its nature, phases and characteristics”(Murray and Moore, 2006:1). In academic writing, learning the rules of writing isn’t the same as being able to write. In using brainstorming, the learner simply notes down as many ideas as possible about a topic without censoring and later they can select and throw out some items. Although the process of academic writing has its own complexities, there are characteristics of academic writing that are common to many people.

According to Murray et al. (2006) writing can not be seen just as a single, homogenous, linear achievement towards which you strive and at which you one day arrive. To them it is the manifestation of your professional learning journey and it is a continuous process involving reflection, improvement, development, progress and fulfilment of various types and in varying measures. In this way, “Writing involves starting, progressing and finishing a complicated, challenging combination of tasks” (Murray and Moore, 2006:6). Some researchers have claimed that writing can be experienced as one of the most difficult of all skills. But even if it is a complicated task, it is possible to make it easy. Before everything it is necessary to have self confidence to present your own voice. Brainstorming can also be used as a way to push thinking further as well as to organize ideas. The most usual technique for brainstorming is the use of a “Spider diagram” through which the writer does arrange the ideas in a simple linear structure, as shown in the following figure:

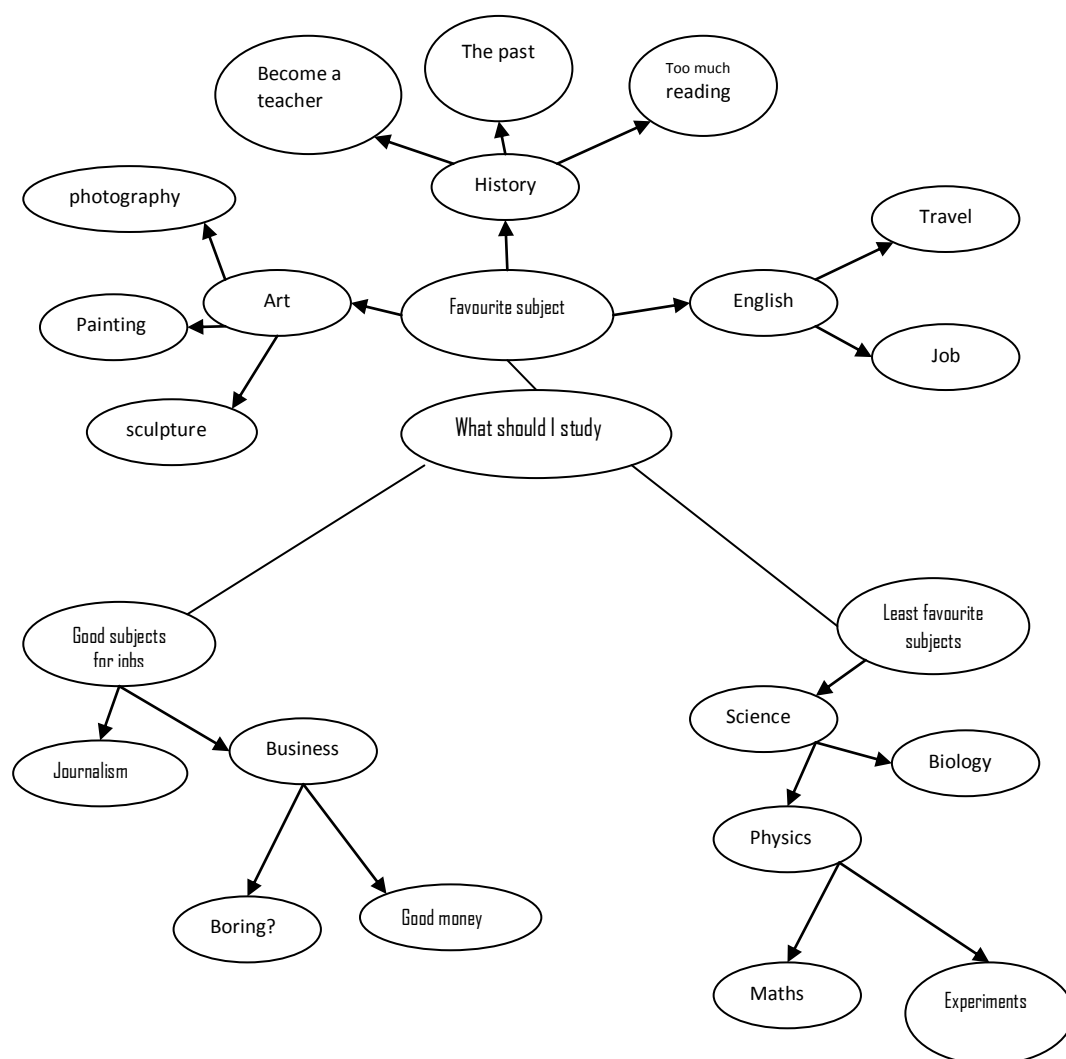


Figure 2.1:Spider diagram

Zemach and Rumisek(2003:3)

After making this diagram, the writer tries to give a kind of structure to his/her mental constructs in a linear sequence through making a link between different ideas.

2.2.2 Barriers for Academic writing

One of the most difficult things in the life of university students is to deal with the different written assignments that they will be asked to prepare. As traditional essay writing may be only one of the variety writing types, they may be asked to write reports, to write about their subject areas, to write a summary, or to write a critique of a book or an article.

According to Creme and Lea (2003) writing in different ways and for different purposes does not mean just using different vocabulary but it depends very much upon the particular orientation of the course. So each time the writer comes across a new way of writing it can seem difficult somehow. There is no one way of academic writing and the tutors' point of view is important in approaching each new written assignment. Driscoll and Driscoll (2002:146) identify four questions that challenge the aspiring writer. The questions are:

- “1. Can I write already?
2. What should I write about?
3. Who is going to read it?
4. How should I write it? ”

Related to the mentioned questions, it is important to know that personal confidence, being able to develop suitable ideas, being able to identify the target audience, and overcoming uncertainty are important factors in academic writing.

2.2.3 Reading as part of academic writing

Second-language writing tasks involve other abilities such as reading or listening. In academic writing, one of the most important techniques is to be able to integrate the points of what have been read into one's writing (Creme and Lea,2003). For them reading is an integral part of the whole writing process. The process approach encourages students to develop their thinking about a topic through reading, writing, discussion, and revision. Through reading, students are able to think more clearly and critically and to develop their voices as writers.

Plakans (2009:253) found that reading ability (a) facilitated writing by providing content but (b) hindered writers' comprehension of the source texts. In his study, five categories of strategies were found: (a) goal-setting for reading the source texts, (b) cognitive processing, (c) global strategies, (d) metacognitive strategies, and (e) mining the source texts for use in writing.

Some empirical studies have shown that reading-based writing is vital in academic training across disciplines (Carson, 2001; Cumming, Kantor, Powers, Santos, & Taylor, 2000; Horowitz, 1986). Kwan (2008:52) in her study points out that “students need to be shown how reading, writing and research develop in reality and more importantly, how they constrain each other”. Delaney (2008:104) in her research indicates that in summary writing the activity of meaning construction - what she calls the ‘reading-writing construct’- is a ‘unique construct’ only ‘weakly associated with reading for comprehension and disassociated from writing... without background reading support. It is clear that like Kwan (2008) Delaney argues for an “integrated pedagogy of reading and writing” (2008:148). Plakans (2008:117) summarizes clearly the relationship between reading and writing in the following figure:

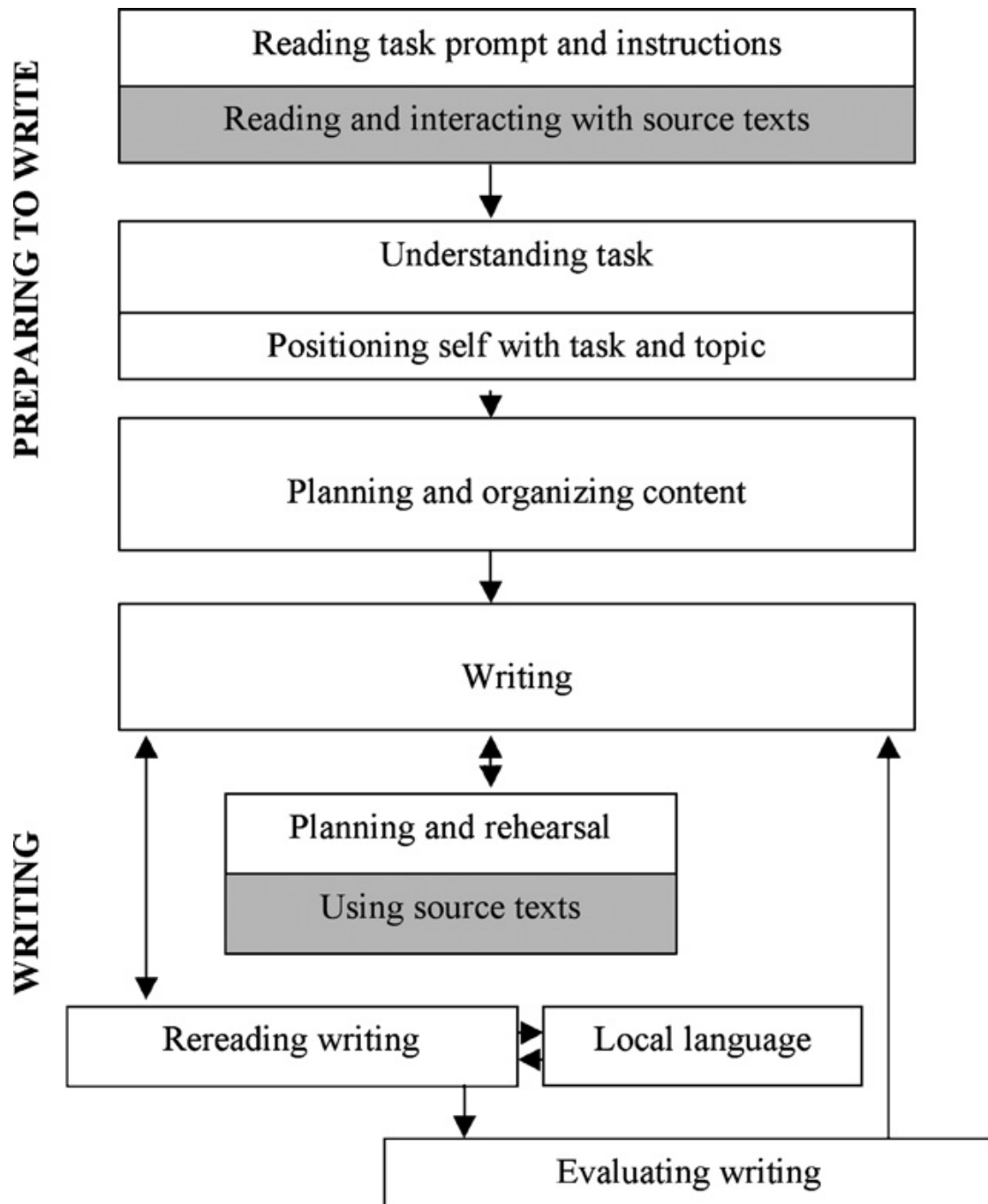


Figure 2.2: Composing process for reading-to-write test tasks

Plakans (2008:117)

2.2.4 Re-writing: Retreating, revising, crafting and enhancing academic writing

An essential part of the academic writing process is retreating. After completing the process of writing, one should step back and re-evaluate his/her writing. Unfortunately when instructors administer writing practice, students are rarely asked to revise their writing based on feedback because re-writing doubles the instructors'

workload. Even students in small classes are in a similar situation. Thus, students in general are unlikely to have the opportunities to re-write their papers. According to Murray (2006:37), retreating or stepping back means: “stopping, resting, thinking, reflecting, re-evaluating, revising and re-orientating your writing”. For any academic writer, it is so important to have an objective eye over what s/he has done. Re-writing does not mean an admission of failure. Re- evaluating is seen as a positive and a necessary phase in all writing projects. Murray (2006:40) quotes Turk and Kirkman (1998) who state that: “try to leave your writing for a few days, or at least overnight... it is essential to make a conscious effort to step back from your work”. The best ideas pop into the writers’ mind when they are resting.

The other important phase of retreating is getting feedback from others. But on the other hand, negative feedback may make the writers withdraw, dejected and discouraged. On the contrary, positive feedback is very pleasant. Academic writers should make use of potential utility and insightful lessons of negative feedback as well as positive feedback. “It’s just as important to analyse what’s good about your writing as it is to get a reasonable picture about what it is about it that needs improvement or change”(Murray,2006:43). If we consider the academic writing process as an iterative cycle, the following figure will shows this cycle and the relationship between re-writing and any stage of the writing process very clearly:

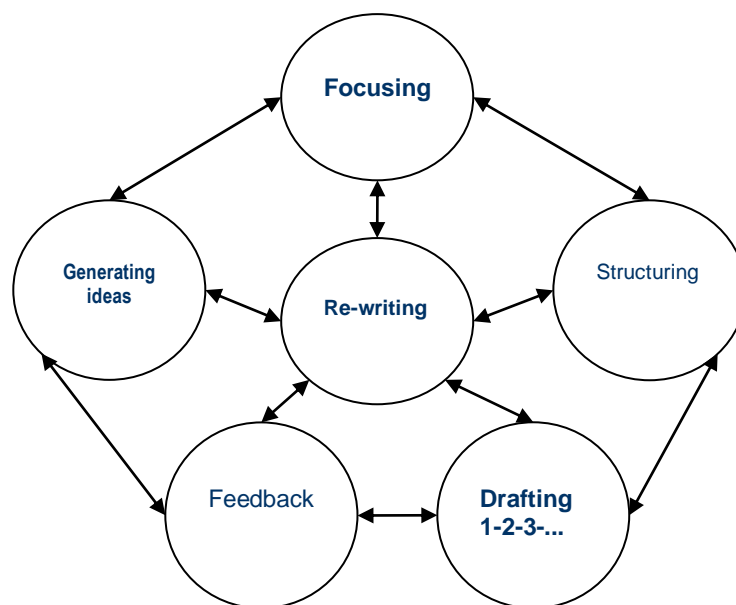


Figure 2.3: The relationship between re-writing and writing process stages

As is clear in the figure, re-writing is the central part of any writing process. According to Murray (1984), for mature writers, writing is essentially re-writing and also the writer can improve the text through revision.

2.3 Effective Feedback in writing

In any academic writing, any academic writer needs to find out which parts of his/her writing work and which parts don't. S/he needs to learn about this for the sake of revising and then s/he re-write it carefully before giving it to the real audience. According to Peter (1998), getting feedback on an early draft usually means getting criticized before s/he has had a chance to make his/her piece as good as possible and also it's better to get feedback before the final draft because after working so hard, it will be difficult to look at final written work once more.

Kluger and DeNisi(1996) defined feedback as:“actions taken by (an) external agent(s) to provide information regarding some aspect(s) of one's task performance” (p.255). Depending on the actual state of learning, feedback can provide a variety of information. Feedback is supposed to improve performance through its effect on motivation and/or strategy use (Kluger & DeNisi, 1996; Vollmeyer & Rheinberg, 2005).

Recently, several forms of feedback, including teacher feedback, peer feedback and computerised feedback, have been frequently used in writing class. Peter (1998) introduces two kinds of feedback as: Criterion- Based Feedback and Reader-Based Feedback. To him, in criterion- based feedback, there are certain criteria through which written work would be judged; but in reader-based feedback, on the other hand, there are no criteria for judging. It should be mentioned that if the writer wants messages about written work, criterion-based feedback is necessary but conversely; if the writer wants to know what happened in the reader after reading, the writer should ask for reader- based feedback. Tuzi (2004) differentiates between three kinds of feedback: oral, written, and electronic response. According to him:

“In typical oral response, writers and responders communicate and negotiate verbally and nonverbally in real time as well as employ the printed text, which they can view, refer to, and mark up. In written response, responders read and then write a

response on paper. Students may be required to write a response in class or by the next class. After the response is written, it is often given to the writer during a peer group session in which negotiation and interaction often take place. In the electronic environment, however, L2 writers using e-feedback may not be able to participate in the myriad of communication activities used in traditional oral response because the nonverbal elements are missing, or there is a time delay involved in the dialog, or the added writing filter in e-feedback makes encoding and deciphering messages more difficult. Additionally, the greater sense of anonymity may discourage a sense of community in some students, which can also inhibit scaffolding” (p.219).

Lockhart and Ng (1995) identified four other different feedback kinds: authoritative (focused on problems and errors in the text), interpretive (focused on a personal evaluation of the text), probing (focused on understanding the writers’ intended meaning) and collaborative (focused on negotiating intended meaning of the text).

According to the most of assessment researchers, feedback on student performance is a central part of formative assessment approaches (Assessment Reform Group, 2002; Black & Wiliam, 1998). On the contrary, some of the researchers believe that the effect of error correction on students’ language ability in revised drafts is still being questioned in applied linguistics and composition studies and they have been doubtful about its effects. Truscott (2004, 2007) completely rejects the consideration of error correction as a means of improving learners’ language abilities.

According to Ferris (1999) error correction that is systematic, selective, and clear can help students to improve their writing ability. Moreover, other studies also acknowledge the efficacy of teacher feedback in reducing student language errors in revised drafts (Fathman and Whalley 1990; Ferris, 1997, 1999). In another study Ferris (2006) reported that the students were able to reduce in their third drafts about 80% of all error categories marked by the teacher on the second drafts (short-term effect), with the exception of errors in idiom and subject/verb agreement categories. However, it is well-known that feedback does not automatically lead to positive results (Hattie & Timperley, 2007; Kluger & DeNisi, 1996; Narciss, 2008; Shute, 2008).

Besides feedback itself, the source or sender providing the feedback is a crucial factor for the efficiency of feedback. Hattie and Timperley (2007) introduced five feedback sources, namely the teacher, peer, parents, book or computer-based environment. In general, feedback from an expert is assumed to be perceived as more positive than from a person with low expertise.

A final factor that influences the effectiveness of feedback is training. Composition researchers have one thing in common and they believe that it is important to prepare students to participate in peer response activities (Berg, 1999; Connor & Asenavage, 1994; MacLeod, 1999; Mittan, 1989; Stanley, 1992; Tannacito, 1999). It should be mentioned that before giving the opportunities to students for giving feedback, the teachers should spend more time in training them how to be effective evaluators.

2.3.1 Teacher Feedback

The priority given to teacher feedback is explained by learners' affective preference for teacher feedback over peer feedback. According to several studies, students prefer teacher feedback. Zhang (1995) in his research asked 81 Asian college EFL learners to make a choice among teacher-, peer- and self-feedback after full exposure to these three types of feedback. Seventy-six (94%) students preferred teacher to peer- or self-feedback. Likewise, in another study, Carson and Nelson (1996) and Nelson and Carson (1998) studied six ESL college students (including three from China). All participants in their studies favoured teacher feedback because they believed that teachers possessed better knowledge of the English language and could therefore provide more helpful feedback than peer learners. In addition, as students are not experts in a subject area, peer feedback is susceptible to variation. Also students doubt their own and peers' knowledge within a given subject area (Hanrahan & Isaacs, 2001), as well as their own and peers' skill to peer assess (Van Gennip, Segers, Tillema, 2010; Walker, 2001).

Tsui and Ng (2000) point out that some students lack confidence in their peers so as to ignore their comments and incorporate very low percentage of peer comments in their revisions and also they observed that secondary ESL learners used more teacher than peer feedback in their redrafts. According to Munice (2000) English teachers have

a unique role to play in helping students improve the quality of their writing because only they have professional knowledge in the linguistic and rhetorical features. Connor and Asenavage (1994) reported 5% of revisions that were based on peer feedback, in contrast with 35% based on teacher feedback (with the rest in response to self-corrections).

