GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

IMPROVING WRITING SKILLS THROUGH SUPPLEMENTARY COMPUTER-ASSISTED ACTIVITIES

Ph.D DISSERTATION

By

Özge DİŞLİ

Ankara

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Özge DİŞLİ'nin "Improving Writing Skills through Supplementary Computer-Assisted Activities" başlıklı tezi 31 Mayıs 2012 tarihinde, jürimiz tarafından Doktora Tezi olarak kabul edilmiştir.

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Üye : Doç. Dr. Bena GÜL PEKER	....
Üye : Yrd.Doç. Dr. Neslihan ÖZKAN	....

To my dreams

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ÖZET

BİLGİSAYAR DESTEKLİ EK FAALİYETLERLE YAZMA BECERİLERİNİ GELİŞTİRME

DİŞLİ, Özge

Doktora, İngiliz Dili Öğretimi Bilim Dalı

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Bu çalışmanın amacı, bilgisayar destekli ek faaliyetlerden oluşan çevrimiçi bir programın öğrencilerin ikinci dil yazma becerileri üzerindeki etkisini araştırmaktır. Araştırmanın evrenini Gazi Üniversitesi İngilizce Öğretmenliği bölümünde okuyan iki grup birinci sınıf öğrencisi oluşturmaktadır. 21'i deney grubu ve 21'i kontrol grubu olmak üzere toplam 42 öğrenci araştırmaya katılmıştır. Araştırmanın örneklemi, İleri Okuma ve Yazma II dersini alan birinci sınıf öğrencileri arasından uygun örnekleme metodu ile belirlenmiştir.

Bu çalışmada, nitel ve nicel araştırma modelleri birlikte kullanılmıştır. Diğer bir deyişle bu çalışmanın verileri, öğrencilerin yazma konusundaki başarı düzeyleri ile bilgisayar destekli program hakkındaki görüşleri incelendiği için hem nitel hem de nicel olarak değerlendirilmiştir. Bu amaçla ilk olarak iki grup öğrenciye yazma becerileri seviyelerini belirlemek için bir ön-test uygulanmıştır. Daha sonra deney grubu öğrencilerine bir dönem boyu süren bir uygulama yapılmıştır. Bu uygulama, bir çeşit harmanlanmış öğrenme modelini içermektedir. Buna göre deney grubu öğrencileri kontrol grubundan farklı olarak bir dönem boyunca aldıkları İleri Okuma ve Yazma II dersinde öğrenmeleri gereken akademik yazma becerilerini bilgisayar destekli ek

faaliyetlerden oluşan çevrimiçi bir program yardımı ile öğrenmişlerdir. Bunun için öğrenme platformu Moodle kullanılmıştır. Yani kontrol grubu yüz yüze bir öğrenim görürken deney grubuna harmanlanmış öğrenme modeli uygulanmıştır. Uygulama sonrası aralarındaki farkı görmek için iki gruba bir son-test verilmiştir. Ayrıca, deney grubu öğrencilerinin bu bilgisayar destekli programla ilgili görüşlerini almak için bir öğrenci değerlendirme formu hazırlanmıştır. Her iki grubun da ön- ve son-test sonuçları istatistiksel olarak incelenmiş ve deney grubu öğrencilerinin yazma becerilerini kontrol grubu öğrencilerine oranla çok daha fazla geliştirdikleri görülmüştür. Yapılan öğrenci değerlendirme formu sonuçlarına göre deney grubu uygulamayı başarılı bulmuştur, ancak bu uygulama beklenilen oranda eğlenceli ve motive edici bulunmamıştır.

Anahtar Kelimeler: İngiliz dili öğretimi, yazma becerileri, bilgisayar destekli dil öğrenimi, Moodle, harmanlanmış öğrenme

ABSTRACT

Computer-assisted language learning (CALL) has been an indispensable part of English language learning and teaching recently owing to the rapid developments in computer technology. Today, a great number of institutions, teachers and students take advantage of this technology in their language teaching and learning process.

This dissertation concentrates on integrating writing skills with computer-assisted language activities at the intersection of English Language Teaching (ELT). This is an experimental study that aims at exploring the effectiveness of computer-assisted language activities on students' second language writing skills. The data are collected both quantitatively and qualitatively in this study.

This study was conducted at the department of ELT, Gazi University throughout a term. Two groups of students in their freshman year were the participants with one of the groups the control group and the other the experimental group. The sampling was of convenience type. This study was incorporated within the Advanced Reading and Writing II course the ELT students had to take in the second term of their first year. The syllabus of this course involves teaching the students to write different kinds of essays, which is an essential component of academic writing skills. An online program to improve students' writing skills was designed in line with the objectives of this course for the present study.

At the outset, both groups were given a pre-test with the aim of revealing the participants' level of competence in second language writing skills. In addition, a computer literacy survey was administered to the experimental group to collect data on their computer literacy. Once the subjects started to be instructed about writing different kinds of essays, the online writing program got started. This program, which

was delivered with Moodle, a learning management system, provided the subjects with detailed information on each type of essay and essay writing activities. Throughout the term, the subjects logged in the online program and fulfilled the requirements of the online course both at school and outside class, which is a kind of blended learning. The researcher checked the open-ended assignments of the subjects sent by e-mail and gave them detailed feedback via e-mail. The grades of the open-ended assignments assigned by the researcher and the grades of the other activities in the online program assigned by the system itself constituted twenty per cent of the overall grade of the subjects to pass the Advanced Reading and Writing II course.

At the end of the treatment, a post-test was conducted to both groups in order to compare their progress at the end of the term. The experimental group was also given a student evaluation form to find out their opinions about the online writing program. Three raters graded the pre-tests and post-tests of both groups using an analytical rubric. The test results were statistically analysed using T tests and ANCOVA. In addition, the answers to the computer literacy survey and student evaluation form were examined using frequency analysis.

The results of the study demonstrate that the online writing program has proved to be effective in improving the subjects' writing skills. Furthermore, the answers of the subjects in the student evaluation form reveal that the subjects are generally satisfied with the online program; however, not all of them find the program as motivating and enjoyable as expected by the researcher.

Keywords: English language teaching (ELT), writing skills, computer assisted language learning (CALL), Moodle, blended learning

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter provides a general framework of the study. It gives a brief account
of the background and aim of the study, statement of the problem as well as the
significance of the study. The scope, methodology and limitations of the study are also
described concisely in this chapter. Finally, it provides definitions of the terms and
abbreviations used throughout the study.

1.1 Background of the Study

Recently, technology has developed in a way that no one could imagine 50 years
ago. Owing to technology, so much has changed in every aspect of life, including
education. With technology, the ways teachers teach and the way students learn have also
changed. Educators try to enhance the quality of the education by making use of a variety
of tools and applications in computer technology. In language teaching, computers have
been in use since the 1950s. There has been a remarkable progress in exploiting computer
and internet technology in language learning and teaching since then. As Carney (2009)
mentions, "Computer Assisted Language Learning (CALL) was born with the computer,
and grew through the initial use of the Internet" (p. 292). This stage is known as Web 1.0,
which is described by Berners-Lee as "read-only web" (Naik & Shivalingaiah, 2008). In
other words, it is the early web or the first stage of the World Wide Web linking webpages
with hyperlinks, which allows the users to search for and read information. Web pages,
word-processing and e-mail are the distinguishing characteristics of Web 1.0.

The stage that follows is called Web 2.0, which is also known as "read-write web"
(Naik & Shivalingaiah, 2008). Web 2.0 can be defined as "a second generation, or more
personalised, communicative form of the World Wide Web that emphasises active

participation, connectivity, collaboration and sharing of knowledge and ideas among users" (adapted from Price, 2006; Richardson, 2006, cited in McLoughlin & Lee, 2007, p.665). To put it differently, Web 2.0 enables its users to actively contribute and shape the content. Web 2.0 applications include blogs, wikis, RSS (Really Simple Syndication), podcasting and social networking sites such as Facebook (McLoughlin & Lee, 2007). The difference between Web 1.0 and Web 2.0 is depicted in the following figure:

Figure 1.1 Web 1.0 vs. Web 2.0

 (http://www.webcentralstation.ca/2011/02/08/an-intro-to-the-semantic-web-why-you-need-to-know-about-it-sooner-than-later)
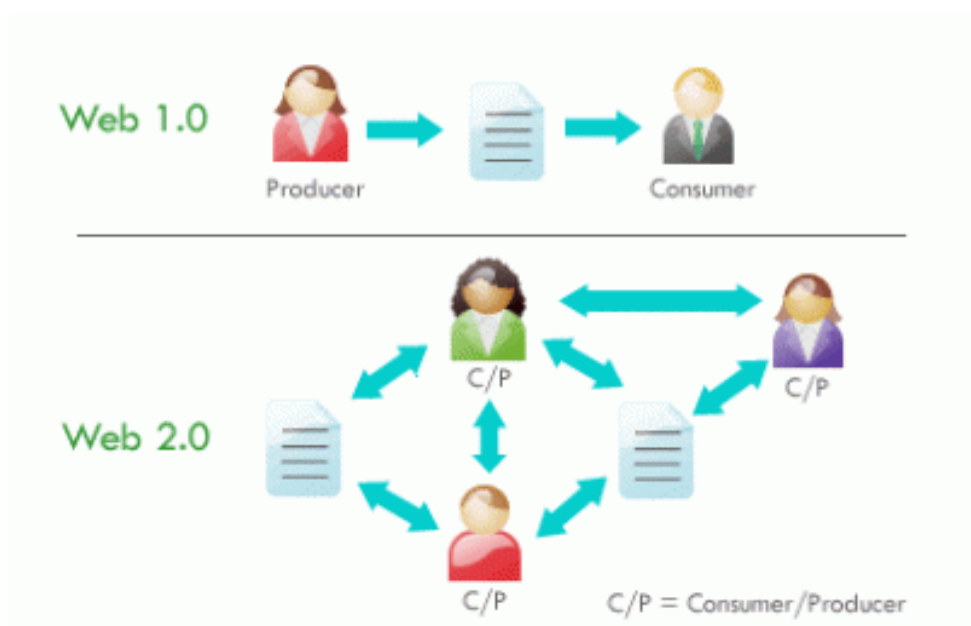
Without doubt, both Web 1.0 and Web 2.0 stages have also revolutionized foreign language teaching offering various tools such as word-processing, computer-mediated communication (e-mail, chat), websites, wikis, blogs, podcasts and virtual learning environments (VLEs). Such technology promotes collaboration, personalized learning, learner autonomy, and creative learning.

1.2 Aim of the Study

The advances in computer and internet technology force educational institutions and educators to reconsider their curricula and their process of teaching and learning, and alter them by fulfilling the requirements of the computer age (Siemens & Tittenberger, 2009). This is possible through making use of the CALL applications in their language classes and incorporating these applications into their curricula and programs.

Employing CALL applications in language learning and teaching offers great potential advantages. First of all, these applications are interactive, that is, they can give feedback and can be used as a means of evaluation and they never get tired of giving feedback repeatedly and continuously unlike a teacher. Secondly, they include multimedia, which provides a combination of media (text, graphics, sound, and video). Third, the students using these applications learn IT (Information technology) skills which are necessary for their future studies and careers. One of their most important features is that the students can work on the material at their own speed and at times most convenient for them. Moreover, the novelty and variety provided by these applications enrich the courses and motivate and engage the students better. One benefit of these applications is the presentation quality of the teaching materials (British Council, 2009).

Another opportunity afforded by these applications is authenticity. The Internet is full of authentic resources. It is also among the abilities of these applications to allow the learners to communicate with each other through e-mail, chat, instant messaging and forum. One positive attribute of the applications is their feature of storage. Anything can be saved online for future access and sharing. Last, using these applications is motivating owing to their characteristics stated above (British Council, 2009).

In the current study, an online course was designed and integrated with an advanced reading writing course which is compulsory for English teachers to-be. This course was

offered by using a web learning platform, Moodle. Moodle is a VLE which allows for delivering the course, tracking the learners and evaluating each and every of them. The benefit of employing a VLE or a CMS (Course Management System) is also posited by Holtzman (2009) as follows:

> A carefully integrated CMS application can help make what instructors already do easier, and offer the chance to expand pedagogy in new and exciting ways that will promote the development of skills necessary for life-long learning, by giving students the tools to process the wealth of information they will uncover on a daily basis. (p.527)

The researcher has developed The Online Essay Writing program hypothesizing that it will help the subjects to improve their writing skills. Another hypothesis is that the subjects will enjoy using this program and find online essay writing beneficial and motivating.

Some assumptions have been made by the researcher. First of all, the subjects are assumed to have basic computer skills and use their computers at least twice a week. The researcher has also made the assumption that the subjects will have access to computers and the Internet so as to take part in this study.

This study attempts to address the following questions:

1. Is there a significant difference in the experimental and control groups' pre-test results?

2. Is there a significant difference in the experimental and control groups' post-test results?

3. Did the Online Essay Writing course improve students' writing skills?

4. Did the experimental group think that the Online Essay Writing course improved their writing skills?

5. Did the experimental group find the Online Essay Writing course beneficial?

6. Did the experimental group enjoy using Moodle for the Online Essay Writing course?

7. Did the experimental group find the Online Essay Writing course motivating?

8. How did the experimental group find the activities in the Online Essay Writing course on the whole?

1.3 Statement of the Problem

Learning a foreign language is a lengthy and difficult process. To begin with, writing is one of the most difficult skills to master as it requires a good command of English. The writing skill covers a number of elements such as syntax, lexis, content, organization and so on. Therefore, one needs continuous instruction in order to learn how to write, unlike in the speaking skill. The complexity of mastering this skill may frustrate many students. At this point, technology can help by offering the learners an alternative course model which is more engaging and motivating. With an online course, the students will start writing more willingly. Second, because of the washback effect of the multiple choice university entrance exam, the ELT (English language teaching) students are not motivated to improve their productive skills, writing in our case. They are often unaware that they have to generate ideas before and while writing a paragraph. Moreover, they have to be taught how to support a topic sentence and to provide relevant examples and evidence. In brief, organizing and outlining a paragraph is hard to teach to ELT students as a result of the education system in our country, which does not familiarize the learners with such writing practices. The activities and assignments provided by the online component of the course are expected to supplement the face-to-face instruction. Last, there are a lot of writing books on the market; however, they are inadequate to teach the students how to write in English. Therefore, supplementary materials are required.

There are also several factors that make it hard for the institutions to use a VLE. Firstly, it is a difficult and slow process to develop an online course. It requires time and staff with expertise in the subject matter, material development and technical issues. The developers should work on the content of the course cautiously in an extended period of time in order to integrate the online component into the face-to-face course successfully. It is not over when the online course has been developed. It should also be revised to improve it after it is used. The training of the staff that will use the online program is another requirement. Also, the bias of the staff and the students towards technology need to be eliminated for an effective training. Despite all these difficulties, it is still possible to offer an effective online course, which is demonstrated with this study.

There is an inadequate number of empirical studies done on VLEs in English language teaching contexts in Turkey, so the present study aims to fill this gap in the literature by exploring the effectiveness of Moodle to teach L2 writing skills. This study also provides a comprehensive overview of the writing skill and CALL along with its applications. Besides, this study aims at providing some guidelines and solutions to the problems that may arise while using the VLEs. The outcomes of this study will be valuable for the administrators and teachers who are planning to use a VLE in their programs and courses as this study provides a conceptual and practical framework of CALL.

1.4 Significance of the Study

Constructivism is the underlying theory of this research which regards learning as "a process by which learners construct new ideas or concepts by making use of their own knowledge and experiences" (Hyland, 2003, p.91). Taking an online course requires the learners to actively engage in their own learning process, which is one of the main principles of constructivism. In this online course delivered by Moodle, the

students interact with the program, have opportunities to practice and receive feedback on their performance, create their own written work and become independent learners.

To test the effectiveness of this technology on language learning and teaching, a number of studies on CALL have been carried out in Turkey. These studies have focused on different areas of language teaching such as teaching vocabulary, writing and reading. Some studies have been conducted on CALL and writing since the 1990s.

M.A. and PhD. studies about CALL are briefly mentioned as follows. Eney (1994) and Öz (1995) studied the impact of word processor on the students' writing skills and they also examined the attitudes of these students towards CALL in their PhD dissertations. Moreover, Gürkaya (1999) investigated the influence of using e-mail in writing classes at a preparatory school in her M.A. thesis. Donat (2000), on the other hand, integrated both of these CALL applications, word processor and e-mail, into a writing class offered at a preparatory school and explored the relationship between these two applications and the students' writing skills. Besides, Kızıl (2007), in her M.A. thesis, investigated the effect of blogs on preparatory students' writing skills.

There are also studies about VLEs in the literature. In 2005, Kumlu compared a face-to-face and an online course models for academic writing at the department of ELT in her M.A thesis, in which the VLE Moodle was used as the online learning platform. What is more, Erice (2008) evaluated the effectiveness of e-portfolio, a way of alternative assessment, on the preparatory students' writing skills in her PhD dissertation. Dokeos, which is a VLE, was employed in this study. Finally, Arslan (2009) used Moodle to teach preparatory students how to write in German in her PhD dissertation.

To enrich face-to-face writing instruction with a VLE and to improve the writing skills of the learners are the main goals of this study. This study is significant in terms

of judging the effectiveness of the online course delivered with Moodle on the students' writing skills. The results of this and relevant studies are expected to change the traditional classrooms and curricula with web-enhanced instruction and curricula. It is vital for educators to keep up with the current technology so as to offer more effective and enriched courses.

