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**AUTOMATED WRITING EVALUATION USE IN AN EFL
CONTEXT: FROM PARAGRAPH WRITING TO ESSAY WRITING**

MASTER'S THESIS

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Özlem GENÇER



To my Hero, my Love...

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ÖZET

GENÇER, Özlem. *Yabancı Dil olarak İngilizce Bağlamında Otomatik Yazı Yazma Değerlendirmesinin kullanımı: Paragraf yazımından kompozisyon yazımına*, Yüksek Lisans Tezi, Ankara, 2019.

Yazılı İngilizce dil öğrenen bir kişinin akademik başarısının önemli bir parçasıdır ancak bazı geleneksel öğretim yöntemleriyle yazma becerisini öğrenmek ve geliştirmek oldukça zordur. Bu nedenle, son zamanlarda Bilgisayar Destekli Dil Öğreniminin ve yapay zeka teknolojisinin yardımıyla, Otomatik Yazı Yazma Değerlendirme programları, dil öğrenen ve öğretenlere yazı yazma becerisinin öğretimi ve öğreniminde yardım etmesi için tasarlanmıştır ve geliştirilmiştir.

Bu çalışma, Otomatik Yazı Yazma Değerlendirme programı (*CyWrite*) kullanımının kısa ve uzun dönemde Yabancı Dil olarak İngilizce öğrenen öğrencilerin yazı yazma becerilerine etkilerini incelemeyi ve bu beceriyi geliştirmelerinde programın nasıl yardımcı olduğunu anlamayı amaçlamıştır. Ayrıca öğrencilerin öğretmenlerinden aldıkları yazılı geribildirim ile sistemden aldıkları otomatik geribildirimler hakkındaki görüşlerinin de alınması amaçlanmıştır.

Bu çalışma, sınıf temelli bir araştırma olarak yapılmıştır, bu denklemlerle araştırmacı Otomatik Yazı Yazma Değerlendirme kullanımını yazı yazma ders içeriğine entegre etmiştir. Öğrencileri *CyWrite* kullanarak paragraf ve kompozisyonlarını yazdıktan sonra araştırmacı, öğrencilerin yazdıklarını gramer ve mekanik hatalarına göre incelemiş ve değerlendirmiştir. Bu çalışmada, karma yöntem kullanılmıştır, bu nedenle hem nicel hem de nitel veriler uygulama öncesi ve sonrası testi, uygulama öncesi ve sonrası öğrenci anketleri ve öğrencilerin yazılı ürünleri ile toplanmıştır. Bu çalışmaya, 2016-2017 akademik yılında Ufuk Üniversitesi Hazırlık Okulunda eğitim gören 15 adet İngiliz Dili Eğitimi öğrencisi katılmıştır. Veri analizinde betimleyici istatistik ve iki örnekli t-testi kullanılmıştır.

Sonular, bu program tarafından verilen otomatik geribildirim kısıa dnemde ğrenciler iin ok faydalıyken *CyWrite* kullanımının uzun dnemde ok etkili olmadığını gstermiřtir. Ayrıca anketlerin sonularına gre, ğrenciler yazma becerilerini geliřtirmede bu programı ok etkili ve yararlı bulmuřlardır. Sonu olarak, yazma deęerlendirmesi ve bu baęlamda teknolojisinin kullanımı konusunda yeteri kadar alıřma olmaması nedeniyle, bu alıřma Trkiye’deki İngiliz Dili Eęitimi alanında nemli olabilir.

Anahtar Szckler

Bilgisayar Destekli Dil ğrenimi, Otomatik Yazı Yazma Deęerlendirmesi, *CyWrite*, Hata Dzeltimi, Biimlendirici Geribildirim, Gramer Hataları, Mekanik Hatalar, Kısa dnem ve Uzun dnem Etki.

ABSTRACT

GENÇER, Özlem. *Automated Writing Evaluation Use in an EFL Context: From Paragraph Writing to Essay Writing*, Master's Thesis, Ankara, 2019.

Written English is an important part of academic success for a language learner, but it is very difficult to learn and improve writing skill with some traditional teaching techniques. Therefore, recently, with the help of Computer-Assisted Language Learning and artificial intelligence technology, Automated Writing Evaluation (AWE) tools have been designed and improved to assist language learners and teachers in teaching and learning writing skill.

This study aimed to investigate the effects of the use of an AWE tool (*CyWrite*) on English as a Foreign Language students' writing skills in the short and long term and find out how it helped them to improve this skill. It also aimed to gain students' perception of written feedback given by their teacher and automated feedback provided by the program.

This study was carried out as a classroom-based research, so the researcher integrated AWE usage into her writing course syllabus. After her students wrote their paragraphs and essays by using *CyWrite*, the researcher analysed and evaluated their written products in terms of grammatical and mechanical errors. In this study, mixed method research was used, so both quantitative and qualitative data were collected through pre- and post-test, pre- and post-implementation student surveys and students written products. 15 ELT students who studied at Ufuk University Preparatory School in 2016-2017 academic year participated in this study. Descriptive statistics and two-sample t-tests were used to analyse the data.

The findings demonstrated that the use of *CyWrite* was not very effective in the long term while automated feedback provided by this tool was very helpful for the students in the short term. In addition, according to the results of surveys, the students found this tool very effective and useful to improve their writing skill. In

conclusion, this study may be important in ELT in Turkey because there is not enough study on writing evaluation and technology use in this concept.

Key Words

Computer-Assisted Language Learning, Automated Writing Evaluation, *CyWrite*, Error Correction, Formative Feedback, Grammatical Errors, Mechanical Errors, Short-term and Long-term Effect.



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LIST OF ABBREVIATIONS

ACDET:	Automated Causal Discourse Evaluation Tool
AES	: Automated Essay Scoring
AWE	: Automated Writing Evaluation
CALL	: Computer Assisted Language Learning
EAP	: English for Academic Purposes
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
ETS	: Educational Testing Service
ICALL:	Intelligent Computer-assisted Language Learning
ILTS	: Intelligent Language Tutoring System
L2	: Second Language
MA	: MyAccess
NLP	: Natural Language Processing
NLU	: Natural Language Understanding
SLA	: Second Language Acquisition

CHAPTER 1

INTRODUCTION

1.0. PRESENTATION

This chapter introduces the study, and it starts with the brief information about the role of technology in language teaching and learning in terms of its usage. It presents how computer-based technology is integrated to the EFL writing lessons. Before mentioning about the use of computer-based technology in EFL writing courses, the definition of CALL and AWE and their characteristics will be explained. This chapter also covers background of the study, statement of the problem, purpose of the study, research questions, significance and the definitions of the important terms.

1.1. BACKGROUND OF THE STUDY

Recently, traditional way of language teaching and learning has been changed depending on globalization and technological advancements. Since the use of recent technologies and its influence on education have been increasing rapidly, educators try to integrate the technology into every part of education, especially into their classrooms, physically and pedagogically. Therefore, technology has become an indispensable part of education, and as a technological tool, computer has played a crucial role in language teaching and learning since the 1950s. Carney (2009, p. 292) states that “Computer Assisted Language Learning (CALL) was born with the computer and grew through the initial use of the Internet”. Therefore, CALL attracts English as a Foreign Language (EFL) teachers, students and classrooms. CALL is also defined as “the full integration of technology into language learning with its three elements of theory, pedagogy, and technology playing an equally important role” (Garrett, 2009 as cited in Motteram, 2013, p. 92).

Moreover, during the last decade the relationship which is between language ability and computer use for educational purposes has gained attention.

Thus, there are some research that have been carried on why computer is important for the students and the teachers. And, some researchers have analysed how to integrate computers for EFL lesson plans and activities. With the aid of the Internet and different online tools, EFL learners become more autonomous and learn how to examine their own learning (Zhong, 2008 as cited in Motteram, 2013). Thanks to the Internet, a collection of tools is presented “for such tasks as communication, sharing, networking, designing and creating materials, and publishing, from the very simple to the most sophisticated” (Motteram, 2013, p. 105).

For their academic success, EFL learners should be aware of the importance of written English. Due to the Internet age and globalization, writing has become an essential part of language learning and teaching. Therefore, teaching and assessing this skill have become very hard and crucial parts of language education. “Writing is an important tool in evaluation where English proficiency needs to be assessed, but it also allows measurements of many other skills and subjects” (Rezaei & Lovorn, 2010 as cited in Wang, Shang & Briody, 2013, p. 234).

Moreover, the teachers should be practical and know how to manage their time effectively during evaluating and giving feedback on their students’ written products. As manual evaluation of writing is time-consuming and impractical, many researchers have tried to employ technology in this process. Instead of written feedback, automated evaluation systems and tools have been designed to make the process more practical and efficient. According to Chen & Cheng (2008, p. 97), “Automated Writing Evaluation (AWE) programs, ..., are designed to foster learner autonomy by performing error diagnosis of learner input, generating individualized feedback, and offering self-access resources such as dictionaries, thesauri, editing tools, and student portfolios.” For this reason, many institutions and universities have used AWE tools in EFL writing courses in recent years.

1.2. STATEMENT OF THE PROBLEM

Learning a foreign language is a challenging and prolonged process. For this reason, traditional teaching techniques would be frustrating and demotivating for the new generations, especially who were born into computer-based environment. Therefore, new practices and technologies have been applied to this process. Since the role of written English has become vital in today's education system, using new technologies and tools in writing classes has gained much attention. Moreover, learning and improving this skill is very challenging for the learners because it includes several elements such as content, substance, style, usage, organization, and so on. Not only the learners but also the teachers have some difficulties related to this process. Foote (1999) and Warden (2000) state as the following:

Giving feedback is a key element in the process of evaluating students' English writing performance, and it is also one of the most vital sources of information helping students to reconstruct knowledge, remedy misconception, enhance motivation, and improve academic performance (as cited in Wang, Shang & Briody, 2013, p. 235).

It seems clearly that giving and receiving feedback is a very essential issue for the writing classes, so there must be several improvements to help the learners and the teachers.

In Turkey, in English Language Teaching (ELT), there is not an adequate number of studies on the interaction between the AWE tools and writing courses. Therefore, this study aims to fill the gap in the literature by investigating and exploring the efficiency of the use of an AWE tool to teach second language (L2) writing skills. The researcher will apply an AWE tool to a writing class as a writing instructor at a university.

1.3. PURPOSE OF THE STUDY

The purpose of this study was to investigate the role of the use of an AWE tool (*CyWrite*) on students' writing ability and how it helps the students to improve this ability. Also, it aimed to evaluate the short-term and the long-term

effect of automated feedback on students' writing ability. Improvement in writing by analysing students' written products was examined. Both quantitative and qualitative research methods helped the researcher to observe how integration of the technology affects the students' performance. In this study, the data was collected from the ELT students who studied at Ufuk University Preparatory School.

1.4. RESEARCH QUESTIONS

This study investigated how automated evaluation is effective on learning and teaching writing skills. To do so, following questions were designed:

1. Does immediate automated feedback result in more grammatically and mechanically in the short term?
2. Does immediate automated feedback result in more grammatically and mechanically in the long term?
3. What are the learners' opinions towards the writing course and written feedback before the study?
4. How can technology facilitate the teaching and learning of writing skill?
5. What are the learners' opinions towards the writing course, automated feedback and the use of an AWE tool after the study?

1.5. SIGNIFICANCE OF THE STUDY

Digital tools and technology have increasingly become an important part of language teaching and EFL environment. Therefore, there are several studies which have been carried out on the use of CALL in terms of teachers' and students' perspectives; however, the studies on teaching skills by using a digital tool are very limited in Turkey. Also, Turkish instructors and learners are very demotivated when they teach or learn a productive skill, especially writing skill, since it is a long and difficult process.

The significance of this study arises from the fact that various types of digital tools have been used in language teaching field in the world, but Turkish educators and learners are not aware of the benefits of this advancement. Since giving feedback is very tiring and time-consuming for teachers, this study also aims to investigate effectiveness of AWE and the impact of AWE usage on Turkish EFL students' writing development. ELT students who took the writing course by using CyWrite as an AWE tool were at the center of this study, so the researcher would get useful feedback about the usage.

The results of this study will be beneficial for EFL learners and teachers by showing them how they can use technology as a core part of their courses and how they can improve their students' writing performance. This study will also raise awareness about web-based learning context.

1.6. DEFINITION OF THE TERMS

Computer-Assisted Language Learning (CALL): CALL is generally defined as “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1).

Computer-based Technology: It can be described as a technology which includes computer hardware or software, and teachers and students use it as an instructional program.

Automated Writing Evaluation (AWE): Shermis & Burstein (2003, p.xiii) defined it as “the ability of computer technology to evaluate and score written prose” (as cited in Cotos, 2014, p. 40).

English as a Foreign Language (EFL): It refers to learners who learn or study English in a country where English is a foreign language.

CHAPTER 2

LITERATURE REVIEW

2.0. INTRODUCTION

In this chapter, formative assessment and written corrective feedback are explained. After that, a brief definition of CALL and how it is integrated to language teaching will be given. After providing the definition of AWE, some examples of AWE programs used in EFL and ESL writing lessons will be explained. Finally, the effectiveness of AWE use for EFL and ESL learners, how helpful of AWE tools for learners to improve their writing performance and the drawbacks of AWE tools will be discussed in detail.

2.1. FORMATIVE ASSESSMENT

In our global world, the role of written English has been increasing in recent years, so it has been a crucial resource for global communication and academic field. Moreover, writing is very essential component of students' academic lives for their success and development. As it is a long and difficult process, teaching and learning writing skill in L2 require a considerable amount of time and effort for both teachers and learners. Therefore, this process should be carefully considered to find out proper assessment methods to improve students' performance.

The main aim of the assessment should be to facilitate learning and help students understand how they can improve their writing performance. Therefore, several researchers have studied on formative assessment, and their studies have demonstrated that it is the right one to give an effective feedback. Formative feedback is used to provide learners in-process support, so they learn how to revise their writing while they are writing (Black & Wiliam, 1998; Hyland, 2003; Ranalli, Link, & Chukharev-Hudilainen, 2016).

If the main focus of the writing process is on the end product, summative feedback becomes the main assessment method. However, summative feedback is

not as efficient as formative feedback in improving writing (Beach & Friedrich, 2006). Although formative assessment is useful for writing improvement, it is very time-consuming and impractical for teachers to provide continuous feedback through the long process of writing (Beach & Friedrich, 2006). Burstein et al. (2003) claim that automated feedback systems provide formative individual feedback to students through the writing process, so it becomes less painful and difficult process for teachers. In addition to this, when an AWE system provides specific diagnostic feedback on sentence structure, word usage and organizational structure, students can revise their essays by looking at this feedback. As a result, they will be the part of a cycle; write, feedback and revision (Burstein, Chodorow, & Leacock, 2003).

2.1.1. Written Corrective Feedback

Some research on second language (L2) writing courses has shown that written corrective feedback has negative and positive effects on L2 writing instruction (Ferris, 2010). Ferris et al. (2011) claim that providing written corrective feedback can discourage L2 learners since teachers give repetitive feedback. In addition to this, teachers found this type of feedback very difficult and tiring (Ferris, 2010).

Due to the technological advancement, traditional way of teaching should be changed, and some technological tools should be integrated into teaching and assessment process. Teachers have difficulty giving feedback quickly to student writing assignments because of their limited time. When students do not get immediate feedback, they may lose their interest in the teachers' feedback and their assignments. Li, Link and Hegelheimer (2015) examine how effective corrective feedback can be given to L2 writers because they believe that writing and language are important in L2 writing classes (p. 3).

Hartshorn et al. (2010) compared the characteristics of AWE corrective feedback and effective written corrective feedback to show AWE corrective feedback can be more useful than written corrective feedback for ESL (English as a Second Language) writers. Hartshorn et al. (2010) studied on the time

management of writing process by using a technique called “dynamic written corrective feedback”. In this technique, in about one day, students can write their assignments, receive feedback on their errors and use feedback to correct them. For 15 weeks, they tested the effects of dynamic written corrective feedback on advanced ESL learners. In their study, treatment group wrote for 10 minutes every day, and they received dynamic written corrective feedback. Error codes were used to give feedback on all of the students’ errors. The following day students received their assignments to revise and correct their errors until there were not any errors in their writing assignments. At the end of the study, the dynamic written corrective group revealed improvement in accuracy while a control group which is used traditional process writing methods did not improve their accuracy in writing. The authors claimed that feedback timing had an utmost importance for learners (Hartshorn et al., 2010). Since it is always possible to receive feedback on their writing, students have a chance to write in every writing class.

Hartshorn et al., 2010) insist that corrective feedback should be achievable for teachers and learners. Teachers should manage their time to give quality feedback, and learners should know how to apply their teachers’ feedback to correct their errors and hand in their revised drafts on time.

While written corrective feedback can be difficult and demotivating for the students, AWE corrective feedback encourages them to practice their writing (Li, Link and Hegelheimer, 2015). Several studies have demonstrated that immediate feedback can make learning more efficient and interesting for learners since receiving individualized feedback from their teachers generally takes a long time (e.g. Wang, 2013; Wang, Shang & Briody, 2013).

2.2. CALL (Computer Assisted Language Learning)

When it is compared with traditional language instruction, Computer-Assisted Language Learning (CALL) is more beneficial due to its immediate and individualized feedback (Heift, 2001). However, CALL is criticised on the grounds that it still provides traditional grammar exercises to the learners despite technological improvements (Heift, 2001). Heift (2001) also suggests that learners

want to get feedback on their individual errors and be part of a learner-computer interaction, so CALL programs should provide significant services to the learners.

Recently, Natural Language Processing (NLP) systems have changed the perspective on the efficiency of CALL, so researcher has started to compare different CALL programs. A fair number of studies have analysed different CALL environments in terms of metalinguistic and traditional feedback, and they have demonstrated that metalinguistic feedback is more helpful and gives better results than traditional feedback (e.g. Nagata, 1995, 1996; Nagata & Swisher, 1995; Carroll & Swain, 1993; Brandl, 1995 as cited in Heift, 2001, p. 100). Moreover, several studies on CALL have showed that it becomes easier to give accurate grammatical feedback to learners with the development and use of AWE tools since Natural Language Processing (NLP) and machine-learning technologies support these tools (Feng, Saricaoglu, & Chukharev-Hudilainen, 2016).

Van der Linden (1993) analysed CALL programs to compare the interaction between learners and levels of feedback and claimed that students did not correct their errors without feedback. Moreover, the author stated that long feedback messages related to the metalinguistic ones were not read by the students, and one feedback per correction was more helpful and easier for the students.

Lavolette, Polio and Kahng (2015) analysed the previous research on intelligent computer-assisted language learning (ICALL). ICALL systems have been designed to help language learners to improve their writing skills by giving automated feedback on writing. ICALL systems are also called as Automated Writing Evaluation (AWE) systems.

2.3. AWE (Automated Writing Evaluation)

Automated writing evaluation (AWE) is defined as a software which “is designed to provide instant computer-generated scores for a submitted essay along with diagnostic feedback” (Chen & Cheng, 2008, p. 94). Researchers have tried to develop this software which is also referred to as automated essay scoring (AES)

since the 1960s. Since grading a great number of students' essays is a laborious process, this technology was originally designed to find out some solutions. Therefore, a fair number of studies have been carried out to examine how AWE tools are accurate while detecting language errors and scoring essays (e.g. Chen & Cheng, 2008; Grimes & Warschauer, 2006). When technological improvements are considered, two sets of software tools that do not use artificial intelligence can be included in AWE systems. Limited forms of a learning management system (LMS) and an online writing lab (OWL) have similar features for writing courses (Grimes & Warschauer, 2010).

The results of numerous studies have showed that learners improve their grammatical and mechanical accuracy in their second language (L2) writing after they use AWE programs (e.g. Grimes & Warschauer, 2010; Chen & Cheng, 2008; Rock, 2007). As these programs generally provide feedback on formal aspects of writing, it is claimed that they are useful only for the form development (Grimes & Warschauer, 2006; Yang, 2004).

However, in terms of the evaluation of meaning, AWE programs are not effective, and they cannot help learners to improve their discourse. Therefore, some studies have carried out to search how AWE tools can be effective in discourse evaluation. Automated Causal Discourse Evaluation Tool (ACDET) was developed to evaluate learners' causal discourse development (Saricaoglu, 2015). Saricaoglu (2018) claims that this recently developed tool is used to "analyse a wide range of causal language forms and provides formative feedback on causal explanations" (p. 3). In her study, Saricaoglu (2018) tried to examine "what extent automated formative feedback provided by ACDET led to improvement of ESL learners' written causal explanations (a) within essays and (b) across pre- and post-tests" (p. 12). ACDET was used to address genre-oriented aspects of writing, and the results of the study revealed that learners had difficulty while modifying their causal explanations by using grammatical metaphor (Saricaoglu, 2018, p. 12).

Moreover, nowadays some AWE tools have become web-based and have been used as an essay assessment and a writing assistance tool after some online writing resources, such as thesauri and word banks, and some editing features,

such as grammar, spelling, and style checkers, are included in the tools. With these new functions, students can “write and revise their essays in a self-regulated learning environment” (Chen & Cheng 2008, p. 94). According to Liao (2015), AWE tools diagnose errors and provide various practical electronic sources, such as pop-up notes, a writer’s handbook including example sentences, and AWE system also includes the e-portfolio that makes learners follow their progress. Ranalli, Link, and Chukharev-Hudilainen (2016) claim that “natural-language processing, machine-learning, or other computational methods” are operated to analyse a text in an AWE tool, and it “can provide both scores on writing quality as well as qualitative feedback on aspects of grammar, mechanics, style, discourse, and organization” (p. 3).

There have been some AWE programs, such as *MY Access!* and *Criterion*, which have been used in classrooms and integrated into course syllabus. Several studies have been done to examine the influence of these automated educational tools on student achievement and how AWE feedback is accurate and effective on students writing improvement (e.g. Lavolette, Polio & Kahng, 2015; Liao, 2015; Li, Feng, & Saricaoglu, 2017).

2.3.1. Some Examples of AWE Programs and Evaluation of Their Characteristics

Page (2003) stated that “early AWE programs, such as *Project Essay Grade (PEG)*, employed simple style analyses of surface linguistic features of a text to evaluate writing quality” (as cited in Chen & Cheng 2008, p. 94). However, thanks to the remarkable improvements in artificial intelligence technology, new AWE programs, such as *Criterion* and *MY Access!*, were developed and included in the syllabus of EFL writing lessons. AWE programs have become pedagogically and instructionally effective after *Criterion* and *MY Access!* were developed. According to Chen & Cheng (2008), these two tools “provide immediate scores along with diagnostic feedback in various aspects of writing and can be used for both formative and summative assessment purposes”

(p. 94). Therefore, students can revise their writing and correct their mistakes after they get immediate and computer-generated feedback.

MY Access! (MA) is a web-based AWE program using the IntelliMetric automated essay scoring system developed by Vantage Learning, Inc. When it is used as a formative assessment tool, it provides diagnostic feedback and analytic assessment results. This process results in multiple revisions and editing which are very useful for students. When it is used for summative assessment, this tool only “provides a single submission with an overall assessment result” (Chen & Cheng, 2008, p. 99). While in *MY Access!* “focus, organization, development, language use, and mechanics and conventions” are important variables, in *Criterion* “four analytic categories: grammar, usage, mechanics, and style” and “one higher-level category: organization and development” are emphasized (Grimes & Warschauer, 2010, p. 6).