Chiu et al. (2007:47) in their research related to teacher feedback reported the following result: “Among the twelve interviewees, six considered teacher’s written commentary the most effective method to improve the quality of their writing. Two interviewees reported that writing conference was the most effective. Only one student said that peer review was the most effective feedback method”.

Yang et al. (2006) point out that students consider teachers to be more ‘professional’, ‘experienced’ and ‘trustworthy’ than their peers and incorporate more teacher feedback in their essay revisions.

2.3.2 Peer Feedback

In the past two decades, peer feedback has been increasingly used in English as a Second/Foreign Language (ESL/EFL) writing instruction. Gielen et al. (2010:144) state that: “Peer feedback is an assessment form performed by equal status learners. It does not contribute to the assessee’s final grade and has a qualitative output. The assessor discusses the strengths and weaknesses of a specific performance at length and indicates suggestions for further improvement. It is the counterpart of feedback by a teacher”.

According to Topping (1998) peer review, as an integral part of professional scientific practice, has been gaining increasing classroom use because of its potential for yielding gains in cognitive, social, affective, transferable skill, and systemic domains. Peer- feedback, peer- review, peer-editing, peer-evaluation, or peer-response which were frequently used in both first (L1) and second language (L2) writing classrooms, are important activities which always allow writing teachers to help their students receive more feedback on their papers as well as give students practice with a range of skills important in the development of language and writing ability, such as meaningful interaction with peers, a greater exposure to ideas, and new perspectives on the writing process (Hansen & Liu, 2005; Mangelsdorf, 1992).

Related to peer feedback studies, Davies and Omberg (1986) assessed ESL college students' attitudes towards peer revision. They indicated that a great majority of students reacted favourably to the use of peer interaction, attributing changes in their own writing to peer sessions and offering suggestions to their classmates during those periods.

According to Tsui and Ng (2000), secondary peer comments might enhance a sense of audience, raise learners' awareness of their own strengths and weaknesses, encourage collaborative learning and foster the ownership of text. These roles of peer comments contributed positively to the writing process. Most of the students might be afraid of hurting others by giving negative comments so they often avoided evaluating one another's writing negatively (Freedman, 1992).

On the whole, recognition that valid information can come from sources other than the teacher or textbook is another cited benefit (Billington 1997; Prins, Sluijsmans, Kirschner, 2005; Towns, Marden, Sauder, Stout, Long, Waxman, 2000). In academic writing classes when students work together to solve complex problems, the students who do the explaining have the opportunity to clarify and reorganize their own understandings, leading to cognitive restructuring and deeper learning than would have been achieved working alone (King 2002; Webb and Palinscar 1996). "In lessons where reading and writing are the focus of communicative activity, work in small groups also has substantial value" (Hedge, 2000:62). In addition, in writing classes those working collaboratively also are more likely to view their writing as acts of communication rather than objects to be judged, and to think of revision as a process of reconceptualization rather than merely low-level editing (Nystrand 1986).

Hyland (2003) claims that peer review assists continued development of communicative competence, inspires more learner participation, creates an authentic communicative context, and helps writers gain more understanding of reader needs and it also sparks interaction among students. Gielen et al. (2010:145) classify the advantages of peer feedback as:

1. Firstly, peer feedback can increase the social pressure on students to perform well on an assignment.

2. Secondly, research in higher education shows that students often perceive peer feedback as more understandable and more useful.

3. A third argument in favour of peer feedback is that it increases the students' ability to understand feedback.

4. Fourthly, peer feedback is quicker. As teacher feedback often has a considerable delay after the submission of an assignment or test, feedback sometimes is not available until after the curriculum has passed to another topic.

5. Fifthly, peer feedback can be part of an increase in the frequency or amount of feedback.

6. A sixth possible advantage is the individualisation of feedback. If teachers try to provide more timely and more frequent feedback, they often organise it collectively to make this feasible. Collective feedback cannot, however, address personal needs and provide opportunities for personal interaction as often as individual feedback can. Additionally, pupils are not likely to show their ignorance or uncertainty during a collective session, so a lot of questions will not even be posed. Peer feedback can make it feasible to provide individual feedback, leaving the teacher available for personal interaction whenever assessors and assessees cannot find an answer to a specific question.

7. A final argument is the association of feedback with power issues, emotions and identity. Learners may hide their weaknesses and doubts from the teacher, rendering teachers unaware of particular student difficulties or misconceptions. Peer feedback may bypass these difficulties since it is less power-sensitive.

2.3.3 E- Feedback

The expansion of the internet has created a new kind of feedback. Electronic feedback (e-feedback) or in other words feedback in digital which transfers the concepts of oral response into the electronic arena is a new form of feedback and it is emerging with the expansion of the Internet (Tuzi, 2004). E-feedback is a potentially powerful tool for collaborative writing and through e-feedback autonomy enables the learners to

set their own language learning goals and carry out tasks to achieve these goals independently.

Some of the researchers identified one benefit of e-feedback system as a reduction in paperwork problems like lost or forgotten papers (Palmquist, 1993; Sullivan, Brown, & Nielson, 1998).

MacLeod (1999) highlighted several important characteristics of responding and of e-feedback. According to her, e-feedback helped the students be more honest in responding because the reviewers could criticize peer writers without having to face the writers, the reviewers felt more comfortable stating their true thoughts. Also e-feedback increases the amount of student participation, reduces the role of the teacher, increases the ability to monitor, increases the amount of time students actually write, and provides multiple and redundant responses for students.

Tuzi (2004) identifies some of the e-feedback characteristics as: more distant, time independent, no pressure to quickly respond, place independent, more personally distant. Lu and Bol (2007) in their study working with undergraduate English composition students using web-mediated peer review, found that anonymity increased the extent of critical feedback exchanged by students and enhanced the development of their writing skills.

Tuzi(2004:219) refers to some basic differences between oral, written, and E-feedback as follows:

Table 2.3: General differences between oral, written and e-feedback

Oral feedback	Written feedback	E-feedback
Face-to-face	Face-to-face/distant	More distant
Oral	Written	Written
Time dependent		Time independent
Pressure to quickly respond	Depends	No pressure to quickly respond
Place dependent		Place independent
Nonverbal components	Pressure to respond by next class	No nonverbal components
More personally intrusive		More personally distant
Oral/cultural barriers	Depends	Written/cultural barriers
Greater sense of involvement		Greater sense of anonymity
	No nonverbal components	Less negotiation of meaning
Negotiation of meaning		Less delivery effort
Less delivery effort	Depends	Cut & paste
N/A	Written/cultural barriers	
	Greater sense of involvement	
	Negotiation of meaning	
	Greater delivery effort	
	No cut & paste	

Tuzi (2004:219)

While nowadays the focus is on learner-centered instruction, E-feedback increases learners responsibilities and participations, and in this way it reduces the responsibility of the teacher. On the whole; for any kind of feedback, it is necessary to give criteria which show how to conduct a feedback. By using these criteria, it is clear that learners should not focus on only grammatical points. Smalzer(2005:138) summarized the stages of feedback for one essay in the following table:

Essay Assessment Checklist

These are the criteria for a well-written essay. Use them to examine your writing, or a classmate's and check *Yes or No* for each item. You may wish to add comments or suggestions.

Table 2.4: criteria for giving feedback

Content and ideas Yes No Reader's comments

1. The writer has thought carefully about the topic and has a clear thesis.	... ..
2. The writer supports the main points enough to give the reader a reason to believe them.	... ..
3. The writer's voice is clear because he or she writes in a sincere way and keeps the audience in mind.	... ..
4. The reader wants to continue reading to the end. It's interesting.	... ..

Organization and form

5. The paper has a clear beginning, middle, and end. There are separate introductory, body, and concluding paragraphs.	... ..
6. The paper is logically organized and the ideas are in a logical order. It's clear which are the main ideas and how other ideas support them.	... ..

Language

8. The paper is easy to understand. These elements are used well:	... ..
- sentence structure	... ..
- grammar	... ..
- vocabulary	... ..
- mechanics (spelling, capitalization, punctuation)	... ..
- coherence from sentence to sentence	... ..
- sentence variety	... ..

Smalzer(2005: 138)

2.4 Assessment in Writing

2.4.1 Traditional assessments in writing

What make traditional assessments identified are standardized tests which in some ways were considered as an adequate measure of basic skills. Bertrand (1991) stated in Johnson and Rose (1997:4) sees traditional evaluation as a reflection of time-honored practices such as memorization of facts, learning as a product, desirability of objectivity, early tracking of students, and scientific measurement.

While numerical scores from traditional tests can yield useful information about how well students do in comparison to others, they have some limitations such as being unclear in:

- what students think about material they are learning
- how students feel about learning
- what strategies students use
- how students use information to make meaning of their world
- if students verify and revise their own thinking
- whether students have accepted ownership for learning (Johnson and Rose (1997:4) quote Church, 1991)

According to Valencia, Pearson, Peters, & Wixson (1989) traditional assessment practices lack sensitivity to the individual growth that educators desire in students; thus the instruction itself would be a misleading source.

Although traditional standardized tests continue in the majority of classrooms, educators know that they represent only a limited, microscopic, and incomplete view of students' abilities (Hiebert & Calfee, 1989) and they also fail to clarify the total progress of students (Flood & Lapp, 1989).

According to Cole, Ryan, Kick, & Mathies (2000) a key to successful teaching is an evaluation that leads to instructional improvement. As traditional standardized tests yield limited formative assessment information by ranking students against one another and as they give no opportunity to learners to be self-determining, self-monitoring, and self-evaluating; educators are determined to validate usage of multidimensional assessment tools. According to Cole et al. (2000), the current authentic assessment represents all aspects of learning. Johnson et al. (1997) claimed that while standardized tests separate teaching, learning, and testing, more naturalistic authentic assessment merges the three.

2.4.2 New Assessment Trends in Writing

Authentic Assessment

In preparing students for a lifetime of learning, it is necessary to move from summative assessment that focuses on specifics, standards and immediate outcomes to more sustainable assessment that can aid students to become more active learners not only in managing their own learning but also assessing themselves to life beyond the end of the course.

Authentic assessment changes the attitude in testing as:

- Assists in learning
- Encourages good instruction
- Relates to curriculum outcomes
- Fosters higher order learning
- Follows developmental perspective
- Uses testing sparingly
- Supports time efficiency
- Reports meaningful information
- Promotes partnering of parents, educators, and students
- Fosters student metacognition and reflection
- Is individualized(Cole et al., 2000:7)

According to Grant Wiggins (1993) stated in Johnson et al. (1997:5), authentic assessment is for description of assessments that are performance-based, realistic, and instructionally appropriate. The focus of authentic assessment is the practical application of tasks in real-world settings.

New directions in authentic assessment are aimed at going beyond writing as an isolated subject unto itself by integrating writing into the teaching of all subject areas,

including science and mathematics. An authentic writing assignment should reflect various types of writing as well as levels of complexity related to the task assigned in the assignment's prompt. An increasingly popular format is portfolio assessment, in which students complete a body of writing over a prolonged period of time. "A portfolio is a collection of items that reveal different aspects of an individual child's growth and development over time." (Shores and Grace, 1998: 39).

Mueller (2005) defines authentic assessments as direct measures of students' acquired knowledge and skills through formal education to perform authentic tasks. The realistic contexts can make problems more engaging for students and help the teachers evaluate whether a student who can solve a problem in one context can transfer the skills to a similar setting.

Cole et al. (2000:8) give different ideas in planning to use authentic assessment:

1) The purpose of the activity should be clear. Instructors should know how they will use the results.

2) Instructors should design activities relative to instructional goals, asking students to apply what they have learned.

3) The activity should have more than one possible answer and perhaps more than one possible outcome.

4) Student-designed activities could serve as a possible assessment.

Considering these ideas, it is clear that the classroom environment remains more student-learning centered and the students undertake a big amount of responsibilities. In fact, authentic assessment takes into account variation in students' needs, interests and learning styles; and they attempt to integrate assessment and learning activities. According to Boud and Falchikov (2005), educators need to move from summative assessment that focuses on specifics, standards and immediate outcomes to more sustainable assessment that can aid students to become more active learners not only in managing their own learning but also assessing themselves to life beyond the end of the course.

Cole et al. (2000:9) identifies a repertoire of authentic assessment strategies:

Table 2.5: Authentic Assessment Repertoire

Cole et al. (2000:9)

<ol style="list-style-type: none"> 1. Kidwatching/anecdotal records: open-ended, narrative observational notes, logs, and records 2. Checklists: structured, curriculum-anchored, observational guides, charts, and records 3. Intenviews/conferences: face-to-face conversations to access, trade, and monitor student growth 4. Performance assessments: criteria and instruments used for analytic scoring of complex performances 5. Classroom tests: improving the construction and scoring of teacher-made achievement measures <p>Samples of the above are incorporated in a portfolio, which may also contain work samples, results, projects, video- and audiotapes, learning logs, student journals, and other pertinent student artifacts.</p>
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Fook & Sidhu (2010: 154) point out the main purposes of authentic assessment as: “fostering learning, improving teaching, providing valid information about what has been done or achieved and enabling pupils and others to make sensible and rational choices about courses, careers and other activities”.

What is important relating to authentic assessment is that it is not just for assessing students’ achievement, but it somehow shows the students about the process of their learning. So assessment should be in the way that be able to teach, not just to measure and through authentic tasks should express the value of students’ work. In this way it does not aim to prove their achievement, but its aim is to improve their learning. According to Moorcroft, et al. (2000:20):

“Authentic assessments are designed not only to be assessment tools but also to be exercises through which students explore their understanding of a topic and apply that knowledge. They are student-centered, engaging, and educational. They focus on developing understanding and applying knowledge, rather than assessing achievement alone. In a situation where authentic assessment is used, students learn how to learn.”

Alternative Assessment in Writing

New trends in assessment emphasized the point as assessment for learning in the way that teaching, learning and assessment are to become fully integrated as demanded by the underlying philosophy of the new, alternative paradigm. Assessment experts have for a couple of decades recognized and argued in favour of assessment as an essential component to learning. The shift occurred from measuring learning toward promoting learning. In this way, it was not as our prior understanding that knowledge can be passed directly from one head to another, in contrary; it depends on the learner's constructions of his or her own experiences. Furthermore; traditional assessment, instead of giving motivation to all students to work harder and encouraging them to carry on learning, demotivates most of them and effectively pushes them out of the system and hinders learning in multiple ways (Broadfoot, 1996 stated in Buhagiar, 2007:41).

Assessment in the new paradigm changed its way from being seen as a scientific or objective activity and its shift is from the psychometric model of assessment to the educational model. So assessment here does not mean only a measuring instrument, but can instead also tell us what the student can do in particular circumstances. Ellis (2001: xv) calls this 'reflective assessment' in that learners are engaging in a metacognitive assessment process to encourage a practical sense of what works, what is good, what has meaning, and ultimately, why.

Valencia (1990:60) believes that the greatest strength of the alternative assessment movement is the need for authenticity. Maclellan (2004:312) characterizes following features for alternative assessment:

“ student involvement in setting goals and criteria for assessment; performing a task, creating an artefact/product; use of higher level thinking and/or problem solving skills; measuring metacognitive, collaborative and intrapersonal skills as well as intellectual products; contextualization in real world applications; use of specified criteria, known in advance, which define standards for good performance”.

Portfolio, E-portfolio, Net-folio

A kind of alternative assessment which helps students to take their step independently is portfolio. Nowadays, all over the world portfolios are becoming a popular alternative form of assessment. Johnson et al. (1997) give the simplest definition of portfolio. According to them, portfolio is a container of examples of students' accomplishments and skills. For learners portfolios can be used as a way to demonstrate a broad variety of achievements and skills. Tierney, Carter, and Desai (1991:41) consider portfolios as vehicles for ongoing assessment which examine achievement, effort, improvement, and processes such as selecting, comparing, sharing, self-evaluation, and goal setting. Johnson et al. (1997:6) define portfolio as a purposeful, systematic anthology of a student's work over time that includes: "student participation in selection of content evidence of student self-reflection criteria for selection criteria for judging merit".

Vavrus (1990:48) defines portfolios as: "a systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills and attitudes".

At first view portfolios are seen as students' abilities documentations through which learners are able to value their own work. Rieman, and Okrasiski (2007:2) define portfolios as an assessment tool that allows the creator to put his or her best foot forward and document the knowledge and skills mastered through the learning process.

Portfolios provide a reflection which helps learners determine the areas for which they may need further guidance and instruction. Through portfolios, learners will have a clear picture of all that they have accomplished during their learning journey. Also through reflection on systematic collections of students work, teachers and students can work together to illuminate students' strengths, needs, and progress (Tierney et al., 1991). According to them portfolios can be considered as a new framework for assessment- a framework that responds to demands for empowerment, the changing nature of classrooms. A great deal of background information is necessary before using portfolios. In the following table, Johnson (1997:29) illustrates the necessary steps in preparing for portfolios:

Table 2.6:Portfolio stages

Johnson (1997:29)

Preparing For Portfolios
<ul style="list-style-type: none">• Be familiar with effective practices.• Know the goals, standards, issues and concerns in your school district.• Recognize the strengths of your staff.• Know the strengths of your leadership style.• Create a climate of trust, communication, and risk taking.• Use problem-solving procedures.• Be a principal-participant.• Acquire the superintendent's support.

Tierney et al. (1991:44) summarize the differences in assessment processes and outcomes between portfolios and standardized testing practices in the following table:

Table 2.7:Portfolios and standardized testing differences

Portfolio	Testing
Represents the range of reading and writing students are engaged in;	Assesses students across a limited range of reading and writing assignments which may not match what students do;
Engages students in assessing their progress and/or accomplishments and establishing on-going learning goals;	Mechanically scored or scored by teachers who have little input;
Measures each student's achievement while allowing for individual differences between students;	Assesses all students on the same dimensions;
Represents a collaborative approach to assessment;	Assessment process is not collaborative;
Has a goal of student self-assessment;	Student assessment is not a goal;
Addresses improvement, effort, and achievement;	Addresses achievement only;
Links assessment and teaching to learning	Separates learning, testing, and teaching

Tierney et al. (1991:44)

Along with the changes in writing classroom structure, using portfolio changes the role of teacher and students and it opens the way for students to take active roles by giving more opportunity for students to draft, reflect, and have conferences with teachers and students. Tierney et al. (1991:63) demonstrate the changing roles of teachers and students in the reading and writing assessment through portfolio in the following table:

Table 2.8: Roles of teachers and students in using portfolios

Teacher Roles	Student Roles
<ul style="list-style-type: none"> ● Provide a well provisioned classroom; ● Plan for student involvement, interaction, and input in classroom activity; ● Provide time for assignments that encourage decision-making, drafting, reflecting, discussing, reading, and responding; ● Provide instruction and modeling of expectations; ● Assess student process, effort, progress, and achievement, as well as products; ● Help students manage portfolios; ● Collect and analyze student work samples; ● Develop an interactive style of teaching; ● Use information gathered from interactions with the child about their portfolio to guide instructional direction; ● Use analysis and samples to report to stakeholders. 	<ul style="list-style-type: none"> ● Choose writing topics; ● Choose reading material; ● Organize, maintain, and accept responsibility for reading and writing portfolios; ● Involvement in self and peer assessment; ● Collect, analyze, compare, and select writing and reading samples; ● Collaborate with others to understand personal strengths and weaknesses; ● Set goals.

Tierney et al. (1991:63)

One innovative advancement in the field of portfolio is electronic portfolio. The current trend in higher education is to use electronic portfolios which are for collection, reflection and assessment. Rieman & Okrasinski (2007:25) quote Wiedmer who states: “Electronic portfolio is a purposeful collection of work, captured by electronic means,

that serves as an exhibit of individual efforts, progress, and achievements in one or more areas”.