It is also important that such a study is carried out in an academic context which is the department of ELT. Teaching departments should keep up with technology and set a good example for their students. Also, the teacher candidates need to be familiar with such technology as they will need to use it for their future students. It should be also borne in mind that utilizing this technology in language classes promotes critical thinking skills, learner autonomy and computer skills of the learners.

1.5 Scope of the Study

This study is carried out at the department of ELT, Gazi University, Ankara. 42 participants, 21 of whom are the members of control group and 21 of whom are the members of experimental group, are involved in this study. These participants are first year students who have to take the Advanced Reading and Writing II course. The present study is conducted in the spring term of 2010 for a period of 15 weeks.

The present study deals with only writing skills. The Advanced Reading and Writing II course aims to teach the students to write four types of essays, namely process, classification, cause and effect and argumentative essays. Therefore, the content of the online course is prepared in line with the objectives of the course.

1.6 Methodology

This is a quasi-experimental study, that is, this study involves control and experimental groups, and pre-test and post-test, yet the sampling is not done randomly (Nunan, 1996).

Before the term started, the content of the online course was developed taking the objectives of the course into account. Before the treatment (the online course) began, the participants were administered a pre-test which aimed to test the students' academic writing competence in L2. The researcher also conducted a computer literacy survey to find out how literate the participants were in computer usage. The participants attended the course and fulfilled the requirements of the online program during the spring term. At the end of the term, the participants were given a post-test to compare the results of the experimental and control groups. Moreover, a student evaluation form was designed by the researcher for the participants to complete in order to get feedback concerning the online course.

The data in this study are collected both quantitatively and qualitatively. The pre- and post-test results are the main source of the data gathered throughout the study. These results yield whether there is a significant difference between the control and experimental group in terms of their writing skills, thus revealing the impact of the online course on students' writing skills. Finally, the data include the opinions of the experimental group regarding the online course which are identified by means of the student evaluation form conducted.

The data were entered in the Microsoft Excel at first, and then transferred to SPSS (Statistics Package for Social Sciences) for statistical analysis.

1.7 Limitations

One of the limitations of this study is the number of the participants and the setting. The study is limited to 42 freshmen (2 groups of first year students) studying at the department of ELT at Gazi University. Both the experimental and control groups have 21 students each. Moreover, the study only focuses on writing skills, especially writing certain types of essays.

One major constraint on the study is that the researcher conducts the study at a university in another city. This is a serious limitation since the researcher as an outsider does not have the opportunity to control all the variables. For the same reason, sampling cannot be done randomly. The researcher has to carry out the research with the help of the lecturer of the experimental group.

The students' lack of familiarity with a virtual learning environment (VLE) is another limitation of this study. Owing to the lack of such familiarity, some problems were encountered during the study and both the lecturer and the researcher attempted to solve these problems. What is more, some of the participants might have used this VLE reluctantly.

1.8   Definition of the Terms

The following terms and abbreviations are used throughout the study:

1.8.1 Terms

Computer-Assisted Language Learning: the area of applied linguistics concerned with the use of computers for teaching and learning a second language (Chapelle & Jamieson, 2008, p.1).

Application: a computer program that is designed for a particular purpose

Web 1.0: Read-only Web

Web 2.0: The Read/Write Web; the web technology in which the users generate the content of websites like Wikipedia and YouTube

Virtual Learning Environment: a web-based learning platform consisting of software and systems that are designed to manage, deliver and provide access to an online course

Moodle: an open source virtual learning environment

Open source: practices in production and development that promote access to the end product's source materials

Blended Learning: a learning and teaching approach which combines traditional face-to-face teaching strategies and virtual learning strategies, which 'blend' together using the best elements of both (Gillespie, Boulton, Hramiak, &Williamson, 2007, p.99).

Computer-Mediated Communication: communication through the use of computers

Gradebook: a tool in a VLE which allows teachers and learners to view and use the results of online assessments (Gillespie et al., 2007, p.100).

Podcast: a method of publishing usually audio files on the Internet (Dudeney & Hockly, 2008, p.185).

RSS: software which organises online sources of information for the individual (Dudeney & Hockly, 2008, p.185).

1.8.2 Abbreviations

ANCOVA: Analysis of Covariance

Blog: Web Log

BBS: Bulletin Board System/Service

CALL: Computer-Assisted Language Learning

CD: Compact Disc

CD-ROM: Compact Disc – Read Only Memory

CMC: Computer-Mediated Communication

CMS: Course Management System

DVD: Digital Versatile/Video Disc

E-mail: Electronic Mail

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ICQ: I Seek You

IM: Instant Messaging

IRC: Internet Relay Chat

IT: Information Technology

L1: First Language

L2: Second Language

LMS: Learning Management System

M.A.: Master of Arts

MMOG: Massively Multiplayer Online Game

MOO: Multi-User domains, Object Oriented

Moodle: Modular Object-Oriented Dynamic Learning Environment

MUD: Multi-User Domains/Dungeons

MUG: Multi-User Game

NES: Native English Speaker

PC: Personal Computer

PDF: Portable Document Format

PhD: Doctor of Philosophy

RSS: Really Simple Syndication

SPSS: Statistics Package for Social Sciences

TOEFL: Test of English as a Foreign Language

VLE: Virtual Learning Environment

WWW: World Wide Web

ZPD: Zone of Proximal Development

1.9   Conclusion

This chapter has presented the skeleton of the study by mentioning the background and aim of the study, hypothesis and the research questions along with the significance, methodology, scope and limitations of the study. The next chapter will present an in-depth overview of how to teach the writing skill and CALL along with its applications.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter is divided into two major sections in which writing and CALL are explored thoroughly. The first section provides a comprehensive overview of the skill of writing including its detailed description, approaches to teaching writing, and how to respond to and evaluate writing. In the second section, Computer-Assisted Language Learning (CALL) is reviewed, and how it is used to teach and improve writing skills is examined in depth.

2.1 Writing

2.1.1 What is Writing?

2.1.1.1 Nature of Writing

Writing can be defined as "making marks which represent letters on a surface, especially using a pen or pencil" as defined in the Cambridge Advanced Learner's Dictionary Online. However, writing is obviously much more than producing graphic symbols. It is a productive skill involving a lot of rules and conventions. It is encoding a message, and translating one's thoughts into language using a visual medium, which is a complex process (Byrne, 1991).

The psychologist Eric Lenneberg likened this species-specific human behaviour to swimming. Swimming and writing are culturally specific learned behaviours unlike walking and talking, which are universally learned behaviours. Human beings learn how to walk and talk intuitively, whereas they need instruction to learn how to swim and write (adapted from Lenneberg, 1967, cited in Brown, 2001, p. 334). Writing is not "a natural extension of learning to speak a language" (Raimes, 1983, p.4); therefore, we cannot learn to write without systematic instruction.   Learning to write well is hard

both for first language and second language learners since it is a lengthy and complex

process which leads to anxiety and frustration in many learners (Brown, 2001; Richards,

1995).

2.1.1.2   Components of Writing

Writing requires a deeper knowledge of language and more complex skills than

receptive skills do and even more than speaking. For this reason, writing

comprehensively is much more difficult than in speaking that language (Chastain,

1988). The following diagram demonstrates what a writer needs to excel at while

producing a piece of writing:

Figure 2.1 Components of Writing
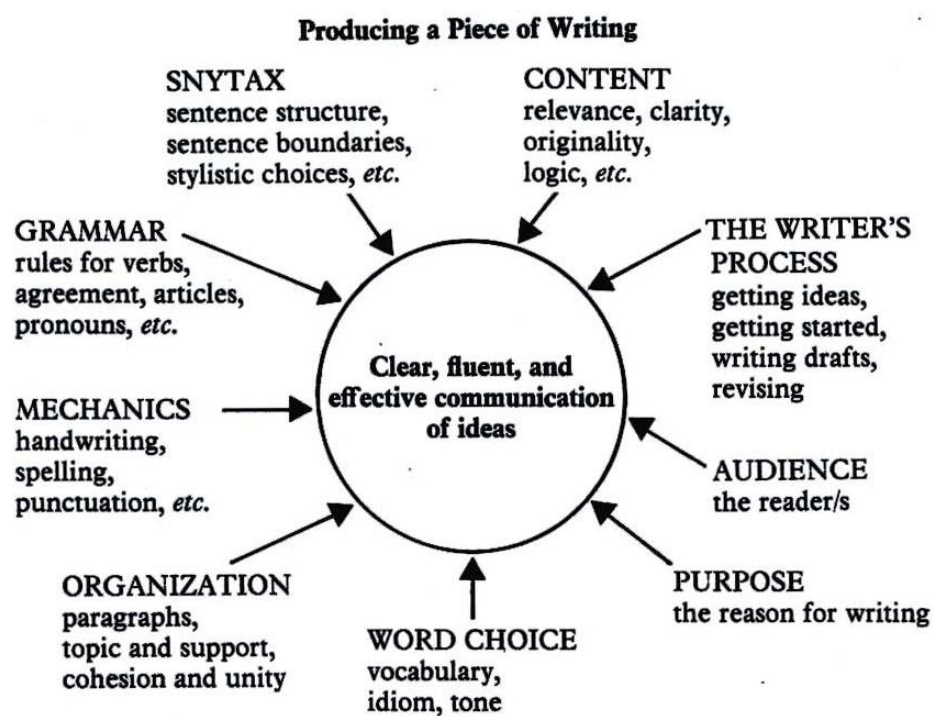
(Raimes, 1983, p.6)

As is seen in the figure above, writing is a distinctive mode of communication that

goes through several cognitive processes and involves a lot of components and micro

and macro skills to master (Weigle, 2009).

2.1.1.3 Characteristics of Written Language in comparison with Characteristics of Spoken Language

Writing and speaking are two of the main skills in language learning and teaching and these two skills "…are frequently used in different settings, for different reasons, and to meet different communicative goals" as Weigle (2009) notes (p.16). The characteristics of written language are presented below in comparison with the characteristics of spoken language under the following headings:

a. Productive Skills

Writing and speaking are active and productive skills and they both "involve the conversion of thoughts to messages in the language" as Chastain (1988) states although their medium differs (p.9) just as shown in the table below:

Table 2.1

Spoken vs. Written Language

	Productive/Active	*Receptive/Passive*	
aural medium	**speaking**	**listening/understanding**	*spoken language*
visual medium	**writing**	**reading**	*written language*

(Byrne, 1989, p. 8)

b. Goal

Spoken discourse is mainly listener-oriented, yet written discourse is message-oriented. Establishment and maintenance of social relations are the primary aim of spoken language, whereas written language usually aims at conveying information accurately, effectively and appropriately (Brown & Yule, 1989; Richards, 1995).

c. Acquisition and Learning

As has been mentioned previously, rules of spoken discourse are acquired in the first years of life. However, one needs to learn the rules of written discourse through instruction and practice (Richards, 1995).

d. Participants

In written discourse, there is an author and reader(s). On the other hand, interlocutors (speaker and listener) are the participants of speech. Interlocutors swap the roles of speaker and listener during the conversation (Harmer, 2004). Nevertheless, there is no such an exchange in written discourse.

e. Context

Spoken language is context-dependent. It takes place between the interactants at the same time and mostly at the same place, which is the basic feature of face-to-face interaction. It depends on shared knowledge and immediate feedback between the participants thanks to real-time monitoring (Hyland, 2002; Nunan, 1999).

In contrast, written language is decontextualized. In order to communicate across time and distance, which is the aim of written discourse, a writer creates the context for the readers unknown to him/her; therefore, the written text has to be fully explicit (Byrne, 1991; Hyland, 2002; Richards, 1995).

f. Practice

Since writing and speaking are productive skills, learners need to practice to develop these skills. However, speaking needs the company of one or more individuals unlike writing. Writing lends itself to individual practice. One can practice writing on his/her own (Chastain, 1988).

g. Permanence

Speaking takes place in real time; therefore, it is transient. It can be modified at the time of the speaking thanks to face-to-face interaction. Speech must be processed at the time of speaking. Writing, on the other hand, is permanent. Being fixed and stable, written texts cannot be taken back. Anyone can read that piece of writing at any time (Ur, 2009).

h. Process

"In face-to-face communication there is little, if any, time lag between production and reception. Thought becomes word with great speed, and is absorbed as it appears. ...." as Harmer (2004) describes the process of speaking (p. 8). Speech is generally instant, so it is demanding for the interlocutors. There is a time constraint, so the speakers are under constant pressure to maintain the conversation (Chastain, 1988). They are expected to monitor what was said, plan what to say, convey the message and modify it when necessary in a very short time while speaking.

On the contrary, most writing is not as demanding as speaking since it takes longer to write than speak. Writing texts are generally organized and carefully formulated as the writer has time and chance to plan, review, and revise their writing before it is finalized (Ur, 2009; Weigle, 2009). A written text can be read many times at any time and at any rate.

i. Language, Vocabulary and Organization

Spoken discourse differs from written discourse in terms of language and vocabulary used. The first difference is "well-formedness" as Harmer (2004) names. In speech, mispronunciation of words and grammatical mistakes are ignored and such speakers' level of education and intelligence are not judged; nevertheless, a person who has produced a written text with spelling and grammar mistakes is judged as illiterate (Harmer, 2004).

As for well-formedness, written language can be characterized by complete and grammatically accurate sentences. Most written texts tend to contain fully developed sentences that are linked and organized carefully. On the contrary, spoken language is full of smaller chunks of language. Mostly incomplete and ungrammatical sentences are formulated while speaking (Byrne, 1991; Harmer, 2004).

Secondly, speaking and writing are different in terms of "density". Spoken language contains "less densely packed information" (Brown & Yule, 1989, p. 15). Naturally, a simple language with loosely organised syntax and less specific vocabulary is the general characteristic of speech. Hesitations, pauses, repetitions and redundancy are common in spoken discourse (Byrne, 1991). However, this is not the case with written discourse. As Ur (2009) maintains "The content is presented much more densely in writing" (p.160). Furthermore, written discourse is richly organised with longer and complex clauses and more specific vocabulary (Richards, 1995).

These two skills also differ in lexical density, which is "the ratio of content words to function (grammatical) words" (Nunan, 1999, p.278). More content words (nouns, verbs, adjectives and adverbs) are used in most written texts. However, spoken texts have more functions words (prepositions, pronouns and articles) than written texts do (Harmer, 2004).

Certain grammatical features and lexical types are more common in speech and in writing. Interjections, discourse markers, non-clausal units, condensed questions, tag questions, echo questions, contracted verb forms and colloquialisms and phrasal verbs dominate spoken language (Harmer, 2001, 2004; Nunan, 1999). However, in written language, syntactic processes such as nominalization, relativization, complementation, subordination, passives and more specific vocabulary are frequently used (Hyland, 2002; Richards, 1995).

j. Formality

Writing is frequently more formal than speech. Brown (2001) defines formality as "prescribed forms that certain written messages adhere to" (p.304). This formality leads to a good organization, accuracy and predictability and, hence standardization in written discourse. Therefore, different writing genres can be recognized and understood

more easily by the target audience. Because spoken language is open-ended, unrehearsed, spontaneous and unpredictable, hesitations, pauses, repetitions and redundancy are common in spoken discourse. As a result, spoken language is mostly informal (Brown, 2001; Byrne, 1991; Raimes, 1983).

k. Devices

Due to the nature of speaking and writing, devices used for each skill considerably differ. While speaking, paralinguistic features such as body language, facial expressions and gestures, pitch, volume, stress and intonation are utilized by interlocutors. As for writing¸ writers use different devices like punctuation, capitalization, italicisation, underlining¸ titles, headings, sub-headings, divisions, sub-divisions and paragraphing (Brown & Yule, 1989; Byrne, 1991).

l. Variety

Spoken language has various dialects. Written language, by contrast, usually requires standard usage of grammar, syntax and vocabulary (Raimes, 1983).

We should bear in mind that even though these two skills have a number of distinctive features explained above, "there is no linguistic or situational characterization of speech and writing that is true of all spoken and written genres" (quoted from Biber, 1988, p. 36, cited in Hyland, 2002, p. 51). There are plenty of examples of spoken discourse which displays characteristics of written language (e.g. lectures and sermons) and plenty of examples of written discourse which share the characteristics of spoken language (e.g. e-mail communication, informal notes or screenplays) (Nunan, 1999; Weigle, 2009).

2.1.1.4 Why is writing difficult?

As aforementioned, the skill of writing is hard and lengthy to master. In the light of the nature and characteristics of writing mentioned above, the reasons for this difficulty are summarized as follows:

a. It takes time to write by hand or on a computer when compared to speaking (Cortazzi, 2007).

b. In order to write well, learners should have a good command of language as well as micro and macro skills involved in the writing process (Weigle, 2009).

c. Producing something is always much harder than comprehension (Cardo & Medina, 2007).

d. Unlike speaking, writing is a skill to be learned through instruction over time (Richards 1995).

e. Writing texts must be grammatically accurate without any spelling mistakes and must adhere to certain conventions (Byrne, 1991; Harmer, 2004).

f. As writing lacks face-to-face communication and hence immediate feedback, the writer has to write clearly enough for the audience to comprehend the message, which is a difficult task to perform (Byrne, 1991; Hyland 2002; Richards, 1995).

g. Writing has to be done without the help of body language, gestures, volume, intonation, and the like (Brown & Yule, 1989; Byrne, 1991).

h. Writing is a skill imposed on learners. It is not one of the daily activities learners are used to or like doing (Byrne, 1991).

i. Learners may be at a loss for ideas when they are expected to write (Byrne, 1991).