Grimes and Warschauer (2010) analysed previous studies on *MY Access!* and *Criterion* and found out that these quantitative and qualitative studies were done to investigate how mechanical revision and the use of AWE tools affect students’ writing development. The results of these studies showed that there have been some negative and positive effects of these AWE tools. They can be listed as the following:

- Students were motivated to revise their writing and improve their papers by correcting their errors.
- The number of errors in writing mechanics decreased.
- Choice of right AWE tool and its implementation were very important.
- Some of the students recommended using AWE tools in the writing classes.

In their study on *MY Access!*, Grimes and Warschauer (2010) looked for the effects of using AWE on classroom management and students’ motivation. Teachers’ and students’ attitudes toward AWE and instructional and writing practices with AWE were also investigated in the study. They collected data through classroom observations, interviews, and surveys which were carried out in eight middle schools in the two districts (Farrington and Sunrise) of Southern

California over a three-year period. Collection of sample essays and reports of *MY Access!* use were also included. This is the first field study that has a large-scale implementation of AWE and a large and high research grant. Interviews of teachers and classroom observations indicated that students were motivated to write and revise more while using *MY Access!*. Interviews of administrators provided a strong recommendation of using of *MY Access!*. Interviews and classroom observations showed that teaching became easier and more enjoyable after teachers included *MY Access!* into their instructional plans (Grimes and Warschauer, 2010). Even though different types of student groups were included in the research, all students were much more motivated when writing with AWE tool. Their positive attitudes confirmed that *MY Access!* helped them improve their writing skills. The results of the survey also demonstrated that 30 out of 40 teachers agreed that their students were more motivated when they write with *MY Access!*. Furthermore, when teachers gave more time to their students for writing assignments, students revised more when writing with *MY Access!* and this helped them develop their autonomy.

In another study on *MY Access!*, Chen and Cheng (2008) indicated that automated written feedback can help students to revise their papers. Moreover, students who participated in the study recommended using of AWE programs in the early stages of learning. According to Chen and Cheng (2008), teachers should also be given adequate training in the use of AWE tools. Without learning how to get benefit from the tool, teachers cannot use it effectively in their teaching process.

Wang, Shang, and Briody (2013) examined another AWE tool, *CorrectEnglish*, provided by Vantage Learning. *CorrectEnglish* helped EFL learners to check their grammar, style, and word usage in their essays and provided holistic score and immediate feedback on content, focus, organization, style and overall performance for the learners. Therefore, they can improve their critical writing and revision skills (Wang, Shang, and Briody, 2013, p. 239). Wang et al. (2013) concluded that this AWE tool was very beneficial to improve grammatical accuracy in L2 learners' essays.

Criterion is a web-based AWE system developed by Educational Testing Service (ETS). It is very beneficial for learners when it is used as an instructional tool because of its instant holistic scores and diagnostic feedback on essays submitted online. Rock (2007) illustrated the positive effects of AWE programs on learners' writing improvement. Rock (2007) tried to examine how *Criterion* was effective in improving students' writing skill when it was used as an additional instructional tool in ninth grade English classes over a 4-week period (p. 1). Data was collected through student essays (n=5088), student surveys (n=1312), and teacher surveys (n=25). There were two randomly selected participant groups; treatment and comparison groups. While learners in the treatment group used *Criterion*, those in the comparison group did not use *Criterion*. Students in the treatment group received automated feedback on the essays while those in the comparison group received the typical written feedback from their teachers (Rock, 2007). Persuasive essay was chosen as a genre because it was the final exam task at school. At the end of the study, Rock (2007) compared holistic and analytic scores that were given to essays written by the learners in these two groups. As a result of the study, even though there were not significant differences in the holistic scores between these two groups, analytic scores were different in the groups. At the end of the study period, analytic scores on the essays that were written by the students in the treatment group were higher than those in the comparison group. The impact of using *Criterion* was discovered by analysing the mechanical aspects of student essays, and grammar, usage, and mechanics were the bases of analytic scores on the essays. However, the holistic score analysed the overall quality of the essay (Rock, 2007).

In another study on *Criterion*, Lavolette, Polio and Kahng (2015) examined the accuracy of feedback from *Criterion* and students' responses to it. Four factors investigated in this study were type of error code, correctness of error code, experience with the software, and feedback timing. During a semester, *Criterion* gives feedback on 4 essays to thirty-two students. While 16 students received immediate feedback, other 16 students received feedback several days after they wrote their essays. Data collection included screenshots taken from *Criterion*, students' essays, the corresponding feedback produced by the system, and students' responses to feedback. Feedback was focused on the usage,

grammar and mechanics, and a holistic score generated by *Criterion* was given to the students (Lavolette et al. 2015, p. 55). TOEFL essay prompts integrated into *Criterion* were given as writing prompts to the students. Lavolette et al. (2015) demonstrated that 75% of the error codes were correct although *Criterion* missed several language errors (at least 46%). During the semester, 73% of the time correct error codes were applied by the students. However, students' response frequency and their accuracy on the first draft were not influenced by the types of feedback; delayed or immediate feedback. Lavolette et al. (2015) clarify that immediate feedback is given at the end of a writing task while delayed feedback is provided at a time later than the end of the writing task (p. 52). The authors concluded that students need to get correct training of *Criterion*, so they can use it effectively to correct their errors (Lavolette, Polio & Kahng, 2015). In addition to this, in the study participants changed structures that were written correctly when the system miscoded the errors since they were not sure about the correct structure. Lavolette et al. (2015) note that *Criterion* highlights an error without any correction and gives feedback indirectly, and all error corrections are metalinguistic. The authors claimed that *Criterion* "was much better at identifying missing articles (78% correct) than wrong articles (43% correct)" (p. 60). They also indicated that system did not work well while identifying preposition error codes.

As *Criterion* is one of the most common AWE tools that is used in Asian L2 classroom, Liao (2015) preferred to use it as a writing and assessment tool in her study. Liao (2015) investigated whether *Criterion* is effective to reduce grammatical errors in L2 writing or not. 66 Taiwanese university students participated in the study, and data was collected through their English essay writing by analysing the primary English grammatical error types. The feedback reports taken from *Criterion* were analysed to identify how using AWE in a process-writing approach was efficient in reducing grammatical errors during revisions and new text composition (Liao, 2015). Four-step writing process was designed, and the final step for the students was to submit the original-draft essays to *Criterion*. The author concluded that students improved their accuracy in all four error types; fragments, subject-verb disagreement, run-on sentences, and ill-

formed verbs when revising texts and forming new texts by the end of the nine-week pedagogical programme (Liao, 2015).

Criterion was also examined how its feedback was effective in enhancing ESL students' grammatical accuracy in short and long term (Li, Feng, and Saricaoglu, 2017). Li et al. (2017) analysed students' drafts within one paper (short-term) and across papers in one semester (long-term) in terms of grammatical errors. Students' perceptions of *Criterion* feedback were also investigated by interviewing with the participants. 135 participants from intermediate-high level (63 participants) and advanced-low level (72 participants) ESL first-year academic writing classes used *Criterion* in one semester. Moreover, a process-writing approach was preferred. They concluded that automated feedback from *Criterion* was helpful for ESL students to reduce error rates in eight out of nine error categories in their revisions of the same paper (Li, Feng, and Saricaoglu, 2017). Automated feedback is very useful to reduce error in the short term while it is very limited for error deduction in the long term. The findings from interviews showed that participants found automated feedback very useful for editing their essays (Li et al., 2017, p. 369).

Li, Link and Hegelheimer (2015) analysed *Criterion* in terms of its influence on writing instruction and performance by using mixed methods. In this study, *Criterion* has been integrated into an ESL writing curriculum to examine the role of AWE corrective feedback in writing courses. Data collection included individual interviews with the instructors and students and AWE error reports of three papers written by lower level students and of four papers written by higher level students. The findings from the research showed that *Criterion* provided revision and corrective feedback for the learners (Li, Link and Hegelheimer, 2015). This helped learners improve their grammatical accuracy from the first to the final drafts. The instructors participated in the research said in the interview that AWE system brought considerable benefits for their students. Although the instructors had some concerns about the quality of the feedback, they believed that corrective feedback received from *Criterion* helped students with grammar and mechanics. Students also shared their instructors' view about the corrective feedback (Li, Link and Hegelheimer, 2015, p. 10).

Ranalli, Link, and Chukharev-Hudilainen (2016) tried to make inferences about evaluation and utilisation of an AWE tool, *Criterion*. They analysed how *Criterion* gave accurate feedback and how this feedback was useful to ESL learners in deciding how to revise their papers. They conducted two studies at Iowa State University, and data was collected from two college-level ESL writing courses that *Criterion* was integrated into as a formative assessment tool. Ranalli, Link, and Chukharev-Hudilainen (2016) analysed *Criterion* feedback in its two types: generic and facilitative (e.g., *You may be using the wrong preposition*) or specific and directive (e.g., *You have used quiet in this sentence. You may need to use quite instead*) (p. 12). While generic feedback gives a clue about the error without empathizing it specifically, specific feedback focuses on a particular error to recommend a specific word or highlights a textual feature (e.g., *You may need to remove this comma*) (p. 12). *Criterion* provides generic or specific feedback according to type of error. Ranalli, Link, and Chukharev-Hudilainen (2016) concluded that error types are important factors to change accuracy and students need to know how to use AWE feedback to correct their errors. Moreover, they claim that *Criterion* provides accurate feedback to the students by addressing significant areas for revision, improvement, and learning (p. 24). In terms of the utilisation inference, Ranalli, Link, and Chukharev-Hudilainen (2016) state that “*Criterion’s* diagnostic feedback on academic writing is useful for students to make decisions about revisions” (p. 26).

Dikli and Bleyle (2014) also analysed feedback received from *Criterion* and teachers on grammar, usage, and mechanics for the essays. They carried out their study with an ESL instructor in an English for Academic Purposes (EAP) class in a university in the south eastern U.S. Participants were 14 advanced students, and data was collected through students’ essays and opinion surveys. These two feedback types were compared to illustrate that teachers gave better quality feedback than *Criterion* (Dikli and Bleyle, 2014). Therefore, AWE feedback is preferred for revision while instructors’ feedback is received for the final drafts. By examining opinion surveys, Dikli and Bleyle (2014) concluded that students trusted *Criterion* feedback but accepted its weaknesses. It is also claimed that there are some problems with the categorization of error types in *Criterion* (Dikli and Bleyle, 2014).

Feng, Saricaoglu, & Chukharev-Hudilainen (2016) studied on a new AWE tool, *CyWrite*, and compared it with a well-known AWE tool, *Criterion*. The authors tried to test these two AWE tools' performances in terms of four grammatical errors: quantifiers, subject-verb agreement, articles, and run-on sentences. ESL undergraduate students were the participants, and their essays were analysed on its corpus to examine the performance of *CyWrite*. Moreover, Feng, Saricaoglu, & Chukharev-Hudilainen (2016) claim that ESL learners and teachers need to use better performing AWE tools in academic writing courses. Therefore, the authors developed this "customizable AWE system called *CyWrite*" (p. 51). They concluded that *CyWrite* has better performance at detecting these four grammatical errors.

There are also some studies that have been carried out to analyse the effect of automated feedback in writing in other languages. Heift (2001) carried out a study on how a Web-based Intelligent Language Tutoring System (ILTS) is effective in writing in German. The author analysed students' reaction to metalinguistic feedback and learners' strategies in error correction in ILTS. 33 students from two beginner German classes participated in the study and used the ILTS for grammar. Data was collected through student sentences (n=4405). The results of the study showed that students corrected 79,5% sentences with system feedback. The author examined the interaction between learner and computer in terms of error correction process. In her study, Heift (2001) described the *German Tutor* as a Web-based application. In the system, words are given, and students are expected to build a sentence. Students receive one feedback for each error specifically. Students need to submit the sentence until they find the right answer. In addition to this, the *German Tutor* gives individual feedback by analysing students' levels. While it provides direct and detailed feedback to the beginner learners, little hints about errors with more technical terminologies are given to the intermediate and advanced learners (Heift, 2001).

2.3.2. Benefits and Drawbacks of AWE

Proponents claim that time effectiveness, ease of access, the enhancement of the grammatical accuracy, assistance of writing development, and

the improvement of learner autonomy are the benefits of AWE use. As Liao (2015) stated in her study, *Criterion* gave feedback indirectly on grammatical errors, so students could engage in critical learning process and develop their autonomy. Some prior studies have also showed that AWE feedback affects students' writing development positively (e.g. Wang, 2013; Wang, Shang, & Briody, 2013).

Literature on second language acquisition (SLA) has focused on the effectiveness of immediate feedback rather than delayed feedback. Researchers accept immediate feedback as impractical; however, computer-assisted feedback provides instant feedback which makes writing assessment easy for teachers. There is no research that illustrate that *Criterion's* immediate feedback is better than delayed feedback. However, Educational Testing Service (ETS) (2012) claimed that *Criterion's* immediate feedback is one of the crucial parts accepted helpful by the learners. Students receive immediate feedback on their writing while they are writing, so they can revise their essays and correct their errors immediately. Moreover, they feel motivated and independent because of working online (Educational Testing Service, 2012).

There have been several studies on AWE to find out how it is valid and how it is effective in writing classes as a pedagogical tool. In addition, the results of several studies indicate that there has been a strong correlation between the scores of AWE systems and human raters (Dikli, 2006; Keith, 2003 & Phillips, 2007 as cited in Chen & Cheng 2008, p. 95).

The results of most of the previous studies show that students, especially lower level ones, feel free and focus on only writing and getting instant feedback when they do not need to worry about their scores (e.g. Grimes and Warschauer, 2010). Moreover, AWE tools are found very useful at feedback and revision stage. Therefore, evaluating and grading the second and revised draft would increase students' writing motivation and success.

Using AWE software is a collaborative process which includes students, teachers and administrators. When they trust and support each other, AWE tools like *MY Access!* use is encouraged (Grimes and Warschauer, 2010). Some

classroom-based studies of AWE have showed that students found AWE tools helpful while they preferred their teachers' feedback (e.g. Dikli and Bleyle, 2014). If teachers use AWE tools to increase their students' motivation for writing and revising low-level errors, the high-level feedback on ideas and style will be a major concern for the teachers. In addition to this, AWE tools will be very beneficial for students (Grimes and Warschauer, 2010).

Without getting any feedback from their teachers, learners can direct their own learning process because they have opportunity to get instant feedback and assistance while writing their papers thanks to AWE tools. Although learners develop autonomy while revising their writing by means of computer-generated feedback, their attitudes toward the use of AWE tools may cause some uncertainty. Therefore, it is suggested that AWE should be investigated to find out "the interaction between use and outcome" and Warschauer and Ware (2006) analysed the research into three categories: "product, process and process/product" (p. 10).

In their study, Warschauer and Ware (2006) investigated *MY Access!* and *Criterion* and found two benefits of using AWE. They claimed that after the students used AWE tools, their motivation to practice writing increased due to the instant feedback, and classroom management became easier for teachers when they used AWE for revision. Grimes and Warschauer (2010) also got the same results in their study on *MY Access!*. Liao (2015) also claims that L2 writers can use various Internet resources to get some information on language usage and idea development when they use an AWE system. As a result of this process, this online AWE system helps L2 writers develop autonomy.

In another study on *Criterion*, Burstein et al. (2004) show that it provides additional opportunities for students, so they can practice writing and improve their writing skills by getting immediate individualized feedback and revising their essays. Moreover, *Criterion* is specially designed to give both holistic and diagnostic feedback while AWE systems are generally designed to give only diagnostic feedback. There are two ETS developed applications, *e-rater* using an application of natural language processing (NLP) to provide a holistic score on

essays and, *Critique* that provides diagnostic feedback (Rock, 2007). When Saricaoglu (2015) developed ACDET, NLP approach was also used as a model.

Chen and Cheng (2008) claim that automated assessment and human assessment should be integrated for formative learning to make students realize how they can benefit from AWE tools. According to Grimes and Warschauer (2010), when teachers are aware of their position as a guide, they know how to explain an automatic scoring can judge their students' writing differently than a human grader. They also need to evaluate and score their students' writing after students revise their first draft by getting some automated feedback. Thus, students focus on revising and improving their writing.

While some researchers, especially AWE developers, claim that AWE can provide some benefits for the students and enhance their writing skills, others doubt about its effectiveness. They believe that the use of AWE results in some negative effects on students' writing performance. In addition, AWE developers insist that their programs can function as human readers in terms of assessing and responding to student's writing, but some critics believe that AWE products cannot "read texts and evaluate the quality of writing" in the way human readers do (as cited in Chen & Cheng 2008, p. 94-95). When the reliability of human and automated scoring is measured and compared, human scoring will be more reliable (Grimes and Warschauer, 2010).

As Grimes and Warschauer (2010) indicate in their study on *MY Access!*, "the low-level feedback (on spelling, punctuation, grammar and word choice)" is used more often than "the high-level feedback (on organization and development) in the revision process (p. 7). This study also demonstrated the similar result that teachers preferred *MY Access!* for teaching mechanistic writing skills.

Moreover, learners should consider two important points related to the writing since it requires linguistic ability and meaning negotiation. Therefore, "writing needs to take into account both internal language processing and contextual factors that affect how texts are composed and read" (Flower, 1994; Grabe & Kaplan, 1996; Hyland, 2003 as cited in Chen & Cheng 2008, p. 96). Liao (2015) also found AWE systems ineffective when addressing some language

concerns, such as meaning and idea development, so the author declared that AWE should be integrated into the teaching process as a supplementary tool, and teachers should be the part of the process.

Numerous studies have been conducted on the validity of AWE programs, and they indicated that there are some disagreements about its assessments. Therefore, instead of using AWE programs for classroom assessments, writing instructors should evaluate and assess student essays in terms of the content and meaning (Keith, 2003). It is pointed out that form is much more emphasized than meaning and content in AWE tools and scoring systems, and it is assessed successfully by the tools. Grimes and Warschauer (2010) claim that natural language understanding (or NLU) has been a main challenge for AWE developers. The software “converts English to a formal symbolic representation”, and it cannot “build a structured representation of meaning”, so “computational semantics” (NLU) is limited to assess content and organization (p. 31-32). Developers of *MY Access!* accept that they used developed NLU techniques, but this software “cannot evaluate and assess the meaning of a text as well as a human reader” (p. 32).

As it is proven by some prior studies, the main goal of writing can be changed from communication to getting higher score. Since this is a serious concern, internal motivators, such as satisfaction from learning should be encouraged than external motivators, such as grades in writing classes. Therefore, AWE tools should be used to get quick feedback and revise writing drafts by learners (e.g. Grimes and Warschauer, 2010; Burstein, Chodorow, & Leacock, 2003). Automated scores can be sometimes frustrating for learners, so teachers should guide their students when students edit their writing while using AWE systems. As it is clearly stated, *Criterion* and *MY Access!* are two useful AWE tools that “allow teachers to insert comments in students’ papers (Grimes and Warschauer, 2010, p. 17). Li, Link and Hegelheimer (2015) emphasize that it is impossible to deny teachers’ role as a guide because learners may not know how to use the feedback received from AWE tools (p. 4).

Although some classroom-based research has showed that *Criterion* affects teaching L2 grammar positively, there has been some issues concerning

the accuracy of formative feedback, usefulness and performance of AWE system, and teachers' and students' doubts about AWE scoring (Li, Link & Hegelheimer, 2015; Li, Feng, & Saricaoglu, 2017). Therefore, for better learning and teaching practices, it is clear to improve current AWE tools because they have some weaknesses (Feng, Saricaoglu, & Chukharev-Hudilainen, 2016).

2.4. CONCLUSION

Due to the increasing demand for technology use in language teaching and learning, there will be a numerous of study on AWE like tools. As there are some arguments about the validity of AWE scoring systems, researchers and AWE developers have put in a great deal of effort to make these technological advancements better. Computer-assisted feedback is preferred due to its usefulness in terms of the immediacy of feedback when it is compared with human feedback.

As Li, Link and Hegelheimer (2015) stated in their study on *Criterion*, by providing sufficient AWE training to the instructors and students and improving the interaction between instructors and students, "AWE has a better chance of producing feedback that is meaningful, a characteristic of dynamic written corrective feedback, giving students more opportunities to learn why errors occur and how to make corrections and enhance cognitive development" (p.14).

CHAPTER 3

METHODOLOGY

3.0. INTRODUCTION

This chapter includes the method of the study, the research questions, the participants of the study and some information about data collection instruments and procedure and analysis of the data.

3.1. RESEARCH QUESTIONS

This study sought to find out the answers of following questions:

1. Does immediate automated feedback result in more grammatically and mechanically in the short term?
2. Does immediate automated feedback result in more grammatically and mechanically in the long term?
3. What are the learners' opinions towards the writing course and written feedback before the study?
4. How can technology facilitate the teaching and learning of writing skill?
5. What are the learners' opinions towards the writing course, automated feedback and the use of an AWE tool after the study?

3.2. RESEARCH DESIGN

This study was conducted in an EFL writing classroom context in a university in Turkey. One writing class, for preparatory year English majors, was taught by an instructor who was all experienced EFL writing teacher. An AWE program, *CyWrite*, was implemented in the writing class for one semester. The main purpose for the use of AWE tool was to investigate whether it facilitates students' writing development and reduces the writing instructors' workload or not. Before the writing course started, the researcher explained and showed

students how to use AWE tool. This study focused only on language feedback, so feedback was given on grammar and mechanics by *CyWrite*.

In the recent study, a mixed method research has been employed since “quantitative and qualitative inquiry can support and inform each other” (Miles & Huberman, 1994, p. 310). Qualitative research was used to study each student’s individual point of view without manipulating and controlling their natural settings and ideas. For the qualitative data, a survey was administered to find out the participants’ individual interests. For the quantitative data, the researcher analysed students’ papers and *CyWrite* writing reports.

Both qualitative and quantitative data were collected and analysed to respond the research questions. In addition to this, they were combined to understand the problem better. Creswell (2009) claimed that a researcher needs to learn how to combine and integrate these two data to make the study more scientific. As the researcher used different sources to gather data, the research design of this case study can be referred to as triangulation (O’Connor & Gibson, 2003). O’Connor and Gibson (2003) claim that there are different types of triangulation in terms of sources, methods and researchers, and they defined triangulation from different methods as “looking at the same questions/topics but trying to answer them using different research methods, such as surveys, focus groups and individual interviews” (p. 74). Therefore, the researcher combined her data to have more reliable findings.

The researcher carried out this study in the spring term, and it took nearly eleven weeks. Table 1 below shows the summary of data collection.

Table 1. Summary of data collection

Implementation	Data sets	<i>n</i>
Pre-	Pre-test essay drafts - An Opinion Paragraph	15
	Pre-implementation Student Survey	15
While-	CyWrite recordings on the written drafts of a descriptive paragraph	15
	CyWrite recordings on the written drafts of a narrative paragraph	15
	CyWrite recordings on the written drafts of a comparison / contrast paragraph	15
	CyWrite recordings on the written drafts of a persuasive paragraph	15

	CyWrite recordings on the written drafts of a comparison & contrast essay	15
	CyWrite recordings on the written drafts of a cause & effect essay	14
	CyWrite recordings on the written drafts of a for & against essay	14
	CyWrite recordings on the written drafts of a problem solution essay	14
	Screen-capturing recordings of students' interaction with CyWrite	
Post-	Post-implementation Student Survey	15
	Post-test essay drafts - An Opinion Essay	15

Note. The number in each data set is different due to the students who did not write the draft.