Lorenzo & Ittelson (2005:3) describe e-Portfolios as “personalized, Web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishments for a variety of contexts and time periods”.

According to Hewett (2005: 27) “The electronic portfolio creates a personal collection of thoughts and work that enhances the use and knowledge of technology, improves instructional practices and showcases the candidates for potential employers, students and students' parents”.

The use of e-portfolios makes a shift in the responsibility of learning from teacher to student. Hewett (2005:27) indicates that “electronic portfolios are being used by elementary, secondary and college educators to lead their classrooms toward learner-centered rather than teaching- centered learning environments”. Hewett further states that “as a model for learner-centered classrooms, e-portfolios give students ownership and responsibility for their own learning”.

According to Rieman & Okrasinski (2007) digital portfolios may be submitted on disk or on CD-ROM, or may be sent by e-mail as attachments. And also they point out that through web-based portfolios, viewers can access the information at their leisure whenever they go online. It is important to know that e-portfolios help students to participate actively in assessing their own learning, in single courses and across courses and also these tools help students assess their strengths and weaknesses, as well as their growth and development, over time.

According to Treuer and Jenson (2003), e-portfolios promote the concept of lifelong learning and allow for both formative and summative self-evaluations. They foster creative thinking and collaboration. Some educators see e-portfolio as an authoring, learning audit and analysis system that facilitates student learning portfolios, the online delivery of learning materials, external field work assessment, and resume and portfolio distribution (via e-mail, intra-server, and downloadable external storage).

One of e-portfolios’ undeniable contributions is its reflective aspect. “Another value of the e-portfolio is the continuous improvement that it can offer a student. A

student does not see the work as definitive but can steadily improve it over the learning period” (Barbera 2009: 342).

Gathercoal, Love, Bryde, & McKean, (2002:29) give the name of webfolio for e-portfolio and describe it as: “tightly integrated collection of web-based multimedia documents that include curriculum standards, course assignments and corresponding student artifacts in response to the assignments and reviewer feedback to the student's work”. Actually net-folios are a network of students e-portfolios, gives an opportunity for students to reflect, to revise, and to develop their writings. What makes net-folio different from e-portfolios is that:

“...it offers students a better understanding of learning objectives and promotes self revision through participation in assessment of other students’ learning, as indicated through their portfolios. Class student e-portfolios are interconnected in a unique net-folio such that each student assesses their peers’ work and at the same time is being assessed. This process creates a chain of co-evaluators, facilitating a mutual and progressive improvement process” (Barbera 2009: 342).

Other similar terms are used for the concept of e-portfolio or digital portfolio such as: efolio (Cambridge, 2008), webfolio or web portfolio (Chen, Liu, Ou, & Lin, 2001; Kimball, 2003), virtual portfolio (Sorensen & Takle, 1999), etc.

Lopez-Fernandez and Rodriguez-Illera (2009:609) clarify its objectives as:

- 1) to give the student a personal web-based space to store, classify and/or select his or her learning products (by logging with a user name and password),
- 2) to offer the student to be supported through the Internet by a teacher team of facilitate that learning achievements based on scheduled assessment criteria,
- 3) to enable the student to self-manage his or her academic assignments (in compulsory or optional modalities, individual or group mode, etc.) and communications (by email, forums or chats, etc.) in order to be more autonomous in their learning management”.

Also Lopez-Fernandez and Rodriguez-Illera (2009:615) in their studies approve the positive effect of using e-portfolios in education and conclude that:

“The use of digital learner course portfolios in the University is becoming more and more a reality, year on year in our institutions, as it is providing us with an answer to a new educative paradigm, more learner-centred and focused on promoting students’ self-management and self-responsibility in the learning process, as lifelong learners”.

In some cases maybe educators tend to find some excuse not to use netfolios, e.g., they take too much time or there is no time to learn to use the technology. In contrary, in many studies the students expressed positive opinions and self-efficiency through the e-portfolio as a tool to manage their learning and assessment during a semester and they emphasised that the e-portfolio was valuable as a personal developmental learning tool. In fact, net-folios can support teaching, learning, and assessment.

2.5 Technology-Enhanced Language Assessment

2.5.1 Technology-Enhanced Writing Assessment

Research in the use of technology in the writing classroom has indicated that it creates a supportive and motivating environment for learners conducive to students to work at their own pace and linguistic developmental level and enhances their independent writing skills in terms of quality and quantity (Bialo & Sivin-Kachala, 1996; Goldberg, Russell, & Cook, 2003; Lam & Pennington, 1995; Stepp-Greany, 2002).

Significantly, with the use of technology in education and the work place today, CALL offers students skills to meet their academic and real-life needs. It is not easy to use technology in education and specially in language learning and teaching because many factors should be considered including teacher familiarity with and readiness to use the technology, student computer skills, and availability of both hardware and software. CALL activities with instructor assistance and some techniques have been successful in helping students improve writing.

According to Pennington (1989) students who write with a computer or on paper do not go through the same writing process stages. The latter start their writing process by brainstorming, outlining ideas, writing, revising, producing drafts, and proofreading before the production of the final version. The former begin by recording ideas,

integrating the process of producing, revising, editing, and modifying ideas before the completion of the final draft (Goldberg et al., 2003). CALL is one of the central factors which motivates learners in their writing. Levy and Hubbard (2005) proposed a model for computer mediated language learning as seen in the following figure:

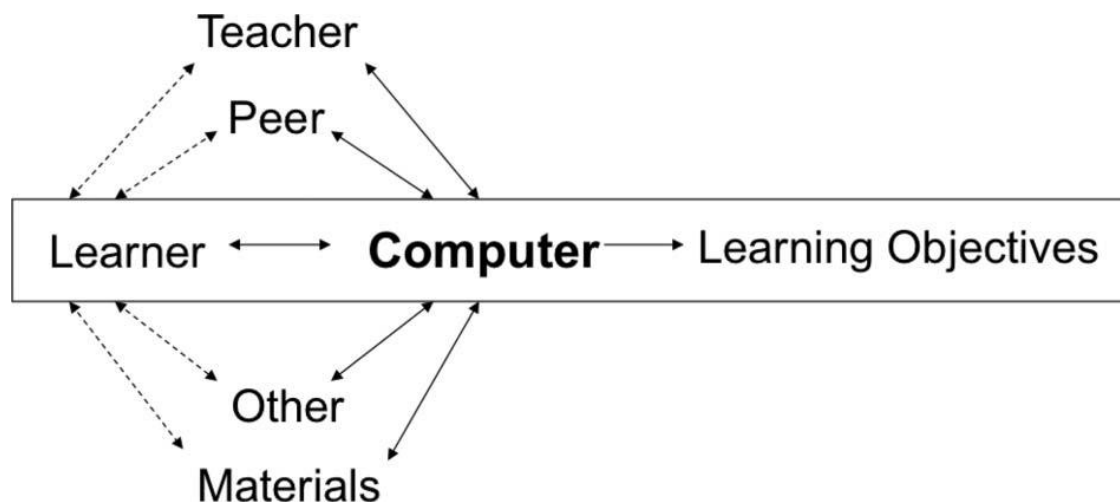


Figure 2.4: Computer mediation in language learning

Levy & Hubbard: 2005

As is clear through the figure, this model positions the computer (along with the learner and learning objectives) at the center of learning activity. Learners interact with peers, teachers and other materials in this context as they strive to reach learning objectives.

Urquhart et al. (2005) divided technology into three aspects as: multimedia capability, information resource, and collaboration tool. Nowadays, many students have the opportunity to become fluent in multimedia literacy through technology. They can use it as a rich source of information and via using internet, they can interview experts anywhere in the world. Besides all of these, they have the possibilities for online collaborations. Technology allows online discussions between teacher and students, and also among students. In using any technological program in writing classrooms, the teachers should consider the following questions very carefully:

- Does it directly support the curriculum objectives I will be assessing?
- Does it provide opportunities for students to collaborate?
- Does it allow for adjustments for student ability and prior experience?
- Will I get feedback about student performance or progress? Will students get feedback?

- Will students be able to use it to design and implement projects that extend the curriculum content? (Urquhart et al., 2005:46).

Urquhart et al. (2005:50) clarify some guidelines to help teachers for using technology with the writing process as:

1. Begin by stimulating ideas and allowing students to talk about timely and interesting writing topics in your content area. Also, guide students to selected Internet sites to find writing prompts or discussion starters. Remember, talking before writing serves as a catalyst for more ideas.

2. Model for students how to use a word processing program to create an advance organizer that will help them organize and develop ideas around their interests. For instance, students might identify three facts about each topic idea, add them to the squares or circles of the organizer, and continue to add to the organizer as they think of more ideas.

3. Ask students to write for a designated period of time using a word processing program; while students are drafting, encourage them to use the computer to translate their thoughts as completely as possible, making a record of their thoughts. Or have students transform a list of facts, ideas from the advance organizer they created, or responses to questions and comments from an earlier discussion into written form.

4. Guide the revision process, modeling for students the ways they can use specialized software and program features to check their papers' organization, showing when support is missing or unclear, pointing out redundancies, or looking for key words and transitions that assist readers. Have students work in pairs or in groups of three to suggest revisions to supporting details or descriptions.

5. Model editing by demonstrating how to use software programs that help identify run-on sentences and other troublesome sentence structures or to check spelling. Again, students could work cooperatively in pairs or small groups. Or go a step further and have students send their writing, requesting comments and suggestions, to designated peer editors, someone at another school, or a relative in another state.

6. Publish student papers on Web sites or other designated resource pages for other audiences. Publishing student writing can encourage the reluctant writer,

strengthen self-confidence, reward interest, and promote a positive attitude toward literature. The Internet has a variety of sites for publishing student work that explain requirements for publishing at that site and have sample papers posted. Students can also use desktop publishing programs to design, write, and publish a school publication.

According to Warschauer (1996), internet application allows learners to communicate directly, inexpensively, and conveniently with other learners with no time or place restrictions. Blogging is one of the internet applications which may potentially offer a number of advantages in teaching writing (Bloch, 2007; Ducate & Lomicka, 2008; Throne & Payne, 2005; Wang, 2007).

Dippold (2009:19) explains the advantages of blog use in writing instruction as: “they allow writers to reach a much wider audience than just a tutor, encourage and facilitate the exchange of resources and thoughts, and enable students’ work to be evaluated and assessed by peers”. In addition, all students and the teacher can access drafts at any time and place in order to give and receive feedback (Dippold, 2009).

Ş.Arslan, R. & Şahin-Kızıl, A. (2010:184) give some beneficial features of blogs:

- Offering writing practice to students (Campbell, 2003)
- Fostering a sense of ownership (Campbell, 2003; Ducate & Lomicka, 2008; Sun, 2009)
- Fostering a sense of audience in the students (Leverett, 2006; Ward, 2004)
- Facilitating exchange of resources (Dippold, 2009)
- Facilitating feedback on process in writing (Dippold, 2009; Liou & Peng, 2009)
- Optimizing teacher–student communication and peer interaction (Campbell, 2003; Dippold, 2009; Murray & Hourigan, 2008; Sun, 2009).

CHAPTER 3

METHODOLOGY

This study was carried out to determine whether using netfolio as a technique of assessment for ELT department students had any significant effect on their writing performance.

3.1 Research Design

A dual methodology has been applied in this study. A comparative quantitative methodology has been applied to detect the value of the dependent and independent variables. A qualitative approach has also been applied to the class, to detect a set of conditions that would precipitate a qualitative change in the behaviour of students. The use of different data collection instruments is proposed: (1) comparative analysis of pretest-posttest of control group and experimental group, (2) an attitude questionnaire which was designed for the students which reveals their satisfaction with using of the netfolio, peer- and teacher- feedback, and re-writing in the writing classes; and (3) a structured interview to elicit the subjects' attitude in details about using netfolios, peer- and teacher- feedback, and re-writing in writing classes. The software used to analyse pretest-posttest results was SPSS (Statistical Package for the Social Sciences). Also an analysis of chi-square was run for the results of questionnaire.

3.2 Participants

The participants of this study were the English Language Teaching (ELT) first year students studying at European University of Lefke (EUL) during the Fall semester of 2009-2010 academic year. The participants were randomly assigned. The control and experimental group were decided randomly.

The experimental group was expected to create an online netfolio following the instructions given and the control group kept normal classical writing class with peer-

feedback and teacher-feedback and re-writing process. Questions as for the background (education) of the participants and also related to netfolio, peer-feedback, teacher-feedback and re-writing were asked in the structured interview. The age range did not vary as almost all the students were newly graduates from high schools entering into the higher education starting from the preparation class. For eliminating the problems of technology using, at the beginning of the semester experimental group had a course in using computers and internet, and their problems in this field were solved. The number of experimental group participants was 19 and in the control group 19 totaling 38 learners.

Participants were assured about the confidentiality and anonymity of the responses and their involvement in the study. Students participated in an orientation session before the treatment and were explained the aim of their course, how it would be implemented, teacher and student roles, elaborating some assessment issues, use of computers for educational use and most importantly netfolio formation process. Necessary official permission was granted from head of the ELT Department prior to the implementation process. The duration of the study were a 14-week period, with 3 hours were allotted for each week.

3.3 Materials

The material which was considered to be used in this study was “Write to be Read” by (Smalzer,2008). The course book contained seven chapters through which 4 chapter covered in this semester. The chapters concentrated on the writing academic essays. In every chapter, students read and discussed two thought-provoking authentic texts, wrote personal and academic responses, and shared their writing in peer-review sessions. In preparation for the academic writing assignment in each chapter, students read and analyzed a student essay, focusing on organization as well as sentence- level grammar. Students then wrote an academic essay and worked collaboratively on review and revision. Essay assessment Checklists were provided at the end of each chapter for students and teachers to use in giving feedback. At last, they had to write 4 essays during the semester. The inspiring reason for using this book as a course book was that this book had many parts for feedback and revision.

3.4 Data Collection Procedure

Data were collected at European University of Lefke in North Cyprus through both administering quantitative data collection methods such as questionnaires and a pre-test, post-test evaluating the netfolio and qualitative data conducting structured interviews. The piloting of the questionnaire was conducted with experts in ELT Department on Wednesday 9th December, 2009. Afterwards, changes were made accordingly and some unnecessary items were omitted and some items were added. A pre and post test on assessing the writing skills of students in the form of essay writing were applied at the beginning and end of the semester. The pre- and post-test essays have been marked by different instructors.

Every week for the whole semester the researcher checked the experimental group for providing computer accessibility for those who have limited availability and to see the process in their netfolio formation offering help with the technical and content related issues. The students were asked to compile a word processing file in the online classroom environment. The essays to be included in the netfolio file should be written about the topics provided by the researcher each week through their coursebook.

At first, an account was created for each student of the experimental group which allowed them to log in the online classroom environment. Along with the regular feedback and in-class guidance, students developed their netfolios online: they uploaded their files, exchanged feedback to and from each other, discussed and shared. All texts were evaluated via a rubric throughout the semester. The scoring type which was used in pre-test and post-test was analytic scoring, "... in which as many as six major elements of writing are scored" (Brown,2004:243). The following is a scoring criteria:

Content 30

Organization 20

Vocabulary 20

Syntax 25

Mechanics 5

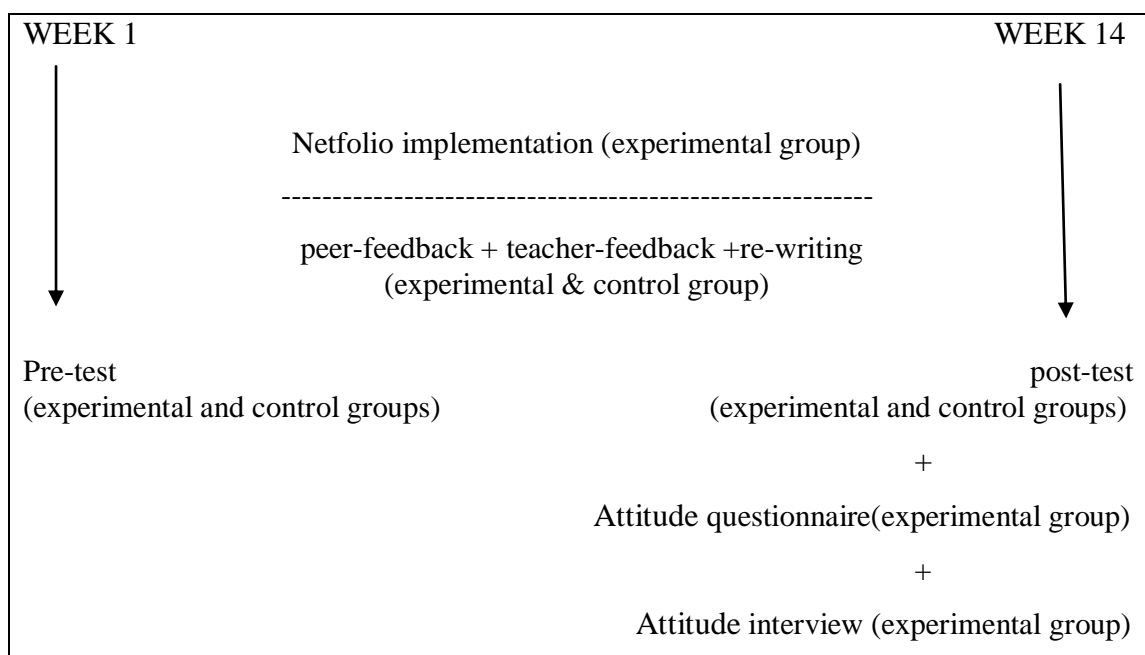
Total 100

(Brown, 2004: 246)

After evaluation of any essay and teacher feedback, the students were assigned to re-write their essays.

Then the other part of data was collected in the form of attitude questionnaire in the end of the semester and it was analyzed by using an analysis of chi-square.

At last, an interview was conducted for experimental group and explained in detail.

Table 3.1: The data collection procedure**3.5 Data Collection Instruments**

The study utilized several instruments to collect data quantitatively & qualitatively applied at the beginning and end of the project. Firstly, one proficiency test of writing was applied as a pre-test at the beginning of the semester. Secondly, a post-test was conducted to evaluate the level of improvement. Their pre-test and post-test topic was taken from First Certificate in English (2008:27). Thirdly; through a piloted questionnaire at the end of semester, the researcher tried to determine whether

using net-folio, Peer-feedback, teacher-feedback and re-writing motivate students in writing courses. The first questionnaire was designed, revised, and piloted by the researcher in order to obtain data related to the attitude of students in using netfolio, peer-feedback, teacher-feedback, and rewriting in writing courses. The questionnaire items were written following a review of the literature on affective domains in writing, peer-feedback and teacher-feedback, re-writing, and using netfolios in writing classes. The questionnaire consisted of 21 items which were designed in a five-point Likert scale ranging from 1 to 5 as: '1= strongly disagree', '2= disagree', '3= not applicable', '4= agree' and '5= strongly agree' options. The attitude questionnaire included items related to the writing(5 items), peer-feedback(5 items), teacher-feedback(3 items), re-writing(3 items) and netfolio using(5 items).

At last, an oral interview was conducted with all of the 19 students in the experimental group at the end of semester. The students answered 6 main questions about their background (education) and also their perceptions related to keeping netfolios in writing classes. They were also asked questions to reveal their ideas about peer-feedback, teacher-feedback, and re-writing through netfolio using. The interview protocol was transcribed for data analysis soon after.

3.5.1 Pre-test and Post-test

In the beginning of the semester, the participants (control group and experimental group) were given a pre-test to gauge the level of writing proficiency. Also at the end of the semester, a post-test was given to determine whether there is an improvement in participants' writing performance. Their pre-test and post-test topic was taken from First Certificate in English (2008:27). Their essays have been marked by different instructor.