2.1.1.5 Kinds of Writing

Writing is done for various purposes in different contexts by any kind of people. Writing is classified differently by different scholars. James Britton and his colleagues are one of those that have grouped writing into three kinds according to its functions.

a. Expressive Writing

This kind of writing is similar to speech with close friends. It involves the expression of personal thoughts and feelings. Personal letters/e-mails and journal/diary entries are examples of expressive writing (Walvoord, 2002; Wattanasin, 2010).

b. Poetic Writing

It can be described as a work of art. This kind is also called creative writing. It includes pieces of writing aiming to entertain people. Examples of such writing include poems, novels, lyrics, and movie scripts (Walvoord, 2002; Wattanasin, 2010).

c. Transactional Writing

This sort of writing aims to have things done, to inform or persuade certain people to do something. It is the most common category of writing done at school and required in business life (Fulwiler & Jones, 1982).

At school, students are expected to write book reviews, term papers, laboratory reports, research projects, summaries, essays, master proposals, and doctoral dissertations. As Fulwiler and Jones (1982) state "Outside school, such writing takes the form of letters, memos, proposals, reports, and planning documents of all kinds" (p.45).

Brown (2001, 2004) classifies writing performance into four categories. These categories are described in detail as follows:

a. Imitative

This kind of writing requires the learners to master the mechanics of writing, i.e.

handwriting or typing, spelling and punctuation. It involves the tasks of writing letters, words and very short sentences and punctuation. The main focus of such writing is on the form rather than content and meaning (Brown, 2004; Ur, 2009).

b. Intensive

This sort of writing is also called "Controlled Writing". It can also be defined as "form-focused writing, grammar writing, or simply guided writing" (Brown, 2004). Such writing is used both as a means of having the learners learn and practice grammar points and vocabulary and as a means of testing what has been learned. This type of writing does not require much creativity on the part of the learner and no new information is conveyed in this writing. The emphasis is on the form, but meaning and context are also significant in determining accuracy and appropriateness. Grammatical transformation tasks, ordering tasks at sentence level, short-answer and sentence completion tasks fall into this type of writing (Brown, 2001, 2004; Ur, 2009).

c. Responsive

In this kind of writing, the learners are expected to write at a limited discourse level such as connecting sentences to produce a paragraph and sequencing two or three paragraphs in a logical way. Short narratives and descriptions, short reports, lab reports, summaries, short responses to reading, and interpreting charts and graphs are examples for this kind of writing. This type of writing focuses on discourse conventions more than grammar. The learners have some freedom of choice in such writing (Brown, 2004).

d. Extensive

According to Brown (2004), "Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis" (p. 220). Such

writing involves writing for a purpose, development and organization of ideas properly, supporting and illustrating ideas, using a wide variety of syntactic structures and vocabulary items and writing multiple drafts to produce a final one. As expected, the focus in this type of writing is on content and organization (Brown, 2004; Ur, 2009).

The kind of writing and writing performance this study focuses on is transactional writing and extensive writing.

2.1.2   Teaching Writing

2.1.2.1   Why to teach writing?

The ability to write a second language has been recognized as an important skill as well as the ability to speak a second language in educational settings (Weigle, 2009). Consequently, the writing skill has been involved and incorporated in the curricula of schools and language programs all over the world. Writing serves for three main purposes in class as a learning tool, as feedback and as produced pieces of writing. The reasons for teaching writing are listed in detail below:

- **a.** Writing is a unique way of reinforcing learning. It gives learners the chance to reinforce and apply what they have learned, i.e. grammatical structures, idioms, vocabulary.
- **b.** Writing involves the learners with the new language.
- **c.** Writing actively engages learners in their learning process.
- **d.** Writing enhances students' understanding and recall of a subject.
- **e.** Writing caters for the students with different learning styles and needs.
- **f.** Writing is a good way for the learners to explore a subject.
- **g.** Writing provides the teachers with some tangible evidence to find out whether their students are making progress in the language or not.
- **h.** Writing provides a basis for formal and informal testing.

i. Writing gets learners to familiarize with the conventions of written discourse.

j. Writing helps students to organize and summarize ideas.

k. Writing is valuable in terms of developing thinking skills.

l. Writing trains students in terms of reasoning, evidence and style.

m. Writing adds variety in language activities.

n. Writing helps students to record experience.

o. Writing is a great way for self-expression and creative thinking.

p. Writing helps the learners to share their ideas, arouse feelings, persuade people and convince them to a course of action.

q. Writing gives the learners the chance to be adventurous with the language, to go beyond what they have just learned to say, and to take risks.

(Bidláková, 2008, p.9; Byrne, 1989, pp.6-7; Kızıl, 2007; Raimes, 1983, pp.3-4; Walvoord, 2002, p.7)

Considering all these reasons, writing should be incorporated into curricula and should be attached the importance it deserves.

2.1.2.2 Approaches to Teaching Writing

Writing has always been a part of English language teaching. As the approaches have influenced the practice of English language teaching on the whole, they have also influenced teaching the writing skill. Therefore, the importance attached to it, the purposes, principles and the methods and techniques used have changed throughout the history. Four major approaches to teaching writing and the characteristics of these periods are discussed below.

2.1.2.2.1 Controlled Composition Approach

This approach is also called "Guided Composition Approach" and "Controlled-to-Free Approach". It is based on Charles Fries' oral approach and on its precursor the

audiolingual method (Silva, 1994). According to this approach, language learning is a habit formation and language is primarily speech. Consequently, writing primarily serves as the reinforcement of language rules and writing tasks are strictly controlled or guided so as to avoid errors since errors may cause bad habit formation. The learners are supposed to perform such writing tasks in a linear fashion as substitution exercises including changing questions to statements, present to past, plural to singular, imitating sentences and paragraphs, structuring and combining sentences and free writing. The focus is on accuracy rather than fluency and creativity. To sum up, writing is regarded as a means of language practice, not as an end (Kroll, 2001; Raimes, 1983; Reid, 2001; Silva, 1994).

2.1.2.2.2 Current Traditional Approach/Rhetoric

This approach is also known as "Product Approach" and "Paragraph-Pattern Approach". The previous approach has failed to fulfil the students' needs and to get the students to produce pieces of writing with a rich content. Therefore, this approach has emerged. It has roots in the native English speaker (NES) composition theory (Bozkır, 2009; Kroll, 2001; Raimes, 1983; Reid, 2001).

The major concern of this approach is the product, that is, completed pieces of writing. The students write only one draft and their teachers evaluate the product and assign a final grade focusing on accuracy, appropriate rhetorical discourse and linguistic patterns to the exclusion of the content and ideas, the strategies used, and the processes involved in the production (Kroll, 2001; Reid, 2001).

The steps of a usual writing class are presented in the following:

a. instructing the students in principles of rhetoric and organization

b. providing a text for classroom discussion, analysis and interpretation (preferably a work of literature)

c. requiring a writing assignment (accompanied by an outline) based on the text

d. reading, commenting on, and criticizing student papers

(Kroll, 2001, pp. 219-220)

In this approach, writing is considered as "a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns" (Silva, 1994, p.14). Therefore, the learner writers are expected to identify, internalize and execute these patterns skilfully. In other words, the writers fill in pre-existing formats with guided or writer-generated content. The common organization patterns of paragraphs and essays studied are process, classification, definition, comparison-contrast, cause-effect and argumentation (Reid, 2001; Silva, 1994).

2.1.2.2.3 Process Approach

Process writing was developed in the L1 writing classroom as a reaction against traditional methods of teaching writing. Namely, this approach emerged due to dissatisfaction with controlled composition and the current traditional approach (Caudery, 1997; Silva, 1994).

Unlike in the current traditional approach, as Kroll (2001) maintains "the student writers engage in their writing tasks through a *cyclical* approach rather than a single-shot approach" (p.220). In this approach, the learners are not expected to write on a given topic within a time limit and submit their work to their teacher for evaluation. Instead, they are required to explore and generate ideas through writing in multiple drafts, reviews and a lot of revision. What is given to the students is time and feedback to try out new ideas and reflect on what they have produced. With this approach, what is aimed at is getting to the heart of various writing skills required to be successful ESL writers (Harmer, 2001; Raimes, 1983).

Scholars in favour of this approach view the composing process as a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (quoted from Zamel, 1983, cited in Hyland, 2003, p.11).

Caudery (1997) describes process writing as "a writing process which is not divided into neat, distinct stages in a fixed succession, but rather of a highly complex and variable process where many sub-processes are intertwined in brief episodes" (p. 6).

Possible stages of the process writing are defined in detail as follows:

a. Pre-writing

This stage helps the learners to find ideas and gather relevant information. The following activities can be used in this stage:

- brainstorming
- clustering
- cubing
- discussion
- free writing
- journals

- listing
- looping
- metaphor
- outlining
- questioning (wh-questions)
- talk-write

(Coffin et al., 2003; Nation, 2009; Seow, 2002; Williams, 2003)

b. Planning

This stage involves pondering on the ideas and the information generated during the stage of pre-writing in order to make an overall plan to achieve the aim. In this stage, the student writers establish their viewpoint, select and organise their ideas, which makes their writing unique among the others (Caudery, 1997; Nation, 2009; Williams, 2003).

Planning requires the writers to consider the answers to the following questions:

- Who is the audience?

- What is the writer's stance?

- Why are you writing this?

- What kind of organization is most appropriate?

- Which writing conventions will govern the text?

(Williams, 2003, p.114)

c. Drafting

After pre-writing and planning, the next stage is drafting, which is composing, that is "getting ideas down on paper" (Hyland, 2003, p.11). The first draft "should be like a road map, marking the general direction the paper will take" as Williams (2003) suggests (p.116). The first drafts help the students determine the content as the students may change and develop their ideas while writing. Therefore, in the initial drafts, the learners are advised to focus on the content rather than form, linguistic accuracy and neatness. It is significant to remind the learners that early drafts should not be their best. They have to go through a series of stages to achieve their aim. In the later drafts, the learners can concentrate on the form and making their meaning clear and effective (Caudery, 1997; Chastain, 1988; Coffin et al., 2003; Seow, 2002).

The number of drafts to be written will vary as each task or paper is different and each has its own context and different requirements. The process of drafting and re-drafting will continue until the writer or the teacher is satisfied with the final product (Caudery, 1997; Williams, 2003).

d. Reflection

This stage is also named "Focusing" and "Pausing and Reading". Coffin et al. (2003) describe this stage as "letting a piece of writing sit before coming back to it with

a fresh pair of eyes (p.41). In this stage, the learners pause to read what they have written so as to reflect on their audience, purpose and stance. To put it differently, reflection time enables the students to assess how well their writing matches their plan, how well they are meeting their audience's needs and the overall organization. In brief, this stage requires the student writers to be critical readers (Harmer, 2001; Williams, 2003).

    e.   Reviewing

This stage plays a central role in the writing process. Reviewing, in other words responding or intervention, can be done by the teacher and/or peers. Feedback is given to the students either in a face-to-face interaction or in written form. Feedback in the first drafts is generally on the content and organization, whereas it focuses on form in the later drafts (Caudery; 2002; Seow, 2002).

    f.   Revising

This stage reflects the nature of writing properly which is "Writing is re-writing" (quoted from White and Arndt, 1991, cited in Harmer, 2001, p.258). The student writers re-examine their writing on the basis of the feedback given in the reviewing stage. The aim of this stage is stated by Seow (2002) as "to improve global content and the organisation of ideas so that the writer's intent is made clear to the reader" (p.317). During this stage, the students may have to rewrite some parts or paragraphs, refine ideas, adjust to readers, and reorganize their writing by cutting sentences and paragraphs that do not work and moving sections from one place to another in order to keep the coherence and flow of the writing (Hyland, 2003; Nation, 2009; Seow, 2002; Williams, 2003).

g. Editing

Before the learners submit their final draft for evaluation, they edit, proofread and polish their writing. Editing involves making changes to the surface features of the writing. While editing, the learners deal with grammatical and lexical accuracy, spelling, punctuation and formatting. The learners should be encouraged to edit in the later drafts in order not to disrupt the free flow of ideas during the stages of drafting and revising (Coffin et al., 2003; Nation, 2009; Seow, 2002; Williams, 2003).

h. Evaluation

This stage signals that the cycle of writing process is over. This is the stage in which the teacher evaluates the completed piece of writing taking into account the progress over the process. The writing can be scored by using an analytical or a holistic writing scale. To have an effective evaluation, the students need to be informed about the criteria used to score their writing. The ideal criteria should cover the completion of the task, sense of audience, coherence, content, development and organisation of ideas, grammar, vocabulary, clarity of communication, mechanics, and format or layout (Hyland, 2003; Seow, 2002) (See section 2.1.4 Evaluating Writing for detailed information).

i. Publishing

Williams (2003) defines publishing as "making a finished paper public" (p.119). This is possible through sharing the writing aloud with other students, posting it on noticeboards, publishing it on websites, and transforming it for stage performance. The students should be reminded that writing is a social activity and it is intended for other people to read. The students may get motivated if they know that they are writing for a real purpose and for real readers – other students and teachers (Hyland, 2003; Seow, 2002; Williams, 2003). To sum up, as Seow (2002) notes this stage is "a platform for

recognising students' work as important and worthwhile", so it plays an important role to motivate the students (p.319).

Whatever people are writing, e-mails, text messages, a shopping list, a composition or a doctoral dissertation, they engage in a writing process. The stages of this process are recursive. That is to say, the student writers move backwards and forwards between these stages in their writing process. It is also important to bear in mind that writing processes are unique to each learner and in each writing task (Caudery, 1997; Harmer, 2001, 2004).

Several models of process writing, with similar stages in different names, are provided by different scholars. In the following, two models of process writing are presented:

Figure 2.2 Writing Process
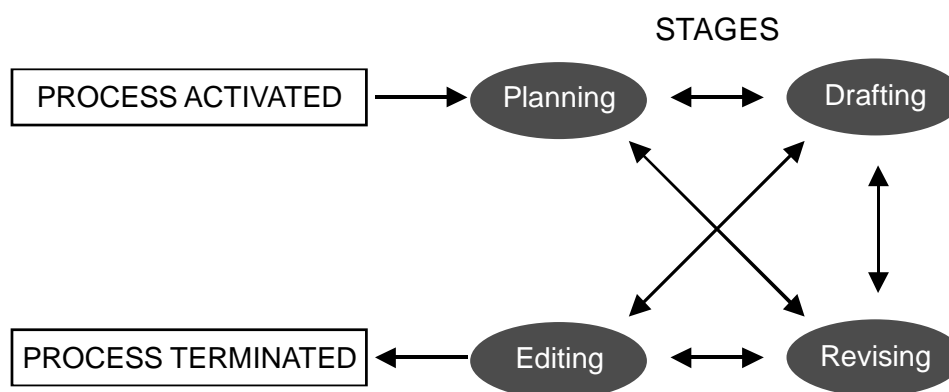
(Seow, 2002, p. 315)

The first model seems a simpler one compared to the second one, which is more detailed; however, both demonstrate much or less the same process.

Figure 2.3 Writing Process Approach

generating ideas,
understanding the ideas of
others, collecting
information: note-taking,
freewriting, brainstorming,
looping

organising and
focusing ideas:
mind mapping,
clustering, listing,
outline

writing initial drafts of
a text focusing mainly
on the development,
organisation, and
elaboration of ideas

prewriting

planning

drafting

letting work sit,
coming back to
it at a later point

reflection

additional research
or idea generation

peer/tutor
review

editing and
proofreading

feedback
from others

focusing attention
on the surface-level
features of the text

revision

further developing
and clarifying
ideas, the structure
of the text

(Coffin et al., 2003, p.34)

This approach is summarised with the principles listed by Grabe and Kaplan (1996) in the following. Process approach encourages:

a. self-discovery and authorial 'voice'

b. meaningful writing on topics of importance (or at least of interest) to the writer

c. the need to plan out writing as a goal-oriented, contextualized activity

d. invention and pre- writing tasks, and multiple drafting with feedback between drafts

e. a variety of feedback options from real audiences, whether from peers, small group, and/or the teacher, through conferencing, or through other formative evaluation

f. free writing and journal writing as alternative means of generating writing and developing written expression, overcoming writer's block

g. content information and personal expression as more important than final product grammar and usage

h. the idea that writing is multiply recursive rather than linear as a process – tasks are repeated alternatively as often as necessary

i. students' awareness of the writing process and of notions such as audience, voice, plans, etc… (p. 87).

2.1.2.2.4 Genre-Based Approach

"Communicative Approach" and "English for Academic Purposes" (EAP) are the other terms used for this approach. Process approach is criticised as it fails to address some fundamental issues in ELT writing such as taking into account variations in writing processes owing to differences in individuals, writing tasks, and situations; the development of schemata for academic discourse; and language proficiency (Silva, 1994; adapted from Reid, 1984, cited in Silva, 1994, p. 16). Process approach is also blamed for not "offering any clear perspective on the social nature of writing or on the role of language and text structure in effective written communication" as Hyland (2003) asserts (p.13).

This approach is appropriate for students of English for Academic Purposes (EAP) as the name suggests. EAP focuses on academic discourse genres and a variety of academic writing tasks which aim to socialize learners into the academic context and hence, get them to produce acceptable pieces of writing in the academic world (Silva, 1994; adapted from Horowitz, 1986, cited in Silva, 1994, p. 17). This approach has strict conventions and the students should be familiar with these conventions and be able to operate within them if they want to succeed in academic writing (White, 1990).

Both the purpose of writing and audience are of great importance in this approach. The student writers should think about the questions "Why am I writing this?" and

"Who will read this?" before they start writing. Writing is regarded as a communicative social act and the teachers should train the students to write coherent, contextualized and purposeful pieces of writing using the necessary language patterns (Kızıl, 2007; Raimes, 1983; Reid, 2001).