3.3. PARTICIPANTS AND SETTING

Participants of this study were 15 preparatory school students at Ufuk University Preparatory School EFL Program, in Ankara, Turkey. 11 female and 4 male students participated in the study, and their ages ranged from 18 to 22. Their department was English Language and Teaching (ELT), and they were pre-school students who took writing course as a must. The researcher defined English language learner as students whose first language was not English.

The writing lesson was an undergraduate-level English class for non-native speakers of English. In the current study, an AWE program, *CyWrite*, was integrated in the writing class for the spring term in 2016-2017 academic year. The researcher was the instructor who had taught English writing for 12 years. In the first term, students learned how to write a basic sentence and how to organize a paragraph in the writing course.

In this writing class, students were required to write four paragraphs: a descriptive paragraph, a narrative paragraph, a comparison or contrast paragraph, and a persuasive paragraph, and four essays: a comparison and contrast essay, a cause-and-effect essay, a for and against essay and a problem solution essay. For each writing task, the instructor first taught how to write and showed and analysed some sample writing tasks. Then students wrote their drafts by using *CyWrite* outside the classroom and received automated feedback while writing. Finally, the instructor gave written feedback and scored their drafts. While evaluating students' papers, the researcher used an evaluation rubric that was updated

according to the type of writing. Different rubric samples for each type of writing were given in Appendix 1 to show how they were modified and used.

3.4. DATA COLLECTION INSTRUMENTS

This study was carried out in three stages; pre-implementation, while-implementation, and post-implementation (see Table 1 for a summary of data collection). The data consisted of pre-tests and post-tests, *CyWrite* feedback reports, 8 assignments drafts, screen-capturing recordings of students' interaction with *CyWrite*, and surveys. The surveys were used to analyse the students' ideas about technology use in language teaching and learning and its effects on their writing improvement. Its main focus was to find out their ideas about automated feedback and writing assistance features. The surveys contained both multiple-choice questions using a Likert scale and open-ended questions. In total 15 students responded to the surveys. One of the students did not participate the study because of her personal and psychological problems.

The researcher used the online platform *Linguatorium* which was designed as smart language systems because *CyWrite* was implemented as an AWE tool in this system. *Linguatorium* is a project of the Andrey A. Hudyakov Center for Linguistic Research (see Figure 1). The researcher first explained how students used this platform and details about their accounts. Then the researcher assigned the writing task and explained related details such as deadline or word limit on *Linguatorium*, and students were supposed to use the platform to write their drafts. The students used this platform at their homes, computer labs, or dormitories. While they were writing their drafts by using *CyWrite*, they had chance to receive automated and immediate feedback to revise their errors.

A screenshot showing the online platform, *Linguatorium*, is given in Figure 1.

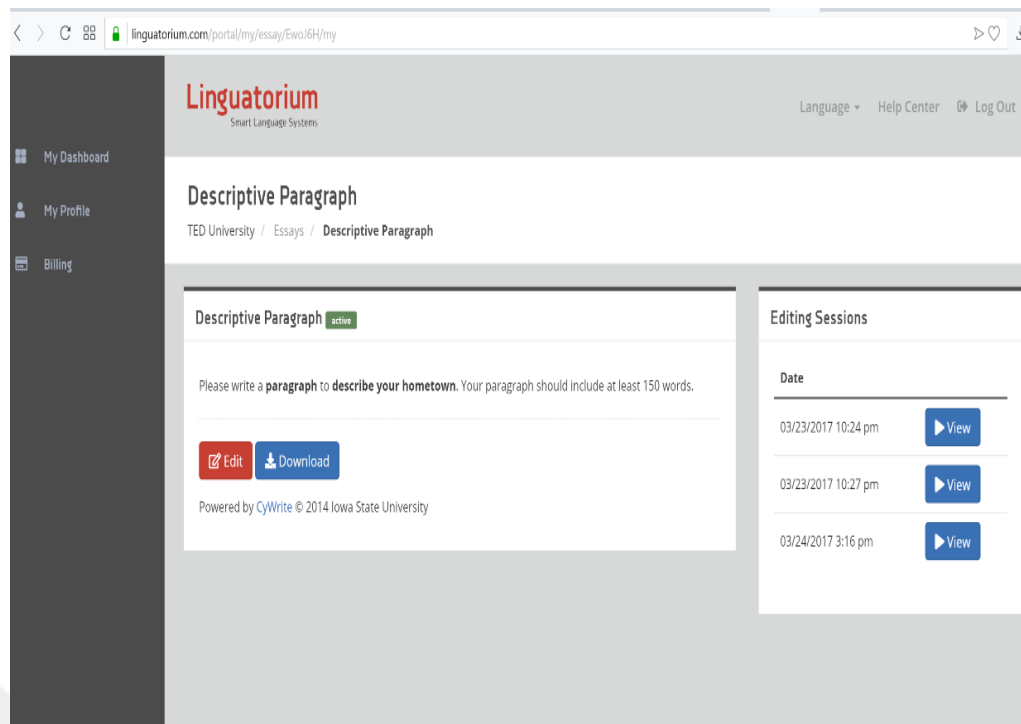


Figure 1. A screenshot from online platform, *Linguatorium*.

3.4.1. Pre-tests

In pre-implementation stage, students were asked to write an opinion paragraph around 150-200 words. The researcher collected their paragraphs as pre-test drafts in order to compare their explanations in the pre-test with those in the post-test (see Appendix 2 for one sample paper of the pre-test and one sample paper of the post-test). The pre-test was written in class, and 40 minutes were given to the students. The topic for the pre-test was as follows: “Write an opinion paragraph about positive and negative sides of being a university student”. After 15 pre-test drafts were collected, the researcher gave feedback but did not grade the drafts. The draft of the student who did not write post-test draft was excluded from the data analysis. An opinion paragraph was chosen as a type due to the course syllabus. This stage was completed before the use of *CyWrite* to find out how this AWE tool help students improve their writing skills. Then students were informed how to use *CyWrite*, and four paragraphs and four essays were assigned on the online platform *Linguatorium* which was used for *CyWrite* tool. This study assessed students’ writing improvement after they used an AWE tool and received automated and immediate feedback.

3.4.2. *CyWrite* feedback reports

CyWrite is an AWE tool that is developed by considering SLA theories, and the main aim of the program developers is to help ESL learners in higher education. This tool is designed to give effective formative feedback to the learners, so they can become autonomous and improve their writing skills (Feng, Saricaoglu, & Chukharev-Hudilainen, 2016, p. 49). Chukharev-Hudilainen and Saricaoglu (2016) claimed that “*CyWrite* was built to support not only testing but also the teaching and learning of L2 writing and research” (as cited in Feng, Saricaoglu, & Chukharev-Hudilainen, 2016, p. 51). In *CyWrite*, NLP framework is used to identify different “word-, sentence-, paragraph-, and text-level features, such as spelling errors, problematic stylistic choices, certain discourse patterns” (Chukharev-Hudilainen and Saricaoglu, 2016) and “grammatical errors” (Feng, Saricaoglu, & Chukharev-Hudilainen, 2016, p. 51).

Students used *CyWrite* to write four paragraphs and four essays. They wrote their drafts on *CyWrite* outside the classroom without receiving any written feedback from their teacher. When they used *CyWrite* outside the class, they received instant feedback on each writing task to revise and correct their mistakes. They had one or two days to write and submit their drafts. After they submitted their drafts, teacher downloaded them to score and give written feedback especially on content and meaning. While in paragraph writing students were asked to write a paragraph of 150-200 words, in essay writing they needed to write an essay of 200-250 words. Different types of writing styles were assigned because of the course syllabus (see Appendix 3 for the sample papers for each type of writing styles).

Topics and types of writing were as follows: “Write a descriptive paragraph about your hometown”; “Write a narrative paragraph about a special memory from your childhood”; “Write a comparison or contrast paragraph about social media and face-to-face communication”; “Write a persuasive paragraph on the topic: Everyone should go to university”. For essay writing, two, three or four different topics were given to the students, and they chose one of them and wrote about it. Topics given for a comparison and contrast essay were as follows: “a big university campus and a small university campus” or “an online class and a

traditional class.” For a cause and effect essay, three following topics were given: “causes and effects of air pollution”; “effects of social media on young people”; “effects of stress on health.” For a for and against essay, two following topics were given: “using credit cards” and “using public transportation.” Four different topics given for a problem solution essay were as follows: “Overpopulation in many major cities in Turkey is a major problem. What are the causes of this? How can this problem be solved?”; “An increasing number of professionals, such as doctors and teachers, are leaving their own countries to work in developed countries. What problem does this cause? What solutions can you suggest dealing with this situation?”; “In many developing countries, there is a problem with declining quality of air and water from both industry and construction. What measures could be taken to prevent this?”; “How can university students handle problems with roommates?”.

Formative sentence-level feedback provided some correct usage related to the language. During the composition process, *CyWrite* detected errors and generated some feedback “in the form of a red squiggly line, for spelling errors, or comments on the margin, for grammatical errors” (Feng, Saricaoglu, & Chukharev-Hudilainen, 2016, p. 51). *CyWrite* also underlines the sentence part if there is a mechanical error and an article error to draw students’ attention (see Figure 2). When students click on the underlined sentence part or word, they get sentence-level feedback that is presented in a box in the left margin (see Figure 3). *CyWrite* provides some suggestions or examples for revision. By looking at the comments and suggestions in the box, students can correct their errors immediately when they receive this feedback, or they can correct them before they submit their drafts. The sentence-level feedback reports generated by *CyWrite* for each draft were also analysed to understand whether learners gain maximum benefit from the system in terms of immediate automated feedback.

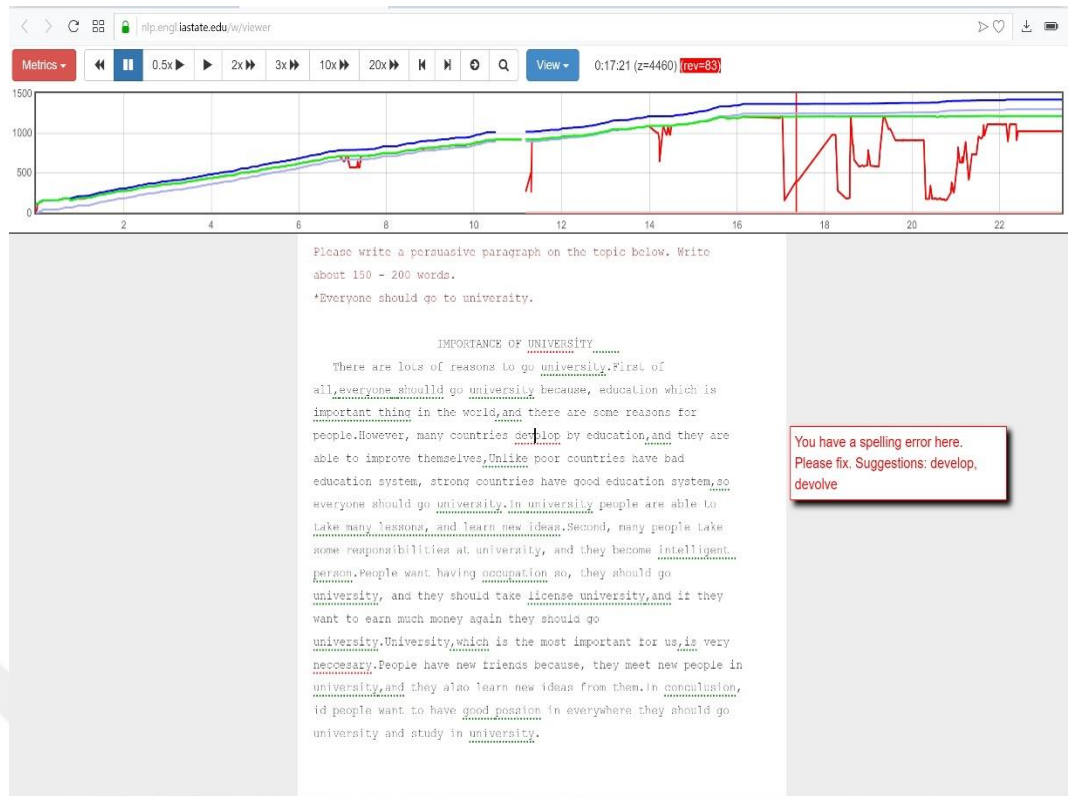


Figure 2. Sentence-level feedback by *CyWrite*.



Figure 3. Sentence-level feedback by *CyWrite*.

3.4.3. Screen-capturing recordings

Screen recordings of participants' use of *CyWrite* outside the class were also collected to analyse their reactions towards the tool and how they revise their written explanations during the interaction with the tool. For screen-capturing pictures, a special program, Paint-net, was used. The researcher collected 8 sample screen-capturing pictures for each writing task.

3.4.4. Post-tests

In post-test implementation stage, students wrote an opinion essay of around 200-250 words, and their essays were collected as post-test drafts. The post-test was given in class, and they wrote it in 40 minutes without using *CyWrite*. The topic for the post-test was: "Do you think television is good for children? Write an opinion essay and explain your reasons." An opinion essay was chosen as a type since this type would be asked in the proficiency exam. 15 post-test drafts were collected, and the instructor evaluated and scored them and gave written feedback, especially on meaning and content. Students were not allowed to use *CyWrite* while writing post-test drafts since the researcher tried to find out how students improve their writing skill after they use this tool. The researcher also compared their explanations in the post-tests with those in the pre-tests (see Appendix 2 for one sample paper of the pre-test and one sample paper of the post-test).

3.4.5. Pre-survey and post-survey

Pre and post-implementation student surveys were adapted from the survey developed by the *Criterion* (the AWE tool developed by the ETS) research group at Iowa State University in 2011. Details were given on the webpage (<http://volkerh.public.iastate.edu/awe/index.html>). This *Criterion* research project explored the capacity of *Criterion* as an assessment and instructional tool in ESL writing classrooms. The survey was used in several studies (e.g. Li, Lee, & Hegelheimer, 2012; Feng, Park, & Hegelheimer, 2012; Ranalli, Karakaya, Li, & Yang, 2013).

The researcher used these surveys to find out students' opinions towards the writing course and written feedback and to explore students' use of technology in their language learning process. While pre-implementation survey consisted of 11 Yes and No questions, there were 12 questions in post-implementation survey. The demographic characteristics, such as age, gender, department, major and level, of students in the study were collected through pre- and post-survey. Each survey lasted 20-25 minutes, and each participant was given an unidentifiable record ID such as S1, S2. Since the students' English proficiency level was not enough to understand the items in each survey, the items were translated into Turkish by the researcher (see Appendices 4 and 5 for Pre-implementation student survey and Appendices 6 and 7 for Post-implementation student survey in English and Turkish). Moreover, both versions of surveys were examined and checked by Turkish instructors and foreign language lecturers whether the Turkish version was equivalent to the English version.

In the post-survey, there were different types of questions: Yes and No questions, some items consisting of a five-point Likert-scale and four open-ended questions. Two items of survey were measured on a five-point Likert-type scale ranging from 1 to 5 (Strongly dissatisfied = 1; dissatisfied = 2; neutral = 3; satisfied = 4; strongly satisfied = 5). There were four questions related to *CyWrite* usage to find out each student's individual opinion towards this AWE tool. The researcher tried to learn that what types of *CyWrite* feedback were found helpful, what feedback students did not understand, what kind of errors students improved over the semester using *CyWrite* feedback, and what errors were easy for the students to correct after immediate feedback (see Appendices 6 and 7 for Post-implementation student survey in English and Turkish).

3.5. DATA COLLECTION PROCEDURE

This study was conducted in the spring semester of 2016–2017 academic year with 15 preparatory school students at Ufuk University Preparatory School EFL Program. The study took nearly eleven weeks. At the beginning of the study, for ethical considerations, students were explained the purpose and scope of the study and that their real names would not be used. Moreover, this study was carried out as a classroom-based research, and it was a part of classroom

applications. Because of close relationship between the researcher and the participants (the researcher was also the teacher of the participants), the researcher did not want to influence their decisions about participating in this study. Therefore, a consent form was given to the participants. The researcher also informed students about the details of the study.

Data collection was started with the pre-test in the second week. Then the researcher gave the pre-implementation surveys to get students' perspectives of writing course, written feedback and the use of technology in language learning. In the fourth week, *CyWrite* was introduced and explained to the students. The instructor showed a demo by typing in some sentences on *CyWrite* and explained automated feedback and the process in detail. Students were asked to type in their paragraphs into *CyWrite* outside the class. Automated feedback was activated to make students revise their paragraphs while writing. Their screens and drafts were recorded on *CyWrite*, so the researcher could download and print out their drafts to evaluate and give written feedback. After the instructor completed the process, students were asked to keep their drafts in their portfolios because of the course procedure. In week fifteen, the post-test was administrated in class without using *CyWrite*. At the end of the study, the post-implementation survey was given to the students to get their opinions on the use of *CyWrite* and its effects on their writing improvement. All teaching and application processes were conducted by a single researcher. Moreover, all data collection procedure was carried out by the researcher herself.

3.6. DATA ANALYSIS

The researcher carried out a classroom-based study and used the sequential explanatory strategy in mixed-methods study (Creswell, 2009). Pre-test and post-test were assigned as diagnostic writing. They were written on the same prompt (genre) with the same time limit. They were paper-based while others were written online. The instructor did not give any feedback on language while *CyWrite* gave automated feedback on language. In order to analyse the data, the researcher gave each participant an unidentifiable record ID such as S1, S2. Since it was emphasized that error categorisation in *Criterion* was not clear, the researcher limited her analyses to 9 error categories based on Ferris's (2006)

study: word choice, verb form, word form, articles, pronoun, run-on sentence, sentence fragments, sentence structure, and subject-verb agreement.

In this study, quantitative data (the error counts) were collected and analysed to show how AWE feedback was effective on EFL students' writing skill in the short-term and long-term. In addition to this, pre-test drafts ($n=15$) and post-test drafts ($n=15$) were also analysed to find out how immediate automated feedback affects students writing skills in the long-term. Text length affect raw error counts across student texts, so it is difficult to compare and count the errors. Therefore, after the researcher counted the number of grammatical and mechanical errors in each paper, the error counts were standardized by using the formula recommended by Chandler (2003): $(\text{error count}/\text{essay length}) \times 100$. This normalization allowed the researcher to make comparisons among papers with different length based on frequencies of errors per 100 words. The researcher analysed error changes in students' first drafts in different papers (8 papers) for the short-term effects and students' pre-tests and post-tests for the long-term effects. Moreover, for the long-term effects, students' first drafts in paper 1 and paper 8 were analysed and compared to find out if there is reduction in grammatical and mechanical error rates from paper 1 to paper 8. For the quantitative analysis, the researcher found *CyWrite* error counts on grammar and mechanics categories from these drafts. The data collected were analysed by statistical procedures by using the SPSS software, and the researcher ran two t-tests on SPSS to compare accuracy across papers.

As for the qualitative data, pre- and post-implementation student surveys were applied in order to investigate the participants' opinion about and experience with *CyWrite* feedback in their writing. The results of the surveys were analysed with descriptive statistics since the questions in the pre- and post-surveys were different.

3.7. CONCLUSION

In this chapter, the methodology was discussed, and the researcher explained the research design, the participants, the setting, the data collection instruments and procedure, and the data analysis in detail.

CHAPTER 4

RESULTS

4.0. INTRODUCTION

In this chapter, the researcher reported the quantitative findings that illustrate the effects of automated feedback on EFL students' error reduction in the short term (RQ1) and long term (RQ2). Changes of students' grammatical and mechanical errors within one paper (short-term effects) and across papers (long-term effects) throughout the semester were also analysed. As for the qualitative findings, students' perceptions of the writing course (RQ3), the role of technology in teaching and learning of writing skill (RQ4), automated feedback and the use of *CyWrite* after the study were examined one by one (RQ5).

4.1. The Effects of AWE Tool in the Short Term

The researcher calculated the descriptive statistical values related to normalized error counts within each paper to answer the first research question. The results of the descriptive statistics were also tested for normality using Anderson-Darling Normality Test by the researcher, and it revealed that T-tests could be run to compare accuracy across papers. For each paper, a normality test was applied, and two samples showing the results were given in Figure 4 and 5.

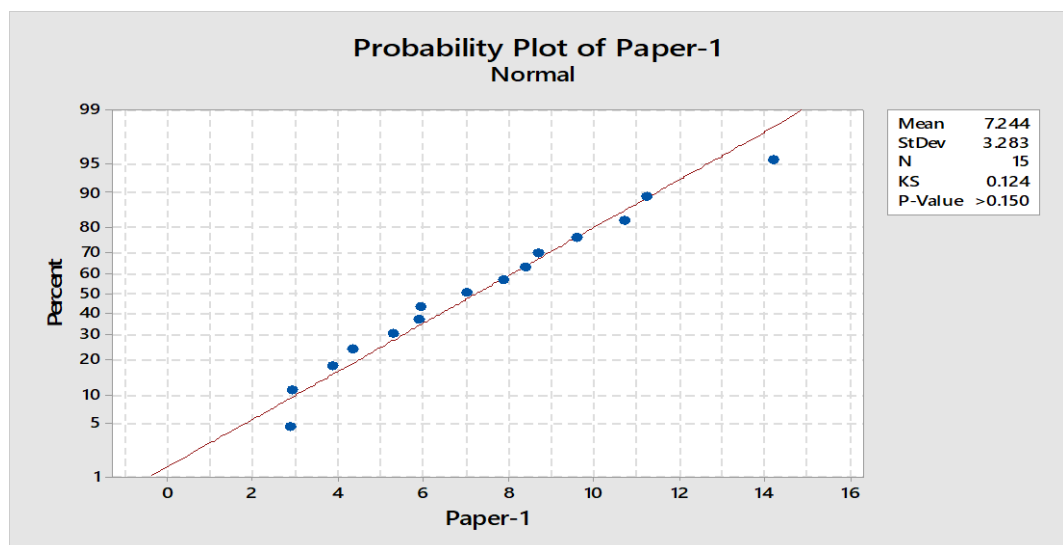


Figure 4. The results of the normality test that shows T-test can be run for Paper 1.