3.5.2 Attitude Questionnaire

At the end of the semester, one piloted attitude questionnaire was administered for experimental group to show their level of motivation in using netfolio related to writing, teacher & peer-feedback, and rewriting. It has 21 items with attitudes about writing skills (5 items), writing feedback (peer-feedback, teacher-feedback) (8 items), re-writing motivation (3 items), and netfolio motivation (5 items). The division of

questionnaire questions regarding writing, re-writing, peer-feedback, teacher-feedback, and netfolio is as follows:

No.1,2,3,4,5: about writing

No.7,8,14: about re-writing

No.6,9,10,15,16:about peer-feedback

No.11,12,13: about teacher feedback

No.17,18,19,20,21: about netfolio

3.5.3 Background and attitude interview

At the end of the semester, one structured interview related to the participants' background and their motivation to Peer-feedback, Teacher-feedback, Re-writing, and Net-folio was conducted for experimental group. There were questions as:

1)In which high school did you study? (state high school- düz lise, süper lise, kolej)

2)How much writing did you have in high school?

3)Did you have re-writing in high school writings and in which ways did netfolio motivate you to re-write in this course?

4)In which ways did netfolio motivate you to get teacher-feedback in this course?

5)In which ways did netfolio motivate you to get peer-feedback in this course?

6)In which ways did netfolio motivate you to write in this course?

3.6 Data Collection Environment: Google groups

Google groups (<http://googlegroups.com>) is an internet site through which one can make an online group communication. In this way, there should be someone who constitutes his group and then invites as many members as he wants. Afterwards, all of the members could be in communication whenever they want. They can discuss, exchange information and give their comments online.

3.6.1 Features of Google groups

The website has many different functions. The researcher (the teacher of the course) constituted a group here. She invited all of the experimental group as members. All of the members had their own account. Nobody could enter this site without invitation. The members could upload their files here without any problem. They had the chance to check their friends' files whenever they want. All of the files saved there exactly the time that the members uploaded them. So; when the teacher determined a deadline for submitting their assignments, they had to upload it before the deadline. They could give their feedback to their peers online or upload it as a file. They had the opportunity to give feedback for more than one peer, and also they could get feedback from more than one. They had their files as netfolio there. The teacher could check and evaluate all of the assignments and give feedback. After getting feedback from the teacher, the students were assigned to re-write their writings without any mistake.

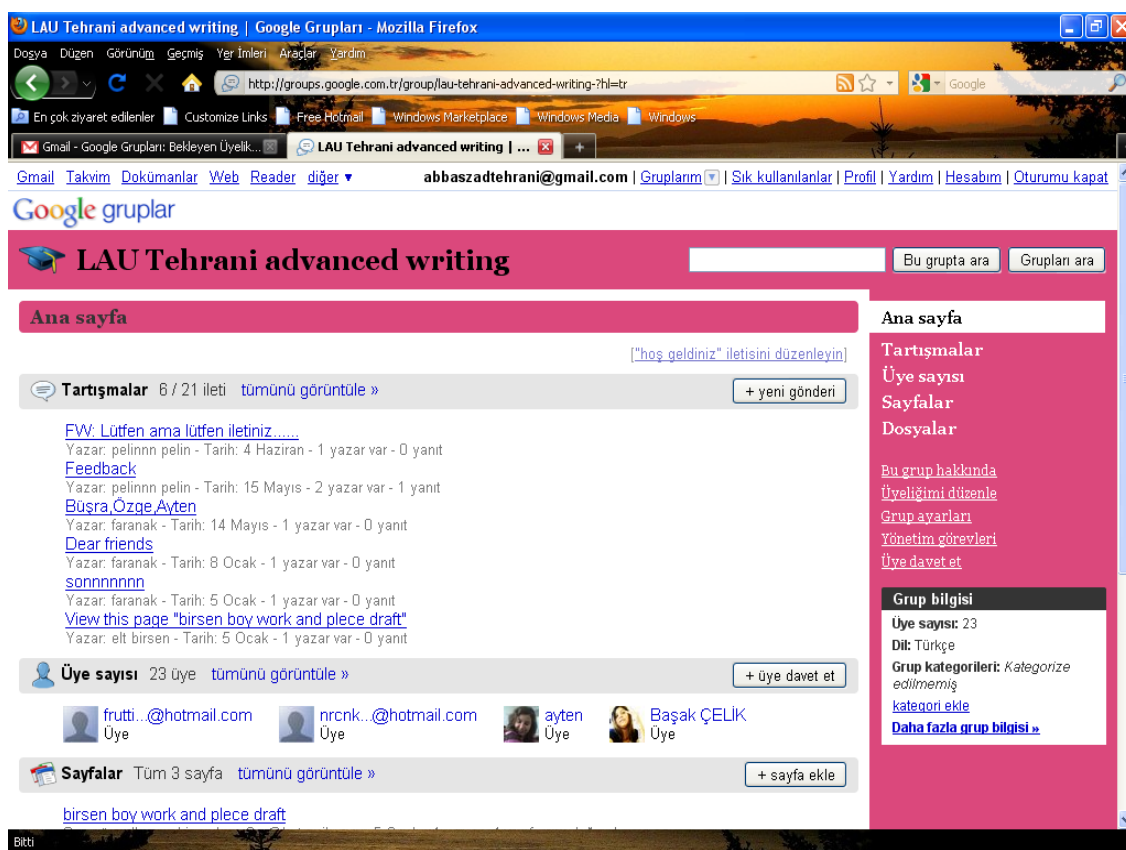


Figure 3.1: The homepage

As it is clear in the figure, there are features of the site which are very useful for the members.

- Homepage: Through this page, the owner of the group (teacher) or the members could decide which part they want to go.
- Discussions: Through this part, all of the members could have discussions, give feedbacks, give comments, or even give any information which is important for the group.
- Number of members: This part shows the number of members and also their characteristics and their pictures. The teacher could remember the students easily through this part.
- Pages: By using this part, the teacher can constitute pages for members.
- Files: In this part, the files of students are being saved and they are able to check them whenever they want.

The screenshot displays a web browser window showing a Google Groups discussion page. The browser's address bar indicates the URL: <http://groups.google.com.tr/group/lautehrani-advanced-writing/topics?hl=tr>. The page title is "Tartışmalar - LAU Tehrani advanced writing". The main content area shows a list of messages under the heading "Tartışmalar". The first message is titled "FW: Lütfen ama lütfen iletiniz....." and contains a long list of email addresses. The second message is titled "Büşra Özge Ayten" and says "Dear friends, Please inform Büşra, Özge, Ayten that we don't have class on Tuesday afternoon. They were absent last week. Thank you Faranak". The third message is titled "Feedback" and says "Hocam MÜstafa'nın yazısına feedback yaptım!!!". The fourth message is titled "Dear friends" and says "I've sent your feedbacks. Please rewrite them and bring them with yourself for writing examination today. Thank you". The right sidebar contains navigation links: "Ana sayfa", "Tartışmalar", "Üye sayısı", "Sayfalar", "Dosyalar", "Bu grup hakkında", "Üyeliliğimi düzenle", "Grup ayarları", "Yönetim görevleri", "Üye davet et", "Sponsor siteler", "Dull Bayan Partner", "Gerçek Bayan Arkadaş", and "FORMULX3 Therma-Shape".

Figure 3.2: Discussions page

Through discussion page, the students have the chance to give their comments online and as it is clear in the figure 3.2, they can give their messages to their teacher. And also whenever the teacher has something to share with her/his students, this page makes it possible.

The screenshot shows a web browser window displaying a Google Groups page. The browser's address bar shows the URL: <http://groups.google.com.tr/group/lau-tehrani-advanced-writing/members?hl=tr>. The page title is "Üye sayısı - LAU Tehrani advanced writing". The main content area is titled "Üye sayısı" and lists members with their profile pictures, names, and join dates. The right sidebar contains navigation links and group information.

Sıralama:	Üyelik türü	kabılma tarihi
frutti...@hotmail.com	Üye	katılış tarihi 5 Kasım 2009
nrcnk...@hotmail.com	Üye	katılış tarihi 6 Kasım 2009
ayten	Üye	katılış tarihi 5 Kasım 2009
Adı: ayten kalmıs		
Başak ÇELİK	Üye	katılış tarihi 9 Kasım 2009
Adı: Başak		
berat diri	Üye	katılış tarihi 12 Kasım 2009
başra herfin dın		

Right sidebar content:

- Ana sayfa
- Tartışmalar
- Üye sayısı
 - + yeni üye davet et
- Sayfalar
- Dosyalar
- Bu grup hakkında
- Üyeliğimi düzenle
- Grup ayarları
- Yönetim görevleri
- Üye davet et
- Grup bilgisi
 - Üye sayısı: 23
 - Dil: Türkçe
 - Grup kategorileri: Kategorize edilmemiş
 - kategori ekle
 - Daha fazla grup bilgisi »

Figure 3.3: The number of members page

Through “the number of members page” part, the teacher and the students are able to see the whole members. So this page makes the communication easy among them because they know that to whom they want to give comment or feedback.

The screenshot shows a web browser window displaying a Google Groups page for 'LAU Tehrani advanced writing'. The page features a header with the group name and a search bar. Below the header, there is a section titled 'Dosyalar' (Files) with a sub-header 'Görünüm: Liste, İzgara'. A table lists 280 files with columns for 'Dosya adı', 'Yükleyen', 'Boyut', and 'Yüklenme tarihi'. The table contains 15 rows of file information, including titles like 'are there universal manner -furkan gemici.rtf' and 'AYTEN BIRTH-ORDER THEORY REWRITE.doc', uploaders' names like 'furkan' and 'ayten', and upload dates like '26 Nisan' and '18 Aralık 2009'. A sidebar on the right contains navigation links such as 'Ana sayfa', 'Tartışmalar', and 'Üye sayısı', along with a 'Grup bilgisi' section showing 'Üye sayısı: 23' and 'Dil: Türkçe'.

Dosya adı	Yükleyen	Boyut	Yüklenme tarihi
are there universal manner -furkan gemici.rtf	furkan	32,4 KB	26 Nisan
AYTEN BIRTH-ORDER THEORY REWRITE.doc	ayten	26,5 KB	18 Aralık 2009
AYTEN BIRTH-ORDER THEORY FEEDBACK.doc	birsenboy_3...@hotmail.com	27,5 KB	18 Aralık 2009
AYTEN BIRTH-ORDER THEORY.doc	ayten	26,5 KB	18 Aralık 2009
AYTEN KALMIŞ PARAGRAPH ASSESSMENT CHECKLIST.doc	birsenboy_3...@hotmail.com	32,5 KB	22 Aralık 2009
AYTEN KALMIŞ PARAGRAPH ASSESSMENT CHECKLIST.doc (2)	ayten	32,5 KB	18 Aralık 2009
AYTEN+ WORK TO LIVE+ DRAFT 1.doc	ayten	22,0 KB	5 Ocak
AYTEN+ WORK TO LIVE+ DRAFT 2+FEEDBACK.doc	berat diri	22,5 KB	5 Ocak
AYTEN+ WORK TO LIVE+ REWRITE.doc	ayten	22,0 KB	5 Ocak
AYTEN+OUT F COURTESY+DRAFT 3 (REWRITE).docx	ayten	11,7 KB	27 Nisan
AYTEN+OUT OF COURTESY+DRAFT 1.docx	ayten	12,7 KB	26 Nisan
AYTEN+PROGRESS AND TRADITION+DRAFT 1.doc	ayten	23,0 KB	18 Mayıs

Figure 3.4: The page of Files

Through “the page of files” part, the teacher could see the process of students’ work. All of the files include their uploaders’ name and the date of uploading information. This page shows the files with their titles and it is clear that who gives feedback to whom and when. All of the files are available and saved in this section (see figure 3.4).

One example of uploaded files (peer-feedback) is shown as follows and another example of sample essay has been shown in appendix 6.

TOPIC: Do men and women expression in the same way? Or does gender influence the expression of love?

GENDER ROLES

Gender role is one of the important influences in love. It can define our behavior in the expression of love. For example; in a marriage, women. (a marriage and

women?)always feel the opposite gender as security, future, family, love, closeness, support and many other things. But men always feel the opposite gender as responsibility, stress, loss of freedom, loss of choice, demands of relationship, and many other things. Namely, women have more emotional views than men. The other example is; in the expression of love, men can easily forget everything and immediately can find a new girl friend but women can't deal with these problems which can occur when they break apart from themselves. So we haven't got any chance to do something because of our gender.

Binnaz BOĞA

Essay Assessment Checklist

These are the criteria for a well-written paragraph. Use them to Paragraph Assessment Checklist examine your writing, or a classmate's and check *Yes or No* for each item. You may wish to add comments or suggestions.

Content and ideas Yes No Reader's comments

1. The writer has thought carefully about the topic and has a clear main idea.	+ ...	The main idea is clear. The writer's purpose is clear. She used examples. She used her own voice.
2. The writer's purpose (to define, compare, or decide, and so on) is clear in the paragraph.	+ ...	
3. The paragraph is convincing because there are enough logical points to support the main idea.	+ ...	
4. The paper has the writer's voice; that is, it sounds like him/her.	+ ...	

Organization and form

5. The paragraph has correct format. The first sentence is indented, and the remaining sentences follow each other without gaps.	+ ...	The first sentence related with other sentences.
6. The main idea is clearly expressed in a topic sentence.	+ ...	The main idea is clear.
7. The logic is easy to follow, so the reader understands the paper easily after one reading.	+	The logic is not easy to follow.

Language

8. The paper is easy to understand. These elements are used well: - sentence structure (no fragments or run on sentences) - grammar - vocabulary - mechanics (spelling, capitalization, punctuation)	... + ... + ... + ... +	. There is no grammar mistake. There is no mistake about spelling.
--	----------------------------------	--

3.6.2 Advantages and Disadvantages of Google Groups

First of all, Google Groups combines most of the applications a teacher might need for an effective online instruction: file saving, uploading, sharing, conference, chat, forum, announcements. Secondly, it does not require an advanced level of computer knowledge, basic computer literates can easily survive. In addition to its user friendly design, there is no need to download and install any software. It is also very well designed in terms of visual elements with the flexibility of integrating at any time. Google Groups makes uploading all kinds of files possible—either documents of text or graphic without any size limitation for uploading. Another advantage is the chat section where sessions can be saved automatically in chat log file.

Moreover, Google Groups allows no one to enter the group without invitation. This makes the teacher feel that everything is under his/her control and gives a sense of security. Lastly, the uploaded files remain there till whenever the members decide to remove them.

The main disadvantage can be mentioned as lack of webcam option in conference section.

3.7 Data Collection Process

The academic year started on the 28th of September in 2009; the study was estimated to last for 14 weeks planned according to the academic calendar.

Week 1

The first week of the study, the teacher (researcher) conducted one proficiency test of writing as a pre-test for both control and experimental group.

Week 2

The second week started with introducing the procedure of the course. First of all, the method of teaching and the expectations was explained. Some important points about net-folio and how to organize it was clarified. Net-folio was structured among students and teacher. It was designed technically and pedagogically to provide learning support to students online in such a way that they receive feedback at every phase for the improvement of their work. In writing an academic essay, students were assigned to share their essays with their peers in net-folio. After becoming familiar with the topic of each chapter of their course book, through reflection, discussion, reading & brain storming, students prepared for the formal writing assignment in stages.

Week 3

The third week started with the questions of the students, mainly the missing students from the first and some having had the problems asked for help. The teacher (researcher) helped the students. One of the common problems was about how to select and upload the pieces of writing although it had been explained in the previous week with some guidelines. Some others were related to the technical issues and their accessibility to a computer connected to the Internet. Students began with expressive writing and progress to more objective academic writing. In private journals, students responded subjectively to the main reading.

Week 4

In part 2 of chapter 1, students write responses that are more objective and share them with an audience of peers. In part 3 of chapter 1, students read a second selection and think critically about the topic. After turning their attention to writing skills in part 4, students begin the formal writing assignments in part 5 of chapter 1. For the next week, students were asked to write the essay of part 5 and to upload it. It should be

mentioned that only experimental group were assigned to upload the essay and the control group were assigned to give it to their peers for getting and giving feedback. Attention was particularly given to parts of essay. Additionally, students are reminded to brainstorm first and then narrow down the topic and prepare a first draft after completing exercises designed to generate ideas and expand their points of view. Then they revised their first drafts, got feedback from peers, and revised further before submitting their essays for the teacher's evaluation. Students were all clear about the process. While problems were being solved, the researcher explicated how to give feedback to other friends' texts. The students' coursebook provided them a checklist for giving feedback and the teacher explained it and guide them to use it (see p.31-32).

Week 5

Some examples are displayed where the texts were provided with feedback, some vivid comments were shared and a sample text was read and analyzed in class with students' contribution. In line with the syllabus, the researcher was warned the students who has missing tasks as the underlying idea was to keep the process going throughout the study; not writing down the essays during the final weeks and they were given information about the importance of their course and the marks which any of their tasks include.

Experimental group got teacher's feedback and they were assigned to re-write their essays and submit it to their teacher again through netfolio.

Control group got teacher's feedback by giving their final drafts to the teacher and they were also assigned to re-write their essays and give it to their teacher again.

Students began with expressive writing and progress to more objective academic writing in chapter 2 of their course book. In private journals, students responded subjectively to the main reading.

Week 6

In part 2 of chapter 2, students wrote responses that were more objective and shared them with an audience of peers. In part 3 of chapter 2, students read a second selection and thought critically about the topic. After turning their attention to writing skills in part 4, students began the formal writing assignments in part 5 of chapter 2.

Students were asked to write the essay of part 5 and to upload it. Then they revised their first drafts, got feedback from peers, and revised further before submitting their essays for the teacher's evaluation.

Week 7

Experimental group got teacher's feedback and they were assigned to re-write their essays and submit it to their teacher again through netfolio. Control group got teacher's feedback by giving their final drafts to the teacher and they were also assigned to re-write their essays and give it to their teacher again. It was their second essay.

Students began with expressive writing and progress to more objective academic writing in chapter 3 of their course book. In private journals, students responded subjectively to the main reading.

Week 8

In part 2 of chapter 3, students wrote responses that were more objective and shared them with an audience of peers. In part 3 of chapter 2, students read a second selection and thought critically about the topic. After turning their attention to writing skills in part 4, students began the formal writing assignments in part 5 of chapter 3. Students were asked to write the essay of part 5 and to upload it. Then they revised their first drafts, got feedback from peers, and revised further before submitting their essays for the teacher's evaluation.

Week 9

Experimental group got teacher's feedback and they were assigned to re-write their essays and submit it to their teacher again through netfolio. Control group got teacher's feedback by giving their final drafts to the teacher and they were also assigned to re-write their essays and give it to their teacher again. It was their third essay.

Students began with expressive writing and progress to more objective academic writing in chapter 4 of their course book. In private journals, students responded subjectively to the main reading.

Week 10

This week was devoted to go through the whole process from the beginning till the tenth week and as the students had been writing essays nearly for a semester this week functioned as a break for selection and reflection. There was not a specific task assigned for the week.

Week 11

Experimental group got teacher's feedback and they were assigned to re-write their essays and submit it to their teacher again through netfolio.

Control group got teacher's feedback by giving their final drafts to the teacher and they were also assigned to re-write their essays and give it to their teacher again.

In part 2 of chapter 4, students wrote responses that were more objective and shared them with an audience of peers. In part 3 of chapter 4, students read a second selection and thought critically about the topic.

Week 12

After turning their attention to writing skills in part 4 of chapter 4, students began the formal writing assignments in part 5 of chapter 3. Students were asked to write the essay of part 5 and to upload it. Then they revised their first drafts, got feedback from peers, and revised further before submitting their essays for the teacher's evaluation.