The teachers in favour of this approach either extend the readers to other students in the class as collaborators or for peer-review, or specify readers outside the classroom by providing a context such as "You are writing to a pen pal (in an English-speaking country) and telling him or her about your room..." (Raimes, 1983, p.9).

This approach has also received criticism. The critics of this approach state that genre- teachers "take a normative approach to the production of texts, and focus on the end product, the destination as it were, rather than the route" (Nunan, 1999, p.286). In other words, as White (1990) cites "it gives no indication of process" (p.6).

2.1.2.2.5 Summary of Approaches to Teaching Writing

Under the highlights of the discussion above, the four approaches along with their primary focus are summarized below:

Table 2.2

Summary of Approaches to Teaching to Writing

Approaches	Primary Focus
Controlled Composition Approach Guided Composition Approach Controlled- to-Free Approach	lexical and syntactic features of a text
Current Traditional Approach/Rhetoric Product Approach Paragraph-Pattern Approach	discourse-level text structure language use in text completed written text
Process Approach	writer and writing behaviours stages of writing process
Genre-based Approach Communicative Approach English for Academic Purposes	reader and context organization of the text correct use of form

(Kızıl, 2007; Silva, 1994; White, 1990)

As is seen above, there is not only one way of teaching writing, but many. Throughout the history of teaching ESL writing, it can be observed that "particular approaches achieve dominance and then fade, but never really disappear" (Silva, 1994, p.11). Namely, all the approaches mentioned above overlap and co-exist. Therefore, most teachers and textbooks are – and should be – eclectic. In other words, they draw on, combine and modify all these approaches and their techniques in order to achieve their purpose. In order to do so, the teachers should be equipped well to be able to choose the materials, techniques and methods in accordance with the objectives of their classes and their students' needs (Byrne, 1991; Kroll, 2001; Raimes, 1983).

2.1.2.3   Principles of Teaching Writing

The guiding principles of teaching writing are presented as follows:

- Provide adequate and relevant writing experience (Byrne, 1991, p.27).

- Integrate writing with other skills (Byrne, 1991, p.28).

- Balance process and product (Brown, 2001, p.347).

- Use a variety of techniques and practice formats (Byrne, 1991, p.28).

- Clearly instruct students on the rhetorical, formal conventions of writing (Brown, 2001, p.356).

- Provide as much authentic writing as possible (Brown, 2001, p.347).

- Provide the learners with opportunities to communicate through writing and to enjoy writing.

- Reduce the amount of control over what the learners write over time.

- Model the writing process at every stage and equip the students with specific writing strategies through meaningful activities.

- Make sure that the instructions, prompts and language of writing tasks should be clear enough, comprehensible and achievable.

- Raise the students' awareness that they are writing for an audience, real or simulated.

- Introduce the evaluation criteria to the students beforehand so that they will know how their writing will be assessed.

- Make writing a co-operative activity.

- Respond to and correct your students' writing sensitively and in a constructive manner.

- Involve technology such as computers and the Internet in writing activities.

(Brown, 2001; Caudery, 1997; Hyland, 2003; Kroll, 2001; Reid, 2001; Seow, 2002)

The principles mentioned above belong to a pedagogic wish-list. They may not be fully applied in real-classroom situations due to different circumstances and different needs of the students. However, these principles are the results of various studies which aim to improve writing; therefore, they should be incorporated in writing instruction as much as possible (Hyland, 2003).

2.1.2.4   Roles of Writing Teachers

Writing teachers have a number of roles to play while teaching writing to their students. First of all, writing teachers act as a resource and assistance. They convey their knowledge as to how to produce a piece of writing to their students and demonstrate good examples of writing. Namely, they are at hand when their students need them. A second role of writing teachers is being a facilitator. A writing teacher facilitates the learning process of their students by assisting and guiding them whenever necessary.

Teachers are also regarded as audience. Teachers, as audience, respond to their students' ideas, feelings and perceptions communicated in their writing (adapted from Tribble, 1996, cited in Kızıl, 2007, p. 23). Another role writing teachers take is being

an editor. Teachers in an editor role help the learners select and rearrange their writing (Harmer, 2004).

As evaluators, teachers give feedback to their students about how well they are going on. In other words, they comment on students' strengths and weaknesses. Writing teachers' last role which is an examiner is to provide the students with an objective evaluation of their writing performance (Harmer, 2004; adapted from Tribble, 1996, cited in Kızıl, 2007, p. 23).

2.1.3 Feedback on Writing

Giving feedback on students' writing is central to writing process and development of writing skills. It is a complex task; therefore, it should be handled with great care.

It is vital that appropriate feedback be given to students in a way that promotes their learning and facilitates their improvement (Coffin et al., 2003). However, feedback practices vary widely and they can take different forms depending on tasks, students, teachers, institutions, and circumstances (Hyland, 2003). If we, as language teachers, want feedback to work best for our students, the variables presented below should be considered:

2.1.3.1 Purpose of Feedback

Providing feedback serves several purposes as listed below:

a. to teach or reinforce a particular point, structure or subject

b. to teach specific academic conventions

c. to indicate the strengths and weaknesses of a piece of writing

d. to stimulate student revision

e. to collaborate with the student

f. to build classroom communication or a classroom community

g. to explain or justify a grade

h. to support students' writing development

i. to assist students with future writing assignments

(Coffin et al., 2003, p.104; Ferris, 2008, p.96; Reid, 1998, p.120)

In fact, a writing teacher can provide feedback for all the reasons mentioned above at different points of a writing course and at different stages of writing process (Ferris, 2008).

2.1.3.2 Content of Feedback

The content of feedback refers to "the information given to the learner who receives feedback" as Atalı (2008) points out (p.15). The content of feedback may differ from one situation to another. Nonetheless, what matters is that the teachers should provide their students with useful feedback. Coffin et al. (2003) suggest that useful feedback consists of three elements which are a positive comment, a criticism and a suggestion for improvement. They also emphasize that the positive comment should be well-made, the criticism needs to be reduced down, and a suggestion for improvement must be the most relevant one (Coffin et al., 2003).

Praising efforts are favoured while giving feedback since they encourage and motivate students. Furthermore, "A lack of positive comments can affect both students' attitudes to writing and their reception of feedback" (Hyland, 2003, p. 188).

The students should receive constructive feedback as well as praise. Empty praise can be regarded as insincere and ineffective; therefore, the learners welcome useful comments to ponder on their writing so as to improve their writing skills. Some teachers tend to stress the most important problems in their feedback in order not to frustrate their students with extensive criticism (Hyland, 2003).

The students may have no idea about what to do with the feedback given if it only contains negative criticisms. As a result, the students should be given explicit advice or suggestions on their writing (Hyland, 2003). In other words, the feedback should also offer the learners "a retrievable plan of action for improvement and a do-able revision of some kind" as Hyland (2003) asserts (p.189).

Coit (2006) offers a list of possible components of feedback on student writing as follows:

a. a complement on the writing

b. mention of what made the writing good

c. ways suggested to improve the writing

d. mentioning areas the students should work on

e. demonstration of uncertainty regarding corrections

f. explanation of corrections

g. comments related to the content of the writing

h. personal comments

(See the examples for the components listed above in Appendix 1)

To sum up, feedback should be provided to the learners in a way that "promotes learning and facilitates improvement" (Coffin et al., 2003, p. 102). What is more, the feedback provided must focus on the performance and writing skills of the learners rather than their personality to ensure the maximum benefit of the students from the feedback (adapted from Bienvenu, 2000 & Hunsaker, 1983 cited in Atalı, 2008, p. 15).

2.1.3.3 Source of Feedback

Feedback on student writing can come from various sources such as teachers, classmates (peer feedback), students themselves (self-evaluation), outside helpers including native speakers (reformulation), writing centres and tutors, and other external

sources like grammar books and websites (Ferris, 2008; Harmer, 2004; Nation, 2009; Reid, 1998).

Many teachers believe that they are the only experts who can give useful feedback to their students and this is their job. However, there are also some teachers who believe in the efficacy of feedback coming from other sources. Feedback from other sources both helps the student writers develop a sense of audience and reduces the teachers' load (Ferris, 2008; Nation, 2009).

2.1.3.3.1 Teacher Feedback

Most of the feedback the students receive about their writing come from teachers. Feedback is considered significant by writing teachers as it involves text-specific comments, justifies the grades assigned and provides a reader reaction for their students (Hyland, 2003).

Teacher feedback varies greatly. It encompasses rubrics/ scales, checklists, error correction, comments, and providing guidance and direction (See section 2.1.3.5 Forms of Feedback for detailed information) (Ferris & Hedgcock, 1998).

2.1.3.3.2 Self-Evaluation

Self-evaluation is significant as it promotes active involvement of the learners and develops learner autonomy and critical awareness. In self-evaluation, the student writers are supposed to critically read what they have written so as to find the errors and identify the weaknesses in their writing. This can be achieved by reading their work loud, making an outline of their composition, referring to a handbook or a reference book, and using a checklist (Bartram & Walton, 1999; Coffin et al., 2003; Raimes, 1983). (See Appendix 2 for samples of self-editing checklists).

2.1.3.3.3 Peer Feedback /Peer Review/Peer Evaluation/Peer Response

Peer feedback is an important alternative to teacher feedback. Such feedback includes student writers' getting feedback on their piece of writing from their peers (Hyland, 2003; Nation, 2009). The theoretical argument for peer feedback derives from sociolinguistics and cognitive psychology, according to which "knowledge is best acquired through negotiated interaction" (Grabe & Kaplan, 1996, p. 380).

Peer feedback can be given in pairs or in small groups. Usually the students in pairs or in groups of three or four exchange their drafts and comment on each other's drafts before they revise them. The student editors can provide each other with written feedback, which can be done using guidelines such as a list of directed questions, a checklist or a worksheet (See Appendix 3 for sample guidelines). Oral feedback can also be given by the student editors in a pair or group discussion. This way, the students can engage in a social interaction, try to clarify certain points and negotiate, and learn from each other, which is vital for the zone of proximal development. Peer review is normally done during class time (Grabe & Kaplan, 1996; Hyland, 2003; Kroll, 2001; Nation, 2009).

Writing teachers and their students may benefit from peer review in several ways. First, peer review can be a time-saving technique. Certainly, this does not imply that the teachers will not check or evaluate student writing, yet it can substitute first-draft reading. In brief, peer review lightens teachers' workload (Hyland, 2003; Ur, 2009).

Secondly, peer feedback gets the students to actively participate in reviewing and learning from their peers. They are exposed to a variety of writing styles and also learn to consider alternative strategies. Third, since the students receive their feedback from real audience, their peers, peer feedback provides an authentic communicative context for the students and thus it promotes interaction and collaboration between the students.

Namely, they learn how to communicate and negotiate with each other. Moreover, this technique helps the students develop a better sense of audience and understand the needs of their audience (Grabe & Kaplan, 1996; Hyland, 2003).

Next, peer feedback is regarded as less authoritarian and less threatening than teacher feedback, which enables the students to see their peers as collaborators rather than evaluators (Ferris, 2008; Harmer, 2004; Hyland, 2003). Another advantage is that peer response helps the students develop their critical reading skills. In other words, the student editors learn how to analyse critically and how to provide feedback. Last, peer feedback enables the students to be autonomous learners and it improves the students' confidence (Grabe & Kaplan, 1996; Hyland, 2003).

Despite its advantages, peer review is not without its problems. First, the students, who are generally used to having teacher feedback, may resist the feedback from their peers and may reject to be criticised and judged by their peers. To put it another way, they may value peer feedback less than teacher feedback. As a result, they may not prefer to benefit peer feedback while revising since they prefer teacher feedback (Harmer, 2004; Hyland, 2003).

The second problem is that some students may not want to take responsibility for correcting and evaluating their classmates' writing. Thirdly, many students "may not be able to see or define all the good qualities or shortcomings of an assignment" as Ur (2009) suggests (p.170). Moreover, the students may not have the competence and enthusiasm to judge the quality of peer feedback they have received (Reid, 2006). Another problem is the inability to work as a team. Some students may not work well together (Harmer, 2004).

What is more, the learners may only focus on surface forms while reviewing, which is another problem. Last, effective feedback cannot be given if the learners are not trained and guided properly (Hyland, 2003).

It is possible to make peer feedback work well for our students, but in order to achieve this goal, some principles should be taken into account by the writing teachers.

- Integrate peer response into your writing course.

- Train your students to provide peer feedback effectively.

- Give your students clear goals and structured guidelines for peer feedback work.

- Provide a variety of peer response activities.

- Hold your students accountable for giving feedback and for revising after receiving peer feedback.

- Persuade your students that peer feedback will improve their writing.

- Consider your students' needs and your specific circumstances.

(Grabe & Kaplan, 1996; Hyland, 2003; Reid, 2006)

2.1.3.3.4 Reformulation

Reformulation requires a native speaker to understand what a student writer (non-native writer) is trying to say and to rewrite that piece of writing so that the student can compare and contrast the correct and incorrect versions. This kind of feedback involves making every kind of changes, and at all levels such as syntax, vocabulary, cohesion and discourse functions. This is a powerful way of drawing the student's attention to cohesion, redundancy, overall structure and organization, word choice and collocation while drafting and re-drafting (Allwright, 1990; Harmer, 2004; Nation, 2009).

2.1.3.3.5 Referring students to grammar books, dictionaries and websites

In this type of feedback, teachers indicate the mistakes and then tell the students to go and look the problems up in a dictionary or a grammar book, or at a website. This way, learners can learn from their mistakes and correct them. The benefit of referring learners to books and websites is that it encourages the learners to look at the specific information with a purpose in mind and it also promotes learner autonomy by teaching the learners how to look up information in a resource book or at a website (Bartram & Walton, 1999; Harmer, 2004).

2.1.3.3.6 Writing Centres and Tutors

Writing centres and writing labs are available at some schools and universities in order to help their students improve their writing skills. "Tutors in these centres can provide a distinct and honest reader interpretation, and they are able to provide useful assistance for revisions" as Grabe and Kaplan (1996) note (p. 395).

Feedback from all these sources differ greatly and each has its own benefits and drawbacks. In conclusion, the best way to be effective is to provide a judicious combination of feedback from different sources throughout the writing process and course (Ferris, 2008; Nation, 2009).

2.1.3.4 Mode of Feedback

Feedback can be given in such modes as written, spoken and electronic or a combination of these.

2.1.3.4.1 Written Feedback

Written feedback is the most common mode of feedback given by the teachers. As Ferris & Hedgcock (1998) state:

…teacher's written responses to their students' writing vary considerably according to the needs, personalities, and abilities of the participants (i.e., the teacher and student) and according to the context (i.e., the course, institutional goals, constraints of the particular assignment, point in the course at which feedback is being given, etc.). (p. 147)

This mode is advantageous in several ways. The first advantage of written feedback is expressed by Nation (2009) as "written feedback provides a lasting record which can be used to measure progress and to act as a reminder" (p. 139). Second, written feedback can guide and help students comprehensively. Moreover, some forms of written feedback such as rubrics/scales and checklists can save time and ease the workload of writing teachers (Ferris, 2008).

As for the disadvantages, error correction may cause the Red Pen Syndrome. When the students get back their writing checked, they can get frustrated to find their paper like a battlefield (Bartram & Walton, 1999). "…using a red pen seems punitive and can inhibit students or make them anxious" as Ferris and Hedgcock (1998) maintain (p.138). Other drawbacks are that the students may have difficulty with the teacher's handwriting and they may not understand the codes and symbols used in the written feedback given. Last, the students may not be capable of comprehending or applying the suggestions and criticisms of their teacher on their writing (Ferris, 2008).

Considering these possible problems mentioned above, written feedback should be given cautiously and properly. It should be borne in mind that providing written feedback is a complex skill which needs practice and takes time to master for the writing teachers. Also, the students should be trained in order to greatly benefit from written feedback.

2.1.3.4.2 Spoken Feedback

Spoken feedback can be given in two ways. Teacher-student conferencing, namely face-to-face discussions and taped comments come under this mode.

2.1.3.4.2.1 Teacher-Student Conferencing

One of the best ways of revising student writing is teacher-student conferencing, which is described by Nation (2009) as a "one-to-one meeting between the teacher and the learner to talk about the learner's writing" (p. 142). This face-to-face conference can take place in the class session or outside of class during office hours of the teacher. The writing teacher can hold brief conferences with individual students in class time while the rest of the class are working on their drafts. 5-10 minutes is ideal for these brief conferences. Another alternative is conferencing with a group of students, which may take 15-30 minutes. Last, the teacher can organize a conference for each student lasting 15 minutes every week outside of class. Making these conferences can be optional or they can be held at the student's request (Ferris & Hedgcock, 1998; Grabe & Kaplan, 1996).

There are both advantages and disadvantages to student-teacher conferencing. Conferencing is beneficial in many ways. In the first place, it gives the teachers the opportunity to work with the students intensively, on a one-to-one basis, and to get to know their students better on a personal level. During face-to-face conferences, the students can receive more elaborate and more immediate feedback than through the written feedback given (Grabe & Kaplan, 1996).

According to Hyland (2003), another advantage of conferencing is that "it can supplement the limitations of one-way written feedback with opportunities for the teacher and the student to negotiate meaning of a text through dialogue" (p. 192). In other words, the conference allows the teacher and the student to clarify the intended meaning and to resolve ambiguities in the student writing. Moreover, writing conferences enable the teacher and the students to uncover the possible misunderstandings about the written feedback given. As a consequence, the writing

conference requires the active participant of the students, which is necessary for the feedback to be effective and for the students to be autonomous learners (Hyland, 2003; Kroll, 2001).

Also, face-to-face conferences work better for auditory students, which is another benefit of such conferences. Besides, some writing teachers favour these conferences as it can save them the time and energy spent in detailed marking of student papers (Ferris & Hedgcock, 1998; Hyland, 2003).