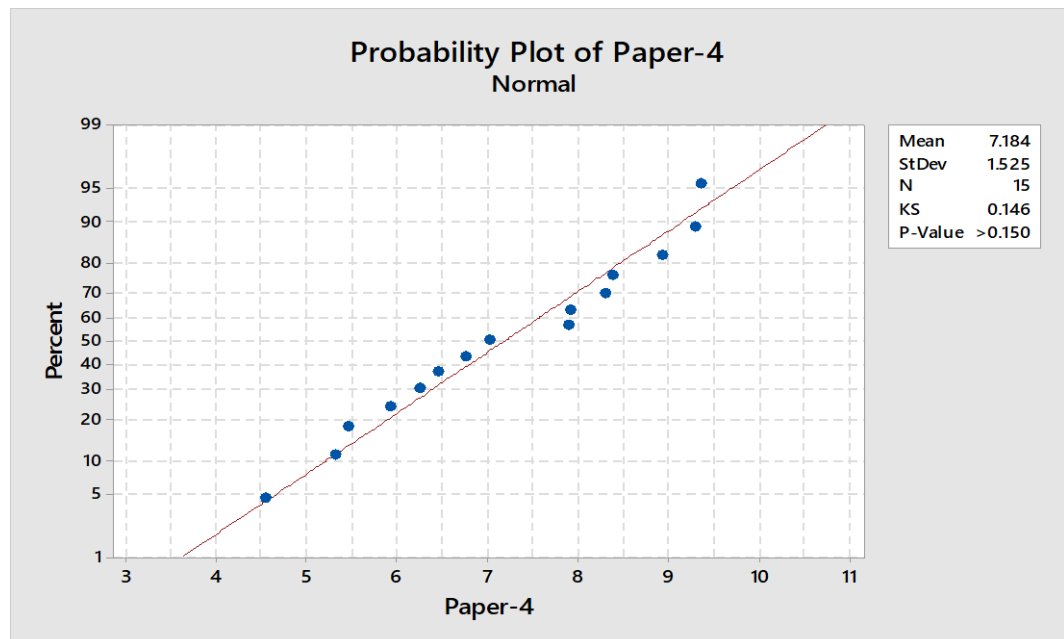


Figure 5. The results of the normality test that shows T-test can be run for Paper 4.

4.1.1. Does immediate automated feedback result in more grammatically and mechanically in the short term?

The short-term effects of *CyWrite* feedback on improving learners' writing skills were investigated by analysing each draft grammatically and mechanically. From Paper 1 (P1) to Paper 8 (P8), each draft were analysed in terms of 9 grammatical error categories: word choice, verb form, word form, articles, pronoun, run-on sentence, sentence fragments, sentence structure, and subject-verb agreement; and 5 mechanical error categories: spelling, capitalization, punctuation, indent and margin. While normalized error rates of grammatical and mechanical usage in paragraph writing was calculated, each draft was analysed from Paper 1 (P1) to Paper 4 (P4). For essay writing, each draft was analysed from Paper 5 (P5) to Paper 8 (P8).

Both descriptive and T-test findings were given in different tables and explained in detail to demonstrate the short-term effects of *CyWrite* feedback. An example calculation was given in Table 2 to show how a two-sample t-test calculates t-values.

Table 2. An example calculation to show how a two-sample t-test calculates t-values

A Two-Sample T-Test and CI: Paragraph 1, Paragraph 2

Method

μ_1 : mean of Paragraph 1

μ_2 : mean of Paragraph 2

Difference: $\mu_1 - \mu_2$

Note. Equal variances are not assumed for this analysis.

Descriptive Statistics

Sample	N	Mean	Std. Dev.	SE Mean
Paragraph 1	15	7.24	3.28	0.85
Paragraph 2	15	5.46	1.83	0.47

Estimation for Difference

Difference	95% CI for Difference
1.783	(-0.235, 3.800)

Test

Null hypothesis $H_0: \mu_1 - \mu_2 = 0$

Alternative hypothesis $H_1: \mu_1 - \mu_2 \neq 0$

T-Value	DF	P-Value
1.84	21	0.080

Table 3 summarizes the findings of the descriptive analysis for normalized grammatical error rates across Papers.

Table 3. Descriptive findings on grammatical accuracy

Descriptive Statistics				
Sample	N	Mean	Std. Dev.	SE Mean
P1	15	7.24	3.28	0.85
P2	15	5.46	1.83	0.47
P2	15	5.46	1.83	0.47
P3	15	7.41	2.53	0.65
P3	15	7.41	2.53	0.65
P4	15	7.18	1.52	0.39

P4	15	7.18	1.52	0.39
E1	15	8.31	4.97	1.3
E1	14	8.60	5.03	1.3
E2	14	5.03	2.06	0.55
E2	14	5.03	2.06	0.55
E3	14	5.84	1.36	0.36
E3	14	5.84	1.36	0.36
E4	14	6.21	3.52	0.94

Note. P = Paragraph; E = Essay; Std. Dev. = Standard Deviation; SE = Standard Error

Mean scores and standard deviations of the normalized error counts were computed. The descriptive statistics demonstrated whether there was reduction in grammatical error rate from each draft of each paper (e.g. from Paper 1 (P1) to Paper 2 (P2)) or not. The descriptive statistics revealed that there were some differences between group mean scores and standard deviations of normalized error rates in some samples (see Table 3). The two-sample t-test mean scores analysing differences between the drafts of Paragraph 1 (P1) and Paragraph 2 (P2) revealed that there was a statistically decrease in grammatical error rates from P1 to P2. While group mean of normalized error rate was 7.24 in the drafts of P1, it was 5.46 in the drafts of P2, and the difference was 1.783 (see Table 3 and 4). However, there was a statistically increase in grammatical error rates from P2 to P3. While group mean of normalized error rate was 5.46 in the drafts of P2, it was 7.41 in the drafts of P3, and the difference was -1.947 (see Table 3 and 4). Group mean scores showed that there was not a significant difference between the drafts of P3 and P4 (group mean scores: 7.41 and 7.18; difference = 0.224). As it can be seen clearly in Table 3 and 4 in the fourth test, there was also a statistically increase in grammatical error rates from Paragraph 4 (P4) to Essay 1 (E1). While group mean of normalized error rate was 7.18 in the drafts of P4, it was 8.31 in the drafts of E1, and the difference was -1.12. Group mean scores and standard deviations of the comparison between Essay 1 (E1) and Essay 2 (E2) illustrated

that there was a significant reduction in grammatical error rate (from 8.60 to 5.03 and difference = 3.57) from the drafts of E1 to E2. Since one of the participants did not write her own ideas and copied her writing explanations from different websites, n (population size) was accepted 14 and would be different from the previous papers ($n = 15$) for the rest of the analysis. Moreover, when group means of normalized error rates in E2 and E3, and E3 and E4 were compared ($n = 14$), an increase was seen in each comparison (from E2 (5.03) to E3 (5.84) and difference = -0.814; from E3 (5.84) to E4 (6.21) and difference = -0.36). It was clearly shown that there was not reduction in grammatical error rates from P2 to P3, from P4 to E1, from E2 to E3, and from E3 to E4 while significant reduction in grammatical error rates was seen in the comparisons used for other Papers (see Table 3).

The researcher also analysed and compared each draft with the previous one by using two-sample t-tests. Table 4 shows T-test findings for normalized grammatical error rates across Papers.

Table 4. T-test findings for normalized grammatical error rates across Papers

TEST	Sample	N	Estimation for Difference		Test		
			Difference	95% CI	T-Value	DF	P-Value
P1 - P2	P1	15	1.783	(-0.235, 3.800)	1.84	21	0.08
	P2	15					
P2 - P3	P2	15	-1.947	(-3.608, -0.287)	-2.42	25	0.023
	P3	15					
P3 - P4	P3	15	0.224	(-1.359, 1.807)	0.29	22	0.772
	P4	15					
P4 - E1	P4	15	-1.12	(-3.97, 1.72)	-0.84	16	0.415
	E1	15					
E1 - E2	E1	14	3.57	(0.51, 6.64)	2.46	17	0.025
	E2	14					
E2 - E3	E2	14	-0.814	(-2.183, 0.556)	-1.23	22	0.231
	E3	14					

E3 - E4	E3	14	-0.36	(-2.50, 1.78)	-0.36	16	0.723
	E4	14					

Note. P = Paragraph; E = Essay; CI = Confidence level; DF = Degrees of Freedom; P = 0.05

The researcher accepted Confidence level (CI) as 95 % and significance level (α) as 0.05 to understand the difference between two samples. Descriptive statistics were calculated for group findings. When the descriptive statistics were examined, it was clearly seen that P-Value was not smaller than the significance level ($P > 0.05$) that means $H_0: \mu_1 - \mu_2 = 0$ (see Table 4) in five tests. Therefore, there was not enough evidence to conclude that the difference between the population means was statistically significant. However, as shown in Table 4, the results of the two-sample tests between Paragraph 2 (P2) and Paragraph 3 (P3) ($P=0.023 < 0.05$ and $H_0: \mu_1 - \mu_2 \neq 0$) and Essay 1 (E1) and Essay 2 (E2) ($P = 0.025 < 0.05$ and $H_0: \mu_1 - \mu_2 \neq 0$) were different. Since P-value was smaller than the significance level ($\alpha = 0.05$), the difference between the population means was statistically significant.

As it was mentioned before, the researcher also analysed each paper in terms of mechanical errors to answer the first research question. Same steps are followed to analyse and compare each draft with the previous one. Table 5 summarizes the findings of the descriptive analysis for normalized mechanical error rates across Papers.

Table 5. Descriptive findings on mechanical accuracy

Descriptive Statistics				
Sample	N	Mean	Std. Dev.	SE Mean
P1	15	8.20	4.80	1.2
P2	15	6.35	5.29	1.4
P2	15	6.35	5.29	1.4
P3	15	4.45	4.79	1.2

P3	15	4.45	4.79	1.2
P4	15	4.70	3.61	0.93
P4	15	4.70	3.61	0.93
E1	15	3.27	2.51	0.65
E1	14	3.23	2.60	0.69
E2	14	3.25	2.86	0.76
E2	14	3.25	2.86	0.76
E3	14	4.42	3.57	0.95
E3	14	4.42	3.57	0.95
E4	14	3.99	3.70	0.99

Note. P = Paragraph; E = Essay; Std. Dev. = Standard Deviation; SE = Standard Error

Mean scores and standard deviations of the normalized error counts were computed. The descriptive statistics demonstrated whether there was reduction in mechanical error rate from each draft of each paper (e.g. from Paper 1 (P1) to Paper 2 (P2)) or not. The descriptive statistics showed that there were some differences between group mean scores and standard deviations of normalized error rates in some samples (see Table 5). The two-sample t-test mean scores analysing differences between the drafts of Paragraph 1 (P1) and Paragraph 2 (P2) revealed that there was a significant reduction in mechanical error rates from P1 to P2. While group mean of normalized error rate was 8.20 in the drafts of P1, it was 6.35 in the drafts of P2, and the difference was 1.84 (see Table 5 and 6). There was reduction in mechanical error rate from P2 to P3. While group mean of normalized error rate was 6.35 in the drafts of P2, it was 4.45 in the drafts of P3, and the difference was 1.9 (see Table 5 and 6). Group mean scores showed that there was a statistically increase in mechanical error rates from P3 and P4 (group mean scores: 4.45 and 4.70; difference = -0.24). As it can be seen clearly in Table 5 and 6 in the fourth test, there was a statistically decrease in mechanical error

rates from Paragraph 4 (P4) to Essay 1 (E1). While group mean of normalized error rate was 4.70 in the drafts of P4, it was 3.27 in the drafts of E1, and the difference was 1.43. Group mean scores and standard deviations of the comparison between Essay 1 (E1) and Essay 2 (E2) showed that there was not a significant difference between the drafts of E1 and E2 (from 3.23 to 3.25 and difference = -0.02). Because of the same participant who did not write her own ideas and copied her writing explanations from different websites, *n* (population size) was accepted 14 and would be different from the previous papers (*n* = 15) for the rest of the analysis. However, there was a statistically increase in mechanical error rates from E2 to E3. While group mean of normalized error rate was 3.25 in the drafts of E2, it was 4.42 in the drafts of E3, and the difference was -1.17 (see Table 5 and 6). Moreover, when group means of normalized mechanical error rates in the drafts of E3 and E4 were compared (*n* = 14), a statistically decrease was seen (from E3 (4.42) to E4 (3.99) and difference = 0.43). As it was clearly shown in Table 5, significant reduction in mechanical error rates was seen from P1 to P2, from P2 to P3, from P4 to E1, from E3 to E4 while there was not reduction in mechanical error rates in the comparisons used for other Papers.

Each draft was also analysed and compared with the previous one by using two-sample t-tests. Table 6 depicts T-test findings for normalized mechanical error rates across Papers.

Table 6. T-test findings for normalized mechanical error rates across Papers

TEST	Sample	N	Estimation for Difference		Test		
			Difference	95% CI	T-Value	DF	P-Value
P1 - P2	P1	15	1.84	(-1.94, 5.63)	1.00	27	0.327
	P2	15					
P2 - P3	P2	15	1.9	(-1.88, 5.68)	1.03	27	0.312
	P3	15					
P3 - P4	P3	15	-0.24	(-3.43, 2.94)	-0.16	26	0.876

	P4	15					
P4 - E1	P4	15	1.43	(-0.92, 3.77)	1.26	24	0.221
	E1	15					
E1 - E2	E1	14	-0.02	(-2.15, 2.11)	-0.02	25	0.985
	E2	14					
E2 - E3	E2	14	-1.17	(-3.69, 1.35)	-0.96	24	0.348
	E3	14					
E3 - E4	E3	14	0.43	(-2.40, 3.26)	0.31	25	0.758
	E4	14					

Note. P = Paragraph; E = Essay; CI = Confidence level; DF = Degrees of Freedom; P = 0.05

The researcher accepted Confidence level (CI) as 95 % and significance level (α) as 0.05 to understand the difference between two samples. Descriptive statistics were calculated for group findings. When the descriptive statistics were examined, it was clearly seen that P-Value was not smaller than the significance level ($P > 0.05$) that means $H_0: \mu_1 - \mu_2 = 0$ (see Table 6). Therefore, there was not enough evidence to conclude that the difference between the population means was statistically significant.

Overall, both descriptive and T-test findings revealed that in the short term, significant grammatical differences between some papers were observed when P-value was considered. Moreover, some statistical reduction in the group means of normalized mechanical and grammatical error rates was observed in some papers (see Tables 4 and 6). Therefore, it can be stated that automated feedback affected students' writing skill positively in the short term.

The researcher also analysed the system and took some screenshots to examine the interaction between students and *CyWrite*. The findings showed that students learnt how to use this AWE tool to revise their drafts and correct their mechanical or grammatical errors immediately after they used the tool for 8 different types of papers.

Two examples of screenshots showing how a student revised his paper by using automated feedback were given in Figures 6 and 7.

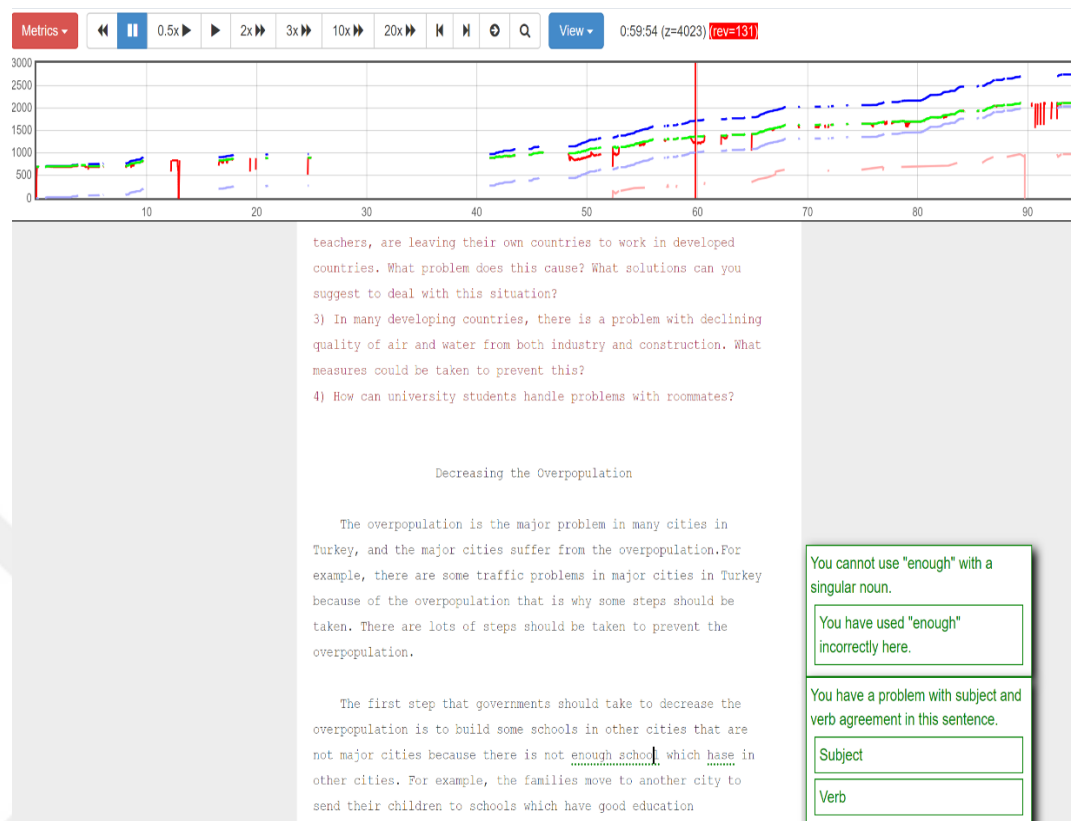


Figure 6. A sample screenshot that shows a student's interaction with the tool.

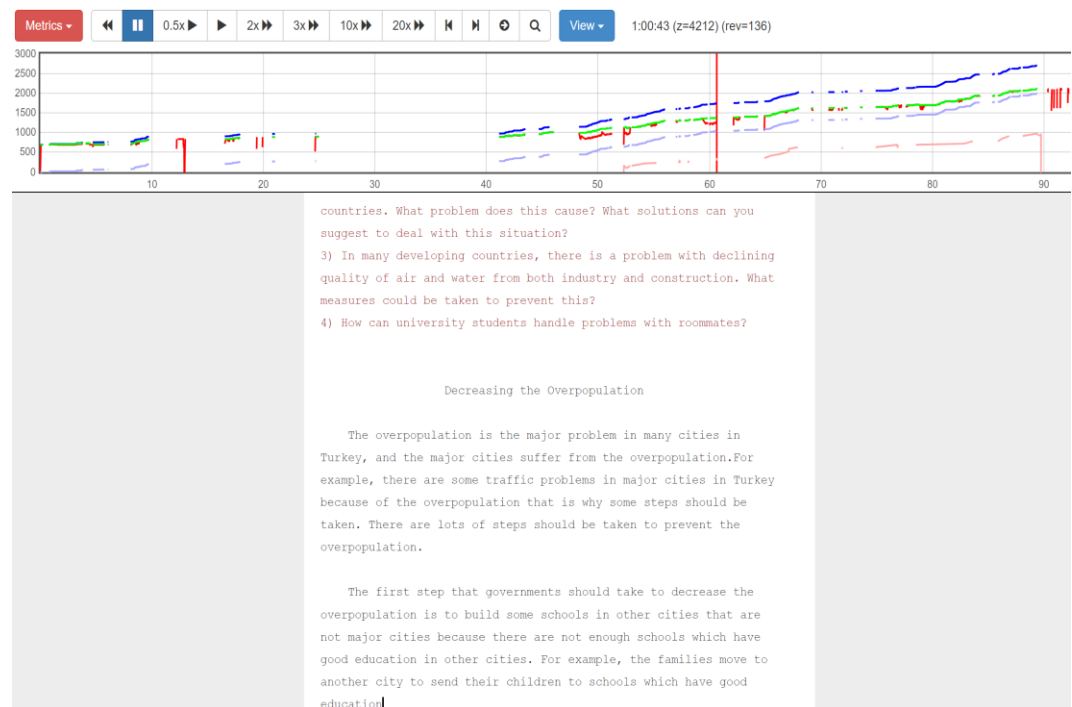


Figure 7. A sample screenshot showing how a student corrects his sentence immediately by using CyWrite's feedback.

4.2. The Effects of AWE Tool in the Long Term

The researcher calculated the descriptive statistical values related to normalized error counts within the drafts of Paper 1 (P1) and Paper 8 (P8) and pre- and post-test drafts to answer the second research question. The results of the descriptive statistics were also tested for normality using Anderson-Darling Normality Test as it was done for the first research question, so T-tests could be run to compare accuracy across these drafts.

4.2.1. Does immediate automated feedback result in more grammatically and mechanically in the long term?

In order to examine the long-term effects of *CyWrite* as an automated evaluation tool, pre- and post-test drafts were analysed. The researcher also compared the drafts of Paper 1 (P1) and Paper 8 (P8) for the long-term effects. Grammatical and mechanical errors in the drafts of P1 and P8 and in pre- and post-test drafts were counted for each student. The researcher analysed these drafts by considering same grammatical and mechanical error categories to find out how *CyWrite* feedback is effective on students' writing skills in the long term. While P1 and pre-test were analysed for paragraph writing, P 8 and post-test were analysed for essay writing. The researcher gave and explained descriptive and T-test findings in different tables to show the long-term effects of *CyWrite* feedback. Same calculation techniques were used. Table 7 shows the findings of the descriptive analysis for normalized grammatical error rates in the first and last papers and pre- and post-tests.

Table 7. Descriptive findings on grammatical accuracy

Descriptive Statistics				
Sample	N	Mean	Std. Dev.	SE Mean
P1	14	7.49	3.27	0.87
E4	14	6.21	3.52	0.94
Pre-Test	15	7.84	3.01	0.78

Post-Test	15	7.88	3.74	0.96
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Note. P = Paragraph; E = Essay; Std. Dev. = Standard Deviation; SE = Standard Error

Mean scores and standard deviations of the normalized error counts were computed. The researcher compared accuracy across the semester, and reduction in grammatical error rates from the drafts of the first paper (Paragraph 1) to the drafts of the last paper (Essay 4) and from the pre-test drafts to the post-test drafts was investigated by using descriptive analysis. As shown in table 7, there were some differences between group mean scores and standard deviations of normalized error rates. The two-sample t-test mean scores analysing differences between the drafts of Paragraph 1 (P1) and Essay 4 (E4) demonstrated that there was a significant reduction in grammatical error rates (from 7.49 to 6.21 and difference = 1.28) from the drafts of P1 to E4 (see Table 7 and 8). However, group mean scores showed that there was not a significant difference between the pre- and post-test drafts (group mean scores: 7.84 and 7.88; difference = -0.04).

Students' drafts of the first and last papers and pre- and post-test drafts were also analysed and compared by using two-sample t-tests. Table 8 provides T-test findings for normalized grammatical error rates across the semester.

Table 8. T-test findings for normalized grammatical error rates across the semester

TEST	Sample	N	Estimation for Difference		Test		
			Difference	95% CI	T-Value	DF	P-Value
P1 – E4	P1	14	1.28	(-1.36, 3.92)	1.00	25	0.328
	E4	14					
Pre-Test	Pre-Test	15	-0.04	(-2.59, 2.51)	-0.03	26	0.974
	Post-Test	Post-Test					

Note. P = Paragraph; E = Essay; CI = Confidence level; DF = Degrees of Freedom; P = 0.05

The researcher accepted Confidence level (CI) as 95 % and significance level (α) as 0.05 to understand the difference between two samples. Descriptive

statistics were calculated for group findings, and they indicated that P-Value was not smaller than the significance level ($P > 0.05$) that means $H_0: \mu_1 - \mu_2 = 0$ in the tests between P1 and E4 ($P = 0.328 > 0.05$) and between pre-test and post-test ($P = 0.974 > 0.05$) (see Table 8). Therefore, there was not enough evidence to conclude that the difference between the population means was statistically significant.