Week 13

Experimental group got teacher's feedback and they were assigned to re-write their essays and submit it to their teacher again through netfolio. Control group got teacher's feedback by giving their final drafts to the teacher and they were also assigned to re-write their essays and give it to their teacher again. It was their fourth essay.

Week 14

This week was devoted to go through the whole process from the beginning till the end and it was as a reflection on whole semester. The researcher conducted

attitude questionnaire for experimental group. The teacher (researcher) provided a structured interview for experimental group.

3.8 Methods of Data Analysis

This study included both quantitative and qualitative data. Quantitative data were gathered from the pre- and post-test in students' writing process and one attitude questionnaire. The data collected in these ways were statistically analyzed using the SPSS. To analyze the data, the means of each student were computed. For questionnaire, 21 items in the five-point Likert scale were assessed values ranging from 1 to 5. The scoring for the positive statements was as follows: Strongly agree = 5, Agree = 4, Not Applicable = 3, Disagree = 2, Strongly disagree = 1 (See Appendix 3). The division of questionnaire questions regarding writing, re-writing, peer-feedback, teacher-feedback, and netfolio has been shown before (see p.51-52). An analysis of chi-square was run for the results of the questionnaire.

Professional aid was received for the statistical analysis of the data. Individual student means were calculated to run the tests for comparisons. Independent- Samples t-test was used to see if there were changes in the students' writing. The results of the experimental group were analyzed in order to see if using netfolios as a self-assessment tool made any changes on students' writing. The qualitative data collected from the structured interviews with the students was also analyzed. In order to analyze the interviews they were transcribed, and then the basic themes in these interviews were identified. The interviews with the students revealed their perceptions of using netfolios in writing classes, their attitude about using peer- and teacher-feedback, and re-writing.

3.9 Conclusion

In this chapter, general and descriptive information about the participants, the materials and the instruments used in this study, the data collection procedures, the details of google group features, and the methods of data analysis in the study were given. In the next chapter, the results of the data analysis will be presented.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This study was designed to investigate whether netfolios used in writing classes has a positive effect on students' writing. The students' perceptions related to using writing netfolios were also investigated. This study was conducted with the participation of two classes of first year students in the ELT department at European University of Lefke. There was one control group, with 19 students and the experimental group consisted of 19 students. The control group followed their regular writing courses while the students in the experimental group kept netfolios in their writing classes. This chapter will present an analysis of the results of pre- and post-test of experimental and control group. Also the analysis of the data collected through attitude questionnaire of experimental group will be presented. At last, interviews with all participants in the experimental group will be presented in detail.

4.2 Analysis of Pre-test and post-test results

In the beginning of the semester, the participants (control group and experimental group) were given a pre-test to gauge the level of writing proficiency. Also at the end of the semester, a post-test was given to determine whether there is an improvement in participants' writing performance. Their pre-test and post-test topic was taken from First Certificate in English (2008:27). Pre-test and post-test were evaluated via a rubric. The scoring type which was used in pre-test and post-test was analytic scoring (see p.49).

The pre- and post-test essays have been marked by different instructors. The pre-test and pos-test were conducted for all participants, 19 in the experimental and 19 in the control group. The paper scores of pre-test and post-test for control and experimental groups have been shown in appendix 2.

4.2.1 Analysis of Pre-test of writing

An independent t-test was run to compare the mean scores of the experimental and control groups on the pretest of writing before administering the netfolio treatment to the former group. The t-observed value is .69 (Table 4.1). This amount of t-value at 36 degrees of freedom is lower than the critical t-value, i.e. 2.02. When t- observed value (.69) is less than the critical t-value, it means that there is no significant difference between experimental and control groups (table 4.1).

Table 4.1:Pre-test by Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
PRETEST	Equal variances assumed	.624	.435	.697	36	.490	2.68421	3.84975
	Equal variances not assumed			.697	35.558	.490	2.68421	3.84975

The numerical difference was not found statistically important. Thus, it elaborates that experimental and control group did not differ from each other in terms of their writing proficiency level at the beginning of the study.

Based on these results, it can be concluded that there is not any significant difference between the mean scores of the experimental and control groups on the pretest of writing.

The descriptive statistics for the two groups are presented in Table 4.2. The mean scores for the experimental and control groups on the pretest of writing are 68.05 and 70.73 respectively.

Table 4.2:Descriptive Statistics Pre-test

GROUP	N	Mean	Std. Deviation	Std. Error Mean
EXPERIMENTAL	19	68.0526	12.50988	2.86996
CONTROL	19	70.7368	11.18452	2.56591

It should be noted that the two groups are also homogenous in terms of their variances. The $F = .63$ has a probability of .42 which is much higher than the significance level proposed by the researcher, i.e. .05. That is to say, the experimental and control groups have been selected from the same population. That is why the first row of Table (4.1) "Equal variances assumed" is reported.

Other statistics displayed in this table include:

a) Mean difference of 2.68 is the difference between the mean of the two groups.

b) Std. Error Difference is the standard error of measurement calculated for the difference score gained after subtracting the posttest scores from their corresponding pretest scores. Standard error of measurement shows how much your sample data mean deviates from the population mean. The closer the standard error of the mean to zero, the more resemblance can be found between your data and the population. In other words, your sample is a true representative of the population.

c) df is the degree of freedom which is the number of the sample minus 2. The degree of freedom is used to find the critical value in statistical tables. It is always lower than the sample size to increase the precision of the results. Degree of freedom refers to redundant pieces of information in your data. By reducing the sample size, the critical value increases and the chance not to commit a type one error decreases.

d) Sig. refers to the probability of getting the t-value by chance. The level of significance – maximum amount of error allowed in human researches – is set either at .05 or .01 level. That is to say, when running a research one is allowed to let extraneous variables – variables not controlled – affect 5 percent or 1 percent of the results. The SPSS calculates the real amount of chance left to error and labels it as Sig. (or P probability). If the Sig. is lower than or equal to .05, then the null-hypothesis is rejected. That is to say, the research errors are within the allowed interval of .05.

e) Levene Test; when one compares two groups through t-test the assumption is that these two groups enjoy the same distributions. That is to say, one group is not negatively skewed while the other one is positively skewed.

If the Levene F is significant, then the assumption is not met. The SPSS produces a solution for this violation. One can report the second row of the t-test table.

The second row is for groups whose distributions are different, The SPSS reduces the degree of freedom for such groups hence increases the critical value to compensate the error made.

4.2.2 Analysis of Post-test of writing

Also an independent t-test was run to compare the means scores of the experimental and control groups on the post-test of writing to probe whether netfolio had a significant effect on the improvement of the writing ability of the experimental group. The t-observed value is .67 (Table 4.3). This amount of t-value at 36 degrees of freedom is lower than the critical t-value, i.e. 2.02. When t- observed value (.67) is less than the critical t-value (2.02), it means that there is no significant difference between experimental and control groups in terms of post-test(see table 4.3).

Table 4.3:Post-test by Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
POSTTEST	Equal variances assumed	.722	.401	.675	36	.504	2.47368	3.66437
	Equal variances not assumed			.675	34.880	.504	2.47368	3.66437

Based on these results, it can be concluded that there is not any significant difference between the mean scores of the experimental and control groups on the post-test.

Thus the null-hypothesis as “Net-folio has no positive effects on the improvement of the writing ability of the students” was supported and the thesis hypothesis as “Net-folio has positive effects in writing performances of ELT students” was rejected.

The descriptive statistics for the two groups are presented in Table 4.4. The mean scores for the experimental and control groups on the post-test are 81.47 and 79 respectively.

Table 4.4: Descriptive Statistics Posttest

GROUP	N	Mean	Std. Deviation	Std. Error Mean
EXPERIMENTAL	19	81.4737	10.23267	2.34754
CONTROL	19	79.0000	12.26445	2.81366

It should be noted that the two groups are also homogenous in terms of their variances. The $F = .72$ has a probability of .40 which is much higher than the significance level proposed by the researcher, i.e. .05. That is to say, the experimental and control groups have been selected from the same population. That is why the first row of Table 4.3 "Equal variances assumed" is reported.

Also in a discrete analysis of raw data, it has been resulted that although the control group and experimental group expressed a little bit difference in terms of pre-test and post-test, it was not significant. As the mean score of pre-test for experimental group was "M=68,05263", the mean score of pre-test for control group was "M=70,73684". It has been seen that the experimental group mean is lower than control group mean with regard to its writing proficiency level. But on the other hand, the mean score of post-test for experimental group was shown as "M=81,47368", the mean score of pre-test for control group was shown as "M=79". It is clearly shown in figure 4.1. This shows that although the level of proficiency of experimental group was a little bit lower than control group, experimental group shows an improvement in post-test. Here the researcher can express "the total effect of netfolio" as: "5,157895"(figure 4.2).

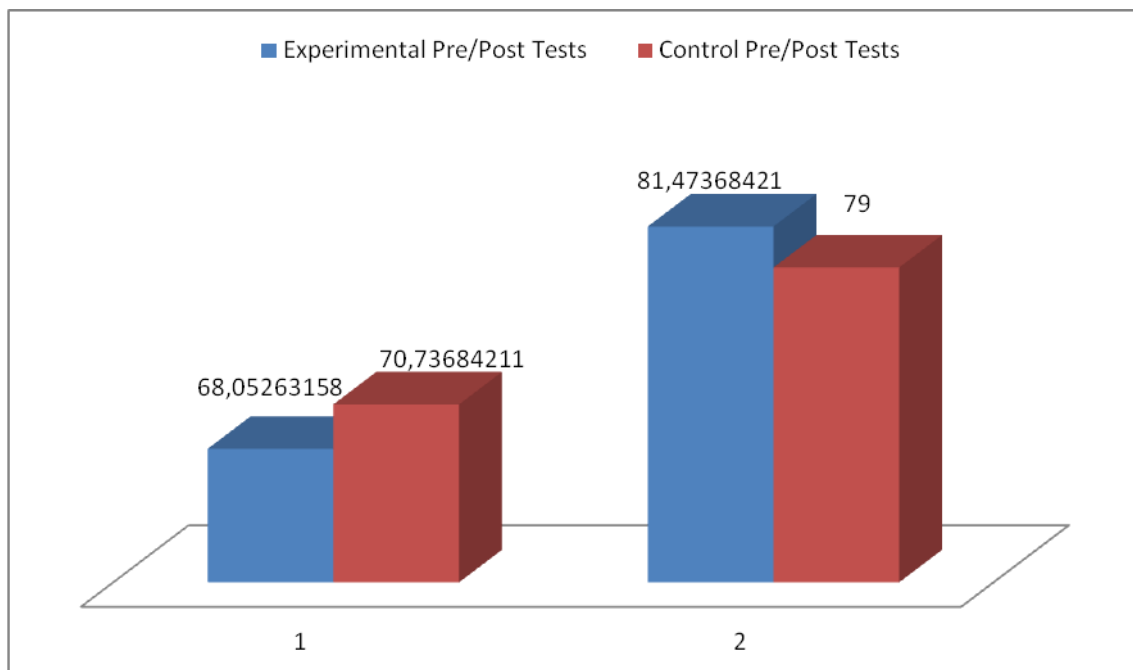


Figure 4.1: Comparison of mean scores in pre- and post-test of experimental and control group

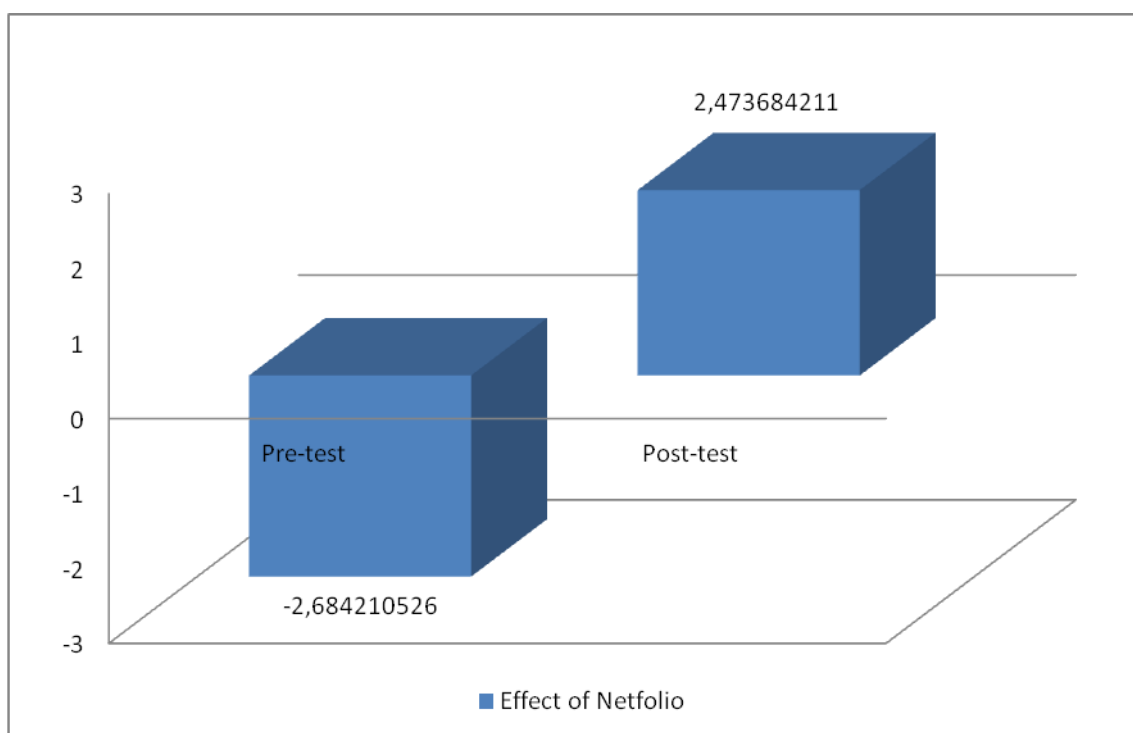


Figure 4.2: Effect of netfolio on experimental group

Comparison of mean scores in pre-and post-test : $-2,68421 + 2,473684 = 5,157895$ = Total Effect of Netfolio

According to the mentioned analysis; although using netfolio made a little bit improvement in students' writing, but it could not be counted as significant. (see figure 4.1 & 4.2)

4.3 Analysis of Attitude Questionnaire

Through a piloted questionnaire at the end of semester, the researcher tried to determine whether using net-folio, Peer-feedback, teacher-feedback and re-writing motivate students in writing courses. The first questionnaire was designed, revised, and piloted by the researcher in order to obtain data related to the attitude of students in using netfolio, peer-feedback, teacher-feedback, and rewriting in writing courses. The questionnaire items were written following a review of the literature on affective domains in writing, peer-feedback and teacher-feedback , re-writing, and using netfolios in writing classes. The questionnaire consisted of 21 items which were designed in a five-point Likert scale ranging from 1 to 5 as: '1= strongly disagree', '2= disagree', '3= not applicable', '4= agree' and '5= strongly agree' options. The attitude questionnaire included items related to the writing(5 items), peer-feedback(5 items), teacher-feedback(3 items), re-writing(3 items) and netfolio using(5 items). An analysis of chi-square was run for each part to probe possible differences between the views expressed towards using netfolio and its effects on the attitude of students regarding writing, re-writing, teacher-feedback, peer-feedback, and motivation to use netfolio . Following is the analysis of each part concerning writing, re-writing, teacher-feedback, peer-feedback, netfolio.

4.3.1 Questionnaire Part 1: About Writing

An analysis of chi-square was run to probe whether netfolio has motivated the students to write. As displayed in Table 4.5, 50 percent of the respondents (40.28 % agree plus 9.72 % strongly agree, i.e.50%) agree with the ideas expressed through the questionnaire that netfolio has motivated them to write.

Table 4.5: Frequencies and Percentages First Section of Questionnaire; Motivate to Write

	Observed N	%
STRONGLY DISAGREE	8	11.11
DISAGREE	21	29.17
NOT APPLICABLE	7	9.72
AGHREE	29	40.28
STRONGLY AGREE	7	9.72

While 42.8 percent do not agree with these ideas (11.11 % strongly disagree and 29.17 % disagree). The chi-square value of 41.24 (Table 4.6) is higher than the critical value of 9.48.

Table 4.6: Chi-Square Analysis First Section of Questionnaire; Motivate to Write

	CHOICES
Chi-Square	41.240 ^a
Df	5
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 12.5.	

Since the observed value of the chi-square exceeds its critical value it can be concluded that the differences observed in Table 4.5 are statistically significant. Thus the null-hypothesis as netfolio does not motivate students to write is rejected. Figure 4.3 displays the frequencies in Table 4.5.

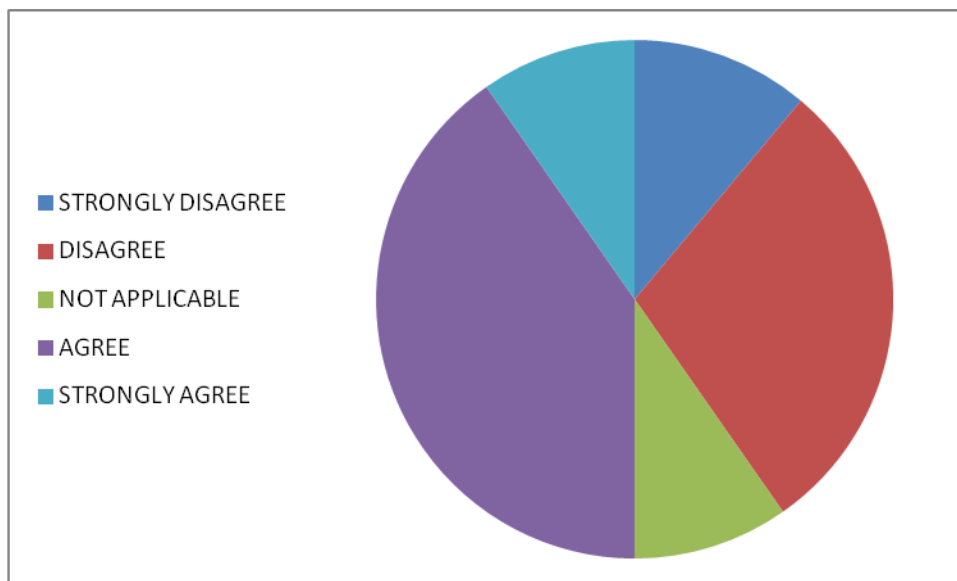


Figure 4.3: Netfolio Motivates to Write

4.3.2 Questionnaire Part 2: about re-writing

An analysis of chi-square is run to probe whether netfolio has motivated the students to re-write. As displayed in Table 4.7, 87.50 percent of the respondents (33.93 % agree plus 53.57 % strongly agree, i.e. 87.2%) agree with the ideas expressed through the questionnaire that netfolio has motivated them to re-write.

Table 4.7: Frequencies and Percentages Second Section of Questionnaire; Motivate to Re-Write

	Observed N	%
STRONGLY DISAGREE	1	1.79
DISAGREE	3	5.36
NOT APPLICABLE	3	5.36
AGHREE	30	53.57
STRONGLY AGREE	19	33.93

While 7.15 percent do not agree with these ideas (1.79 % strongly disagree and 5.36 % disagree). The chi-square value of 77.84 (Table 4.8) is higher than the critical value of 9.48.

Table 4.8: Chi Square Analysis Second Section of Questionnaire; Motivate to Re-Write

	CHOICES
Chi-Square	77.842^a
Df	5
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 9.5.	