As a matter of fact, teacher-student conferencing is not without problems. Such conferences can be time-consuming and are not practical. They also require good interactional skills. Despite the advantages of writing conferences, some students may not be able to benefit these conferences fully since they may lack the experience, the necessary interactive abilities and aural comprehension skills. The students may have difficulty in comprehending the oral feedback provided and remembering what was discussed during the conference. Furthermore, some students prefer written feedback to oral feedback. Finally, it is uncomfortable and awkward for some students to discuss with a teacher and to question the given feedback during a one-to-one conference as these students may have strong inhibitions against engaging into an informal interaction with an authoritative figure (Ferris, 2008; Ferris & Hedgcock, 1998; Hyland, 2003; Raimes, 1983).

Conferences can vary in their purpose and focus and both sides should be prepared adequately to make the conference work well. To achieve this goal, the suggestions about the procedure are presented below:

- Help the student to relax. Make the situation nonthreatening by finding something to praise.

- Interact with the student. Establish a collaborative relationship.

- Engage the student in the analysis process. Give every opportunity for the student to do the talking and make the revision decisions.

- Attend to global problems before working on sentence and word level problems.

- Respond to the writing as work in progress or under construction.

- Ask the student to sum up the changes they need to make for revision.

- End the session with praise and encouragement.

(quoted from White and Arndt, 1991, p.132 cited in Hyland, 2003, p. 197)

2.1.3.4.3.2 Taped Commentary

Some teachers prefer the technique of providing oral feedback recorded on tapes or cassettes. The teachers also mark some accompanying numbers and symbols on the student writing to indicate which comment refers to what. This technique can be used when the teachers do not have the opportunity to provide face-to-face or written feedback (Harmer, 2004; Hyland, 2003; Kroll, 2001; Raimes, 1983).

Such format offers several advantages. The first of all is that it saves time and adds novelty. It caters for auditory learners and provides listening practice for all learners. Also, some students may enjoy receiving feedback in this format. Through taped comments, teachers are able to give their students personal and more extensive feedback than the written one (Harmer, 2004; Hyland, 2003; Kroll, 2001). What is more, "It shows the writer how someone responds to their writing as it develops, where ideas get across, where confusion arises, where logic or structure breaks down" as Hyland (2003) points out (p.182). However, this kind of feedback is criticised as it provides only one-way interaction (Raimes, 1983). (See Appendix 4 for sample taped commentary)

2.1.3.4.3 Electronic Feedback

Recently, computers and the Internet have changed our life considerably, so they have also created new opportunities in education, in teaching writing in this case. Some students may prefer to submit their writing in electronic form and their teachers can provide them with electronic feedback. This mode of feedback is also called "Virtual Feedback". It can be examined under two groups; written electronic feedback and oral electronic feedback.

2.1.3.4.3.1 Written Electronic Feedback

Written electronic feedback can be provided either via e-mail or through text-editing functions of certain programmes. Through e-mails, the teacher has the chance to send his/her comments on student writings and ask questions to clarify the meaning. In respond to their teacher, the students are able to reply the questions asked by their teacher and revise their work. In brief, e-mail is a written medium which allows more scope for the discussion and negotiation of both sides (Coffin et al., 2003; Harmer, 2004).

The word-processing programme Microsoft Word offers some text-editing applications which are discussed below:

a. Track Changes

By turning on the Track changes function in the Review menu, the students can see the changes and corrections made by their teacher. With this function on, additions are highlighted and deletions are indicated. The learners can either accept or reject the amendments suggested by the teacher while revising their draft (Harmer, 2004; Nation, 2009) (See Appendix 5 for the use of Track Changes function in Microsoft Word Program).

b. Comment

Comment is another text-editing application offered by Microsoft Word. The teachers are able to write their comments, offer suggestions, make corrections or ask questions by clicking the Comment function in the Review menu. Each correction, suggestion or comment which is linked with the part which needs a change can be seen in a separate window by the learners while they are reading their work. However, the students can be frustrated to see the overmarking and a full page of comments in their writing (Harmer, 2004; Hyland, 2003; Nation, 2009) (See Appendix 6 for the use of Comment function in Microsoft Word Program).

c. Hyperlink

With this application, the students' errors can be linked to online explanations of grammar or to concordance lines from authentic texts to show the students how to use these specific structures or vocabulary items correctly they have problems with. This function can be used by clicking the Hyperlink in the Insert menu (Hyland, 2003; Nation, 2009).

d. Font Colour

The parts of the writing that need correcting or rewriting can be marked by changing the font colour or highlighting the text. Different colours can be assigned to indicate different problems in student writings (Nation, 2009).

To sum up, the main advantage of written electronic feedback is that the students can make the necessary changes with a click of the mouse in a very short time instead of finding a blank sheet of paper and rewriting the text by hand (Harmer, 2004). Moreover, this format is good for visual learners. Last but not least, written virtual feedback offers teachers great flexibility while giving feedback (Hyland, 2003).

2.1.3.4.3.2 Oral Electronic Feedback

It is possible for writing teachers to provide oral electronic feedback both synchronously and asynchronously (Ferris, 2008). As for synchronous feedback, the teachers can use computer conferencing in which the teacher can have online one-to-one or group discussions with his/her students about their writing (adapted from Skinner & Austin, 1999, cited in Kızıl, 2007, p. 30).

Video feedback is a way of providing feedback asynchronously. In this format, the teacher records himself/herself talk about the student writing and also the student paper using video feedback software, and s/he sends the videos to his/her students. This method is better than taped commentary as it is both visual and auditory and it is highly motivating for the students (Mearns, 2010). Camtasia Studio is video feedback software which can be used for this purpose.

Oral electronic feedback, live or recorded, can help the teachers to provide individualised feedback for each learner and it allows the teacher to provide more relevant and detailed comments. What is more, it creates rapport between the teacher and the student and hence it gets the students motivated well (Mearns, 2010).

In summary, "Virtual feedback is only useful to the degree that both teacher and student have the technology available and are adequately conversant in using it – and even under optimal conditions, it seems too personal for the tastes of some" (Ferris, 2008, pp.101-102).

2.1.3.5 Form of Feedback

Feedback can be presented to student writers in a number of ways. Feedback on student writing takes different forms such as using a scale/rubric, using a checklist, giving comments, and correcting errors.

2.1.3.5.1 Scales/Rubrics

Using scales or rubrics that structure feedback is one of the ways of responding to student writing. Teachers who use scales or rubrics are required to circle or check the relevant issues on the list (See Appendix 7 for samples of scales and rubrics).   This method of giving feedback is advantageous in many ways. In the first place, by means of scales or rubrics, the students can receive standard feedback based on explicit criteria which are necessary for consistency. In addition, it ensures the review of student writing covering a balanced range of aspects of writing. In this way, the student writers can see their strengths and weaknesses with the help of ticked statements in the related criteria and they become aware of the aspects of writing which need consideration while writing. Last but not least, it saves time by speeding up marking and lightens the workload of the teachers by not writing the same comments over and over (Coffin et al., 2003; Ferris, 2008; Nation, 2009).

This method is not without problems, though. First, it is rigid, that is, it restricts the range of issues which the teachers can address while giving feedback. Besides, it cannot address the needs of different students and hence such feedback can sound generic, impersonal and vague (Coffin et al., 2003; Ferris, 2008; Hyland, 2003).

2.1.3.5.2 Checklists

Checklist is one of the feedback tools that allows the teachers and student writers to check over what has been written in order to make improvements. This tool is suitable especially for self-evaluation and peer review. Checklists can contain questions about content and organization, format, grammar, and vocabulary. The student writers can see improvement or lack of it for each aspect in their writing so that they can revise their drafts to finalise it (Nation, 2009; Raimes, 1983) (See Appendix 2 & 3 for samples of checklists).

2.1.3.5.3 Written Comments

The commonest type of written feedback is handwritten commentary on the student paper itself. Hyland (2003) views this kind of feedback as "responding to students' work rather than evaluating what they have done, stating how the text appears to us as readers, how successful we think it has been, and how it could be improved" (p.180). Comments may include different elements which are stated by Grabe and Kaplan (1996) as follows:

> The teacher should find some positive things to say about any essay, raise a number of specific questions which will allow students to carry out revisions, make suggestions for changing the organization or elaborating parts of the essay, and provide a small set of concrete suggestions for improving the structural and mechanical aspects of the text. (p.394)

Comments can be provided in the margins, called marginal comments, or at the end of the writing, called end or terminal comments (See Appendix 8 for sample written comments). Both types of commentary have their benefits. A comprehensive end note may cover a summary of the key points and general observations about the paper, whereas marginal comments appear at the exact points where the problems occur, which creates relevance. A comprehensive end comment is favoured by many teachers and students as the teachers have more room to write at the end of the paper than in the margins and the feedback tends to be clearer, easier to read and more thorough. Nevertheless, comments in the margins offer the advantage of immediacy and proximity. In fact, the scholars recommend using a judicious combination of both marginal and terminal comments if time permits (Ferris & Hedgcock, 1998; Hyland, 2003).

Written comments have several advantages. The main advantage is that it provides individualised feedback for each student and hence it takes the needs of different students into account. Also, such comments may lead to better revisions.

Besides, such kind of feedback may sound personal and friendly to the students, which is the reason why it is favoured by student writers. Despite these benefits, comments have some drawbacks. Unlike scales or rubrics, comments may not relate to explicit criteria; therefore, the teachers may orient to different sets of criteria that may be unclear to the students. Moreover, the students may find such personalised comments vague and hard to follow, which may impede the revising stage. Finally, it takes long for the writing teachers to provide lengthy open-ended comments for their students (Coffin et al., 2003).

Commentary is a viable and effective method of giving feedback when it is used appropriately. Below are given some guidelines which should be taken into consideration while commenting on student papers:

- Do not overwhelm the students with a sense of failure by noting every flaw.

- Praise the strengths of student writing.

- Balance negative feedback with positive feedback.

- Ask what is meant at points where ambiguities occur.

- Provide clear and guiding comments.

- Try to be encouraging and helpful rather than judgmental.

- Address organizational issues by asking leading questions or suggesting options rather than dictating solutions.

- Make specific suggestions that students can follow step by step.

- Use mitigated comments ('You may like to consider…', 'Perhaps') and first person ('I really like your essay', 'I'd suggest here…') in your comments to have a collegial relationship with the students.

(Coffin et al., 2003; Ferris & Hedgcock, 1998; Grabe & Kaplan, 1996; Harmer, 2004; Raimes, 1983)

2.1.3.5.4 Error Correction

Error correction is an indispensable part of feedback given on student writing for several reasons. Firstly, spelling and grammar mistakes catch the eye and it is difficult to ignore them, so they require correction. The student writers demand such correction as well. Last but not least, such mistakes are much easier to detect and correct than the ones in content and organization (Ur, 2009).

The first issue in error correction is what to correct, i.e. which errors should be corrected. Errors can be categorized into two main groups: local errors and global errors. According to Heaton (1990), local errors are the "errors which cause only minor trouble and confusion in a particular clause or sentence without hindering the reader's comprehension of the sentence" (p.149). Misuse of articles, omissions of prepositions, lack of subject-verb agreement, and incorrect location of adverbs are examples for such errors. Global errors, on the other hand, can be defined as the "errors which involve the overall structure of a sentence and result in misunderstanding or failure to understand the message which is being conveyed" (Heaton, 1990, p.149).

Reid (1998) asserts that teachers should prioritise student mistakes because some mistakes are more serious than other mistakes. The errors can be prioritised based on "egregiousness (how much the mistakes interfere with communication), commonness of occurrence and reason(s) for occurrence" (Reid, 1998, p. 121). Klassen thinks whether an error needs correction should be determined by error gravity (1991). In a research of error gravity, Burt has observed that "errors that violate a higher-level rule or operate at the sentence or discourse level tend to cause greater problems in comprehension" (Vann, Meyer, & Lorenz, 1984, p.428). As a result, some scholars advise correcting only global errors, which is demonstrated in the figure as follows. However, others think that both kinds of errors deserve correction, but global errors must be corrected in

early drafts, whereas local errors in later drafts (Klassen, 1991).

Figure 2.4 Which errors should be corrected?

WHICH ERRORS?	
LOCAL distortion of single elements, e.g. verb tenses, articles, auxiliaries **RESULT:** communication not hindered significantly	**GLOBAL** distortion of overall sentence, e.g. word order, incorrect connectives **RESULT:** communication hindered **PRIORITY**

(Klassen, 1991, p. 134)

All in all, the writing teachers should decide which errors to mark based on their students' level of English and writing proficiency, their needs and preferences, and their level of motivation and learning style (Reid, 1998).

The teachers can correct all the errors, some of the errors or none of the errors. When the teachers prefer to correct all the errors in student writing, this is called "Comprehensive Correction". This approach is time-consuming and overwhelming for the teachers and it may be dispiriting for the students when their paper is returned in red ink (Byrne, 1991; Chastain, 1988; Ferris, 2008).

Some teachers favour concentrating on particular aspects of language in their correction and ignoring other aspects, which is called "Selective or Restrictive Correction". These teachers may decide what to focus on the correction in accordance with their students' needs and preferences. They need to tell their students what they are going to correct in their students' papers for each task or assignment. It could be

tense, it could be articles, or it could be spelling. This approach is more motivating for

the students and it also encourages the students to concentrate on particular aspects of

language. In other words, this is a good learning tool. Besides, this method cuts back

on teacher correction (Bartram & Walton, 1999; Harmer, 1991, 1998, 2004).

There are also various kinds of making error correction.

a. Correcting errors by writing in the corrected form

In this method, the student writers do not take on any responsibility in the

correction process since the teachers provide the corrections themselves. According to

recent research, there is no solid evidence that direct teacher correction is an effective

way of improving accuracy (Ferris & Hedgcock, 1998). Harmer (1998) also supports

the result of the recent research just mentioned stating that such "correction is worthless

if students just put their corrected writing away and never look at it again" (p.84).

b. Underlining errors

Teachers preferring this method only underline the mistakes in the student paper

and expect their students to correct these mistakes. The students can make corrections

individually, in pairs or in groups. If the students do so in pairs or in groups, they will

work collaboratively and have the chance to discuss the best alternative in English or in

their native language and this interaction will help learning (Bartram & Walton, 1999).

c. Pointing out errors by using error correction codes

Indicating errors by underlining or circling them and writing error correction

codes or symbols next to, above or under these errors are what this type of correction

involves. Using this method, the teachers can both indicate where the error is and what

kind of error it is (Nation, 2009; Raimes, 1983). As Harmer (2004) states "There is no

set list of symbols. Different teachers and coursebooks have their own ways of

expressing different concepts" (p.111) (See Appendix 28 for a list of error correction

codes used in this study). The students need training if we want the learners to benefit such correction considerably (Harmer, 2004).

Pointing out errors by using error codes has several advantages. First, such kind of correction may help to avoid using an overabundance of red ink and thus it may provide a neater correction making the correction less demoralizing for the student writers. The second benefit is that it helps the students to find and identify their mistakes and such practice leads to better internalisation of grammar rules and promotes learner autonomy. A disadvantage of this method, on the other hand, is that the teachers may have difficulty in categorising some errors (Harmer, 2004; Hyland, 2003).

d. Indicating the presence of errors but not the precise location

This technique requires indicating errors with a cross in the margin of the line where the error occurs, which leads the students to work out exactly where and what the error is. The teachers may put only one cross to indicate all the mistakes or they can prefer to put one cross for each mistake in the margins. However, the students may find it hard to spot the errors and it is more likely that they will try to correct the material that was already correct (Bartram & Walton, 1999; Harmer, 2004; Hyland, 2003; Raimes, 1983) (See Appendix 9 for sample of this technique).

e. Indicating the type of error

This kind of correction is similar to the previous one in that both of them indicate the lines with errors; however, the way they point out errors differ. In this method, errors are labelled according to the feature they violate by using a complete term or a symbol system instead of a cross. Naturally, using these terms or symbols guides the student writers better and makes their work easier (Bartram & Walton, 1999; Kroll, 2001) (See Appendix 10 for sample of this technique).

The teachers can use error charts after they have pointed out the errors in their students' writing. In these error charts, there are categories of errors such as capitalization, spelling, subject-verb agreement, tense, connectives and so on. The teacher ticks the related boxes to demonstrate the error frequency count. This way, the students become aware of their errors and while they are writing their next essay, they can be more careful by checking the chart. Besides, the improvement of the students throughout the term can be seen, which is important for increasing their awareness and learner autonomy (Chastain, 1988; Hyland, 2003; Klassen, 1991) (See Appendix 11 for sample error charts).

Research in written error correction suggests that indirect and self-directory techniques work better than direct correction since such techniques enable the students to learn to monitor and correct their errors themselves, which helps to develop a self-critical attitude and learner autonomy. They also lead to improvement in overall accuracy in student writings (Byrne, 1991; Ferris & Hedgcock, 1998).

Error correction is an essential part of written feedback that deserves careful consideration. There are a lot of points which should be taken into account while correcting errors. In the first place, errors should be treated with seriousness and care. (Raimes, 1983). Also, Harmer (1998) highlights the importance of achieving a balance between being accurate and truthful and approaching learners sensitively and sympathetically. Furthermore, we must bear in mind that "over-emphasis on language mistakes can distract both learners' and teachers' attention from the equally important aspects of content and organization" (Ur, 2009, p. 171). Last, error correction on grammar and vocabulary can be saved on later drafts after the students have formed the skeleton of their writing.