In order to answer the second research question, the researcher also compared the drafts of P1 with the drafts of E4 and pre-test drafts with the post-test drafts in terms of mechanical errors by following the same steps. Table 9 summarizes the findings of the descriptive analysis for normalized mechanical error rates across the semester.

Table 9. Descriptive findings on mechanical accuracy across the semester

Sample	N	Descriptive Statistics		
		Mean	Std. Dev.	SE Mean
P1	14	8.45	4.88	1.3
E4	14	3.99	3.70	0.99
Pre-Test	15	4.82	1.87	0.48
Post-Test	15	5.21	2.65	0.69

Note. P = Paragraph; E = Essay; Std. Dev. = Standard Deviation; SE = Standard Error

Mean scores and standard deviations of the normalized error counts were computed. The researcher tried to find out whether there was reduction in mechanical error rates from the drafts of the first paper (P1) to the drafts of the last paper (E4) and from the pre-test drafts to the post-test drafts or not by analysing descriptive statistics. As shown in table 9, there were some differences between group mean scores and standard deviations of normalized error rates. The two-sample t-test mean scores analysing differences between the drafts of Paragraph 1 (P1) and Essay 4 (E4) showed that there was a significant decrease of mechanical error rates. While group mean of normalized error rate was 8.45 in the drafts of P1, it was 3.99 in the drafts of E4, and the difference was 4.45 (see Table 9 and 10). However, there was a significant increase in mechanical error rates

from the pre-test drafts to the post-test drafts. While group mean of normalized error rate was 4.82 in the drafts of the pre-test, it was 5.21 in the drafts of the post-test, and the difference was -0.395 (see Table 9 and 10).

Students' drafts of the first and last papers and pre- and post-test drafts were also analysed and compared by using two-sample t-tests. Table 10 shows T-test findings for normalized mechanical error rates across the semester.

Table 10. T-test findings for normalized mechanical error rates across the semester

TEST	Sample	N	Estimation for Difference		Test		
			Difference	95% CI	T-Value	DF	P-Value
P1 - E4	P1	14	4.45	(1.07, 7.83)	2.72	24	0.012
	E4	14					
Pre-Test	Pre-Test	15	-0.395	(-2.121, 1.330)	-0.47	25	0.641
Post-Test	Post-Test	15					

Note. P = Paragraph; E = Essay; CI = Confidence level; DF = Degrees of Freedom; P = 0.05

The researcher accepted Confidence level (CI) as 95 % and significance level (α) as 0.05 to understand the difference between two samples. Descriptive statistics were calculated for group findings, and they indicated that the results of the two-sample tests between Paragraph 1 (P1) and Essay 4 (E4) were notable; $P = 0.012 < 0.05$ and $H_0: \mu_1 - \mu_2 \neq 0$ (see Table 10). Since P-value was smaller than the significance level ($\alpha = 0.05$), the difference between the population means was statistically significant. However, descriptive statistics showed that P-Value was not smaller than the significance level ($P > 0.05$) that means $H_0: \mu_1 - \mu_2 = 0$ in the test between pre-test and post-test ($P = 0.641 > 0.05$) (see Table 10). Therefore, there was not enough evidence to conclude that the difference between the population means was statistically significant.

Overall, when the drafts of first paper and last paper were compared, significant decrease in the group means of normalized grammatical and mechanical error rates was seen clearly in the long term. Moreover, in terms of

mechanical accuracy, the results of the T-test findings were crucial that the difference between the population was statistically significant because P-value was smaller than the significance level ($\alpha = 0.05$). However, there was not any reduction in the group means of normalized grammatical and mechanical error rates in the pre- and post-test drafts, and no significant statistical difference was observed in terms of P-value.

To sum up, the results of the quantitative analysis illustrated that there were some improvements of grammatical and mechanical accuracy in the short-term and the long-term in terms of normalized error rates. After the papers were compared, it could be emphasized that AWE system affected students' writing skills positively. *CyWrite* provided some immediate feedback for the students, so they could revise and correct their errors immediately while writing their drafts.

4.3. Students' Perceptions of the Writing Course, Written Feedback and Using Technology

Before the study, the researcher applied pre-implementation student survey as a qualitative data in order to examine students' perceptions of the writing course and written feedback and to analyse students' use of technology in their language learning process. There were 11 yes or no questions in the pre-implementation survey, and some information related to the demographic characteristics, such as age, gender, department, major and level, of students in the study was collected (see Appendices 4 and 5 for Pre-implementation student survey in English and Turkish). Moreover, the descriptive statistics were used to analyse the survey. 15 pre-implementation student surveys were given in the Appendix 8. The results of demographic data are given in Table 11 for both pre- and post-implementation student surveys.

Table 11. Demographics of the Participants

Gender		
	N	%
Female	11	73,33
Male	4	26,67
Age		
	50	

N	Mean	Std. Dev.
15	19.27	0.85

Note. % = Percentage; Std. Dev. = Standard Deviation

As shown in Table 11, there were 11 (73,33%) female and 4 (26,67%) male participants. The following are the results of the analysis related to the age of the participants; N = 15, M = 19.27, SD = 0.85.

4.3.1. What are the learners' opinions towards the writing course and written feedback before the study?

Five items in the pre-implementation student survey were asked to find answers to the third research question. Students' ($n = 15$) responses to the survey items were analysed, and percentages of responses of each item were calculated (see Table 12).

Table 12. Percentages of students' responses

	R	N	%
Q1	YES	15	100
	NO	0	0
Q2	YES	15	100
	NO	0	0
Q3	YES	15	100
	NO	0	0
Q4	YES	15	100
	NO	0	0

Note. Q = Question; R = Response; % = Percentage

The first question in the survey asked students whether they think that they improve their English in their writing course. Table 12 shows that all of the students chose the Yes option for the first question ($n = 15$, 100%). Similarly, the responses of the second question in the survey “When you submit assignments in your writing courses, do you receive feedback from your instructor on your language errors?” revealed that all of the students ($n = 15$, 100%) received feedback from their instructor on their language errors. All of the students ($n = 15$, 100%) chose the Yes option for the third question “When you submit assignments

in your writing courses, is your English graded as part of the assignment? In other words, is your English language (i.e., accuracy, fluency, academic language, organization of ideas) is an evaluation criterion for the assignment?”. The fourth question in the survey asked students whether they think their writing course instructors are competent enough in English as to evaluate their English and give them feedback on language errors, and all of the students ($n = 15$, 100%) said Yes to the question. Regarding the responses for these questions, it can be understood that all of the participants believe that they improve their English thanks to the writing course and written feedback that they get from their instructor. In other words, learners had positive opinions towards the writing course and written feedback.

The ninth question in the survey “In what aspect(s) of English language do you need feedback on the most?” was also related to the feedback, and it had five options (grammar, mechanics, usage, style, organisation and development) (see Appendix 4 for Pre-implementation student survey in English). Students may choose more than one option for this question. Table 13 gives the percentages of the students’ answers.

Table 13. Percentages of students' responses for the ninth item

	ASPECTS	%
Q9.1	Grammar	80
Q9.2	Mechanics	33,33
Q9.3	Usage	80
Q9.4	Style	46,67
Q9.5	Organization & development	73,33

Note. Q = Question; % = Percentage

As seen in Table 13, most of the students (80%) chose grammar and usage, and a very high percentage (80%) claimed that they need feedback on grammar and usage the most. In addition, 73,33% of the students agreed that they need feedback on organisation and development the most. Some students (33,33%) claimed that they need feedback on mechanics the most, and nearly half of the students (46,67%) claimed that they need feedback on style the most (see

Table 13). Therefore, grammar and usage are two important aspects which students need help to improve their writing skills.

4.3.2. How can technology facilitate the teaching and learning of writing skill?

For the fourth research question, six items in the pre-implementation student survey were analysed. Students' ($n = 15$) responses to the survey items were analysed, and percentages of responses of each item were calculated (see Table 14).

Table 14. Percentages of students' responses

	R	N	%
Q5	YES	6	40
	NO	9	60
Q6	YES	12	80
	NO	3	20
Q7	YES	10	66,67
	NO	5	33,33
Q8	YES	4	26,67
	NO	11	73,33
Q10	YES	7	46,67
	NO	8	53,33
Q11	YES	7	46,67
	NO	8	53,33

Note. Q = Question; R = Response; % = Percentage

Table 15 gives the survey items related to the technology and the fourth research question.

Table 15. Survey items related to the technology

Items	Questions
5	Have you ever used a computer program for language learning purposes? If yes, please write the name of the program.
6	Do you think computer technology can help you improve your English?
7	Would you like to receive feedback from a computer program on your

language before you submit an assignment to your instructor?

- 8 Do you think computer technology can accurately evaluate your language?
- 10 Are you confident that you can use a computer program for language learning purposes?
- 11 If a computer program can give you feedback on your language errors, would you be willing to pay for it?
-

The fifth item in the survey asked students whether they have used a computer program for language learning purposes (see Table 15). While 6 (40%) students chose Yes option, 9 (60%) students chose No option (see Table 14). Some of the students who chose Yes option wrote the name of the programs: Omegle, Duolingo, Hello Talk application, and Open Mind. For the sixth question, most of the students chose Yes option ($n = 12$, 80%), and 3 (20%) students chose No option. Therefore, most of them think computer technology can help them improve their English before they use an AWE tool. The result of the seventh item had a positive effect on automated feedback because most of the students ($n = 10$, 66,67%) would like to receive feedback from a computer program on their language before they submit an assignment to their instructor (see Tables 14 and 15). Even though students wanted to get feedback from a computer program, they did not think computer technology can accurately evaluate their language. As it can be understood from the answers of the eighth question, 26,67% ($n = 4$) of the students said Yes, and most of them ($n = 11$, 73,33) said No (see Table 14). Moreover, nearly half of them ($n = 7$, 46,67%) were confident that they could use a computer program for language learning purposes, but 53,33% of the students ($n = 8$) chose No option that meant they did not feel confident (see Tables 14 and 15). For the eleventh question, 8 (53,33%) students would not be willing to pay for a computer program if it can give them feedback on their language errors while nearly half of them ($n = 7$, 46,67%) would like to pay for it. Therefore, paying for a computer program is not a big issue for the students if they can get effective automated feedback.

4.4. Students' Perceptions of the Writing Course and *CyWrite* Feedback

After the study, the researcher applied post-implementation student survey as a qualitative data in order to examine the students' opinion about and experience with *CyWrite* feedback in their writing. There were 12 questions in post-implementation survey. The demographic characteristics, such as age, gender, department, major and level, of students in the study were collected through post-survey (see Appendices 6 and 7 for Post-implementation student survey in English and Turkish). There were different types of questions, so the descriptive statistics were used for the analysis. 15 post-implementation student surveys were given in the Appendix 9.

4.4.1. What are the learners' opinions towards the writing course, automated feedback and the use of an AWE tool after the study?

To answer the last research question, the post-implementation student survey was applied after the study, and students' ($n = 15$) responses to the survey items were analysed, and percentages of responses of each item related to Yes and No option were calculated (see Table 16).

Table 16. Percentages of students' responses

	R	N	%
Q1	YES	15	100
	NO	0	0
Q2	YES	1	6,67
	NO	14	93,33
Q3	YES	15	100
	NO	0	0
Q4	YES	14	93,33
	NO	1	6,67
Q9	YES	6	40
	NO	9	60
Q11	YES	12	80
	NO	1	6,67
	NO ANSWER	2	13,33

Note. Q = Question; R = Response; % = Percentage

In the survey, six questions had two options as Yes and No. The first question in the survey asked students whether they used *CyWrite* for the first time or not, and all of the students chose the Yes option for the first question ($n = 15$, 100%) (see Table 16). When they were asked whether they have used any other computer programs to enhance their writing, except one student ($n = 1$, 6,67%), 93,33% of the students chose the No option for the second question. One of the students who said Yes stated that she used “Grammarly”. As it was presented in the Table 16, all of the students ($n = 15$, 100%) stated that they thought *CyWrite* helped them improve their English when the third question was asked. Except one student, 93,33% of the students also stated that they thought *CyWrite* helped them improve their writing when the fourth question was asked (see Table 16). This was a positive effect of the AWE tool, and it was a very important result of the present study. According to the responses to the ninth question “Did you have any difficulties using *CyWrite*? If yes, what difficulties did you have?”, 9 (60%) students stated that they did not have any difficulties whereas 6 (40%) of them had some difficulties. When their responses were analysed, the following common difficulties were found:

- When there is no Internet connection, students cannot write their writing and submit their assignment to their instructor.
- There should be an application for smart phones. Without computer, it is difficult to use the tool for the students.
- The layout of the page can be a problem. It can be difficult to arrange the page especially when there is a problem related to the Internet connection.

The eleventh question asked students whether they would like to continue using *CyWrite* in their future classes. While most of the students ($n = 12$, 80%) chose the Yes option, only one student (6,67%) chose the No option, and two of them did not respond the question (see Table 16). This result revealed that students had positive opinion about the tool, and they thought it would be helpful them in their classes if they had chance to use it in the future.

There were also three multiple-choice questions consisting of a five-point Likert-scale. Two items of this survey were measured on a five-point Likert-type scale ranging from 1 to 5 (Strongly dissatisfied = 1; dissatisfied = 2; neutral = 3;

satisfied = 4; strongly satisfied = 5). Group mean scores and standard deviations of these items were computed (see Table 17).

Table 17. Findings of the survey items related to learners' opinions about *CyWrite*

Items	Group Mean	Std. Dev.		SS	S	N	D	SD
Q5	4.53	0.62	N	9	5	1	0	0
			%	60	33,33	6,67	0	0
Q6-A	4	0.63	N	2	12	0	1	0
			%	13,33	80	0	6,67	0
Q6-B	4.33	1.07	N	9	4	1	0	1
			%	60	26,67	6,67	0	6,67
Q6-C	4.13	0.88	N	6	6	2	1	0
			%	40	40	13,33	6,67	0
Q6-D	3.87	0.81	N	3	8	3	1	0
			%	20	53,33	20	6,67	0
Q6-E	3.47	1.02	N	2	6	5	1	1
			%	13,33	40	33,33	6,67	6,67

Note. Q = Question; Std. Dev. = Standard Deviation; % = Percentage; SS = Strongly Satisfied; S = Satisfied; N = Neutral; D = Dissatisfied; SD = Strongly Dissatisfied

In order to find out the students' satisfactory level of *CyWrite*, the fifth question in the post-implementation student survey was asked. When they were asked how satisfied they were with their experience of using *CyWrite*, 9 (60%) students were strongly satisfied with their experience of using it, 5 (33,33%) students were satisfied, and only 1 (6,67%) student was neutral. Group mean of this item was 4.53 and standard deviation of it was 0.62 (see Table 17). According to the responses of the sixth item "How satisfied are you with *CyWrite* feedback on the following aspects?", 2 (13,33%) students stated that they were strongly satisfied with *CyWrite* feedback on grammar, and 12 (80%) students stated that they were satisfied with feedback on grammar. However, only one student (6,67%) were dissatisfied with feedback on grammar. As seen in Table 17, group mean was 4, and standard deviation was 0.63. In terms of the responses related to the feedback on mechanics, 9 (60%) students stated that they were strongly satisfied with it, and 4 (26,67%) students mentioned that they were satisfied with it. While 1 (6,67%) student was neutral, one student (6,67%) was strongly dissatisfied with feedback on mechanics (M = 4.33; SD = 1.07) (see Table 17). When their responses that showed their satisfactory level of *CyWrite* feedback on usage were analysed, 6 (40%) students stated that they were strongly satisfied, and

other 6 (40%) students stated that they were satisfied with the feedback on usage. However, 2 (13,33%) students were neutral, and only one student (6,67%) were dissatisfied with the feedback on usage ($M = 4.13$; $SD = 0.88$) (see Table 17). As seen in Table 17, in terms of the feedback on style, 3 (20%) students were strongly satisfied, 8 (53,33%) students were satisfied, 3 (20%) students were neutral, and only one student (6,67%) was dissatisfied with it ($M = 3.87$; $SD = 0.81$). For the last aspect, organisation and development, 2 (13,33%) students were strongly satisfied, 6 (40%) students were satisfied, 5 (33,33%) were neutral, one student (6,67%) was dissatisfied, and one of them was strongly dissatisfied with it ($M = 3.47$; $SD = 1.02$) (see Table 17). These findings demonstrated that most of the students were strongly satisfied with using *CyWrite*, and most of them were satisfied with *CyWrite* feedback on grammar and mechanics.

The tenth question asked the students how they were confident in using *CyWrite*, and as shown in Table 18, nearly half of the students ($n = 6$, 40%) stated that they were very confident, and other students who responded to the question were somewhat confident ($n = 7$, 46,67%). Two students did not respond this question. Moreover, group mean of this item was 4.46, and standard deviation was 0.50 (see Table 18).

Table 18. Findings of the tenth survey item related to learners' opinions about *CyWrite*

Item	Group Mean	Std. Dev.	VC	SC	U	SU	NCA	
Q10	4.46	0.50	N	6	7	0	0	0
			%	40	46,67	0	0	0

Note. Q = Question; Std. Dev. = Standard Deviation; % = Percentage; VC = Very Confident; SC = Somewhat Confident; U = Undecided; SU = Somewhat Unconfident; NCA = Not Confident at all

In the survey, there were also three open-ended questions related to *CyWrite* usage to find out each student's individual opinion towards this AWE tool (see Appendix 9 for the students' surveys). These three items were analysed by looking at students' perceptions, and their responses were coded as positive and negative. In responding to the seventh question "How did *CyWrite* help you with your writing?", all of the students ($n = 15$, 100%) mentioned that they found the tool very helpful, so their overall perceptions of the tool were positive. As it was an open-ended question, each student had chance to give more than one response. When their responses were analysed, it was clearly seen that most of the

students ($n = 9$, 60%) mentioned more than one aspect as helpful. Table 19 shows the percentages of the aspects related to *CyWrite* feedback that students found helpful.

Table 19. Percentages of the aspects that show students' positive perceptions

	ASPECTS	N *	% *
Q7	Grammar	4	26,67
	Punctuation	8	53,33
	Speed	1	6,67
	Spelling	5	33,33
	Vocabulary usage	4	26,67
	Recognition of errors	3	20
	Revision	1	6,67
	Conjunction usage	3	20

Note. Q = Question; % = Percentage

* More than one response may be given by each student.

As seen in Table 19, out of 15 students, 3 (20%) students mentioned that they noticed their errors easily, so *CyWrite* was very helpful in terms of recognition of errors for them. One of these students also found feedback on spelling very helpful. 5 (33,33%) students stated that feedback on spelling was very helpful. When 15 overall positive perceptions were analysed, *CyWrite* was also helpful to the students for identifying the following errors: Grammar ($n = 4$, 26,67%), Punctuation ($n = 8$, 53,33%), Vocabulary usage ($n = 4$, 26,67%), and Conjunction usage ($n = 3$, 20%) (see Table 19). It was also found helpful in terms of speed ($n = 1$, 6,67%) and revision ($n = 1$, 6,67%). In other words, students stated that they learned to write very fast, and revision was the best part of the tool.

When the eighth question “How did *CyWrite* not help you with your writing?” was asked, 8 (53,33%) students wrote their answers. However, two of these eight students did not understand and respond the question correctly. Therefore, out of 15 students, only 6 (40%) students’ responses were analysed and calculated (see Table 20).

Table 20. Percentages of students' responses to the eighth item

	ASPECTS	N	%
Q8	Organisation	2	33,33
	Wrong Correction	3	50
	Usage	1	16,67

Note. Q = Question; % = Percentage

As shown in Table 20, there were three general aspects that students found not helpful. Out of 6 students, 2 (33,33%) of them stated that *CyWrite* did not help them to organize their paragraphs, and 3 (50%) students mentioned that the error identification could be sometimes wrong. Due to wrong error identification and correction, one of the students emphasized that *CyWrite* was more helpful on revision than correction. 1 (16,67%) student wrote that *CyWrite* did not help her for usage since some vocabulary and conjunctions were not accepted by the tool.

When the last question “If you have any, please add your additional comments on *CyWrite* use.” was asked, 7 (46,67) students wrote their suggestions. 8 students did not respond it. Their responses were analysed, and the following comments were noted down:

- *CyWrite* is a very helpful and effective tool.
- If the problems related to error correction and the Internet connection are solved and the tool is improved, it will be better in the future.
- If *CyWrite* gave feedback on meaning and form, it would be more helpful and effective.
- There should be a phone application of this tool, so students could write their drafts without their computers.
- Sometimes this tool gave wrong feedback message on vocabulary usage or organisation. For example, even if the correct word was used, the system warned the students. Therefore, it should be improved.

To sum up, the results of the qualitative analysis demonstrated that students had positive perceptions of the writing course and written feedback. Moreover, they thought that technology could help them improve their writing and English. After they used *CyWrite* and get feedback from the system

immediately, they changed their mind and found it very helpful. Their satisfactory level with *CyWrite* feedback was very high.

4.5. CONCLUSION

This chapter presented the results of the data analysis in the order of the five research questions. The results of quantitative and qualitative analysis were discussed, and the researcher used descriptive statistics for the data analysis. The findings of the descriptive statistics related to the students' papers and student surveys examining students' perceptions of the writing course, written feedback, technology, and *CyWrite* feedback were presented.

CHAPTER 5

DISCUSSION

5.0. INTRODUCTION

In this chapter, the findings of the data analysis presented in the previous chapter are discussed in detail. The results are explained according to the research questions by comparing with the results of the related studies in the literature. This chapter will also present pedagogical implications, limitations of the study, and some suggestions for further research. Finally, a conclusion will be given.

5.1. OVERVIEW OF THE STUDY

This study investigated how the use of an AWE tool (*CyWrite*) was effective in learning and teaching second language (L2) writing skills. Both quantitative and qualitative research methods were applied to collect data about the short-term and long-term effects of automated feedback on students' writing ability, how *CyWrite* helpful for students' improvement, and students' perceptions of the writing course, written feedback, technology and automated feedback. In other words, the researcher used a mixed methods research to triangulate and explain the results of the study. The findings were analysed by asking five research questions in this study. In the present study, the data was collected from 15 ELT students who studied at Ufuk University Preparatory School. Moreover, this study was conducted in an EFL writing classroom context in the spring term of 2016-2017 academic year.

5.2. DISCUSSION OF THE RESULTS

The researcher analysed her data by asking five research questions. The findings of each research question were discussed in detail below.

5.2.1. Discussion of the findings of RQ1

The first research question was “Does immediate automated feedback result in more grammatically and mechanically in the short term?”. To answer this question, students' papers written by using *CyWrite* were analysed in terms of grammatical and mechanical errors in order to find out whether automated

feedback were effective in reducing their errors in the short term or not. This analysis was done throughout the semester.