Since the observed value of the chi-square exceeds its critical value it can be concluded that the differences observed in Table 4.7 are statistically significant. Thus the null-hypothesis as netfolio does not motivate students to re-write was rejected. Figure 4.4 displays the frequencies in Table 4.7

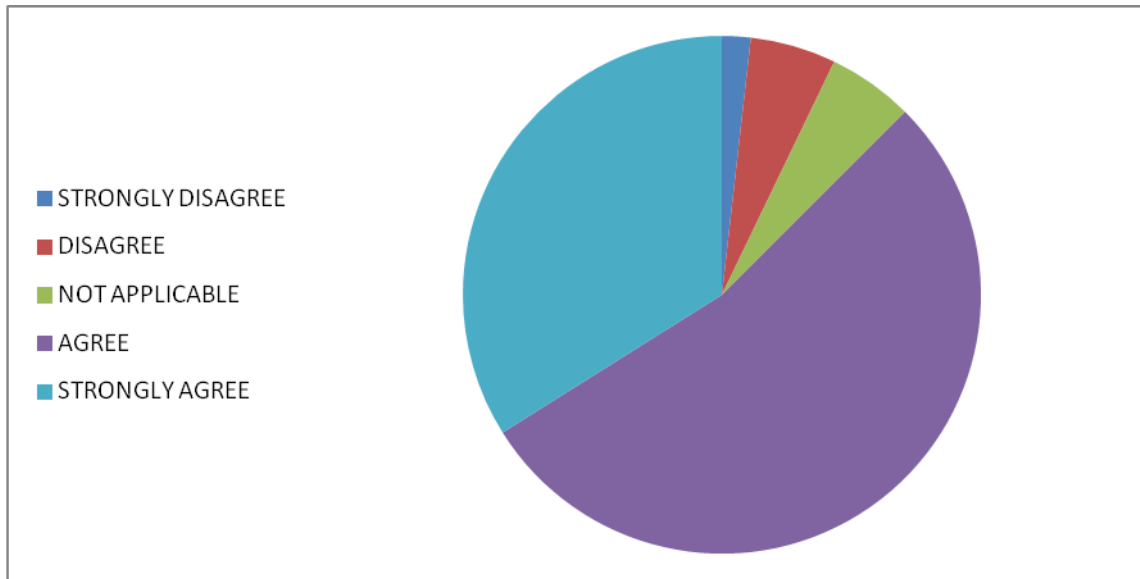


Figure 4.4: Netfolio Motivates to Re-Write

4.3.3 Questionnaire Part 3: Potrfolio Motivates Students to Get Teacher Feedback in Writing

An analysis of chi-square was run to probe whether netfolio has motivated the students to get teacher feedback in writing. As displayed in Table 4.9, 87.72 percent of the respondents (31.58 % agree plus 56.14 % strongly agree, i.e. 87.72%) agree with the ideas expressed through the questionnaire that netfolio has motivated them to get teacher feedback in writing.

Table 4.9: Frequencies and Percentages Second Section of Questionnaire; Motivate to Get Teacher Feedback in Writing

	Observed N	%
STRONGLY DISAGREE	2	3.51
DISAGREE	3	5.26
NOT APPLICABLE	2	3.51
AGHREE	32	56.14
STRONGLY AGREE	18	31.58

While 8.77 percent do not agree with these ideas (3.51 % strongly disagree and 5.26 % disagree). The chi-square value of 62.73 (Table 4.10) is higher than the critical value of 9.48.

Table 4.10: Chi-Square Analysis Third Section of Questionnaire; Motivate to Get Teacher Feedback in Writing

	CHOICES
Chi-Square	62.737 ^a
Df	5
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 11.4.	

Since the observed value of the chi-square exceeds its critical value it can be concluded that the differences observed in Table 4.9 are statistically significant. Thus the null-hypothesis as netfolio does not motivate students to get teacher feedback in writing was rejected. Figure 4.5 displays the frequencies in Table 4.9.

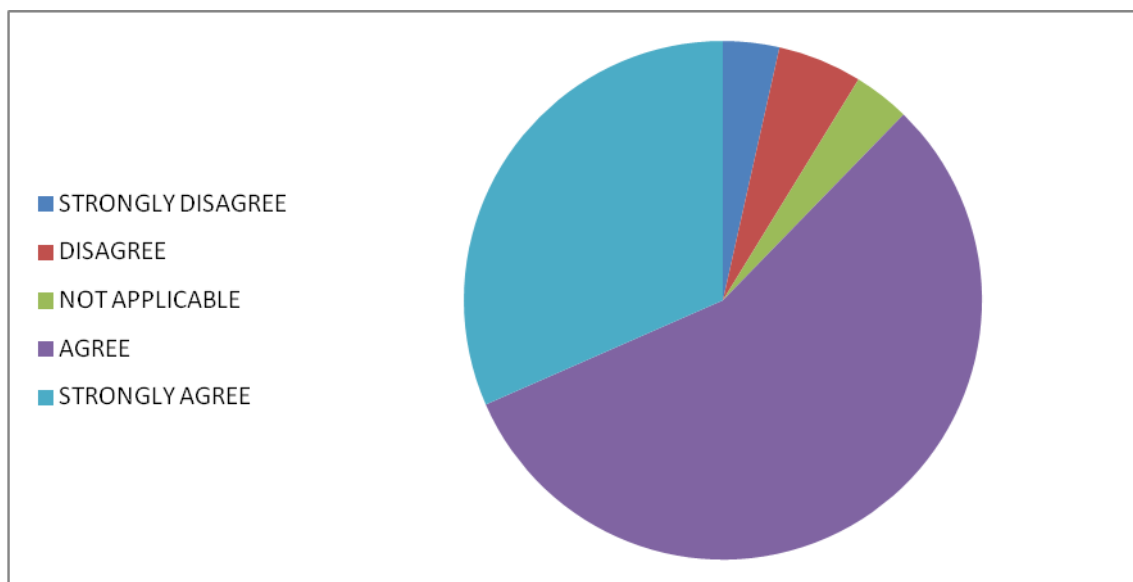


Figure 4.5: Netfolio Motivates to Get teacher Feedback in Writing

4.3.4 Questionnaire Part 4: Netfolio Motivates Students to get & give Peer- Feedback in Writing

An analysis of chi-square is run to probe whether netfolio has motivated the students to get & give peer-feedback in writing. As displayed in Table 4.11, 62.36 percent of the respondents (15.05 % agree plus 47.31 % strongly agree, i.e. 62.36%) agree with the ideas expressed through the questionnaire that netfolio has motivated them to get & give peer-feedback in writing.

Table 4.11: Frequencies and Percentages Fourth Section of Questionnaire; Motivate to get & give Peer-Feedback in Writing

	Observed N	%
STRONGLY DISAGREE	3	3.23
DISAGREE	17	18.28
NOT APPLICABLE	15	16.13
AGHREE	44	47.31
STRONGLY AGREE	14	15.05

While 21.51 percent do not agree with these ideas (3.23 % strongly disagree and 18.28 % disagree). The chi-square value of 72.93 (Table 4.12) is higher than the critical value of 9.48.

Table 4.12: Chi-Square Analysis Fourth Section of Questionnaire; Motivate to Get Peer Feedback in Writing

	CHOICES
Chi-Square	72.937^a
Df	5
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 15.8.	

Since the observed value of the chi-square exceeds its critical value it can be concluded that the differences observed in Table 4.9 are statistically significant. Thus the null-hypothesis as netfolio does not motivate students to get & give peer-feedback in writing was rejected. Figure 4.6 displays the frequencies in Table 4.9.

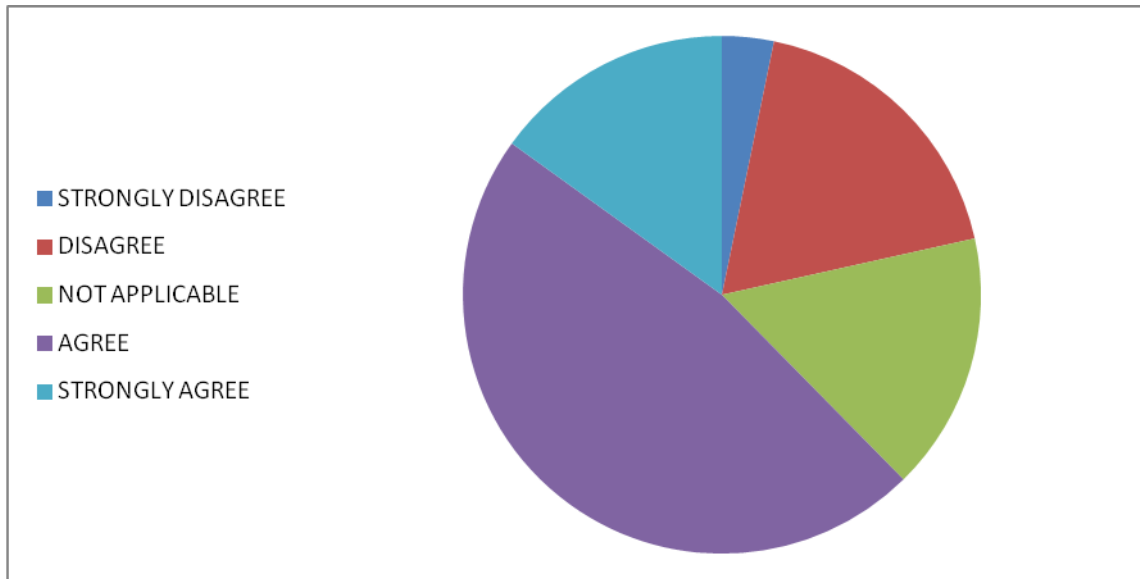


Figure 4.6: Netfolio Motivates to get & give Peer Feedback in Writing

4.3.5 Questionnaire Part 5: Motivates Students to Use Netfolio in Writing

An analysis of chi-square was run to probe whether this study has motivated the students to use netfolio in writing. As displayed in Table 4.13, 61.06 percent of the respondents (22.11 % agree plus 38.95 % strongly agree) agree with the ideas expressed through the questionnaire that this study has motivated them to use netfolio in writing.

Table 4.13: Frequencies and Percentages Fifth Section of Questionnaire; Motivate to Use Netfolio in Writing

	Observed N	%
STRONGLY DISAGREE	8	8.42
DISAGREE	12	12.63
NOT APPLICABLE	17	17.89
AGHREE	37	38.95
STRONGLY AGREE	21	22.11

While 17.05 percent do not agree with these ideas (8.42 % strongly disagree and 12.63 % disagree). The chi-square value of 26.42 (Table 4.14) is higher than the critical value of 9.48.

Table 4.14: Chi-Square Analysis Fourth Section of Questionnaire; Motivate to Use Netfolio in Writing

	CHOICES
Chi-Square	26.421 ^a
Df	5
Asymp. Sig.	.000
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.	

Since the observed value of the chi-square exceeds its critical value it can be concluded that the differences observed in Table 4.13 are statistically significant. Thus the null-hypothesis as this study does not motivate students to use netfolio in writing was rejected. Figure 4.7 displays the frequencies in Table 4.13.

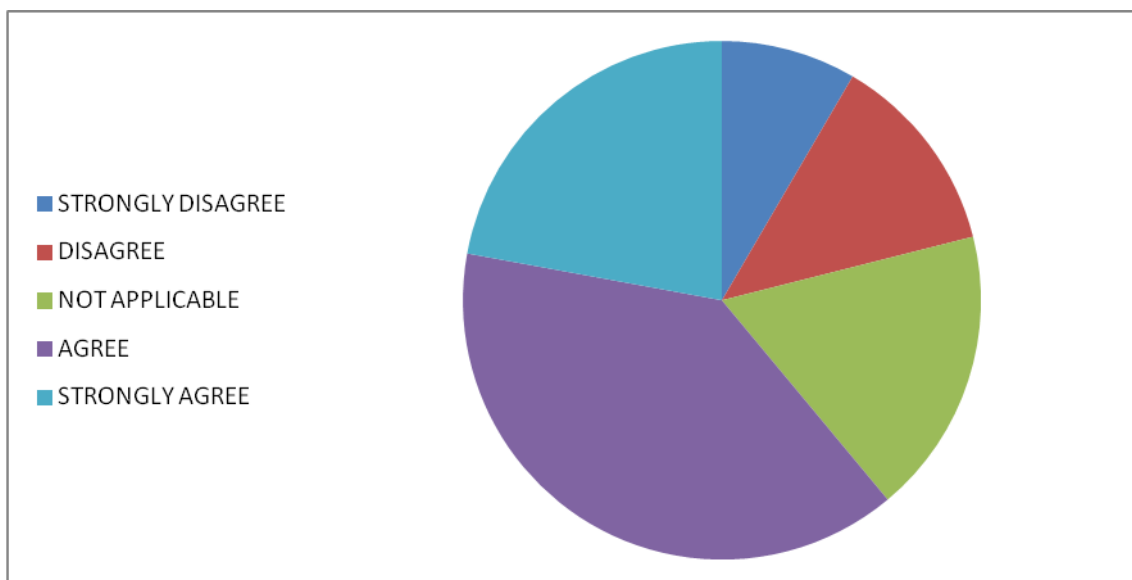


Figure 4.7: Motivates to Use Netfolio in Writing

According to one partial analysis of raw data in attitude questionnaire, on the whole it is clear that students had positive attitudes to the using of netfolio with regard to re-writing, teacher-feedback, peer-feedback, in writing courses. Figure 4.8 shows that most of the students have chosen part "agree" in the questionnaire. It means that students mostly had found positive attitudes about using netfolio in writing courses.

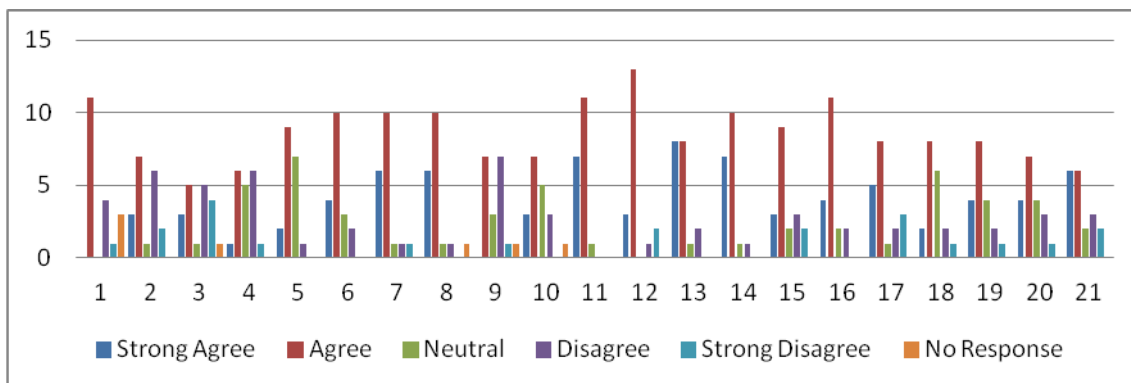


Figure 4.8: students' attitude to the using of netfolio

Through graph 4.6, it is vivid that using netfolio in writing course had a positive effect on students attitude. Although in previous analysis of pre- and post-test, it has been proved that using netfolio did not create any significant improvement in students' writing performance, but here the analysis of questionnaire raw data shows exactly the **reverse** result. It means that in spite of students' performance, netfolio created a positive attitude which motivated students concerning re-writing, teacher- feedback, peer-feedback in writing courses.

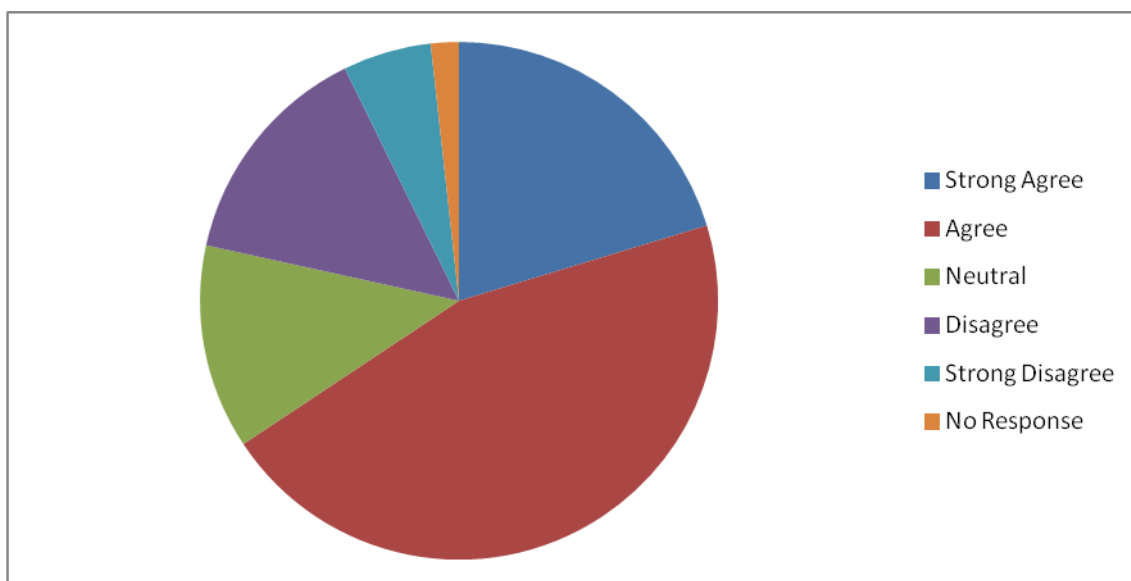


Figure 4.9 Average of students' attitude about using netfolio in writing courses

According to figure 4.9, most of the students accepted the positive effect of netfolio in their writing classes. It shows that how using netfolio motivated them in re-writing, peer-feedback, and teacher-feedback. Figure 4.10 shows clearly the average attitudes of students regarding writing, re-writing, peer-feedback, teacher-feedback, and using netfolio.

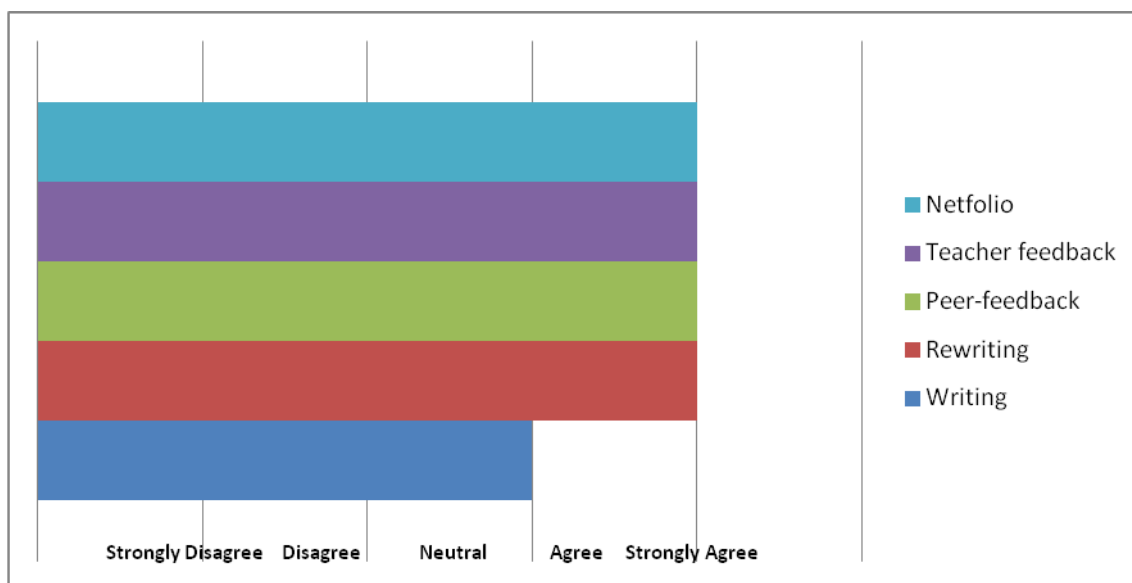


Figure 4.10: Average attitude of students regarding writing, re-writing, peer-feedback, teacher-feedback, netfolio

4.4 Analysis of structured interview

One structured interview was conducted at the end of the semester to identify students' opinions about using netfolio in ELT writing classes. According to Seliger & Shohamy(1989:166),

“Interviews are personalized and therefore permit a level of in-depth information- gathering, free response, and flexibility that cannot be obtained by other procedures”. This section consists of an analysis of the interviews conducted by the researcher with the students in the experimental group. The basic themes in these interviews were identified and categorized after they were transcribed. All of the participants in the experimental group were interviewed by the researcher. The main purpose of the interviews was to learn the perceptions of the students towards keeping netfolios in writing classes in details. In order to analyze the data, the interviews were transcribed. The interviews were analyzed to identify themes. The themes were determined according to questions prepared for the interviews. There were 6 questions in structured interview as:

1. In which high school did you study? (state high school- düz lise, süper lise, kolej)

2. How much writing did you have in high school?
3. Did you have re-writing in high school writings and in which ways did netfolio motivate you to re-write in this course?
4. In which ways did netfolio motivate you to get teacher-feedback in this course?
5. In which ways did netfolio motivate you to get and give peer-feedback in this course?
6. In which ways did netfolio motivate you to write in this course?