In conclusion, the best way of correcting errors is to draw on a combination of two or more approaches mentioned above considering the specific circumstances of the students as well as the goals of the course and the stage of the writing process they are in (Byrne, 1991; Kroll, 2001).

2.1.3.6 Focus of Feedback

What aspects of the writing feedback should focus is an important issue. Feedback can focus on different aspects of student writing. The focus varies according to the aims and objectives of the class, the stage of the writing process the students are going through, and the philosophy of the institution and the teachers. The focus of feedback can be classified under two major headings:

a. Product

- language issues such as grammatical accuracy and word choice

- rhetorical issues such as overall organization, paragraph structure, unity, coherence, focus, transitions, thesis statements or topic sentences and so on

- content (what was said, how well it was said, how much information was communicated)

- register

- mechanics including spelling, punctuation neatness and appearance

b. Process

- achievement of the task

- student engagement in the writing process

- progress throughout the writing process

(Brown, 2001; Chastain, 1988; Coffin et al., 2003; Ferris & Hedgcock, 1998; Ferris, 2008)

"For a variety of reasons, it is neither necessary nor desirable for a teacher to respond to every problem on every draft of a student essay" (Ferris & Hedgcock, 1998, p. 131). The focus can cover both a variety of aspects or parts of the writing process, or it can be narrowed down on one or two aspects or parts depending on the changing circumstances. It is advisable to give feedback on ideas and organization in early drafts in order not to disrupt the generation and organization of the ideas in their writing because some major parts can be changed, moved or removed at this stage. Feedback should be given on form and accuracy on later drafts, so the learners can proofread, edit, and correct their papers on later drafts (Ferris & Hedgcock, 1998; Hyland, 2003).

Ferris (2008) offers advice on the focus of feedback as follows:

> teachers should not attempt to respond to all of these issues simultaneously every time they read student papers, as this is a prescription for teacher burnout and student overload. Rather, the teacher should prioritize the most important issues in feedback, and these priorities will depend both upon the instructor's philosophy and the needs of the particular students involved. (p.98)

2.1.3.7 Size of the Audience of Feedback

The writing teachers can offer feedback in two ways; on an individual basis and as a whole class. Both have certain obvious merits and demerits depending on the situation. Giving feedback at an individual level is generally favoured as it provides an opportunity for the teachers and students to explore the issues of student writing in depth as in conferencing. In this way, the students can get tailored feedback which is necessary for the improvement of writing skills. Despite its merit, individualised feedback is time-consuming so that it may not be practical in some cases (Coffin et al., 2003; Nation, 2009).

Feedback given as a whole class involves using students' essays or essay excerpts to examine and discuss certain and common problems in the writings shared by a number of students in class. However, writing teachers should keep in mind that these

student essays or excerpts should be dealt with care and sensitivity so as not to hurt the students' feelings (Grabe & Kaplan, 1996). Feedback to the whole class has several advantages. First of all, it saves a lot of time since it avoids repeating similar points in individual feedback and it "can form the basis for remedial work" (Harmer, 1991, p.147). Second, with whole class feedback, it is possible to raise issues which would not be possible on an individual basis. Last, it is better for the learners to see that they have similar problems. Nevertheless, since the teacher's comments are passed at a general level, the students may find it hard to relate these general comments to their specific situation, that is, their needs and concerns and their weaknesses and strengths in their writing (Coffin et al., 2003).

2.1.4   Evaluating Writing

2.1.4.1   Approaches to Evaluating Writing

Evaluating the writing skill is of significance as well as the writing instruction since they are inseparable and essential in educational contexts. Naturally, approaches to evaluation of writing have been developed in accordance with the approaches to teaching writing. To illustrate this, Current Traditional Approach adopts a product approach, whereas Process Approach favours a process approach to evaluating writing. The basics of these two approaches are covered as follows:

2.1.4.1.1   Product Approach

As has been noted, this is the approach adopted by Current Traditional Approach, which places the main emphasis on the product, i.e. completed pieces of writing. In the schools using this approach, the learners are expected to submit only one draft to be evaluated by their teacher with a final grade. To put it differently, the completed pieces of writing are collected and evaluated as single performances, and inferences about the writing skills of the learners are made based on these single-shot performances (Kroll,

2001; Reid, 2001; Weigle, 2009).

This approach, however, is subject to two main limitations. The first of these is worded by Weigle (2009) "The fact that writing done under timed conditions on an unfamiliar topic does not accurately reflect the conditions under which most writing is done in non-testing situations or writing as it is taught and practiced in the classroom" (p.197). Secondly, a single writing sample makes it really hard for the teachers to make generalizations about the learner's writing skills in the broad universe of writing including a variety of genres written for different purposes and audiences (Weigle, 2009). Owing to these problems and more, Process Approach has emerged.

2.1.4.1.2 Process Approach

As the name suggests, Process Approach requires a kind of writing assessment which emphasizes process and progress, unlike the product approach. Portfolio assessment is what the instructors in favour of process approach utilize in their courses. Teaching with portfolios has expanded the opportunities for feedback (Hamp-Lyons, 2006). It is regarded as "an alternative approach to writing assessment that can allow broader inferences about writing than are possible with single-shot approaches evaluating writing, both in the individual classroom and on a larger scale" as Weigle (2009) notes (p.197).

Use of portfolios in language teaching has a long history. This started with L1 teaching in the British education system in the 1960s and in the USA in the 1970s. Portfolio has been a popular assessment tool since the mid-1980s. It has spread to second language writing, like the other advances in ELT (Weigle, 2009, p.197).

Hyland (2003) offers the definition of portfolios as "multiple-writing samples, written over time, purposefully selected from various genres to best represent a student's abilities, progress and most successful texts in a particular context" (p. 233).

The main characteristics of portfolios stated by Hamp-Lyons and Condon (2000) are outlined below:

a. A portfolio is a **collection** of written works, rather than a single writing sample.

b. It enables the writer to display a **range** of writing performances, in different genres and for different audiences and purposes.

c. A portfolio possesses **context richness** insofar as it reflects closely the learning situation and demonstrates what the writer has accomplished within that context.

d. An important characteristic of most portfolio programs is **delayed evaluation**, giving students both the opportunity and the motivation to revise written products before a final evaluation is given.

e. Portfolios generally involve **selections** of the pieces to be included in the portfolio, usually by the student with some guidance from the instructor.

f. Delayed evaluation and selection offer opportunities for **student-centered control,** in that students can select which pieces best fulfil the established evaluation criteria and can revise them before putting them into their portfolios,.

g. A portfolio usually involves **reflection and self-assessment**, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as writers and how the pieces in the portfolio represent that development.

h. Portfolios can provide a means for measuring **growth along specific parameters**, such as linguistic accuracy or the ability to organize and develop an argument.

i. Portfolios provide a means for measuring **development over time** in ways that neither the teacher nor the students may have anticipated.

(Weigle, 2009, pp. 199)

According to Hamp-Lyons (2006), the most important of these features are collection, selection and reflection, which are the core of a portfolio. As Rotta and Huser (1995) point out "The process of collecting, selecting and reflecting upon learning is a systematic, dynamic, and meaningful process" (p.14), which is illustrated in the following figure:

Figure 2.5 Basic Portfolio Characteristics
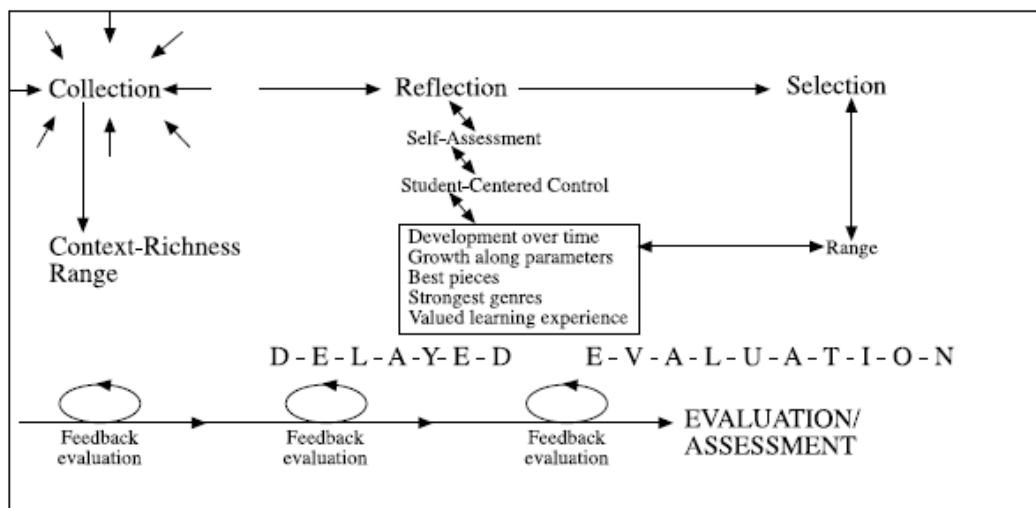
(Weigle, 2009, p. 201)

There are two types of portfolio: process and showcase. The former one includes a collection of drafts and final drafts demonstrating a student's process and progress, while the latter shows only a student's best work. The content of a portfolio may change depending on the type of the portfolio, the course and the teacher. A portfolio may include drafts, reflections, readings, diaries, observations of genre use, teacher or peer responses and finished texts or products. Generally, selected pieces comprise four to six core items in categories which reflect the goals of the writing course (Hyland, 2002, 2003).

Use of portfolios in writing classes appeals to many institutions and teachers for a number of reasons. First of all, this assessment type is process-oriented as mentioned earlier. Using portfolios involves multi-drafting, feedback, collaboration, peer review and revision (Hyland, 2002). It also "engages students and teachers in continual discussion, analysis, and evaluation of their processes and progress…, as reflected in multiple written products" as Ferris and Hedgcock maintain (p.319). Writing portfolios are also authentic since they are created in an extended period of time and they provide a better overview of student writing than one quick assessment (Rotta & Huser, 1995).

Secondly, portfolios are integrative. They "combine curriculum and assessment which means evaluation is developmental, continuous, comprehensive and fairer, representing programme goals and reflecting writing progress over time, genres and different conditions" (Hyland, 2002, p.139). That is to say, it enables the teachers to have a more comprehensive and accurate picture of student writing in a more natural and less stressful context and they can do remedial teaching according to the data provided by each portfolio. As for the students, they can see the changes in their work, discover their learning process, compare different genres and observe their progress with portfolio assessment. It is meaningful to use portfolios since student portfolios are a kind of record of their work and progress. Besides, portfolio assessment is considered valid since writing multiple drafts and having a variety of performances and genres increase validity. The students can also see the connection between the instruction and assessment in such assessment (Hyland, 2002, 2003; Weigle, 2009).

In fact, portfolios are not without problems. To start with, writing portfolios can increase workload for the teachers and they should be designed very carefully in advance. It is also hard for the teachers using portfolios to handle problems with

plagiarism or outside help. Due to variety of tasks in the portfolio and unstandardized grading, problems with reliability across raters may arise (Hyland, 2002, 2003).

There are two main approaches to grading portfolios. The first one is holistic approach and second one is multi-trait approach. In the holistic approach, formerly graded portfolio samples are provided as models that represent each score level and the pieces are assigned a single score according to these samples. The multi-trait approach, on the other hand, adopts criteria which can include text features of specific genres, draft stages, student awareness of the process, self-reflection, interaction, cooperation and content knowledge (See section 2.1.4.2 Approaches to Scoring Writing for detailed information).

Having a portfolio assessment is a quite skilled activity; therefore, it should be given careful thought at the outset (Hamp-Lyons, 2003; Hyland, 2003). The following questions can be addressed before designing a portfolio assessment:

a. What do we want to know about the writer – progress? genre awareness? self-reflection?

b. What texts will best achieve this purpose – what genres? drafts or final only? peer review?

c. Who will choose the entries? teachers only? students only? teacher and student together?

d. What should the performance criteria be and how will these be linked to course objectives?

e. Should the entries receive a preliminary initial grade or the portfolio only be graded as a whole?

f. What part will students' reflections and self-assessments play in the assessment?

g. How many people will grade the portfolio and how will scoring

disagreements be resolved?

h. How will the outcomes of the evaluation process washback into students'

learning?

i. What mechanisms should be set up for evaluating the program and making

changes to it? (Hyland, 2003, pp.236-237)

There are some guidelines that should be considered before implementing and managing a portfolio system. In the first place, the teachers and the learners should be trained as to how to apply this system. Explicit guidance is needed by both the teachers and the learners. Furthermore, the scoring criteria should be specified in advance and benchmarking sessions should be held to familiarize the teachers with the soring rubrics (Hyland, 2003).

To conclude, "When implemented thoughtfully and systematically,…, a portfolio approach can furnish experienced and novice teachers with abundant room to breathe and grow" (quoted from Burnham, 1986, p.139, cited in Ferris & Hedgcock, 2005, p. 323).

2.1.4.2 Approaches to Scoring Writing

After the student writers get back their paper with feedback, they are supposed to revise it and submit their final draft for evaluation. To put it another way, the last stage is scoring or grading student writing.

At this point, writing is evaluated for the purpose of achievement. The genres that have been taught and both the achievement and progress of the student writers are the focus of in-class writing performances and writing exams (Hyland, 2003).

For an effective evaluation, good scoring criteria are needed as Ferris and Hedgcock (1998) maintain below:

the systematic application of level-appropriate, clear, and specific scoring criteria can contribute to an instructor's reliability in evaluating student work by focusing his or her attention on specific features of student writing as reflected in course objectives task goals. Consistent use of such criteria and tools can likewise provide an instructor with practice that, over time, will enable him or her to assign scores and offer feedback with confidence. (p. 230)

Such scoring criteria are called a rubric or a rating scale. A rubric or a rating scale can be defined as a scoring tool which sets out specific expectations for a writing task. Rubrics or rating scales divide a writing task into its components and give a detailed description of acceptable or unacceptable levels of performance for each component (Steven & Levi, 2005).

Basically, a rubric is composed of three main parts which are a scale (levels of achievement, mostly with grades), the dimensions of the task (a breakdown of the skills and knowledge involved in the task), and descriptions of what constitutes each level of performance (descriptors) (Steven & Levi, 2005) (See Appendix 12 for a sample rubric with its main components).

Rubrics present many advantages in writing classes as listed below:

- It is easy to use and understand rubrics.

- Rubrics provide timely feedback.

- Students can come to a better understanding of their teacher's expectations for writing and whether their own writing meets those expectations by using rubrics.

- Rubrics prepare students to understand and use detailed feedback.

- Rubrics can be used as a teaching tool as well as a testing tool.

- Rubrics encourage critical thinking.

- Use of a scoring rubric provides an instructor with a standard by which to score papers consistently.

- Rubrics simplify the grading process by saving time and providing useful feedback.

- Rubrics help us refine our teaching methods.

(Steven & Levi, 2005, p. 28; Weigle, 2009, pp.182-184)

There are three kinds of scoring rubrics and three main approaches to scoring writing: holistic, analytic and trait-based scoring and rubrics, which are examined in detail below.

2.1.4.2.1 Holistic Scoring

This approach is also called "Global Scoring" or "Integrative Scoring" (Chastain, 1988; Ferris & Hedgcock, 1998). Hyland (2003) offers a description of holistic scoring as follows:

> A holistic scale is based on a single, integrated score of writing behaviour. This method aims to rate a writer's overall proficiency through an individual impression of the quality of a writing sample. This global approach to the text reflects the idea that writing is a single entity which is best captured by a single scale that integrates the inherent qualities of the writing. (p. 227)

According to this approach, writing is greater than the sum of the set of subskills or the text's countable elements, that is, quality is more important that quantity. Therefore, such a scoring procedure can be used effectively by only experienced and skilled raters, not by any objectifiable means (Hamp-Lyons, 1994; Williams, 2003).

Holistic rubrics generally consist of four to ten levels or bands, each of which is presented with a set of descriptors along with a score. These descriptors can be general or detailed (Hyland, 2003; Ferris & Hedgcock, 1998) (See Appendix 13 for a sample holistic rubric).

Holistic scoring has several advantages, one of which is its relative ease of use. This kind of rubric is faster and cheaper to use as the readers read the scripts once and assign a single score for each script. Another chief advantage of holistic scoring is that

it aims to draw the raters' attention to the strengths of the script, not to the weaknesses. In other words, the students are graded for what they have done well. Moreover, such method achieves relatively high inter-rater reliability. A further benefit of using a holistic rubric is the chance it offers to the teachers to place weight to certain criteria that are regarded as most essential for a specific task (Brown, 2004; Hyland, 2003; Weigle, 2009).

On the other hand, this approach involves several drawbacks. One drawback to holistic scoring is that no diagnostic information about the learners' writing ability is provided by this kind of scoring procedure, namely, holistic scoring has no washback potential. Another disadvantage is that such scoring method masks different abilities in subskills. What is more, both the students and the teachers may find it difficult to interpret a single score the same way if they do not share the same understanding of the descriptors in the holistic rubric used. Last but not least, a single-value score reduces reliability, and language proficiency, length and handwriting may cause the readers to assign higher scores to scripts with such features (Brown, 2004; Ferris & Hedgcock, 1998; Hyland, 2003; Weigle, 2009).

In order to use a holistic rubric accurately and achieve reliability, the readers should be extensively trained to understand the descriptors likewise and to respond to each paper in the same way. Besides, two or more trained readers should grade each paper so as to improve reliability (Brown, 2004; Ferris & Hedgcock, 1998; Hyland, 2003).