The present study found that in the short term, there were statistically significant differences between some papers in terms of grammatical accuracy due to automated feedback from *CyWrite*. However, automated feedback from *CyWrite* did not lead to a statistically significant mechanical difference between any papers in the short term when P-value was considered. Moreover, it was worth mentioning that there was some statistical reduction in the group means of normalized error rates in some papers. Therefore, some improvements of grammatical and mechanical accuracy were observed in the short term in terms of normalized error rates. Similar data collection and analysis were done by Li, Feng and Saricaoglu (2017) in terms of grammatical accuracy. In their study, they analysed *Criterion* and how its feedback was effective in improving students' grammatical accuracy in the short term, and they had similar conclusion with this study. They concluded that automated feedback was very helpful for ESL students to reduce grammatical error rates in the short term (Li, Feng & Saricaoglu, 2017).

It could be clearly seen that *CyWrite*'s feedback affected students' writing skill positively. Although there was not enough statistical evidence, this study could be concluded that students improved their grammatical and mechanical accuracy when normalized error rates were taken into consideration. These findings concurred with other studies which have shown that using an AWE tool helps learners improve their grammatical and mechanical accuracy in their L2 writing (Chen & Cheng, 2008; Grimes & Warschauer, 2010; Rock 2007).

Students' interaction with *CyWrite* was also examined, and this interaction was found very beneficial for their improvement. The findings showed that students revised their drafts and corrected their mechanical or grammatical errors immediately after getting automated feedback. As Saricaoglu (2015) stated that "only by noticing what needs to be improved or corrected based on the feedback given can learners modify their output" (p. 122). From the results, it is clear that learners need to notice their errors by getting automated feedback, so they can revise and correct these errors easily.

Moreover, students used *CyWrite* to write their drafts on eight different topics, so their interaction with the tool provided convincing evidence of their experience with *CyWrite*. Students used the tool at least eight times during the spring term, nearly eleven weeks. There were lots of studies that concluded that the lack of learners' experiences with the AWE tool was a major limitation to explain the effect of the revision. These studies recommended doing longer studies and using the AWE tool frequently (e.g. Grimes & Warschauer, 2010; Saricaoglu, 2018). Therefore, the present study provided important findings in the understanding of the effects of automated feedback and revision.

5.2.2. Discussion of the findings of RQ2

The second research question was “Does immediate automated feedback result in more grammatically and mechanically in the long term?”. To answer this question, students' first and last paper drafts written by using *CyWrite* and pre- and post-test drafts written in the classroom without using the tool were analysed in terms of grammatical and mechanical errors. The researcher tried to find out whether there was any error reduction in the long term because of the automated feedback given to the students throughout the semester.

As for long-term effects of *CyWrite*'s feedback, there was some statistical reduction in the group means of normalized error rates in the drafts of the first paper and the last paper. Therefore, some improvements of grammatical and mechanical accuracy were observed in the long term in terms of normalized error rates. However, the comparison of students' pre-test drafts with their post-test drafts revealed that there were more grammatical and mechanical errors in the post-test drafts. Although automated feedback from *CyWrite* did not lead to a statistically significant grammatical difference between any papers in the long term when P-value was considered, there were statistically significant differences between the drafts of the first and the last papers in terms of mechanical accuracy. Saricaoglu (2018) had similar results in her study and mentioned that ACDET, an AWE tool, was helpful for students to revise their causal explanations while there was no significant difference between pre- and post-tests. Moreover, a similar conclusion was reached by Li, Feng and Saricaoglu (2017), and they claimed that automated feedback had very limited effects on error deduction in the long term.

Improvement was observed in learners' written products after learners got immediate feedback, and this was a positive effect of an AWE tool. However, there were not any long-term significant effects of the tool. There were other studies which had similar results (e.g. Li, Feng & Saricaoglu, 2017; Saricaoglu, 2018).

Moreover, it was worth mentioning that students used *CyWrite* and got immediate feedback to revise their errors while writing their drafts of the first and the last papers. Pre-test and post-test drafts were written in the classroom without using the automated writing tool, *CyWrite*. Therefore, the findings of the present study demonstrated that students became much more successful when they had chance to revise their errors by getting immediate feedback from *CyWrite* while writing their drafts. It could be clearly seen that there were some positive long-term effects of *CyWrite*'s feedback on students' writing skill.

5.2.3. Discussion of the findings of RQ3

The third research question was "What are the learners' opinions towards the writing course and written feedback before the study?". To answer this question, pre-implementation student surveys were applied and analysed. The data was collected during the second semester, and students had the writing course in the first semester. Therefore, they had opinion about the course and the instructor before the study.

Regarding the responses of the students, the present study can be concluded that learners had positive perceptions of the writing course, their writing course instructor, written feedback. They stated that they improved their English in their writing courses thanks to written feedback and their instructor. In addition, students also claimed that grammar and usage were two important aspects they needed help to improve their writing skills.

In this study, students received both automated and written feedback since AWE usage was integrated into the course syllabus. As the results of the survey showed that students were very satisfied with written and automated feedback. This finding is in agreement with Chen and Cheng's (2008) findings which showed learners preferred both their teachers' feedback and automated

feedback. They stated that providing human and automated feedback offers some advantages to the students and teachers. Therefore, while designing a writing course, their benefits should be taken into consideration.

5.2.4. Discussion of the findings of RQ4

The fourth research question was “How can technology facilitate the teaching and learning of writing skill?”. To answer this question, six items in the pre-implementation student surveys were analysed. This survey was applied before they used *CyWrite*, so their opinion about technology and its integration of language learning was important for the present study.

Students’ responses of the items in the survey revealed that most of the learners thought computer technology could help them improve their English. They stated that they wanted to receive feedback from a computer program on their language before they submit an assignment to their instructor although they thought computer technology was not accurate to evaluate their language. Nearly half of the students also claimed that they were confident that they could use a computer program for language learning purposes. Moreover, the responses of the last item showed that getting effective feedback was important for the learners since paying for a computer program was not a big issue for them.

Before the study, students did not believe that a computer program could evaluate their language correctly. On the other hand, they accepted that they were eager to get feedback from a computer program. They may not think this program is accurate.

5.2.5. Discussion of the findings of RQ5

The fifth research question was “What are the learners’ opinions towards the writing course, automated feedback and the use of an AWE tool after the study?”. To answer this question, post-implementation student surveys carried after the study were analysed and compared with pre-implementation ones.

When the responses of pre- and post-implementation student surveys were compared, the findings revealed that most of the students did not believe that a

computer program was accurate to evaluate their papers. However, all the students clearly stated that they thought *CyWrite* was very helpful for their improvement after they used it. Therefore, they changed their mind, and they had positive perceptions of the system. Students thought that *CyWrite* helped them improve not only their English but also their writing, and it was a very crucial result for the present study. In their study on *MY Access!*, Grimes and Warschauer (2010) also had the similar result. They stated that students' positive attitudes indicated how they were motivated to write and revise while using the tool. The results of the survey in their study also confirmed that *MY Access!* helped students improve their writing skills. Similar results were obtained in Dikli and Bleyle's (2014) study that they noted students had positive attitudes towards *Criterion*, an AWE tool, after they used it even though they accepted its weaknesses. In this study, students also mentioned that *CyWrite* had some weaknesses although it helped them. The responses revealed that students claimed they had some difficulties related to Internet connection, and the layout of the page while using the tool whereas they thought the AWE tool would be helpful them in their classes if they had chance to use it in the future. Students also stated that they were confident in using *CyWrite*.

As it was understood from students' responses to the questions about their satisfactory level, most of the students were strongly satisfied with using *CyWrite*, and most of them were strongly satisfied or satisfied with *CyWrite* feedback on grammar and mechanics. A similar conclusion was reached by Li, Link and Hegelheimer (2015) in their study on *Criterion*. They stated that revision and corrective feedback provided by *Criterion* helped students with grammar and mechanics. Li, Feng and Saricaoglu (2017) also stated that most of the participants of their study were satisfied with *Criterion* feedback on grammar.

In terms of feedback on usage and style, nearly half of them were strongly satisfied or satisfied with the tool. However, some of the students were satisfied with the feedback on organisation and development. Moreover, the results demonstrated that all the students had positive perceptions that *CyWrite* was a very helpful and effective tool. They stated that it was very helpful in terms of recognition of errors for them. These findings concurred with those of Li, Feng and Saricaoglu's (2017), which stated that students had positive opinions of using

Criterion since it was helpful for them to improve their error identification skills (p. 366). Therefore, it can be concluded from these findings that an AWE tool is found useful in identifying errors.

The present study found that *CyWrite* was very helpful to the students for identifying the following errors: Grammar, Punctuation, Vocabulary usage, and Conjunction usage. Feedback on spelling was also found very helpful. In addition, the results of the survey showed that most of the students emphasised that *CyWrite* helped them correct their errors related to punctuation. All the students found this tool very helpful to correct their errors while writing their drafts. These findings go hand in with Grimes' and Warschauer's (2010) study on *MY Access!* which justified that feedback on spelling, punctuation, grammar and word choice was preferred more than the feedback on organisation and development in the revision process (p. 7).

Lavolette, Polio and Kahng (2015) stated in their study that *Criterion* miscoded many errors of students, so the tool could be unsuccessful in identifying the errors. The findings of the present study also supported this previous research that wrong error identification and correction occurred while using *CyWrite*. Therefore, students stated that *CyWrite* was more helpful on revision than correction. In addition, the system may not accept some vocabulary and conjunctions, so it may not be helpful for usage.

In their study, Li, Feng and Saricaoglu (2017) stated that students found automated feedback very useful for editing their essays (p. 369). In the present study, the findings from post-implementation survey are directly in line with this previous study, and they showed that learners had positive perception of revision.

As seen from the results of this study, students had positive opinions towards their instructor, the writing course, written feedback, automated feedback and the use of an AWE tool. A similar pattern of results was obtained in Chen and Cheng's (2008) study on *MY Access!*. They indicated that computer-generated feedback was preferred because it helped students improve their formal aspects of writing while written feedback was preferred since it provided some aspects

related to meaning and content. Therefore, it can be concluded that the use of an AWE tool may not be effective alone without human feedback and assessment.

5.3. PEDAGOGICAL IMPLICATIONS

Based on the findings of this study, some pedagogical implications can be given. The results of this study were investigated through students' perceptions and papers before and after AWE use, and enough data was obtained. Therefore, the proposed method in this study can be readily used in practice.

When students' responses in the survey were analysed, some difficulties that students had while using the tool were found out. Students stated that the AWE tool would be better in the future if the problems related to error correction and the Internet connection were solved, and the tool was improved. Therefore, *CyWrite* can be modified and developed to minimize these difficulties that students encountered. Students also suggested that an application for the smart phones can be handy for them since it is difficult to use the tool without a computer. This suggestion may give some ideas to AWE tool developers.

Learners also wanted to get feedback on meaning and form, so *CyWrite* should be improved. Classroom use of the AWE tools can be applied in Turkey to decrease teachers' workloads and to make classroom management effective for teachers.

In this study, eight different topics were assigned, and deadline was announced for the submission of each assignment. However, students can access and use *CyWrite* anytime they want or need. For revision, there is no time limit. Therefore, this study provides that more time, more feedback, and more revision would be beneficial for the usage of the tool.

In this study, both automated and human feedback were used in the writing course. According to Chen and Cheng (2008), this integration has some advantages, so students received automated feedback on language to revise their grammatical and mechanical errors and written feedback on meaning and content in the present study. Therefore, the integration of automated feedback and human

feedback is suggested for future studies in order to maximize the effectiveness of AWE tools for writing improvement.

5.4. LIMITATIONS OF THE STUDY

This study has some limitations. First, when students' responses in the survey were analysed, some difficulties students had while using the tool were found out. Internet connection was a big problem in Turkey for this type of program. When there is no Internet connection, learners have difficulties writing their drafts and submitting their assignments to their instructor. They also claimed that the layout of the page can be a problem due to Internet connection or the system itself. Second, the researcher carried out the study and collected data from one writing course. A control group can be used to analyse the pedagogical and practical differences between two EFL writing classes. Third, students only wrote one draft for each writing task due to limited time, and it is a major limitation in this study. Fourth, prepositions were not included into the error categories since they were accepted as usage, but they were common errors in students' papers.

Another limitation of the study is that students had some problems while organizing their paragraphs of essays since the tool did not give effective feedback on the layout of the page. Moreover, when the students submitted their assignments, the layout appeared differently even if they organized it correctly while using the tool. Next, learners mentioned that *CyWrite* sometimes gave wrong feedback message on vocabulary usage and organisation, so it should be improved. A final limitation is that one of the students in the classroom had some health problems, so she did not attend the courses in the second term and take part in the study.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

If AWE software is used in the classroom, it will be very beneficial for students. Teachers should be aware of their responsibility and should give correct instruction about the tool. Multiple revisions and drafts should be encouraged.

Learners should be informed well about the reason why they use an AWE tool since they focus on their errors instead of revision or feedback. Saricaoglu (2018) stated in her study that “learners might have focused more on the numerical feedback than the revision suggestions offered by ACDET” (p. 10). If feedback focuses on the form and meaning at the same time, automated feedback will be very effective and helpful for learners.

In this study, participants were lower level learners, so it was difficult to understand how *CyWrite* feedback worked with them. Further research can try to find out how automated feedback works with learners from different proficiency levels.

Using a control group in the future research would be beneficial to investigate different writing instructors’ and different students’ attitudes towards *CyWrite* and the effects of automated feedback.

Limited long-term improvement was observed in the present study, so there could be more than one group of students and instructors using the AWE tool in the future research. This would give more reliable results of the AWE feedback and its effects on writing courses.

EFL writing courses should be designed in two stages; drafting and revising process. At first, students can work with the program to submit their first drafts, and they revise their errors by getting automated feedback. At the second stage, students get their instructors’ written feedback to revise their first drafts and write and resubmit their second drafts to the instructor who evaluates their papers.

5.6. CONCLUSION

This chapter presented the detailed discussion and explanation of the results of the present study. These results were also compared with the results of the related studies in the literature. In addition, pedagogical implications, limitations of the study, and some suggestions for further research were given in this chapter.

CHAPTER 6

CONCLUSION

This study tried to address the need of the use of automated writing evaluation in writing courses in Turkey. Examining the role of the use of an AWE tool, *CyWrite*, on learners' writing skill and how it helps the learners to improve this skill was the aim of the study. In this study, as for the quantitative data, students' papers were evaluated based on two categories; grammatical and mechanical errors. The findings of the quantitative data analysis are convincing, and thus the following conclusions can be drawn:

- Learners would benefit from automated feedback that *CyWrite* gave on language and written feedback that the instructor gave on meaning and content.
- *CyWrite* feedback helped students decrease their grammatical and mechanical error rates in the short term. However, in the long term the effects of automated feedback are very limited.

As for the qualitative data, pre- and post-implementation student surveys were applied before and after the use of the AWE tool, and students' responses were analysed. Overall, the following results were summarized:

- Most helpful types of *CyWrite* feedback were grammar and mechanics.
- The students' satisfactory level of *CyWrite* was very high.
- Perceptions of the majority of the students were positive in terms of *CyWrite* usage and how it was helpful.
- *CyWrite* affected students' writing skills positively.
- *CyWrite* provided some immediate feedback for the students, so they could revise and correct their errors immediately while writing their drafts. This finding is not surprising since it is in line with the findings about automated feedback (Li et al., 2017; Wang, 2013; Wang et al., 2013).

When studies on AWE are examined, recent evidence suggests that automated feedback has positive effect on improving accuracy. Moreover, using tool many times means strong interaction between students and the tool, and this provides convincing evidence to understand students' reaction and perceptions of the tool and automated feedback. There have been several studies on AWE system to find out how its assessment and scoring is valid, and they pointed out that human assessment and scoring could be preferred (Grimes & Warschauer, 2010; Keith, 2003). As it was mentioned before, due to the problems related to the validation of scoring systems of AWE tools, the researcher used *CyWrite* only to give immediate feedback to the students.

In general, these results indicate that both assessing students' papers and providing effective feedback are crucial parts of a writing course whereas they are very challenging and complex for writing instructors. Therefore, this study has highlighted some satisfactory methods and findings to demonstrate writing instructors how AWE can be integrated and used effectively in their writing courses and instruction.

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APPENDICES

Appendix 1: Different rubric samples that were used for written feedback by the writing instructor

Evaluation Rubric for Assignment 1 (Descriptive Paragraph)

Name _____

Criteria Categories	Extra	Good	Okay	Some	Lack
Context					
A topic sentence is the controlling idea that describes the place and the general information about the place discussed in the paragraph.					
Background information is provided when needed.					
Substance					
The supporting points are focused on the description of the place (size, population, people, famous sights, transport, things you can do there et.) and how they influenced you.					
Specific examples are used to illustrate the points being made.					
Organization					
Ideas are developed from general statement, to supporting points, to specific details.					
Transitions mark major points.					
Each supporting point is linked to the controlling idea .					
A concluding statement reinforces the main idea. Comments and feelings about the place are included in the conclusion paragraph.					
Style					
Problems with grammar and mechanics are minimal and do not distract the reader.					
Uses sentence combining with coordination and subordination.					
Word forms are correct, especially in topic sentence.					
Delivery					
Uses required document formatting and the paper is easy to read: font size and type, margins, indents, line spacing, full heading, and accurate file name					

* 10 points for the effective use of CyWrite tool and participation of the course

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 1 (Descriptive Paragraph)					
Name - Surname: s2	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20)	10	8	5	3	1
A topic sentence is the controlling idea that describes the place and the general information about the place discussed in the paragraph.		8			
Background information is provided when needed.		8			
Substance (out of 20)	10	8	5	3	1
The supporting points are focused on the description of the place (size, population, people, famous sights, transport, things you can do there et.) and how they influenced you.			5		
Specific examples are used to illustrate the points being made.		8			
Organization (out of 20)	5	4	3	2	1
Ideas are developed from general statement, to supporting points, to specific details.	5				
Transitions mark major points.		4			
Each supporting point is linked to the controlling idea .	5				
A concluding statement reinforces the main idea. Comments and feelings about the place are included in the conclusion paragraph.	5				
Style (out of 10)	5	4	3	2	1
Problems with grammar and mechanics are minimal and do not distract the reader.			3		
Uses sentence combining with coordination and subordination.		4			
Style (out of 10)	10	8	5	3	1
Word forms are correct, especially in topic sentence.		8			
Delivery (out of 10)	10	8	5	3	1
Uses required document formatting and the paper is easy to read: font size and type, margins, indents, line spacing, full heading, and accurate file name.		8			

* 10 points for the effective use of CyWrite tool and participation of the course

↓
not very effective :-

Not effective participation
for this
issue

+3

74
Very Good
😊

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 2 (Narrative Paragraph)					
Name - Surname: s16	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20)	10	8	5	3	1
A topic sentence is the controlling idea that tells the reader what the story will be about, and it includes when / where the story took place (setting), the characters, and what happens in the story (the plot).		8			
Background information is provided when needed. The paragraph captures the reader's interest .		8			
Substance (out of 20)	10	8	5	3	1
The supporting points are focused on the plot (what happens in the story), and it should tell the details of the story, including the sequences of events .		8			
Supporting details should tell about the writer's feelings during the events and give emotional, sensory and descriptive details .		8			
Organization (out of 20)	5	4	3	2	1
Ideas are developed from general statement, to supporting points, to specific details. The sequence of events should be given in the right time order .			3		
Transitions mark major points.			3		
Each supporting point is linked to the controlling idea . The story is narrated in the first or third person .		4			
A concluding statement reinforces the main idea. Comments about why the experience was important and how the writer felt after it should be included in the conclusion paragraph.			3		
Style (out of 10)	5	4	3	2	1
Problems with grammar and mechanics are minimal and do not distract the reader.			3		
Uses sentence combining with coordination and subordination.		4			
Style (out of 10)	10	8	5	3	1
Word forms are correct, especially in topic sentence.		8			
Delivery (out of 10)	10	8	5	3	1
Uses required document formatting and the paper is easy to read: font size and type, margins, indents, line spacing, full heading, and accurate file name.	10				

* 10 points for the effective use of CyWrite tool and participation of the course

+10

You can add some signal words and some

80 Excellent
well done
😊

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 3 (Comparison / Contrast Paragraph)					
Name - Surname: S9	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20)	10	8	5	3	1
A topic sentence is the controlling idea that identifies both items (subjects) to be compared or contrasted and tell the reader exactly what the writer is going to say about the items (attitude) .				3	
The paragraph only compares or contrasts two subjects (items) and discusses how they are alike or different listing a few examples . It engages the reader and creates interest. Summary of the details and/or the writer's comments are given in the concluding sentence .		5			
Substance (out of 20)	10	8	5	3	1
The supporting points are focused on only the differences (at least two differences) or only the similarities (at least two similarities), and the relevant details about them are given effectively.		5			
Supporting details in the paragraph are clear and specific , and there are enough details to create vivid images for a thorough comparison or contrast .		5			
Organization (out of 20)	5	4	3	2	1
Ideas are developed from general statement, to supporting points, to specific details. Each supporting point is linked to the controlling idea .		4			
Transitions mark major points. The writer uses comparison or contrast transition words to show relationships between ideas.		4			
The details are in a clear order , and the writer sticks to one pattern: the block method or the point by point method . It follows a consistent order when discussing the comparison or contrast.			3		
A concluding statement reinforces the main idea and puts what the writer's comparing or contrasting together. It also summarises and interprets differences and similarities .		8			
Style (out of 10)	5	4	3	2	1
Problems with grammar and mechanics are minimal and do not distract the reader.			3		
The writer uses sentence combining with coordination and subordination . Writing is smooth, skillfull, and coherent .			3		
Word forms are correct, especially in topic sentence . Consistent and appropriate tone and word choice is used throughout the paragraph .	10	8	5	3	1
Delivery (out of 10)	10	8	5	3	1
Uses required document formatting and the paper is easy to read : font size and type, margins, indents, line spacing, full heading, and accurate file name.	10				

* 10 points for the effective use of CyWrite tool and participation of the course

+8

62 Good

You need to revise the topic.

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 4 (Persuasive Paragraph)					
Name - Surname: S16	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20)	10	8	5	3	1
A topic sentence is the controlling idea that tries to convince the reader that a particular point of view is worthy of consideration and states clearly what the paragraph is about .	10				
The paragraph wants you to consider both sides of an issue, but it reveals a bias in favour of one side over another . It engages the reader and creates interest. Topic is supported by more than three clear, appropriate supporting detail sentences .		8			
Substance (out of 20)	10	8	5	3	1
Persuasive evidence (fact, statistics, anecdote, specific example, analogy, comparison, expert opinion) supports each reason for the opinion and reflects a consistent point of view , and the relevant details about them are given effectively.			5		
All supporting details include persuasive language that explains the reasoning behind the position in the topic sentence .		8			
Organization (out of 20)	5	4	3	2	1
The introduction is inviting , states the goal, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience .		4			
Transitions mark major points. A variety of thoughtful transitions are used. They clearly show how ideas are connected.		4			
The details are in a clear order , and facts may be presented in support of a position, and the point of view should be subjective.			3		
A concluding statement reinforces the main idea and strongly states a personal opinion .			3		
Style (out of 10)	5	4	3	2	1
Problems with grammar and mechanics are minimal and do not distract the reader.			3		
The writer uses sentence combining with coordination and subordination . Writing is smooth, skillfull, and coherent .		4			
Word forms are correct, especially in topic sentence . Consistent and appropriate tone and word choice is used throughout the paragraph . Word choice is creative and enhances the argument .	10	8	5	3	1
Delivery (out of 10)	10	8	5	3	1
Uses required document formatting and the paper is easy to read : font size and type, margins, indents, line spacing, full heading, and accurate file name.	10				

* 10 points for the effective use of CyWrite tool and participation of the course

+7

77 Very Good

Please try to write meaningful and clear details.