These themes will be discussed below:

The type of High School from which the students were graduated

Through 19 students participated in the structured interview; 8 finished their education in “Düz Lise”, 6 in “Süper Lise”, 5 in “Anadolu Lise”.

Writing course in their high school

When students were asked about their ideas related to writing courses in their high schools, out of 19 students, only 10 students accepted that they had writing classes there. When we look at these 10, we see that 5 students from “Süper Lise”, 3 students from “Anadolu Lise”, and only 2 students from “Düz Lise” had writing courses as paragraph writing in high school. Also 1 “Süper Lise” student said that she had writing as answering the tests in high school. On the whole we can conclude that all of “Süper Lise” students had writing courses, and almost half of “Anadolu Lise” students had writing courses, and one fourth of “Düz Lise” students had writing courses in their high schools.

Re-writing & Netfolio using

The students’ responses revealed that none of them had re-writing in their high school except one who said she had a little bit re-writing in her high school writing class.

When the researcher asked them about the effect of netfolio on their re-writing in this course, 18 students accepted that using netfolio motivated them to re-write their essays. Just one of them said that it was boring for him to re-write the essay again.

The students' responses revealed that re-writing for them was a kind of:

- Replacing correct with incorrect
- Keeping correct writing in mind
- Reminding of errors
- Comparing between correct and incorrect
- Being careful
- Paying more attention
- Increasing concentration
- Seeing errors

One of the students emphasized that re-writing through handwriting is better than netfolio.

Generally, the students thought that they had improved in writing since they started re-writing through keeping a netfolio.

Teacher-feedback, Peer-feedback & Netfolio using

During the interview the students were asked about teacher-feedback and peer-feedback using netfolio. They talked about their ideas and feelings related to teacher-feedback and peer-feedback using netfolio in their writing. 18 students had positive feelings about teacher-feedback and peer-feedback through netfolio and they accepted that netfolio motivated them to get teacher-feedback and also to get & give peer-feedback. The majority of the students indicated that they liked giving and getting feedback through netfolio. Just one of the students had negative view about giving and getting peer-feedback and she said that in giving feedback she just concentrated on grammatical errors.

4 students who preferred teacher-feedback to peer-feedback claimed that they can rely on their teacher's feedback more than the feedback of their peers.

According to the students' point of view, peer-feedback through netfolio is as a chance for them to have a discussion about their writings. Generally, they supposed that the writing of others is the source of motivation for them. Also they thought that through peer-feedback, they could:

- See the errors of their friends
- Learn how to give feedback
- Learn different structures which their peers used
- Avoid to repeat their errors
- Increase their attention
- Learn through teaching
- Increase their concentration
- Increase their self-confidence through seeing others' errors
- Repeat writing
- Practice teaching
- Give feedback to others than to give just for one
- Learn more

Some of interviewees expressed that they enjoyed giving peer-feedback through netfolio.

The motivation of writing through netfolio

Nearly all of the students complained of the technical problems which they faced during their writing courses and during using netfolio. However, they were satisfied with the using of netfolio in their writing courses. Out of 19 students, only 3 students claimed that they were not motivated to write through netfolio. For them, using netfolio was nothing than being confused, copy-paste, and being under stress. These students expressed more interest in handwriting.

The students who were satisfied with using netfolio in their writing classes mentioned that using netfolio was enjoyable for them and it was better than handwriting. For them, using netfolio was:

- Paying more attention
- A chance to see others' writing

- Increasing of self-confidence
- A chance to see others' errors and it reminds my own errors
- More responsibility
- Under more control
- Understanding the subject of writing through peers' writing
- Understanding weaknesses
- Model writing

A few students believed that by seeing their friends' writing through netfolio, they were disappointed and it decrease their self-confidences. Also one of the students complained that some of his friends were very irresponsible in giving feedback.

Generally, the students thought that they had improved in writing since they started using netfolio. It might be concluded that they had positive reactions towards using netfolio as a source of re-writing, teacher-feedback, and peer-feedback. In short, the students responded positively to netfolio using in writing classes.

4.5 Conclusion

This chapter reported the results of the pre- and post-test, attitude questionnaire, and structured interview which were conducted to investigate the effect of using netfolio in writing classes and on their attitudes towards it. The analysis of pre- and post-test expressed no significant difference between experimental and control group in terms of using netfolio in writing classes.

However, the analysis of attitude questionnaire revealed positive significant difference in the experimental group students' attitudes towards using netfolio in writing classes concerning re-writing, teacher-feedback, peer-feedback. The analysis of the qualitative data showed that on the whole students shared positive attitudes towards using netfolio in writing classes. Although the netfolio implementation period did not prove to be effective in increasing students' level of writing performance, it promoted students positive feelings towards writing in general. According to the qualitative data results, the use of netfolio as a source of motivation for re-writing, teacher-feedback and peer-feedback in writing classes was perceived as positive more than negative by the

participants. The benefits of using netfolio system in writing classes were mentioned by the students.

In the next chapter, recommendations and implications will be presented within the light of the results obtained in the analysis of both the quantitative and the qualitative data in this chapter.

CHAPTER 5

CONCLUSION

5.1 Introduction

This study aimed to discover firstly, the effect of net-folio on students' writing skills and secondly, the effect of net-folio on students' attitude in writing classes. The focus of this study was to train the students on using netfolio in writing classes to motivate them to re-write, get teacher-feedback, give and get peer-feedback.

The study was conducted at European University of Lefke, First Year ELT program. The participants of the study were 38 first year students of ELT program. The groups were organized randomly. There were 19 students in the experimental and 19 students in the control group. Students in the experimental group had a training of netfolio using by the researcher (writing teacher) during the students' regular class hours. Meanwhile, the students in the control group also practiced re-writing, teacher-feedback, peer-feedback without any training and went on with their usual instruction.

The materials used for training purposes were advanced writing course book and for experimental group one online googlegroup program. The course book contains seven chapters. The first two chapters concentrate on the paragraph; the remaining five chapters focus on writing academic essays. In every chapter, students read and discuss two thought-provoking authentic texts, write personal and academic responses, and share their writing in peer-review sessions. In preparation for the academic writing assignment in each chapter, students read and analyze a student essay, focusing on organization as well as sentence-level grammar. Students then write an academic essay and work collaboratively on review and revision. Essay assessment Checklists are provided at the end of each chapter for students and teachers to use in giving feedback. The inspiring reason for using this book as a course book is that this book has many parts for feedback and revision.

The instruments used for data collection were one pre- and post-test, one attitude questionnaire and one structured interview. Students were given a pre-test in the beginning of the semester to identify their writing proficiency level. At the end of semester, one post-test was conducted for both of the groups to determine the level of experimental group's improvement. At the end of semester, one attitude questionnaire was administered to experimental group to see the effect of netfolio using on their attitudes. For gathering detailed information about students' attitude, at the end of the semester, the researcher conducted one structured interview for experimental group.

For the analysis of the data collected through the study, primarily the results of pre and post-test were analyzed through comparison of the mean scores and independent t-test to see if the treatment caused improvement in the writing skills of the students in the experimental group. Secondly, the attitude questionnaire, which was featured to elicit information on how the students in the experimental group felt about using netfolio in their writing classes regarding re-writing, teacher-feedback, peer-feedback; was again analyzed by the use of statistical methods. Finally, the results of the structured interview were analyzed.

5.2 Conclusion

This study investigated whether netfolio was effective on increasing learners' performance in writing classes and improving their attitudes towards writing, re-writing, teacher-feedback, peer-feedback in general. It also aimed at exploring students' reactions related to netfolio implementation.

The analysis of the data collected through questionnaires and interviews indicated results for these purposes. In the data analysis, the numerical difference was not found statistically important in terms of pre-test. Thus, it elaborates that experimental and control group did not differ from each other in terms of their writing proficiency. Also based on statistical analysis, it can be concluded that there was not any significant difference between the mean scores of the experimental and control groups on the post-test. The results of the data analysis for the first research question demonstrated that there was not significant improvement in the writing skills of the students in experimental group. Thus the null-hypothesis as "Net-folio has no positive effects on the improvement of the writing ability of the students" was supported and the

thesis hypothesis as “Net-folio has positive effects in writing performances of ELT students” was rejected.

According to the results of the attitude questionnaire, the treatment was perceived to be effective by the majority of the students in the treatment group. Students’ answers to the attitude questionnaire revealed that their attitude towards netfolio using in writing classes regarding re-writing, teacher-feedback and peer-feedback was positive. So the second research question was answered positively.

The results of structured interview revealed that in spite of technical problems, the students in experimental group had positive view about using netfolio in writing classes. They expressed that using netfolio motivated them in re-writing, getting teacher-feedback, and getting and giving peer-feedback.

Lastly, the data analysis of the attitude questionnaire and structured interview revealed an important limitation of the study, that is, if the students were to receive the same treatment again, they would like to have more detailed instruction in using netfolio and longer time for treatment. They expressed that because of time constraints, their writing skills could not be improved significantly.

As mentioned before, the analysis of the data for the first question demonstrated that there was not significant improvement in the writing skills of the students in experimental group. There are several factors that may have affected the outcome of the treatment results. One factor may be the time constraints. Using netfolio in writing classes requires gradual progressing. Thus, if the treatment had been given over a longer period of time it may have been more effective, as it would have given the students the chance to use the system better. Another factor that affected the results may be the technical problems which affected students’ performance in negative way. The students might have had difficulties with using netfolio through internet which made them unable to solve. Lastly, small number of people in each group may be a possible reason why no significant result was achieved. If the study is replicated with larger number of participants, it may yield more significant results.

The results of the data analysis of the attitude questionnaire showed that the treatment was perceived to be effective by the majority of the students in the treatment group. Students’ answers to the attitude questionnaire revealed that their attitude

towards netfolio using in writing classes regarding re-writing, teacher-feedback and peer-feedback was positive.

The analysis of the data collected through the structured interview, seem to confirm third question of the study because the students in experimental group had positive view about using netfolio in writing classes. They expressed that using netfolio motivated them in re-writing, getting teacher-feedback, and getting and giving peer-

5.3 Pedagogical Implications

There are several pedagogical implications that can be drawn from this study to be used in writing classroom instruction. This section discusses pedagogical implications for the curricula of writing classes at ELT programs. Primarily, because of the positive reactions of students, we can recommend integrating netfolio use into the curriculum as a tool for improving:

- self-confidence
- self-attention
- self-responsibility
- self-control
- self-learning
- self-practice

However, it should not be forgotten that careful and systematic preparation is necessary to integrate netfolio into the curriculum. Peer-feedback procedure may yield beneficial results for learners, especially when they receive treatment to give feedback to their peer's writing performance. Similarly, in order to promote autonomous learning at European University of Lefke , netfolios can be used in writing classes. The students may become more responsible for their own learning because they may learn more by teaching. Judging their peer's weaknesses and strengths may increase their interest in their own performances. Netfolios can become an intersection of assessment and instruction. The learners may feel a pressure to write better since

the netfolio enables them to compare their own writing pieces with their peer's easily. Likewise, the learners may be more motivated towards writing classes, since they can notice their progress through teaching their peers.

The peer-feedback and teacher-feedback activities were favored by almost all students. Netfolios could be used to make use of these activities in writing classes. The students may develop a more critical eye for their friends' performances through netfolio. They may also gain more information on the feedback issue because through netfolio using, they may learn how to give feedback. Through giving feedback for their peers, they may learn more new structures which help them to improve their writing performance.

The confidence level of the students was influenced by netfolio implementation because checking their peer's mistakes increased their self-confidence. As some learners suggested they were afraid of making mistakes while writing, while their writing can be seen through netfolio. Therefore, students should be more sensitive about not making mistakes.

The results of the attitude survey can be shared with instructors at the ELT department. The positive increase in students' attitudes towards writing might form a rationale to implement netfolios in writing classes.

Another pedagogical implication can be interpreted as the positive reactions of learners towards completing their re-writing assignments. This can be shared with writing instructors to motivate students for re-writing because re-writing was proved to be the reminding source of errors for students.

5.4 Implications for Further Research

Results of this study suggest several considerations for further research.

1. Researchers may think about repeating this study for a longer period of time and with a large amount of subjects.
2. Also, this study can be conducted for the writing courses of other fields as ESP because in all of the branches writing plays an important role.

3. The demographic data, variables like gender, age, major, educational and social background of the participants were not taken into consideration in this study. A more detailed analysis is needed to see the influences on the impact of netfolio.
4. Also a more in-depth look at how the teachers are using netfolio for instruction and assessment in writing classes could be done. To be able to do this, procedures like classroom observations or interviews with the teachers could be carried out.
5. If interviews are going to be held, more student participants could be interviewed for more data about self-directed learning.

5.5 Conclusion

This study investigated whether using netfolios in writing classes were effective on improving learners' performance in writing and also improving their attitudes towards writing regarding re-writing, teacher-feedback, and peer-feedback. It also aimed at exploring students' reactions related to netfolio implementation. The analysis of the data collected through pre- and post-test, attitude questionnaires and structured interviews indicated results for these purposes. This chapter summarized the study and its significance for the literature, provided concrete implications and suggestions for further study on netfolio.

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APPENDIXES

Appendix 1 Pre-test& Post-test Topic

Write an answer to the following question. Write your answer in 120-180 words in an appropriate style.

You have recently had a discussion in your English class about places to live. Now your teacher has asked you to write **an essay**, giving your opinion on the following statement.

Whatever your age, life in the country is always better than life in the city.

First Certificate in English (2008:27)

Appendix 2 Pre-test& Post-test paper scores of control & experimental group

Experimental group scores		
NO	Pre-test	Post-test
1	78	83
2	50	70
3	80	93
4	70	83
5	55	67
6	50	70
7	55	83
8	80	87
9	60	70
10	90	100
11	60	73
12	75	80
13	70	80
14	70	76
15	70	80
16	80	97
17	85	100
18	65	83
19	50	73
Mean	68,0523	81,47368

Control group scores		
NO	Pre-test	Post-test
1	75	87
2	80	83
3	65	67
4	65	70
5	60	70
6	60	76
7	68	73
8	80	87
9	80	93
10	80	93
11	75	83
12	88	100
13	73	73
14	70	76
15	80	87
16	80	87
17	70	83
18	50	65.5
19	45	47.5
Mean	70,73684	79

Appendix 3 Attitude Questionnaire

Please circle the response that you think is most appropriate to each statement.

	Strongly Disagree	Disagree	Not Applicable	Agree	Strongly Agree
1. Compared with other language skills, learning the writing skills are the most difficult ones.	1	2	3	4	5
2. I am so nervous during writing a composition.	1	2	3	4	5
3. I prefer to write rather than to read.	1	2	3	4	5
4. Compared with other language skills, I prefer writing skills.	1	2	3	4	5
5. I prefer writing classes which give opportunities for students to generate ideas.	1	2	3	4	5
6. It is important for me to assess my friend's writings and my writing to be assessed by my friend.	1	2	3	4	5
7. I am sure I can learn better if I re-write my compositions.	1	2	3	4	5
8. It is useful to use what I have learned from my re-writing task.	1	2	3	4	5
9. Before I begin writing, I think about my friend's feedback.	1	2	3	4	5
10. It is useful to use what I have learned from my friend's feedback.	1	2	3	4	5
11. It is useful to use what I have learned from my teacher's feedback.	1	2	3	4	5
12. When writing I try to connect the things in the writing with what I have learned from feedback.	1	2	3	4	5
13. Teacher's feedback always give me motivation to re-write my composition.	1	2	3	4	5
14. In writing task, my re-written texts make me remember my mistakes.	1	2	3	4	5
15. My peer's feedback provides useful points.	1	2	3	4	5
16. Giving feedback to my peer's writing motivates me in writing classes.	1	2	3	4	5
17. Using Net-Folio gives me the opportunity to check my friends' feedbacks.	1	2	3	4	5
18. Using Net-folio motivates me in writing classes.	1	2	3	4	5
19. Using Net-folio gives opportunities for peers to give feedbacks.	1	2	3	4	5
20. Using Net-folio motivates me to re-write.	1	2	3	4	5
21. I feel well when my writing is being assessed through Net-folio by my peer.	1	2	3	4	5

Appendix 4 Questionnaire Results

subj ect	lte m1	lte m2	lte m3	lte m4	lte m5	lte m6	lte m7	lte m8	lte m9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21
1	4	4	1	1	4	3	5	4	3	3	4	4	4	4	3	4	4	4	3	5	5
2	4	4	2	4	4	5	5	5	4	5	5	5	5	5	4	4	5	5	5	5	5
3	2	4	5	2	3	4	5	4	1	3	4	4	3	4	4	5	4	3	4	3	5
4	4	2	4	3	3	4	4	4	4	4	4	4	5	4	4	4	4	4	4	3	4
5	2	2	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6	4	5	3	3	4	5	4	4	2	2	5	4	4	4	2	3	2	2	2	2	2
7	2	4	2	2	4	4	3	*	2	2	4	4	4	4	2	4	1	1	1	1	1
8	4	5	1	2	4	4	4	4	2	*	5	4	4	5	2	2	2	2	2	2	2
9	*	2	5	5	4	5	5	5	*	5	5	5	5	5	4	5	5	4	5	4	5
10	4	4	2	2	3	3	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4
11	4	2	4	3	4	4	5	5	4	3	5	4	5	5	5	4	4	4	4	4	4
12	4	2	5	4	5	3	4	2	4	2	3	1	2	2	5	3	1	3	3	4	4
13	1	5	2	3	4	2	1	5	2	3	4	1	2	5	1	4	1	3	3	3	2
14	*	4	*	2	3	4	4	5	3	4	5	4	5	5	4	4	5	4	4	4	4
15	4	2	4	3	3	2	4	4	2	4	4	4	4	4	4	4	3	3	4	3	3
16	4	4	2	4	5	4	4	4	3	4	4	4	5	4	4	5	4	4	5	5	5
17	*	3	4	4	4	4	4	4	2	4	4	4	4	4	3	4	4	3	3	4	1
18	2	1	1	2	3	4	2	3	2	3	4	2	4	3	1	2	5	3	4	2	3
19	4	1	1	4	3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5

*: No response

The raw data of questionnaire according to students' answers

1	Strongly Disagree
2	Disagree
3	Not Applicable
4	Agree
5	Strongly Agree

Strong Agree	0	3	3	1	2	4	6	6	0	3	7	3	8	7	3	4	5	2	4	4	6	3,857143
Agree	11	7	5	6	9	10	10	10	7	7	11	13	8	10	9	11	8	8	8	7	6	8,619048
Neutral	0	1	1	5	7	3	1	1	3	5	1	0	1	1	2	2	1	6	4	4	2	2,428571
Disagree	4	6	5	6	1	2	1	1	7	3	0	1	2	1	3	2	2	2	2	3	3	2,714286
Strong Disagree	1	2	4	1	0	0	1	0	1	0	0	2	0	0	2	0	3	1	1	1	2	1,047619
No Response	3	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0,333333
																						19

Average of choices

Questions	1	2	3	4	5	
	Strongly Disagree	Disagree	Not Applicable	Agree	Strongly Agree	
1	1	4	0	11	0	
2	2	6	1	7	3	
3	4	5	1	5	3	
4	1	6	5	6	1	
5	0	0	7	10	2	
6	0	2	3	10	4	
7	1	1	1	10	6	
8	0	1	1	10	6	
9	1	7	3	7	0	
10	0	3	5	7	3	
11	0	0	1	11	7	
12	2	1	0	13	3	
13	0	2	1	8	8	
14	0	1	1	10	7	
15	2	3	2	9	3	
16	0	2	2	11	4	
17	3	2	1	8	5	
18	1	2	6	8	2	
19	1	2	5	7	4	
20	1	3	4	7	4	
21	2	3	2	6	6	

The raw data of questionnaire according to items

Appendix 5 Interview Questions & Responses

There were 6 questions in structured interview as:

1. In which high school did you study? (state high school- düz lise, süper lise, kolej)
2. How much writing did you have in high school?
3. Did you have re-writing in high school writings and in which ways did netfolio motivate you to re-write in this course?
4. In which ways did netfolio motivate you to get teacher-feedback in this course?
5. In which ways did netfolio motivate you to get & give peer-feedback in this course?
6. In which ways did netfolio motivate you to write in this course?