2.1.4.2.2 Analytic/Analytical Scoring

Unlike holistic scoring, analytic scoring requires the teachers to grade the student papers in terms of several aspects of writing, i.e., criteria, rather than a single score. The components of such a rubric can be content, organization, coherence and cohesion,

register, style, grammatical accuracy, richness and appropriateness of vocabulary use and mechanics. Each component is described with decreasing step scales or bands with a numerical value. The teachers are supposed to circle or underline the descriptors that apply to the writing being graded. The marks assigned for each component are added up to get a final grade (Ferris & Hedgcock, 1998; Nation, 2009; Weigle, 2009) (See Appendix 14 for a sample analytic rubric).

Analytic scoring is favoured by many teachers and institutions for a number of reasons. To begin with, since analytic rubrics give more detailed information about scripts, they are useful both as diagnostic and teaching tools (Hyland, 2003). That is to say, "The use of explicit and comprehensible descriptors, which relate directly to what is taught, allows teachers to target writing weaknesses precisely and provides a clear framework for feedback and revision" (Hyland, 2003, p.229). Besides, this scoring procedure does not only indicate weaknesses of student papers but also their strengths (Nation, 2009).

A principal advantage of analytic scoring is that novice writing teachers can work with such a rubric more easily than a holistic rubric. Therefore, in rater training, analytic scales are preferred because inexperienced teachers can understand and apply the detailed criteria in separate scales more easily than in holistic scales. In addition, analytic marking helps to standardize rating procedures across different groups as they encourage the teachers to address the same features (Ferris & Hedgcock, 1998; Hyland, 2003; Weigle, 2009).

Ferris and Hedgcock (1998) present another benefit of using an analytic rubric in the following:

> Analytic guides can also be designed to reflect priorities assigned to specific aspects of student writing (or writing processes) in the syllabus. Not only can descriptors be constructed to represent particular rhetorical and linguistic course objectives (…), but weightings for particular components can be adjusted to

encourage students to direct their efforts toward improving specific skills. (p. 240)

According to Weigle (2009) and Hyland (2003), a final advantage of analytic scoring is that it increases reliability since the student papers are graded using multiple scores instead of a single one.

There are also disadvantages of analytic marking that must be considered before any institution or teacher start to use analytic rubrics. First of all, practicality is lowered when analytical scales are used. Naturally, it takes longer for the teachers to make more than one decision for each paper. In other words, this method is time-consuming and expensive because writing teachers have to attend to details within each category so as to arrive at a final score (Brown, 2004; Weigle, 2009).

One major disadvantage of analytic scoring is the 'Halo Effect' in which score in one scale may influence (either positively or negatively) the scores in other scales (Ferris & Hedgcock, 1998; Hyland, 2003). Another possible problem with this scoring system is the fact that some "experienced raters may target their ratings towards what they expect the total score to come out to be, and revise their analytical scores accordingly" (Weigle, 2009, p.120).

Furthermore, the ratings can be affected adversely when the descriptors overlap or when the descriptors are ambiguous, misleading or overly simplified. Another related shortcoming of analytic scoring method is the possible bias of readers towards the scripts containing easily identifiable elements on the scoring rubric. Some readers may rate such scripts higher than the ones without easily extracted scalable elements (Ferris & Hedgcock, 1998; Hyland, 2003).

It is also worth noting a final disadvantage which is the standpoint of analytical scoring to see writing as a sum of different parts. However, some scholars argue that writing as a whole is much more than simply the sum of its parts; therefore, using such

criteria may divert the raters' attention from the overall effect of the script. To put it differently, a reader may grade the same writing differently by using an analytic scale and a holistic scale (Hughes, 2003; Hyland, 2003).

If the writing teachers want analytic scoring method to work well for their students, they should take some actions beforehand. In the first place, the criteria according to which the student papers will be assessed must be introduced early in the course to the students so that they will know how their writing will be assessed and the properties their teachers value in writing (Hyland, 2003). What is more, if possible, the student writings should be graded by more than one rater as "multiple judgments lead to a final score that is closer to a 'true' score than any single judgment" (Hamp-Lyons, 1994, p.79). A final solution may be supplementing analytic scoring with holistic scoring so as to reduce some of the problems mentioned above (Hughes, 2003).

2.1.4.2.3 Trait-Based Scoring

This approach is also called "Facet-based Scoring" as mentioned by Ferris and Hedgcock (1998). This approach is context-sensitive (Hyland, 2003). It relies on the notion that "the quality of a writing sample can be judged accurately only with reference to a specific writing context" (Ferris & Hedgcock, 2005, p.315).

Trait-based scoring method deploys rubrics, also called 'Genre-Specific Rating Scale' (Fulcher, 1997), which involve "the most salient criteria or traits associated with the task" (quoted from Hamp-Lyons, 1991, p. 248, cited in Ferris & Hedgcock, 1998, p. 242) and which are "sensitive to the demands of particular writing task, to a particular group of writers, and to the audience that the writers (and raters) have in mind" (Ferris & Hedgcock, 1998, p. 242). Such instruments also define the specific task or topic and the genre features of the task to be assessed (Hyland, 2003).

Weigle (2009) lists the components of a trait-based rubric as follows:

- the writing task

- a statement of the primary rhetorical trait(s)

- a hypothesis about the expected performance on the task

- a statement of the relationship between the task and the primary trait(s)

- a rating scale which articulates levels of performance

<div align="right">(p.110)</div>

There are two kinds of trait-based scoring: primary-trait scoring and multiple-trait scoring.

2.1.4.2.3.1 Primary-Trait Scoring

According to this approach, a student paper is graded using one main feature relevant to the task, as in holistic scoring. The main criterion or primary trait is specified for successful performance of the given task by the writing teacher. The primary trait could be language use, organization, style, summarizing and the like (Hyland, 2003; Ferris & Hedgcock, 1998; retrieved from http://www.nclrc.org/ essentials/assessing /alternative.htm) (See Appendix 15 for sample primary-trait scoring guide).

This kind of rubric has the advantage of encouraging the students to limit their attention only to the primary trait predetermined since the criteria used for judging performance are narrowed to only one main dimension. Besides, using a primary trait scoring guide is pretty easy and time-saving for the raters (Ferris & Hedgcock, 1998; retrieved from http://www.nclrc.org/ essentials/assessing /alternative.htm).

On the minus side, however, it could be difficult for the readers to focus only on one specified criterion and thus they inadvertently consider other criteria while evaluating the papers. Moreover, due to their reductionist nature, primary-trait rubrics

cannot integrate the strengths and weaknesses of the student writers (Ferris &

Hedgcock, 1998; Hyland, 2003).

2.1.4.2.3.2 Multiple-Trait Scoring

This approach is also called "Multitrait Scoring". "In multiple-trait scoring, the

principle is the same except that several related traits or facets make up the scoring

instrument" as stated by Ferris and Hedgcock (2005, p. 316). How multiple-trait rubrics

differ from analytic rubrics is explained below (retrieved from http://www.nclrc.org/

essentials/assessing /alternative.htm):

> Multitrait rubrics resemble analytic rubrics in that several aspects are scored
> individually. However, where an analytic scale includes traditional dimensions
> such as content, organization, and grammar, a multitrait rubric involves
> dimensions that are more closely aligned with features of the task.

(See Appendix 16 for sample multiple-trait rubrics)

One positive attribute of such marking is that it allows the students to focus their

attention on a manageable amount of criteria while they are composing and revising.

What is more, such a scoring guide can be adaptable to any task, context, purpose or

genre, which makes it flexible. In addition to these, the fact that multi-trait scoring

provides detailed feedback and indicates both strengths and weaknesses of scripts

makes it preferable to primary-trait scoring. With such detailed feedback, the writing

teachers are able to make decisions about remedial teaching and the content of the

course. Such a scoring approach also offers greater face validity as well as higher

content and construct validity. Finally, this kind of rubric also assists the parents who

are non-proficient in language in showing what their children are capable of doing with

their foreign language (Ferris & Hedgcock, 1998; Hyland, 2003; Weigle, 2009).

The opponents of multiple-trait scoring note that such method is "time- and

labour-intensive" (Weigle, 2009, p.110). Namely, this method is really time-consuming

to devise and administer. All the teachers should be engaged in the process of

identifying the traits and benchmarking (Hyland, 2003). Another drawback to such

marking is that "the procedure can sometimes generate subjective, and therefore biased,

evaluations of student writing" as Ferris and Hedgcock (1998) state (p.244).

    In conclusion, given all these scoring approaches to writing, what the teachers

and the institutions should do is to find the best alternative or combination for their

specific situation (Weigle, 2009).

2.2 Computer-Assisted Language Learning (CALL)

2.2.1 What is Computer-Assisted Language Learning?

Computer-Assisted Language Learning (CALL) is defined by Levy (1997) as "the search for and study of applications on the computer in language teaching and learning" (p. 1). Beatty (2003) offers another definition of CALL as "any process in which a learner uses a computer and, as a result, improves his or her language" (p.7). CALL is the combination of four main elements that are material design, technological means, pedagogical theories and modes of instruction. In order to comprehend and appreciate the nature and importance of CALL today, one should know its evolution and progressive realization of computer use for language teaching and learning over time (Ahmad, Corbett, Rogers, & Sussex, 1985; Beatty, 2003).

2.2.2 A Historical and Theoretical Overview of CALL

According to Warschauer (1996), the history of CALL can be examined in terms of three phases: behaviouristic, communicative and integrative CALL. Warschauer (1996) also notes that "the introduction of a new phase does not necessarily entail rejecting the programs and methods of a previous phase; rather the old is subsumed within the new" (p.3).

2.2.2.1 Behaviouristic CALL

It was the 1950s and 1960s when linguists started to use computers for linguistic purposes. At those times, the computers used were the large mainframe computers (large and powerful data processing systems) which were only accessible at research centres and on university campuses (Beatty, 2003).

With the rapid development of computers, computers became available for the use of language teaching and learning in the 1960s and 1970s. These decades were predominated by the empiricist theory in language teaching, audiolingualism in

pedagogy, behaviourism in psychology and structuralism in linguistics. Therefore, this first phase of CALL is named as 'Behaviouristic CALL'. According to audiolingualism and behaviourism, learning is seen as a habit formation and students can only learn through imitation and repetition. In this phase, CALL mainly involves drill and practice programs which are developed and used as supplementary materials to classroom instruction as an extension of the current theories and learning models of the time. Also, computers are regarded as a tutor, namely, computers act as a vehicle which delivers instructional materials to the learners, and which favours accuracy over fluency in these exercises and drills (Ahmad et al., 1985; Fotos & Browne, 2004; Levy, 1997; Torat, 2001; Warschauer, 1996).

Another influence at the time is the use of "Programmed Instruction" which is based on Skinner's model of learning (1954). Skinner "advocated the use of teaching machines for individualized instruction which would be responsive to the preferred pace of the learner" (Levy, 1997, p.14). The three main principles of the programmed instruction are "minimal steps, individual learning pace and immediate reinforcement" (Ahmad et al., 1985, p. 36).

In brief, the programs designed in this phase are of the linear kind and the exercises and the tasks in these programs are similar to the ones in traditional textbooks. Besides, the programs of this era do not use the special features of the computer unlike in communicative and integrative CALL (Beatty, 2003).

2.2.2.2 Communicative CALL

The late 1970s and the early 1980s marks a turning point in computing with the introduction of microcomputers (synonym for personal computers (PC)). Both the widespread availability of inexpensive microcomputers and a very broad range of possibilities offered by these computers lead to a boom in CALL during this stage

(Ahmad et al., 1985; Fotos & Browne, 2004; Levy, 1997).

In the 1980s and 1990s, behaviouristic approaches were rejected both theoretically and pedagogically, and they were challenged by communicative approaches and cognitive theories (Rahimpour, 2011).

Communicative CALL tasks and exercises generally focus on meaning more than form, and fluency more than accuracy. They also aim to teach grammar implicitly rather than explicitly and encourage the learners to produce language rather than manipulate it. Communicative activities, language and vocabulary games, reading and writing practice, text reconstruction, cloze test and puzzles are the types of exercises and tasks designed in this phase (Fotos & Browne, 2004; Levy, 1997; Torat, 2001; Warschauer, 1996).

Computers serve both as a tool and stimulus in this era. The CALL software including word processors, spelling and grammar checkers, desk-top publishing programs and concordancers are the examples for computer as a tool. Such tools help the learners to understand and manipulate the language, hence they are the means of encouraging learners to become active learners rather than provide language learning activities. The software of this era follows a cognitive model of learning with the aim of stimulating students' motivation, critical thinking, creativity and analytical skills instead of giving the correct answer and passive comprehension of meaning. That is why, CALL in this era views computers as a stimulus (Fotos & Browne, 2004; Warschauer, 1996).

Communicative CALL seems at a more advanced stage than Behaviouristic CALL. Nevertheless, it comes under criticism. Communicative CALL is blamed for not realising its potential. Critics of Communicative CALL assert that "the computer was being used in an ad hoc and disconnected fashion and thus finds itself making a

greater contribution to marginal rather than to central elements of the language teaching process" (quoted from Kenning & Kenning, 1990, p. 90, cited in Warschauer, 1996, "Communicative CALL", para.8; Warschauer, 1996, "Communicative CALL", para.8).

2.2.2.3 Integrative CALL

The present phase of CALL starts in the mid-1990s. This phase has "a perspective which seeks both to integrate various skills (e.g. listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process" (Rahimpour, 2001, "Integrative CALL", para.1). Integrative CALL stems from the Sociocultural Theory by Vygotsky. According to the Vygotskyan model of learning, social interaction is essential for the creation of meaning, i.e., learning. Learners are required to discover and construct knowledge through authentic tasks in collaboration with others rather than receive knowledge passively. Not surprisingly, CALL activities of this era feature person-to-person interaction and collaboration (Beatty, 2003; Fotos & Browne, 2004).

Integrative CALL can be characterised by two important technological developments which are multimedia and the Internet. Multimedia technology involves using CD-ROMs that provide the learners with a variety of media such as text, graphics, sound, animation and video (Warschauer, 1996). That multimedia entails hypermedia is a great merit because with hypermedia, "the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse" (Warschauer, 1996, "Steps toward integrative CALL: multimedia", para.1). Such software has several advantages, one of which is the opportunity offered to the learners to study in an authentic learning environment. Besides, skills can be easily integrated in such a learning environment and the learners can study at their own pace (Warschauer, 1996).

Using a multimedia language program, a language learner is able to do a reading assignment in the target language, use a CD-based dictionary or an online dictionary, study grammar and vocabulary related to that reading assignment, access support and supplementary materials and/or translations in the native language and download the necessary documents, watch a film of the reading, do a comprehension test on the related assignment and finally get immediate feedback, all within the same language program (Fotos & Browne, 2004).

Despite all these benefits, multimedia used in language learning and teaching presents some problems. In the first place, it is hard to find good quality language programs. The teachers can develop such programs; however, not many teachers have such a training or time to do so. Also, the available programs may not be tailored to the needs of the learners and they may not be prepared on sound pedagogical principles. There is no need to mention the cost of purchasing such programs. Finally, the computer programs designed for language learning and teaching are blamed not to be intelligent enough to be truly interactive; therefore, electronic communication and the Internet can help to overcome this problem (Warschauer, 1996).

The second feature of Integrative CALL is the internet and web-based language learning activities. Computer mediated communication (CMC) allows the learners to be able to communicate with other learners and speakers of the target language conveniently and inexpensively at any time anywhere. In order to communicate, the learners can use both asynchronous tools (not simultaneous) such as e-mail, discussion forums, blogs and wikis and synchronous tools (tools which allow communication in real-time) such as chats, Microsoft Messenger and MOOs. By means of CMC, the learners can also share documents, graphics, sounds and video apart from messages. There are also other applications of the Internet which language learners can make use

of (See section 2.2.7 How to use CALL applications in writing for detailed information)

(Fotos & Browne, 2004; O'Dowd, 2007; Warschauer, 1996).

We can exemplify the use of the Internet and its applications with a content-based

reading and writing class in which the students are required to write an article using the

Internet. First, the students search the Internet to find the articles related to the subject

they are going to write about and they read them carefully. Afterwards, they write their

drafts online and their teacher provides online feedback. The teacher also creates links

to his/her comments and to pages of appropriate linguistic and technical explanations

which the students can refer to by clicking on them if they need additional background

information. Then, the students complete and publish their articles on the Internet.

Besides, they can receive feedback from the readers. This is a good example for

Integrative CALL (Warschauer, 1996).

In this phase of CALL, computer is regarded as a means to the end rather than just

as a tool for language learning. A shift from the teacher-centred classroom to a learner-

centred system is also observed in the age of information. As for the teachers, they are

not seen as the only resource of language information any more. Besides, the teachers

have adopted some other roles such as using CALL materials and integrating them into

their classes or syllabuses apart from developing CALL materials (Fotos & Browne,

2004; Levy, 1997; Rahimpour, 2001; Warschauer, 1996).

All in all, "The Internet continues to evolve and develop at an extraordinary rate"

as Levy (1997) points out (p.32). The teachers and institutions should keep up with

technology to facilitate language learning and should bear in mind that "Technology

will not replace teachers; teachers who use technology will replace those who don't"

(Fotos & Browne, 2004, p.7).