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 5 (Comparison & Contrast Essay)					
Name - Surname: S1	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20) A thesis statement includes the controlling idea and the topic that identifies both items (subjects) to be compared and contrasted and tell the reader exactly what the writer is going to say about the items (attitude) . The essay both compares and contrasts two subjects (items) and discusses how they are alike and different listing a few examples . It engages the reader and creates interest. Summary of the details and/or the writer's comments are given in the concluding sentence.		8			
Substance (out of 20) The supporting points are focused on only the differences (at least two differences) in one body paragraph and only the similarities (at least two similarities) in another body paragraph, and the relevant details about them are given effectively. Supporting details in the essay are clear and specific , and there are enough details to create vivid images for a thorough comparison and contrast.	10	8	5	3	1
Organization (out of 20) Ideas are developed from general statement , to thesis statement , to supporting points , to specific details. Each supporting point is linked to the controlling idea . There is a division of paragraphs ; one for similarities and one for differences, and each body paragraph has a topic sentence . Transitions mark major points. The writer uses comparison and contrast transition words to show relationships between ideas.	5	4	3	2	1
The details are in a clear order , and the writer sticks to one pattern: the block method or the point by point method . It follows a consistent order when discussing the comparison or contrast. A concluding statement reinforces the main idea and puts what the writer's comparing and contrasting together. It also summarises and interprets differences and similarities .		4			
Style (out of 10) Problems with grammar and mechanics are minimal and do not distract the reader . The writer uses sentence combining with coordination and subordination . Writing is smooth, skillful, and coherent .	5	4	3	2	1
Style (out of 10) Word forms are correct, especially in thesis statement and topic sentence . Consistent and appropriate tone and word choice is used throughout the essay .	10	8	5	3	1
Delivery (out of 10) Uses required document formatting and the paper is easy to read : font size and type, margins, indents, line spacing, full heading, and accurate file name.	10	8	5	3	1
	10				

* 10 points for the effective use of CyWrite tool and participation of the course

(+4)

77 Very Good 😊
Try to improve your vocabulary.

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 6 (For & Against Essay)					
Name - Surname: S1	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20) A thesis statement includes the controlling idea and the topic that identifies both advantages and disadvantages of the items (subjects) and tell the reader exactly what the writer is going to say about the items (attitude) . In the introduction paragraph the writer clearly state the topic to be discussed, without giving his/her opinion . The essay includes both advantages and disadvantages of a specific topic, and both sides of the subject are presented objectively and equally . It engages the reader and creates interest. Summary of the details and the writer's comments are only given in the conclusion paragraph .	10				
Substance (out of 20) The supporting points are focused on only the advantages (at least two advantages) in one body paragraph and only the disadvantages (at least two disadvantages) in another body paragraph, and the relevant details about them are given effectively. Supporting details in the essay are clear and specific , and there are enough details to create vivid images for each advantage and disadvantage.	10	8	5	3	1
Organization (out of 20) Ideas are developed from general statement , to thesis statement , to supporting points , to specific details. Each supporting point is linked to the controlling idea . There is a division of paragraphs ; one for advantages and one for disadvantages, and each body paragraph has a topic sentence . Transitions mark major points. The writer uses transition words related to the advantages and disadvantages to show relationships between ideas.	5	4	3	2	1
The details are in a clear order , and the writer supports his/her ideas with justification, reasons and examples . It follows a consistent order when discussing the advantages and disadvantages. A concluding statement reinforces the main idea and puts what the writer's for and against together. It also summarises and interprets both a strong advantage and a strong disadvantage . Any new ideas are not included.		4			
Style (out of 10) Problems with grammar and mechanics are minimal and do not distract the reader . The writer uses sentence combining with coordination and subordination . Writing is smooth, skillful, and coherent .	5	4	3	2	1
Style (out of 10) Word forms are correct, especially in thesis statement and topic sentence . Consistent and appropriate tone and word choice is used throughout the essay . Formal style is used, and the first person (I) is not used if it is not necessary.	10	8	5	3	1
Delivery (out of 10) Uses required document formatting and the paper is easy to read : font size and type, margins, indents, line spacing, full heading, and accurate file name.	10	8	5	3	1
	10				

* 10 points for the effective use of CyWrite tool and participation of the course

+10

79 Very Good 😊
Well done
Try to improve your sentence structure.

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 7 (Cause & Effect Essay)					
Name - Surname: S8	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20)	10	8	5	3	1
A thesis statement includes the controlling idea and the topic that identifies the relationship between the cause/causes and the effect/effects of the topic and tell the reader exactly what the writer is going to say about the topic . In the introduction paragraph the writer clearly state whether s/he discusses causes and/or effects . It may include a comment by the writer that explains why it is important to understand the causes or the effects of the event .	8				
The essay includes causes and/or effects of a specific topic, and all relevant causes and/or effects are thoroughly discussed. All details are well chosen, and all ideas are completely developed. It engages the reader and creates interest. Summary of the details and the writer's comments are given in the conclusion paragraph.		5			
Substance (out of 20)	10	8	5	3	1
The supporting sentences include details such as examples, description, reasons, and facts to help the reader understand the relationship between the cause or effect and the event .	8				
Supporting details in the essay are clear and specific , and there are enough details to create vivid images for each cause or effect .	8				
Organization (out of 20)	5	4	3	2	1
Ideas are developed from general statement , to thesis statement , to supporting points , to specific details . Each supporting point is linked to the controlling idea . There is a division of paragraphs ; one for the first cause/effect of the event or situation and one for the second cause/effect of the event or situation , and each body paragraph has a topic sentence .	5				
Transitions mark major points. The writer uses transition words related to the cause and effect to show relationships between ideas.		4			
The details are in a clear order , and the writer supports his/her ideas with examples and explanations . It follows a consistent order when discussing the causes and/or effects .		4			
A concluding statement restates the main idea , and this paragraph may include a comment by the writer that explains why it is important to understand the causes/effects of the event . It also summarizes the main causes or effects and their relationship to the event . Any new ideas are not included.					1
Style (out of 10)	5	4	3	2	1
Problems with grammar and mechanics are minimal and do not distract the reader.			3		
The writer uses sentence combining with coordination and subordination . Writing is smooth, skillful, and coherent .		4			
Style (out of 10)	10	8	5	3	1
Word forms are correct, especially in thesis statement and topic sentence . Consistent and appropriate tone and word choice is used throughout the essay.	8				
Delivery (out of 10)	10	8	5	3	1
Uses required document formatting and the paper is easy to read : font size and type, margins, indents, line spacing, full heading , and accurate file name.			5		

* 10 points for the effective use of CyWrite tool and participation of the course

+8

71 Very Good

Next time do not forget to write.

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 8 (Problem-Solution Essay)					
Name - Surname: S11	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20)	10	8	5	3	1
A thesis statement includes the controlling idea and the topic that identifies the problem that needs to be solved and points towards the possible solutions and tell the reader exactly what the writer is going to say about the topic . In the introduction paragraph, the writer clearly states one problem and proposes a method for solving it. It may include a paraphrase question that emphasizes the importance of the problem.	10				
The essay includes a problem and identification of several possible solutions , and all possible solutions are thoroughly discussed. All details are well chosen, and all ideas are completely developed. It engages the reader and creates interest. Summary of the details and the writer's prediction or recommendation are given in the conclusion paragraph.	10				
Substance (out of 20)	10	8	5	3	1
The supporting sentences include details such as examples, description, reasons, and specific facts to help the reader understand why the given solutions are the best . Writer offers solid and feasible solutions .	8				
Supporting details in the essay are clear and specific , and there are enough details to create vivid images for the problem and for each solution .	8				
Organization (out of 20)	5	4	3	2	1
Ideas are developed from general statement , to thesis statement , to supporting points , to specific details . Each supporting point is linked to the controlling idea . There is a division of paragraphs ; one for the problem and its causes/results and one for the solutions (at least two solutions) and consequences of them , and each body paragraph has a topic sentence .		4			
Transitions mark major points. The writer uses transition words related to the problem and solution to show relationships between ideas.	5				
The details are in a clear order , and the writer supports his/her ideas with examples and explanations . It follows a consistent order when discussing the problem and possible solutions .		4			
A concluding statement restates the main idea , and this paragraph may remind reader of benefits to solution or significance of the problem . It also summarizes the main details and the relationship between problem and the solutions . Any new ideas are not included. The writer writes about his or her prediction or recommendation .	5				
Style (out of 10)	5	4	3	2	1
Problems with grammar and mechanics are minimal and do not distract the reader.		4			
The writer uses sentence combining with coordination and subordination . Writing is smooth, skillful, and coherent .		4			
Style (out of 10)	10	8	5	3	1
Word forms are correct, especially in thesis statement and topic sentence . Consistent and appropriate tone and word choice is used throughout the essay. An analytical tone is used. This essay type is written in a formal or semi-formal style .	10				
Delivery (out of 10)	10	8	5	3	1
Uses required document formatting and the paper is easy to read : font size and type, margins, indents, line spacing, full heading , and accurate file name.	10				

* 10 points for the effective use of CyWrite tool and participation of the course

+10

92 Excellent Well done

2016 - 2017 UFUK UNIVERSITY PREPARATORY SCHOOL - Evaluation Rubric for Assignment 9 (Opinion Essay)					
Name - Surname: sg	Criteria Categories				
	Extra	Good	Okay	Some	Lack
Context (out of 20)	10	8	5	3	1
A thesis statement includes the controlling idea and the topic that includes the writer's opinion on the topic . In the introduction paragraph, the writer clearly states his or her opinion . The writer must basically say if he or she agrees or disagrees with the statement .	10				
The essay focuses on the writer's own ideas while mentioning the opposing viewpoint briefly in the second body paragraph . All details are well chosen, and all ideas are completely developed. The evidence is appropriate and clearly supports the writer's opinion. It engages the reader and creates interest. Summary of the details and the writer's comments are given in the conclusion paragraph .	10				
Substance (out of 20)	10	8	5	3	1
The supporting sentences include details such as examples, explanations, description, reasons, personal experiences, and facts to help the reader understand the writer's opinion. Three or more reasons for the opinion are included.	10				
Supporting details in the essay are clear and specific , and there are enough details to create vivid images .	10				
Organization (out of 20)	5	4	3	2	1
Ideas are developed from general statement, to thesis statement, to supporting points, to specific details . Each supporting point is linked to the controlling idea . There is a division of paragraphs , each one for the writer's viewpoint and reason and examples. There should be at least two body paragraphs, and each body paragraph has a topic sentence . The opposing viewpoint is given briefly in the second body paragraph .	5				
Transitions mark major points. The writer uses transition words to state his or her opinion.	5				
The details are in a clear order , and the writer supports his/her ideas with examples and explanations . It follows a consistent order .	5				
A concluding statement restates the main idea , and this paragraph include the writer's comment . Any new ideas are not included.	5				
Style (out of 10)	5	4	3	2	1
Problems with grammar and mechanics are minimal and do not distract the reader .			3		
The writer uses sentence combining with coordination and subordination . Writing is smooth, skillfull, and coherent .		4			
Style (out of 10)	10	8	5	3	1
Word forms are correct, especially in thesis statement and topic sentence . Consistent and appropriate tone and word choice is used throughout the essay. A formal style is used, and the writer should avoid using 'I' too often .		8			
Delivery (out of 10)	10	8	5	3	1
Uses required document formatting and the paper is easy to read : font size and type, margins, indents, line spacing, full heading , and accurate file name.	10				

* 10 points for the effective use of CyWrite tool and participation of the course 45

90 Excellent
Well done
😊

Appendix 2: Students' sample papers for pre- and post-tests

510

About university

I am very happy about my university. First, I am a student and It is a good think nowadays. If I had not gone to university, I would have been lazy, but I still go to university, so I am lucky. On the other hand, there are lots of positive ways. For example, I learn new ideas in university. I also meet new friends and It is also good think. And I try new activities. Such as, sports. And Students spend lots of time with their friends. They study lesson with each other. They go to café and they do some sports. They eat together (lots of think). However, They spend too much money, so, they have not enough money, but their parents lend them money and some of them work somewhere and take money. So, money is not too important thing for students. To sum up, They are happy because of they go to university. they learn new ideas, they do useful activities, so, everyone want to be a student and it is very important.

9

15

177

WATCHING TELEVISION'S HARM FOR CHILDREN

6

Nowadays, some parents do not care about their children.

Although some parents know the drawbacks of television, they do not stop their children from watching TV. Apart from this, watching TV is bad for children because of some serious causes and bad effects (of watching television)

Although watching television provides learning that what is happening, it causes significant health problems for children. For instance, a kid who watches the TV every day has some illness such as some eye diseases and a bone ache. Apart from the body problems, children's brains might be affected by some harmful TV programmes. Therefore, children can have serious mental diseases.

Unfortunately, according to parents, watching TV is a good activity for children because of some funny cartoons. In contrast to this thought, some cartoons show lots of harmful scenes and give secret messages to children without knowing anyone. Moreover, children are affected by those easily, and get started to having psychological diseases such as being antisocial and aggressive, feeling excluded from society or technology addicting.

All in all, there are lots of effects and drawbacks that is why I am against to the idea which is good for children. In my point of view, watching TV is completely dangerous for children.

Appendix 3: Students' sample papers for each type of writing styles

S12

HOMETOWN → ✓

→ ✓
 My hometown (name) is Seydisehir. First, Seydisehir is a small but natural place. It has not got any shopping mall. It has got some boutiques, and also it has got the natural park. Kugulu Park is a very relaxing and clean place. (There) you can do barbecue or picnic. If you want to, what? you can walk by the lake. Someone who does not like nature, you can go to the restaurant. I think you should go to (the) Yesil Vadi Restaurant. That restaurant's pizza very delicious. You should try it.

→ ✓
 Second, Seydisehir's meals very delicious. Especially, Lahmacun. Lahmacun is very famous in Seydisehir. It is greasy food. Lahmacun's recipe very hard. Only the master can make this meal. Seydisehir has a lot of Lahmacun Restaurants. You should definitely go to one.

→ ✓
 Third, Seydisehir people are very friendly. Everyone knows each other here. Seydisehir people have very strong communication. *You can add specific example.

→ ✓
 Finally, my hometown is a livable, calm and peaceful place. *You can add one more sentence.

* In your topic sentence you can add "location" of the place.

* You should combine your sentences with relative pronoun

* Study the notes about "descriptive paragraph."

159

Please write a narrative paragraph about a special memory from your childhood. Write about 150-200 words.

One of My Childhood Memories

① I have lots of special childhood memories as everyone, but I just remember one of them. When I was ten years old, I was interested in guitars, and I wanted to be a famous guitarist, so I wanted to play the guitar perfectly (that's why) I told my father that I (had) wanted to play the guitar, I said that to my father again and again. One day when it was my birthday, We celebrated my birthday by cutting a cake, and then my father came to that room by holding a huge box when I saw my father like that, I was surprised. I was just wondering about the box. After I (was) opened the box, I saw a guitar bag, and I was so happy. Then I thanked my father to buy me a guitar. I was so happy, but I could not go a guitar course, so I could not play the guitar. Then I started losing my passion for the guitar day by day. I do not want to play the guitar now. ②

- ① First sentence should be related to the narrative paragraph. You can start with some details about the setting.
- * This is not a good topic sentence.
 - * Is it a special memory?
 - * Please use some linking words instead of writing long sentences.
- ② Your concluding sentence should give the detail related your feelings about the special memory.

58

Please write a comparison or contrast paragraph on the topic below. Write about 150-200 words.

*social media and face-to-face communication

TITLE

✓ There are lots of differences between social media and face-to-face communication. First of all, people can easily connect to each other because people do not need to interact. In contrast to social media, face-to-face communication is more challenging for people because people need to meet one another.

Secondly, while people can understand each other's feelings by speaking face-to-face, people cannot understand each other's feelings by using social media. ^{map} ^{word choice} ^{sp/writer form} ^{wf.}

Thirdly, people can go abroad or go out to meet their friend to communicate. Therefore, people can improve their social skills. On the other hand, people do not need to go abroad or go out because they are able to use social media.

Finally, there are lots of people who are bad at showing their emotions are able to use social media. In contrast, ^{that man} there are lots of people who ^{verb} good at showing their emotions usually prefer face-to-face communication. ^{smiley}

In conclusion, there are lots of differences between social media and face-to-face communication. ①

*Do not divide a paragraph into different parts.

*face-to-face ⇒ adjective

*face to face ⇒ adverb

① You need to restate the main idea. You cannot write the same sentence.

*You also need to add your opinion in the concluding sentence.

Please write a persuasive paragraph on the topic below. Write about 150 - 200 words.

*Everyone should go to university.

THE UNIVERSITY PERIOD ✓

(The) university is an educational period, and everyone should go to university because nobody loses anything to try it. It also has a lot of positive effects. It is to expand the horizon of people in a serious sense. That means, the university is not just studying or listening to lessons. For example, there are different people and their cultures in a class. Hence, you meet people of different cultures. Additionally, if you are in out of your hometown, you can visit new places, and you can study in abroad free of any charge with the links of the university. For instance, some universities have some projects and send their students abroad to study. Therefore, you get a chance that most people do not have. On the other side, you have more information about people, and you choose your friends more carefully. Moreover, you can keep university friendships in business. In addition, everybody who studies in a university has a respectable identity within the community. Consequently, you are proud of yourself. To sum up, everyone should complete the university period because it allows to developing yourself, having a social life, and planning for the future.

9

1

① Meaning is not clear.

*Please try to write simple and meaningful sentences.

516

Please choose ONE OF THE TOPICS below and write a comparison and contrast essay about it. (200-250 words)

- 1) A big university campus and a small university campus
- 2) An online class and a traditional class

BIG CAMPUS VERSUS SMALL CAMPUS

The campus size of the university is a general problem for students. Although many people do not care about the big and small campus, there are some similarities and differences between them.
meaning

There are many similarities between big and small campuses. To begin with, both support the education. For example, both campuses have a studying area. Secondly, both provide a social environment for the students. Moreover, both have the same goal, so the goal is to provide an environment for the student socialization. Last but not least, both have the similar options. For example, you can find a safety service and a car park there.
prep. meaning / use

There are many differences between them. First of all, in contrast to a big campus, everyone knows each other on a small campus. For example, you can collaborate with everyone. Secondly, there are more restaurants and seating areas on a big campus. For example, you can eat whatever you want in the restaurant and spend time with your friends at the near of school. Thirdly, your studies will be considered more carefully on a big campus. For example, the instructor have more time to check your homework at a small campus because of the student majority.
prep. ? Meaning is confusing.

All in all, there are many similarities and differences between a big university campus and a small university campus. In my point of my view, the size of the campus does not matter as long as the students are willing to work and desire to succeed.

Please choose ONE OF THE TOPICS below and write a For and Against Essay about it.
(200-250 words)

- 1) using credit cards
- 2) using public transportation

Advantages and Disadvantages of Public Transportation

① Using public transportation has some advantages and disadvantages. Many people use public transportation nowadays because it has some benefits. People use public transportation because of some reasons. ②

There are some advantages about public transportation. First reason, public transportation is more cheaper than other transportation systems, so people give money less and they have enough money to visit anywhere. Second reason, everyone can use public transportation, thus it is suitable because they can go anywhere easily and also older people can use for free because of their ages, so public transportation is useful. Third reason, people can feel more relaxed, because there is less traffic and they do not need to drive a car or something, so they do not feel stressful.

There are some disadvantages of public transportation. First, people who need use public transportation need to find seat to sit, but they usually do not find easily. Second, many people wait public transportation to go job or something where, so it is bad point of public transportation. Third, people usually cannot feel relaxed or happy when they use public transportation, because they feel stressful.

In conclusion public transportation is more advantageous than other transportation system because it has good benefits for many people, so many people choose public transportation.

- ① You need to write your thesis statement in the last part of the introduction paragraph.
- ② Sentence order and the organization of the introduction paragraph is not correct. First, you need to write a general statement.
- ③ Meaning is not clear.
- ④ Sentence structure / word order
- ⑤ In the first sentence of your conclusion paragraph, you need to restate the main idea.

58

Please choose ONE OF THE TOPICS below and write a Cause and Effect essay about it. (200 - 250 words)

- 1) Causes and effects of air pollution
- 2) Effects of social media on young people
- 3) Effects of stress on health

Causes and Effects of Air Pollution

There is air pollution which ^{is} caused by people in the Earth. It has some causes because of ^{to be} people and some effects. (1)

Although there are lots of reasons of air pollution, the main reason of air pollution are ^{S#V} humans. First of all, ^{is} Since people build lots of buildings instead of planting some trees or plants, the air pollution increases. Second, burning of low-quality coal can cause air pollution. For example, there are lots of buildings ^{is} which low-quality coals are burning in ^{is} it people ^{is} cannot stand near to them because they cannot breathe. Finally, because of the factory fumes, the air pollution increases. (3)

Moreover, there are lots of negative effects of air pollution. To begin with, ^{is} It can affect the life and health of people. For example, the air pollution can cause some breath problems, ^{is} consequently, it makes their health bad, they can even die. Secondly, the air pollution can destroy the Earth. For example, it can ^{is} destroy the ozone layer, ^{is} consequently, sun rays can harm us. (3)

(2) Conclusion Par.

(1) It is a bit short.

(3) You need to combine it with the previous sentence.

511

Please choose ONE OF THE TOPICS below and write a Problem Solution essay about it.
(200 - 250 words)

- 1) Overpopulation in many major cities in Turkey is a major problem. What are the causes of this? How can this problem be solved?
- 2) An increasing number of professionals, such as doctors and teachers, are leaving their own countries to work in developed countries. What problem does this cause? What solutions can you suggest to deal with this situation?
- 3) In many developing countries, there is a problem with declining quality of air and water from both industry and construction. What measures could be taken to prevent this?
- 4) How can university students handle problems with roommates?

PROBLEMS AND SOLUTIONS OF OVERPOPULATION

Overpopulation is a big problem in many major cities in Turkey such as Istanbul, Ankara, Izmir. Therefore, it causes some problems. Air and environment pollutions increase. There are also many traffic jams. Effective solutions are more than one. Firstly, using public transportation should be encouraged. Secondly, people would be punished due to the pollution. If these solutions realize, problems will solve.

It is vital to encourage people for using public transportation. It affects both air pollution and traffic jam. When people use public transportation, harmful gas might be less, meanwhile, less effective. Besides, traffic jam might decrease, too. To encourage people, government should provide some facilities or discounts on public transportations.

Punishing people for environment is the other solution. It would be a good idea to set strict rules on people who harm environment. Since, if punishments are strict, people might stop breaking environment rules. Thus, environment will be more and more clean in major cities.

To conclude, obviously, there are more than two solutions for problems of overpopulation. While these solutions are the most important ones to make major cities more livable.

① Meaning is not clear.

9
5

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Appendix 4: Pre-implementation student survey - English

Dear Participant,

This survey has been adapted from the survey developed by the Criterion (the AWE tool developed by the ETS) research group at Iowa State University to collect data for my thesis at Ufuk University, Department of English Language Teaching. The purpose of this survey is to find out your opinions towards writing courses and written feedback and to explore your use of technology in your language learning process. The survey consists of 11 questions. The results of this survey will not be used for any other purposes.