1. In which high school did you study? (state high school- düz lise, süper lise, kolej)

Respondent 1 answered:

“I completed my studies in state high school ‘düz lise’ and I had passed no preparatory course. I had no writing class in high school. Also I had no private course in Foreign Language learning.

Respondent 2 answered:

“I completed my studies in ‘düz lise’ and I had passed no preparatory course. I had no writing class in high school. Also I had no private course in Foreign Language learning.

Respondent 3 answered:

“I completed my studies in ‘süper lise’ in which we had English classes 24 hours per week in preparatory school and 8 hours per week in other years. I had writing class in high school. Also I had no private course in Foreign Language learning.

Respondent 4 answered:

“I completed my studies in ‘düz lise’ and I had passed no preparatory course. I had no writing class in high school. Also I had no private course in Foreign Language learning.

Respondent 5 answered:

“I completed my studies in state high school ‘düz lise’ and I had passed no preparatory course. I had my junior high school (orta okul) in ‘kolej’. My branch in high school was not English. I had no writing class in high school. Also I had no private course in Foreign Language learning except YDS course in which we had no writing.

Respondent 6 answered:

“I completed my studies in state high school ‘düz lise’ and I had passed no preparatory course. I had a little bit writing in high school. Also I had no private course in Foreign Language learning.

Respondent 7 answered:

“I completed my studies in state high school ‘düz lise’ and I had passed no preparatory course. I had no writing class in high school. Also I had 2 year private course in Foreign Language learning with a private teacher.

Respondent 8 answered:

“I completed my studies in ‘süper lise’ in which we had English classes 24 hours per week in preparatory school and 8 hours per week in other years. I had only paragraph writing in high school. Also I had no private course in Foreign Language learning.

Respondent 9 answered:

“I completed my studies in ‘Anadolu lise’ in which I passed preparatory school. My branch was ‘imam hatip’ in high school. I studied Turizm for 2 years in university. I had writing from junior high school (orta okul). It was as a base for my writing. I had English classes in high school with a high level. Also I had KPDS course for 4 months.

Respondent 10 answered: “I completed my studies in ‘süper lise’ and I had passed preparatory course. I had writing from junior high school (orta okul). Also I had no private course in Foreign Language learning.

Respondent 11 answered:

“I completed my studies in ‘süper lise’ and I had passed preparatory course. I had writing class in high school. Also I had no private course in Foreign Language learning.

Respondent 12 answered:

“I completed my studies in ‘Anadolu lise’ in which I passed preparatory school. I had no writing class in high school. Also I had 2 year private course in YDS.

Respondent 13 answered:

“I completed my studies in state high school ‘düz lise’ and I had passed no preparatory course. I had paragraph writing in high school. Also I had no private course in Foreign Language learning.

Respondent 14 answered:

“I completed my studies in ‘Anadolu lise’ in which I passed preparatory school. I had paragraph and essay writing in high school. Also I had no private course in Foreign Language learning.

Respondent 15 answered:

“I completed my studies in ‘Anadolu lise’ in which I passed preparatory school. I had paragraph writing in high school. Also I had no private course in Foreign Language learning.

Respondent 16 answered:

“I completed my studies in ‘Anadolu lise’ in which I passed preparatory school. I had no writing class in high school. Also I had no private course in Foreign Language learning.

Respondent 17 answered:

“I completed my studies in state high school ‘düz lise’ and I had passed no preparatory course. I had no writing class in high school. Also I had 1 year course in Foreign Language learning in British council.

Respondent 18 answered:

“I completed my studies in ‘süper lise’ and I had passed preparatory course. I had writing as tests and answering in high school. Also I had no private course in Foreign Language learning.

Respondent 19 answered:

“I completed my studies in ‘süper lise’ and I had passed preparatory course. I had writing class in the preparatory of high school. Also I had 4 year private course in Foreign Language learning without writing.

2) How much writing did you have in high school?

Respondent 1 answered:

“No writing in high school”.

Respondent 2 answered:

“No writing in high school”.

Respondent 3 answered:

“In high school, my writing class was started”.

Respondent 4 answered:

“No writing in high school”.

Respondent 5 answered:

“No writing in high school”.

Respondent 6 answered:

“I had writing class a little bit in high school”.

Respondent 7 answered:

“No writing in high school”.

Respondent 8 answered:

“I had writing class as writing short paragraphs in high school”.

Respondent 9 answered:

“I had writing class in junior high school and my writing classes in high school was excellent”.

Respondent 10 answered:

“In high school, my writing class was started”.

Respondent 11 answered:

“In high school, my writing class was started”.

Respondent 12 answered:

“No writing in high school”.

Respondent 13 answered:

“I had writing class as writing paragraphs in high school”.

Respondent 14 answered:

“I had writing class as writing paragraphs and essays in high school”.

Respondent 15 answered:

“I had writing class as writing paragraphs in high school”.

Respondent 16 answered:

“No writing in high school”.

Respondent 17 answered:

“No writing in high school”.

Respondent 18 answered:

“I had writing just as tests and answering the questions in high school”.

Respondent 19 answered:

“I had writing in preparatory course of high school”.

3) Did you have re-writing in high school writings and in which ways did netfolio motivate you to re-write in this course?

Respondent 1 answered:

“There was no re-writing in high school, but I myself used it for better learning. When here we used netfolio and re-writing, we were able to replace correct with incorrect”.

Respondent 2 answered:

“There was no re-writing in high school. Using re-writing through netfolio helped us to keep the correct writing in our mind easily. I have understood my unconsciously made mistakes. It motivated me more”.

Respondent 3 answered:

“We had a little bit re-writing in the preparatory school of university. Netfolio helped and motivated us to be more careful about our errors through re-writing”.

Respondent 4 answered:

“There was no re-writing in high school. Using re-writing through netfolio helped us to keep the correct writing in our mind easily”.

Respondent 5 answered:

“There was no re-writing in high school. Although it helped us to keep the correct writing in our mind easily, but it was boring”.

Respondent 6 answered:

“There was no re-writing in high school. It helped us to keep the correct writing in our mind easily and netfolio motivated me to re-write my writing”.

Respondent 7 answered:

“There was no re-writing in high school. It helped me to remind my errors and I did not repeat them and netfolio motivated me to re-write. When I was looking at my errors, it was easy to forget them. But through re-writing, it was possible to keep them in mind”.

Respondent 8 answered:

“There was no re-writing in high school. Before doing re-writing, I never was careful about my errors. Re-writing helped me to keep the correct writing in my mind. Netfolio motivated me to re-write. It was a kind of repetition”.

Respondent 9 answered:

“There was no re-writing in high school. Re-writing helped me to keep the correct writing in my mind. At first it seemed not sensible and serious. Then netfolio motivated me to re-write”.

Respondent 10 answered:

“There was no re-writing in high school. Re-writing helped me to keep the correct writing in my mind. It was a kind of thinking and comparison between correct and incorrect. Netfolio motivated me to re-write”.

Respondent 11 answered:

“There was no re-writing in high school. Re-writing helped me to keep the correct writing in my mind. It was a kind of thinking and comparison between correct and incorrect. Netfolio motivated me to re-write”.

Respondent 12 answered:

“There was no re-writing in high school. It is enjoyable to look at a completely correct text. Netfolio motivated me to re-write. Re-writing helped me to be more careful”.

Respondent 13 answered:

“There was no re-writing in high school. Re-writing helped me to keep the correct writing in my mind. It motivated me to write without mistake”.

Respondent 14 answered:

“There was no re-writing in high school. I did no more re-writing. I think it may help us to keep the errors in our mind. I think netfolio will motivate us to re-write without mistakes. It increases our concentration and that we will write without errors”.

Respondent 15 answered:

“There was no re-writing in high school. Re-writing helped us to see our errors and then we did not repeat them. Netfolio motivated me to re-write carefully”.

Respondent 16 answered:

“There was no re-writing in high school. Re-writing helped me to keep the correct writing in my mind. It motivated me to write clean and correct”.

Respondent 17 answered:

“There was no re-writing in high school. Re-writing helped me to correct my mistakes and it was as a repetition. Netfolio motivated me to re-write and to be happy when I was looking at my writing without any mistake”.

Respondent 18 answered:

“There was no re-writing in high school. Re -writing was very effective. Re-writing helped me to keep the correct writing in my mind. It motivated me to write clean and correct”.

Respondent 19 answered:

“There was no re-writing in high school. If we did not have re-writing here, we had not concentrated more. Re-writing through handwriting was better. It motivated me to write clean and correct”.

4) In which ways did netfolio motivate you to get teacher-feedback in this course?

Respondent 1 answered:

“Netfolio did not motivate me”.

Respondent 2 answered:

“I think netfolio motivated us to get teacher-feedback and I found teacher-feedback better than peer-feedback”.

Respondent 3 answered:

“Netfolio motivated us to get teacher-feedback and it helped more than peer-feedback because I learnt how to give feedback”.

Respondent 4 answered:

“Netfolio did not motivate to get teacher-feedback”.

Respondent 5 answered:

“Netfolio motivated us to get teacher-feedback and it helped more than peer-feedback”.

Respondent 6 answered:

No idea

Respondent 7 answered:

No idea

Respondent 8 answered:

“Netfolio motivated to get teacher-feedback. I think both of the feedbacks were effective but I relied on my teacher’s feedback more than peer-feedback”.

Respondent 9 answered:

No idea

Respondent 10 answered:

No idea

Respondent 11 answered:

No idea

Respondent 12 answered:

No idea

Respondent 13 answered:

No idea

Respondent 14 answered:

No idea

Respondent 15 answered:

No idea

Respondent 16 answered:

No idea

Respondent 17 answered:

No idea

Respondent 18 answered:

No idea

Respondent 19 answered:

No idea

5) In which ways did netfolio motivate you to get & give peer-feedback in this course?

Respondent 1 answered:

“Peer-feedback through netfolio gave the chance of more discussion for us”.

Respondent 2 answered:

“I found teacher-feedback more effective than peer-feedback”.

Respondent 3 answered:

“Netfolio motivated us to give feedback to and get feedback from our peers. Peer-feedback motivated us because we could see the errors of our friends”.

Respondent 4 answered:

“Netfolio did not motivate me to give feedback because I just concentrated on grammatical errors”.

Respondent 5 answered:

“Netfolio motivated us to give feedback. It was very effective. The writing of others was the source of motivation. I preferred teacher-feedback more”.

Respondent 6 answered:

“Giving feedback is very difficult because sometimes it made me confused. But it helped us to learn more things in writing. Sometimes I could not see very tiny errors”.

Respondent 7 answered:

“Netfolio motivated me in terms of peer-feedback. It helped me to think deeply. It was useful. I could learn different structures of my friend’s writing. Also by seeing my friends’ errors, I was motivated more”.

Respondent 8 answered:

“Netfolio motivated peer-feedback among us because it was a way of discussion. I tried not to make mistakes because of peer-feedback. Both of teacher- and peer-feedback were useful, but I preferred teacher-feedback more”.

Respondent 9 answered:

“Giving feedback increases our attention. Our learning was through teaching. While my own errors were revealed through peer-feedback, I concentrated more”.

Respondent 10 answered:

“Netfolio motivated us to find our peers’ errors and it was enjoyable. It increased our self-confidence. It increased our concentration. It had positive effect”.

Respondent 11 answered:

“Netfolio motivated us to find our peers’ errors and it was enjoyable. It increased our self-confidence. It increased our concentration. It had positive effect”.

Respondent 12 answered:

“Netfolio made peer-feedback easy for us. It increased our self-confidence and concentration”.

Respondent 13 answered:

“Netfolio motivated us in peer-feedback and it increased our self-confidence and concentration and repetition. We could see that it was not just me that made mistakes. All of my peers had mistakes”.

Respondent 14 answered:

“Netfolio motivated us in peer-feedback and it increased our self-confidence and concentration. Through finding others’ errors, I tried not to repeat that errors”.

Respondent 15 answered:

“Netfolio motivated us in peer-feedback and it increased our self-confidence and concentration. Through finding others’ errors, I tried not to repeat that errors”.

Respondent 16 answered:

“Netfolio motivated us in peer-feedback and it increased our self-confidence and concentration. Through correcting others’ errors, I tried not to repeat that errors”.

Respondent 17 answered:

“It was a kind of exercise for being a teacher. Netfolio motivated us in peer-feedback and when my partner was not available, I could give feedback to other friend”.

Respondent 18 answered:

“It was effective to give feedback through netfolio. It increased our self-confidence and concentration. Through correcting others’ errors, I tried not to repeat that errors”.

Respondent 19 answered:

“Through checking others’ writing, I learnt more. It motivated me to be careful in my writing”.

6) In which ways did netfolio motivate you to write in this course?

Respondent 1 answered:

“Netfolio did not motivate me to write. I myself wanted to write better”.

Respondent 2 answered:

“Netfolio motivated me to write better, but there were some technical problems. To see the other students’ errors gave me self-confidence. But on the other hand, my errors were seen by my peers and it decreased my self-confidence as well”.

Respondent 3 answered:

“Netfolio motivated me to write better, but there were some technical problems. Using computer somehow made us under stress. Handwriting is better than computer writing. Sometimes I had to ask for help of my friends”.

Respondent 4 answered:

“I did not use netfolio more. I did not write more”.

Respondent 5 answered:

“Netfolio motivated me to write better, but there were some technical problems. It helped me to pay more attention to my writings because I did not want my friends to find any mistake”.

Respondent 6 answered:

“Netfolio motivated me to write better, but there were some technical problems. It helped me to pay more attention to my writings because I did not want my friends to find any mistake”.

Respondent 7 answered:

“There were some technical problems. It was nothing than copy paste. Handwriting is more useful. Netfolio did not motivate me to write. I was not satisfied”.

Respondent 8 answered:

“There were some technical problems. It gave me chance to see my friends’ writings. The mistakes of others reminded me about my mistakes. It helped me to pay more attention to my writings because other friends were looking at my writings. Netfolio motivated me to write better. It was enjoyable. Because of computer writing, there were so many spelling errors”.

Respondent 9 answered:

“There were some technical problems. It should not be just with one partner. Netfolio motivated me to write better. Others’ errors gave me self-confidence. It helped me to pay more attention to my writings, so that other friends could not find any error”.

Respondent 10 answered:

“It gave me chance to see my friends’ writings. The mistakes of others reminded me about my mistakes. It helped me to pay more attention to my writings because other friends were looking at my writings. Netfolio motivated me to write better. It was enjoyable. Computer writing was better than handwriting”.

Respondent 11 answered:

“It gave me chance to see my friends’ writings. The mistakes of others reminded me about my mistakes. It helped me to pay more attention to my writings because other friends were looking at my writings. Netfolio motivated me to write better. It was enjoyable. Computer writing was better than handwriting”.

Respondent 12 answered:

“It was enjoyable. It gave me chance to see my friends’ writings. The mistakes of others reminded me about my mistakes. It helped me to pay more attention to my writings because other friends were looking at my writings. Netfolio motivated me to write better. Others’ errors gave me self-confidence”.

Respondent 13 answered:

“It made me more confused. It did not motivate me. It had negative effect. I did not know how to use it”.

Respondent 14 answered:

“It loaded us more responsibility. We felt more under control. It gave me the chance to see my friends’ writing. Sometimes I could not understand the subject of writing and I realized it through my friends’ writing”.

Respondent 15 answered:

“At first it was hard for us, but then we learnt. Through others’ writings, I could understand my weaknesses. Netfolio motivated me to write better”.

Respondent 16 answered:

“We had difficulties with internet. It decreased our responsibilities. The writing of others could be like a model and also they gave me thought. I tried not to repeat my friends errors”.

Respondent 17 answered:

“To see my friends’ errors was as a teaching practice. It was hard at first. To give feedback through netfolio was easy. It motivated me to write better. It helped me to pay more attention to my writings because other friends were looking at my writings”.

Respondent 18 answered:

“It motivated me to write better. It helped me to pay more attention to my writings because other friends were controlling my writings”.

Respondent 19 answered:

“There were some technical problems. It was better to be among friends. Some of the friends were irresponsible. It helped me to pay more attention to my writings because other friends were controlling my writings. But sometimes checking others’ writing decreased my self-confidence and in this way I did not want anyone to see my writing”.

Appendix 6 Sample Essay with Feedback

WORK TO LIVE

Why do people work?do we have to work?Certainly ,yes!Working is an important responsibility and necessity for people.Because people have to gain life to alive.We should work that the life can continue perfectly.We need *to* everything *for living* .For instance ,clothing,eating and some individual needs.So,we should have some Money making these needs.

Nowadays, both *men* and *women* are working together.Because life is so expensive and hard.According to me,infact (*omit infact*) people work only Money.We can not say ‘we dont work only money’.The most important thing is Money for live. But,at the same time we should work by loving that job.We can produce usefull work for human life .

Finally ,people have to work for *living* .We need work for comfortable life and present valuable thing to our children.We say that ,we need to work to live and live to work.both of them are true☺

283335 GÜLCAN

Essay Assessment Checklist

These are the criteria for a well-written essay. Use them to examine your writing, or a classmate's and check *Yes or No* for each item. You may wish to add comments or suggestions.

Content and ideas	Yes	No	Reader's comments
1. The writer has thought carefully about the topic and has a clear thesis.	*...	...	Idea is clearly. Her voice is good.
2. The writer supports the main points enough to give the reader a reason to believe them.	...*	...	This essay is not fluently
3. The writer's voice is clear because he or she writes in a sincere way and keeps the audience in mind.	... *	...	
4. The reader wants to continue reading to the end. It's interesting.	...	* ...	

Organization and form

5. The paper has a clear beginning, middle, and end. There are separate introductory, body, and concluding paragraphs.	*...	...	Essay has seperated true body and concluding paragraphs.
6. The paper is logically organized and the ideas are in a logical order. It's clear which are the main ideas and how other ideas support them.	*...	...	

Language

8. The paper is easy to understand. These elements are used well:			There are some grammar and vocabulary mistakes.
- sentence structure	...		
- grammar	...		
- vocabulary	...		
- mechanics (spelling, capitalization, punctuation)	.*..		
- coherence from sentence to sentence	...*		
- sentence variety	.*..		
	...		
	..*.		
	...		