Thank you very much for your valuable contributions.

Özlem GENÇER

MA Student, ELT Department, Ufuk University

Pre-implementation Student Survey

Please, put a \surd near the items suitable for you.

Age: _____

Gender: Female Male

Department: _____

Major: _____

Course: _____

Level: Prep Class
 Freshman / 1st year
 Junior / 2nd year
 3rd year
 4th year

1) Do you think that you improve your English in your writing courses?

Yes No

2) When you submit assignments in your writing courses, do you receive feedback from your instructor on your language errors?

Yes No

3) When you submit assignments in your writing courses, is your English graded as part of the assignment? In other words, is your English language (i.e., accuracy, fluency, academic language, organization of ideas) is an evaluation criterion for the assignment?

Yes No

4) Do you think your writing course instructors are competent enough in English as to evaluate your English and give you feedback on language errors?

Yes No

5) Have you ever used a computer program for language learning purposes?

Yes No

If yes, please write the name of the program: _____

6) Do you think computer technology can help you improve your English?

Yes No

7) Would you like to receive feedback from a computer program on your language before you submit an assignment to your instructor?

Yes No

8) Do you think computer technology can accurately evaluate your language?

Yes No

9) In what aspect(s) of English language do you need feedback on the most? (you may choose more than one)

Grammar (i.e., tenses, pronoun, subject-verb agreement, etc.)

Mechanics (i.e., punctuation, capitalization, spelling, etc.)

Usage (i.e., confused words, preposition, negation, etc.)

Style (i.e., repetition, short/long sentences, inappropriate words, etc.)

Organization & development (i.e., thesis statement, topic sentence, main ideas, etc.)

10) Are you confident that you can use a computer program for language learning purposes?

Yes No

11) If a computer program can give you feedback on your language errors, would you be willing to pay for it?

Yes No

Appendix 5: Pre-implementation student survey – Turkish

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Lütfen size en uygun cevabın yanına ✓ koyunuz.

Yaş: _____

Cinsiyet: Bayan Bay

Bölüm: _____

Brans: _____

Ders: _____

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?

Evet Hayır

4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?

Evet Hayır

5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?

Evet Hayır

Evet ise, lütfen programın ismini yazınız: _____

6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?

Evet Hayır

7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?

Evet Hayır

8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?

Evet Hayır

9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)

Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)

Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)

Kullanım (yani, karıştırılan kelimeler, edat, olumsuzlaştırma, vs.)

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

Düzenleme ve fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?

Evet Hayır

11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?

Evet Hayır

Appendix 6: Post-implementation student survey – English

Dear Participant,

This survey has been adapted from the survey developed by the Criterion (the AWE tool developed by the ETS) research group at Iowa State University to collect data for my thesis at Ufuk University, Department of English Language Teaching. The purpose of this survey is to find out your opinions towards writing courses and written feedback and to explore your use of technology in your language learning process. The survey consists of 12 questions. The results of this survey will not be used for any other purposes.

Thank you very much for your valuable contributions.

Özlem GENÇER

MA Student, ELT Department, Ufuk University

Post-implementation Student Survey

Please, put a \surd near the items suitable for you.

Age: _____

Gender: Female Male

Department: _____

Major: _____

Course: _____

Level: Prep Class
 Freshman / 1st year
 Junior / 2nd year
 3rd year
 4th year

1) Is this your first time to use CyWrite?

Yes No

2) Have you ever used any other computer programs to enhance your writing?

Yes No

If yes, please write the name of the program: _____

3) Do you think CyWrite helped you improve your English?

Yes No

4) Do you think CyWrite helped you improve your writing?

Yes No

5) How satisfied are you with your experience of using CyWrite?

- a. Strongly satisfied
- b. Satisfied
- c. Neutral
- d. Dissatisfied
- e. Strongly dissatisfied

6) How satisfied are you with CyWrite feedback on the following aspects?

Grammar

Strongly satisfied Satisfied Neutral Dissatisfied Strongly dissatisfied

Mechanics

Strongly satisfied Satisfied Neutral Dissatisfied Strongly dissatisfied

Usage

Strongly satisfied Satisfied Neutral Dissatisfied Strongly dissatisfied

Style

Strongly satisfied Satisfied Neutral Dissatisfied Strongly dissatisfied

Organization & Development

Strongly satisfied Satisfied Neutral Dissatisfied Strongly dissatisfied

7) How did CyWrite help you with your writing?

8) How did CyWrite not help you with your writing?

9) Did you have any difficulties using CyWrite?

Yes No

If yes, what difficulties did you have: _____

10) How confident are you in using CyWrite?

- a. Very confident
- b. Somewhat confident
- c. Undecided
- d. Somewhat unconfident
- e. Not confident at all

11) Would you like to continue using CyWrite in your future classes?

- Yes No

12) If you have any, please add your additional comments on CyWrite use:

Appendix 7: Post-implementation student survey – Turkish

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Lütfen size en uygun cevabın yanına ✓ koyunuz.

Yaş: _____

Cinsiyet: Bayan Bay

Bölüm: _____

Branş: _____

Ders: _____

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) CyWrite'ı ilk kez mi kullandınız?

Evet Hayır

2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?

Evet Hayır

Evet ise, lütfen programın adını yazınız: _____

3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?

Evet Hayır

4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?

Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
- b. Memnunum
- c. Kararsızım
- d. Memnun değilim
- e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

8) İngilizce yazma becerilerinizi geliřtirmede CyWrite size hangi durumlarda yardım edemedi?

9) CyWrite'ın kullanırken herhangi bir zorluk yařadınız mı?

Evet Hayır

Evet ise, ne zorluklar yařadığınızı yazınız:_____

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diđer yorumlarınız nelerdir:

Appendix 8: Pre-implementation student surveys

SL

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?
 Evet Hayır
- 2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?
 Evet Hayır
- 3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?
 Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
Evet ise, lütfen programın ismini yazınız: _____
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
 Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)
 Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)
 Kullanım (yani, karıştırılan kelimeler, edat, olumsuzlaştırma, vs.)
 Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)
 Düzenleme ve fikir geliştirme (yani, ana cümle, ana fikirler, vs.)
- 10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?
 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?
 Evet Hayır
- 2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?
 Evet Hayır
- 3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?
 Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
- Evet ise, lütfen programın ismini yazınız: Omegle - PVP game server
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmenize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
- Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)
 - Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)
 - Kullanım (yani, karıştırılan kelimeler, edat, olumsuzlaştırma, vs.)
 - Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)
 - Düzenleme ve fikir geliştirme (yani, ana cümle, ana fikirler, vs.)
- 10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?
 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?
 Evet Hayır
- 2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?
 Evet Hayır
- 3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?
 Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
- Evet ise, lütfen programın ismini yazınız: Duolingo
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
- Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)
 - Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)
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 - Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)
 - Düzenleme ve fikir geliştirme (yani, ana cümle, ana fikirler, vs.)
- 10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?
 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarımızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?
 Evet Hayır
- 2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?
 Evet Hayır
- 3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?
 Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
- Evet ise, lütfen programın ismini yazınız: Hello Talk application.
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
- Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)
 - Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)
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- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Değerli Katılımcılar,

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Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 18

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmeni

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?
 Evet Hayır
- 2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?
 Evet Hayır
- 3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?
 Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
- Evet ise, lütfen programın ismini yazınız: _____
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
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 - Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)
 - Düzenleme ve fikir geliştirme (yani, ana cümle, ana fikirler, vs.)
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 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Eğitimi

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?

Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
Evet ise, lütfen programın ismini yazınız: Omegle
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
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- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
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 Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)
 Kullanım (yani, karıştırılan kelimeler, edat, olumsuzlaştırma, vs.)
 Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)
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- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
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Değerli Katılımcılar,

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Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş:

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?
 Evet Hayır
- 2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?
 Evet Hayır
- 3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?
 Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
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 Evet Hayır
- Evet ise, lütfen programın ismini yazınız: _____
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 Evet Hayır
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 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
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Değerli Katılımcılar,

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Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

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Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
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Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmeni

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?

Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
 Evet ise, lütfen programın ismini yazınız: _____
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
 Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)
 Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)
 Kullanım (yani, karıştırılan kelimeler, edat, olumsuzlaştırma, vs.)
 Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)
 Düzenleme ve fikir geliştirme (yani, ana cümle, ana fikirler, vs.)
- 10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?
 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 18

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?

Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
 Evet ise, lütfen programın ismini yazınız: _____
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
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- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
 Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)
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 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Değerli Katılımcılar,

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Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 18

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?
 Evet Hayır
- 2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?
 Evet Hayır
- 3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?
 Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
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- Evet ise, lütfen programın ismini yazınız: _____
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- 10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?
 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

512

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan ankette uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?

Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
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 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
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- 10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?
 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

513

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

3) Yazma derslerinde ödevlerinizi teslim ettiğinizde İngilizceniz ödevinizin bir parçası olarak değerlendirilir mi? Yani, İngilizcedeki yetkinlikleriniz (yani, doğruluk, akıcılık, akademik dil, fikir organizasyonu) ödeviniz için bir değerlendirme kriteri midir?

Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
 Evet Hayır
- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
- Evet ise, lütfen programın ismini yazınız: Hells Talk
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
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Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: 21

Cinsiyet: Bayan Bay

Bölüm: İngilizce öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

2) Yazma derslerinizde teslim ettiğiniz ödevlerinize öğretmeninizden dil hatalarınızla ilgili geribildirim alıyor musunuz?

Evet Hayır

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Evet Hayır

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Değerli Katılımcılar,

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Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Öncesi Öğrenci Anketi

Yaş: _____

Cinsiyet: Bayan Bay

Bölüm: _____

Branş: _____

Ders: _____

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) Yazma derslerinizde İngilizcenizin geliştiğini düşünüyor musunuz?

Evet Hayır

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Evet Hayır

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Evet Hayır

- 4) Yazma dersi öğretmeninizin İngilizcenizi değerlendirebilecek ve dil hatalarınıza geribildirim verebilecek yetkinliğe sahip olduğunu düşünüyor musunuz?
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- 5) Dil öğrenmek ya da dilinizi geliştirmek için herhangi bir bilgisayar programı kullandınız mı?
 Evet Hayır
- Evet ise, lütfen programın ismini yazınız: Open Mind
- 6) Bilgisayar teknolojisinin İngilizcenizi geliştirmenize yardımcı olabileceğini düşünüyor musunuz?
 Evet Hayır
- 7) Öğretmeninize ödevinizi teslim etmeden önce bir bilgisayar programının dilinizi değerlendirmesini ve dil hatalarınıza geribildirim almak ister misiniz?
 Evet Hayır
- 8) Bilgisayar teknolojisinin dilinizi doğru bir şekilde değerlendirebileceğini düşünüyor musunuz?
 Evet Hayır
- 9) İngilizcenizin aşağıdaki hangi özellikleri açısından daha çok geribildirime ihtiyaç duyarsınız? (birden fazla seçeneği seçebilirsiniz)
- Dilbilgisi (yani, zamanlar, zamir, özne-yüklem uyumu, vs.)
 - Teknik yönler (yani, noktalama, büyük harf kullanımı, yazım denetimi, vs.)
 - Kullanım (yani, karıştırılan kelimeler, edat, olumsuzlaştırma, vs.)
 - Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)
 - Düzenleme ve fikir geliştirme (yani, ana cümle, ana fikirler, vs.)
- 10) Dil öğrenmek için bir bilgisayar programı kullanabileceğinizi düşünüyor musunuz?
 Evet Hayır
- 11) Eğer bir bilgisayar programı dil hatalarınızla ilgili geribildirim verebilirse, bunun için para ödemeyi kabul eder misiniz?
 Evet Hayır

Appendix 9: Post-implementation student surveys

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: ELT

Branş: İngilizce Öğretmenliği

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) CyWrite'ı ilk kez mi kullandınız?

a. Evet Hayır

2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?

a. Evet Hayır

b. Evet ise, lütfen programın adını yazınız? : _____

3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?

a. Evet Hayır

4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?

a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
b. Memnunum
c. Kararsızım
d. Memnun değilim
e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktlama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Program yapıştırmalarla düzeltmeler ile yazışmaların
farklı verim ve düzenleme öğrenimi
sağladı

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

Genel olarak ise yazma geliştirilen bir
program

9) CyWrite'in kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: Sayfa düzeni
konusunda çok zayıf

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: ELT

Branş: İngilizce Öğretimi

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

kelimeleri ve yapıyı kullanmada yardımcı oldu
 Bağlaçların kullanımında oldu

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

9) CyWrite'in kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: Ülke dolaylı inter-
 netin yavaş olması nedeniyle ilgili firma
 belki ülkede bir server açabilirse daha iyi
 olur

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10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
- b. Biraz
- c. Kararsız
- d. Biraz
- e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: ELT

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Noktalama alanında yanlışlarımı söyleyerek düzeltmeni sağladı. Dilbilgisi konusunda çok katkı sağladı eksiklerimi kolayca görebildim.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

paragraf yazma düzeninde yardımcı olabilir. Başlığın yeri, sabit başlığın nasıl kullanılacağı konusunda yardımcı olabilir.

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: _____

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
- b. Biraz
- c. Kararsız
- d. Biraz
- e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Benim için yararlı bir uygulamadır daha da güzel
olmasını düşünüyorum.

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: ELT

Branş: İngilizce Öğretmeni

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Yanlışlarımı daha iyi görmemi sağladı.
 Spelling hatalarımı düzeltmeye yardımcı oldu.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

Cümlelerdeki hataları daha iyi düzeltilebilir.

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: _____

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Çok yararlı.

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan ankettten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 18

Cinsiyet: Bayan Bay

Bölüm: İngiliz Dili Eğitimi

Branş: İngilizce Öğretmenliği

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

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5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
b. Memnunum
c. Kararsızım
d. Memnun değilim
e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

En çok noktalama işaretleri konusunda gelişmeye katkı sağladı

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: _____

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'yi ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

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5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
b. Memnunum
c. Kararsızım
d. Memnun değilim
e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana/cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

*Kelimeleri doğru yazmada çok büyük katkısı oldu.
Noktalama işaretlerini koymam gereken yerleri çok
iyi gösterdi.*

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

Çünkü sıralamalarında çok yardımcı olmadı.

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız:

10) CyWrite'yi kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
- b. Biraz
- c. Kararsız
- d. Biraz
- e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Güzel bir program bazen safca dübeeni hataları olabiliyor.
Anlamsız yazılan cümleleri de yorsa çok daha iyi
bir program olur.

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Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: İngilizce

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız: Grammarly
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

SX

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
b. Memnunum
c. Kararsızım
d. Memnun değilim
e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Gereklilikte noktalama hatalarımı düzeltmekte
yardımcı oldu. Özellikle noktalama
yapısını öğrettim.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

9) CyWrite'in kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: Sayfa düzeninde
sorunlar yaşadım. Özellikle de internet bağlantısı
nın kopması.

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10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
- b. Biraz
- c. Kararsız
- d. Biraz
- e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Memnunum.

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 21

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: _____

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Artık bağlaçlara, noktalamalara yazma dikkat ediyorum.
 kelimede yanlış olduğunda heves düzeltişi için
 hatalarımı görebiliyorum.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

Bazı Fransızca kelimeleri kabul etmiyor. Bazı bağlaçlarda
 yanlış kabul ediyor.

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız:

Sayfa düzeninde sıkıntılar oluyor. Bazı
 sayfa da kaputluklar oluyor.

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
- b. Biraz
- c. Kararsız
- d. Biraz
- e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 18

Cinsiyet: Bayan Bay

Bölüm: ELT

Branş: _____

Ders: _____

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

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5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
b. Memnunum
c. Kararsızım
d. Memnun değilim
e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Hatalarımı daha net görmeme yardımcı oldu.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

Bazı kelimeleri yanlış alımlamasından dolayı doğru olan kelimelerimi değiştirdiğim zamanlar oldu.

9) CyWrite'in kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız:

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınızı nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

510

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
b. Memnunum
c. Kararsızım
d. Memnun değilim
e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Daha hızlı yazabiliyorum.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

Kelimeyi belirtmesi belirtmi için sınırlı
Kendim yardım için yazı çıkıyor
bence belirtme kullanışlı.

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: _____

510

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
- b. Biraz
- c. Kararsız
- d. Biraz
- e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet
- b. Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: ELT

Branş: İngilizce

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'i kaç kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

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5) CyWrite'i kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
b. Memnunum
c. Kararsızım
d. Memnun değilim
e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Yanlışlarımı farketmemi sağladı.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

9) CyWrite'in kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız:

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan anketten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: İngilizce

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

*Dilbilgisi yabancılık katkısı sağladı.
 Başlıklar kullanılmalarıyla ifade yardımcı oldu.
 Yeni kelimeleri kullanma tekniklerinde yardımcı oldu.*

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız:

Telefonlara uyumlu bir program değil. Sadece bilgisayar kullanmak zor geliyor.

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
- b. Biraz
- c. Kararsız
- d. Biraz
- e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarımız nelerdir:

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan ankettten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 22

Cinsiyet: Bayan Bay

Bölüm: ELT

Branş: İngilizce Öğretmenliği

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

1) CyWrite'ı ilk kez mi kullandınız?

a. Evet Hayır

2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?

a. Evet Hayır

b. Evet ise, lütfen programın adını yazınız? : _____

3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?

a. Evet Hayır

4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?

a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Noktalamalarda, dilbilgisinde gelişimi sağladı.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

Telefonda da uygulaması olan daha iyi olurdu.

9) CyWrite'in kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: _____

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Tekrar dediğim gibi telefonda uygulaması
olursa daha yararlı ve daha etkili
olup daha çok kişiye hitap ederdi diye
düşünüyorum

Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan ankettten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 19

Cinsiyet: Bayan Bay

Bölüm: İngilizce Öğretmenliği

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

5) CyWrite'i kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Özne-yüklem uyumu, tense uyumu, spelling hatalarını ortadan
 noktalama işaretlerini daha güzel kullanabilmede bana
 çok katkı sağladı

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

—

9) CyWrite'in kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: internet bağlantısı
 yokken yazı yazılmıyor ve kaydedemiyoruz. Yazdik-
 lerimiz bosa gidebiliyor. Düzeltirse iyi olur.

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

Çok güzel ve faydalı bir uygulama eğer kopukluklar ve aksaklıklar (internet vs.) düzeltilirse iyi olur.

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Değerli Katılımcılar,

Bu anket Iowa State Üniversitesindeki Criterion (Eğitim Test Hizmeti kuruluşu tarafından geliştirilen Otomatik Yazma Değerlendirme aracı) adlı araştırma grubu tarafından hazırlanan ankettten uyarlanmıştır. Bu anket Ufuk Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalında yürüttüğüm yüksek lisans tezi için veri toplama amaçlı uyarlanmıştır. Bu anketin amacı yazma dersleriyle ve geribildirim alma yöntemleriyle ilgili düşüncelerinizi öğrenmek ve dil öğrenme sürecinde teknoloji kullanımınızı incelemektir. Anket sonuçları farklı bir amaç için kullanılmayacaktır.

Değerli katılımlarınız için çok teşekkür ederim.

Özlem GENÇER

Yüksek Lisans Öğrencisi, İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi

Uygulama Sonrası Öğrenci Anketi

Yaş: 20

Cinsiyet: Bayan Bay

Bölüm: FLT

Branş: _____

Ders: İngilizce

Sınıf: Hazırlık sınıfı
 1. sınıf
 2. sınıf
 3. sınıf
 4. sınıf

- 1) CyWrite'ı ilk kez mi kullandınız?
 - a. Evet Hayır
- 2) İngilizce yazma becerilerinizi geliştirmek için daha önce bir bilgisayar programı kullanmış mıydınız?
 - a. Evet Hayır
 - b. Evet ise, lütfen programın adını yazınız? : _____
- 3) Sizce CyWrite İngilizce'nizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır
- 4) Sizce CyWrite İngilizce yazma becerilerinizi geliştirmeye yardımcı oldu mu?
 - a. Evet Hayır

5) CyWrite'ı kullanmış olmaktan ne kadar memnunsunuz?

- a. Çok Memnunum
 b. Memnunum
 c. Kararsızım
 d. Memnun değilim
 e. Hiç memnun değilim

6) CyWrite geribildiriminden aşağıdaki başlıklar açısından ne kadar memnun kaldınız?

Dilbilgisi (yani, zamanlar, etken-edilgen çatılar, özne-yüklem uyumu, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Teknik yönler (yani, noktalama, büyük harf kullanımı, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Kullanım (yani, karıştırılan kelimeler, olumsuzlaştırma, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Biçim (yani, tekrar, kısa/uzun cümleler, uygunsuz kelimeler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

Düzenleme ve Fikir geliştirme (yani, ana cümle, ana fikirler, vs.)

- Çok Memnunum Memnunum Kararsızım Memnun değilim Hiç memnun değilim

7) CyWrite İngilizce yazma becerilerinize nasıl katkı sağladı?

Noktalama işaretleri ve yazım hatalarıma daha dikkat ediyorum.

8) İngilizce yazma becerilerinizi geliştirmede CyWrite size hangi durumlarda yardım edemedi?

9) CyWrite'ın kullanırken herhangi bir zorluk yaşadınız mı?

- a. Evet Hayır

Evet ise, ne zorluklar yaşadığınızı yazınız: _____

10) CyWrite'ı kullanmada kendinize ne kadar güveniyorsunuz?

- a. Çok
b. Biraz
c. Kararsız
d. Biraz
e. Hiç

11) İlerleyen yıllarda derslerinizde CyWrite'ı kullanmaya devam etmek ister misiniz?

- a. Evet Hayır

12) Eğer varsa, CyWrite ile ilgili diğer yorumlarınız nelerdir:

bazı kelimelerde doğru olsa bile yanlış kabul
ediliyor. Bu yitirilebilir geliştirilebilir.

Appendix 10: The Participants' Informed Consent Form

BİLGİLENDİRİLMİŞ ONAY FORMU (Gönüllü Katılım Formu*)

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi- Psikoloji Bölümü'nde yürütülen bir araştırmadır. Bu çalışmanın amacı; Bu araştırmanın amacı bağlanma stilleri ile kişilik özelliklerinin internet bağımlılığı üzerinde ki etkisini incelenmesidir.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili bazı ölçekleri doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahiptir. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: (öğretim üyesinin ismi)
e-posta adresi:

Araştırmacı: (öğrencinin ismi)
e-posta adresi:

Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.

Katılımcı beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

NOT: Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.

Appendix 11: Ethics Board Waiver Form



T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 20.06.2019
Toplantı Sayısı : 2019/5
Karar Sayısı : 2019/56

Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü tarafından 10.06.2019 tarih ve 96064710-5014.10-E.4619 sayılı yazı ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Özlem GENÇER**'in, **Dr. Öğr. Üyesi Neslihan ÖZKAN**'ın tez danışmanlığında devam ettirdiği "**Yabancı Dil Olarak İngilizce Bağlamında Otomatik Yazı Yazma Değerlendirmesinin Kullanımı: Paragraf Yazımından Kompozisyon Yazımına/Automated Writing Evaluation Use in an EFL Context: From Paragraph Writing to Essay Writing**" başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

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