2.2.2.4   Summary of Learning Theories and Stages of CALL

As has been noted in the stages of CALL, CALL has developed and evolved under the influence of three main learning theories which are behaviourism, cognitivism and constructivism. The main principles of these three theories which CALL draws on are summarised and illustrated in the following diagram:

Figure 2.6 Principles within Learning Theory Bases in CALL
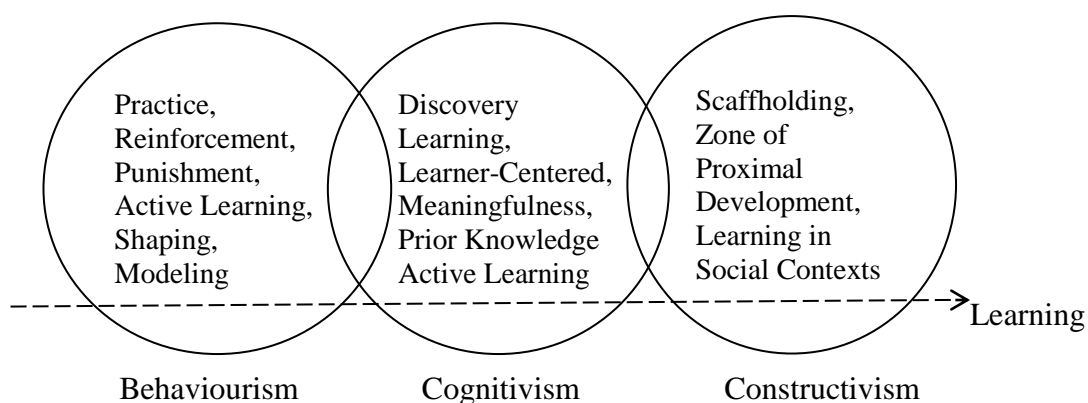
(Davidson-Shivers & Rasmussen, 2006, p.40)

Warschauer (1996) presents the uses of computers in language learning and teaching as follows:

> the computer serves a variety of uses for language teaching. It can be a tutor which offers language drills or skill practice; a stimulus for discussion and interaction; or a tool for writing and research. With the advent of the Internet, it can also be a medium of global communication and a source of limitless authentic materials. ("Conclusion", para.1)

The three main stages of CALL are summarised in the table below again by Warschauer (2000):

Table 2.3

The Three Stages of CALL

The Three Stages of CALL

Stage	*1970s-1980s:* *Structural CALL*	*1980s-1990s:* *Communicative CALL*	*21st Century:* *Integrative CALL*
Technology	Mainframe	PCs	Multimedia and Internet
English teaching paradigm	Grammar-translation and audiolingual	Communicative Language Learning	Content-based, English for Specific purposes (ESP) / English for Academic Purposes (EAP)
View of Language	Structural (a formal structural system)	Cognitive (mentally constructed system)	Sociocognitive (developed in social interaction)
Principle use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principle objective	Accuracy	Fluency	Agency

(Warschauer, 2004, p.22)

Taylor and Gitsaki (2004) also present a summary of the phases of CALL

including different perspectives in the following table:

Table 2.4

Summary of CALL Programs and Computers, Teacher, and Learner Roles

Phase	*1960s-1970s*	*1970s-1980s:*	*1980s-1990s*	*21st Century*
CALL Programs	Drills and repetitive practice exercises	Text-construction, gap-filling, speed reading, simulation, vocabulary games	E-mail, web browsers, video conferencing, multimedia packages	Web-based materials for language learning
Computer	Mechanical tutor	Stimulus for talk	Tool for communication	Research tool, publisher, conduit for information exchange
Teacher	No role	Coordinator/Planner	Facilitator	Researcher and framer
Learner	Passive recipient of language	Communicator	Active	Autonomous and creative

(Taylor & Gitsaki, 2004, p.134)

Bax (2003) offers an alternative of the history and development of CALL in more detail below:

Table 2.5

History and Development of CALL

Restricted, Open and Integrated CALL: an outline

Content	Type of task	Type of student activities	Type of feedback	Teacher roles	Teacher attitudes	Position in curriculum	Position in lesson	Physical position of computer
Restricted CALL Language system	Closed drills Quizzes	Test construction Answering closed questions minimal interaction with other students	Correct/incorrect	Monitor	Exaggerated fear and/or awe	Not integrated into syllabus –optional area Technology precedes syllabus and learner needs	Whole CALL lesson	Separate computer lab
Open CALL System and skills	Simulations Games CMC	Interacting with the computer Occasional interaction with other students	Focus of linguistic skills development Open, flexible	Monitor/ facilitator	Exaggerated fear and/or awe	Toy Not integrated into syllabus –optional extra Technology precedes syllabus and learner needs	Whole CALL lesson	Separate lab – perhaps devoted to languages
Integrated CALL Integrated language	CMC WP e-mail Any, as appropriate to the immediate needs	Frequent interaction with other students Some interaction with computer through the lesson	Interpreting, evaluating, commenting, stimulating thought	Facilitator Manager	Normal part of teaching - normalised	Tool for learning Normalised integrated into syllabus, adapted to learners' needs *Analysis of needs and context preceded decisions about technology*	Smaller part of every lesson	In every classroom, on every desk, in every bag

(Bax, 2003, p. 21)

To conclude, it is of significance to note that using computers is not considered a method. Instead, it is a medium consisting of various methods, approaches, and pedagogical philosophies. Not the medium itself but how this medium is put to use has a great impact on the effective use of CALL (adapted from Garrett, 1991, cited in Warschauer, 1996, "Conclusion", para.1; Warschauer, 1996).

2.2.3 Teaching and Learning Methodologies related to CALL

There are several teaching and learning methodologies and models CALL promote and draw on. These methodologies and models are presented briefly as follows:

2.2.3.1 Collaborative Learning

This model is also called "Cooperative Learning". Collaborative learning "involves two or more peers engaged in an activity that requires them to maintain some

agreement and reach a shared solution" (Mills, 2006, p.29). As the students work in pairs or groups, they share a goal, clear lines of responsibility as well as mutual respect, tolerance and trust (Mills, 2006). This model of learning is based on the theories of Piaget and Vygotsky, both of whom emphasize the primary role of social interaction in learning (Richards & Rodgers, 2002). Related research suggests that the learners having the responsibility of their own learning and that of their peers perform better and get more motivated and supportive when compared to the ones who do not (adapted from Johnson, Johnson & Smith, 1991, cited in Coit, 2006, p.95).

Collaborative learning methodologies are often used in CALL. For instance, internet communication tools such as e-mail, discussion boards and chat rooms promote collaboration among the students. While doing the task to be completed, the students can exchange opinions, suggestions, documents and pictures via these internet tools (Mills, 2006).

2.2.3.2 Inquiry Learning

This model is also known as "Discovery Learning". Inquiry learning is based on constructivist learning theory and it "takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned" ("Learning Theories", 2011). The traditional role of teachers, which is presenting subject matter, has switched to engaging the students in conversations which encourage them to discover answers and solutions in this learning model (Mills, 2006).

Inquiry learning is often associated with a science curriculum; however, it can be implemented in any subject including language learning and teaching through CALL applications. "With inquiry-based learning students formulate investigative questions, obtain factual information, and then build knowledge that reflects their answer to the

original question; with Web-enhanced learning the factual information is obtained from Web resources" (Mills, 2006, p. 30).

2.2.3.3 Problem-based Learning

"Problem-based learning is an instructional method of hands-on, active learning centered on the investigation and resolution of messy, real-world problems" ("Learning Theories", 2011). To put it differently, the students are presented with a problem. They are expected to comprehend it by themselves and then to find an answer or a solution to it using the resources provided by their teachers under their guidance (adapted from Dillon & Zhu, 1997, cited in Mills, 2006, p.30).

Mills (2006) thinks that CALL is quite compatible with problem-based learning, which he explains in detail as follows:

> Students can conduct research using the search tools and resources of the Web. The teacher would not typically develop materials to teach specific content but would require students to access databases, slides, documents, or other relevant information resources. These reference materials would be shared in the form of recommended hypertext links to Web-based resources. (p.30)

2.2.3.4 Project-based Learning

In this model, learning is organized around projects that are complex tasks of the authentic and challenging kind which encourages the students to think critically and to create some sort of product in the end (adapted from Thomas, 2000, cited in Mills, 2006, p. 31). In other words, project-based learning is "a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices" (quoted from Asan & Haliloğlu, 2005, cited in Erben, Ban & Castaneda, 2009, p.61).

The projects assigned can be completed and presented by means of computer technologies and internet tools such as web resources, Microsoft Office applications, images, videos and sounds that can be accessed on the Internet.

As noted before, CALL is based on several learning methodologies which encourage the active participation of students in learning, which is illustrated with the figure below. These methodologies are effective because communication technologies and information resources on the Internet are utilised in order to create learner-centred, resource-rich and task-based learning environments (Mills, 2006).

Figure 2.7 Methodologies which CALL is based on
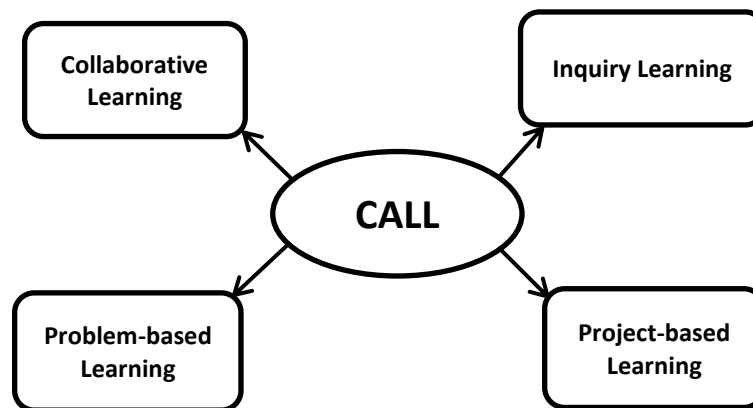
(adapted from Mills, 2006, p.38)

2.2.4 How can computers be used in language classes?

Computers and the Internet have been two of the major components of educational technology in language classes recently. How these technologies can be employed in language classes is presented briefly below:

a. Teaching with one computer in class hour

In this case, only the teacher is equipped with a computer in the whole class and s/he uses this computer to deliver the lesson content using Power Point, word-processor, web pages or so on. Classroom activities and discussions can be mediated by the computer as well (Chen, 2008).

b. Teaching in the computer network room (Network-based Language Teaching)

The network room in this heading refers to a computer laboratory where each student or two students at most have a computer to use during the class hour. In such a setting, the students can communicate with each other or with the teacher both asynchronously and synchronously. It is also possible to do task-based group work or activities. Here, the students are under the guidance and supervision of their teachers (Chen, 2008).

c. Self-access Learning (Independent Learning)

This kind of learning takes place outside the class. It can take place at home, in a library or school lab, in a self-access centre or at a cybercafé without the supervision of teachers. The students study by themselves in this model. They can do drills and exercises assigned on the Internet, or they can surf the Internet to do some research about the assignment given and use a word processor to do their homework. Besides, they can also use multimedia software to learn a foreign language and use CMC tools to communicate with the speakers or learners of the target language in order to practice their foreign language skills (Chen, 2008).

d. Distance Learning and Blended Learning

In distance learning, individual learners work by themselves at a place and time of their choice and to some extent at a pace and in an order they decide. There is another kind of distance learning which is called Blended Learning, in which learners have to continue their education both in the traditional classroom and online.

Distance learning requires the course content to be delivered online and the teacher and the classmates can get in contact through e-mail, discussion forum and chat rooms. In blended learning, content can be delivered both traditionally and online (Chen, 2008).

2.2.5 Advantages and Disadvantages of CALL

Computers have been in the field of ELT since the middle of the last century. They have developed and evolved rapidly so far. With this rapid development, the potential benefits and effectiveness of using computers in language teaching and learning have enhanced. However, as it is with every technology, using computers in ELT settings has some disadvantages as well as advantages.

2.2.5.1 Advantages of CALL

CALL is favoured for many reasons which can be examined under three main headings: advantages in terms of students, teachers and institutions.

2.2.5.1.1 Students

The use of computers in language learning and teaching offers many benefits for the students which are presented in the following:

a. Motivation

First of all, "The computer can be a powerful motivating force" as Ahmad et al. (1985) cite (p.6). The use of computer and the Internet is motivating because it can easily capture the students' attention due to its visual, audial and interactive qualities. Furthermore, the students using computers and the Internet get motivated since they engage in authentic tasks and projects and they write for an authentic audience instead of merely writing for their teacher. Computers also can make language learning more enjoyable through games and communication activities which help to reduce learning stress and anxiety (Davies & Hewer, 2011; Erice, 2008; Gaer, 2007; Lovick, 2003; Roblyer, 2006).

b. One-to-one Instruction

One major benefit of CALL is that it provides one-to-one instruction for each and every learner. This way, the students can learn on their own at their own pace and in a

non-linear fashion, which results in individualised instruction. Such individualised self-paced learning is beneficial for both fast and slow learners. Fast learners can progress as much as they wish without having to wait for their slow peers to catch up and they can tackle extra materials. Slow learners, on the other hand, can proceed without worrying about keeping the others waiting and making mistakes in front of them. Such instruction is useful for shy and introvert students as well. They can feel at ease with such learning since their affective filter is lowered with CALL. In addition, their attitude towards learning a foreign language can change and they can develop their self-confidence through CALL activities. Disabled students can also make use of such instruction. The current technology can help them to overcome their disabilities by compensating for vision, hearing and/or manual dexterity required to learn, practice or produce the language during the instruction (Davies & Hewer, 2011; Donat, 2000; Erice, 2008; Roblyer, 2006).

c. Addressing learners with different learning styles

Leading proponents of CALL also maintain that use of computer and the Internet caters for the learners with different learning styles. The learners can learn or practice the target language either in a visual, auditory or tactile fashion, or in combination of these modalities, which will result in effective learning (Gaer, 2007; adapted from Vockell and Schwartz, 1988, cited in Öz, 1995, p.33; Lewis, n.d.).

d. Flexibility

Flexibility is also among the abilities of CALL that is worth noting. As touched upon above, CALL provides the learners with flexibility of time, pace and choice. With CALL, the learners are given the choice of what to study, when to study, in which order to study and how much time to spend on each topic. The learners can go back and study the previous topics they want to review as well. This flexibility is valued by both

learners and educators (Ahmad et al., 1985; Lovick, 2003).

e. Interactivity

Another essential attribute of CALL is interactivity. Interactivity can be defined

as the feature of a computer program that allows people to communicate directly with it,

and that does things in reaction to people's actions. To put it differently, this

interactivity refers to "the interaction between the learner and the computer, i.e., the

content being studied" (Steup, 2007, para.2). Interactive computer software selects the

data, activities or questions depending on the responses it receives from the learners.

Moreover, it

> can assess the student's response. It can give messages, check the student's
> subsequent responses to the questions, give positive and negative scores to
> correct and wrong answers and finally corrects the errors made by the users and
> give the appropriate feedback. (Rahimpour, 2001, "The Advantages of
> Computer", para.1)

Such computer programs provide the learners with appropriate feedback in the form of

comments, assessment and guidance. The computer is able to achieve the above easily

and quickly without getting tired and making mistakes (Ahmad et al., 1985; Lian, 2004;

Roblyer, 2006).

f. Interaction

CALL offers another benefit which is interaction that greatly differs from

interactivity. As Wagner (1994) defines, "interaction is an interplay and exchange in

which individuals and groups influence each other" (cited in Steup, 2007, para.5). As

denoted by this definition, in order to have an interaction, a reciprocal exchange

between people is essential. In this case, this exchange can be among learners or

between teachers and learners. However, interactivity is a technical capability which

enables computers to establish connections with human instructions and responses

(adapted from Wagner, 1994, cited in Steup, 2007, para.5). As aforementioned,

computer and the Internet can offer opportunities for meaningful interaction in the target language between the students and between the teachers and the students. Via communication tools such as e-mail, instant messaging, audio-and videoconferencing and blogs, the learners can interact with the other learners and speakers of the target language and also with their teachers (Chapelle & Jamieson, 2008; Davies & Hewer, 2011; Lee, Jor, & Lai, 2005; Lewis, n.d.).

g. Convenience and Easy Access

There are also other advantages to CALL such as convenience and easy access. The students with the necessary equipment can access language learning programs and the Internet anywhere at any time. Some learners cannot attend educational courses either because they work during the day or they live at a distance from this education institution or maybe they are in a very remote part of the country or of the world. Such learners can only take up this opportunity with distance learning. Furthermore, with computers and the Internet the students get the chance to connect with multiple sources of information, research data, expertise and global understanding which is not possible to gather locally. There is no need to mention the time saved by computer. With traditional methods, i.e., going to the library, it would take much longer for the students to access the information they need than with computers and the Internet (Ahmad et al., 1985; Davidson-Shivers & Rasmussen, 2006; Davies & Hewer, 2011; Roblyer, 2006).

h. Authenticity

Authenticity is another feature of CALL that is valued by many scholars. Davies and Hewer (2011) state that CALL "offers access to a rich source of authentic materials on the Internet" ("Introduction to new Technologies"). It is beneficial for the learners to expose to "real content in the target language" such as newspapers, magazines, songs, films and so on (Lewis, n.d., p.1).

i. Production and Collaboration

Two positive outcomes of CALL are production and collaboration. The students can be actively engaged in learning and producing something in the target language through word-processors, hypermedia and other technology, which leads to active participation and a sense of achievement of the students (Ahmad et al., 1985; adapted from Franklin, 1991; Taylor, 1989; Tibbs, 1989; Volker, 1992, cited in Roblyer, 2006, p.15). Besides, the students can work in pairs and in small groups while doing a task or project work assigned utilising computer technology. Working on hypermedia, database and web page production projects cooperatively is observed to motivate students (Roblyer, 2006).

j. Autonomy, Critical Thinking Skills

Above all, CALL promotes autonomy and independence through constructivist learning. CALL puts the students in charge. In other words, CALL allows for learner-centred activities. Whenever the students sit at the computer and go online, they discover something, experience it and construct knowledge. This way, they develop self-awareness and become autonomous learners. Critical thinking skills and problem-solving skills of the students can be sharpened through computer-assisted language activities and projects as well. Besides, CALL helps students enhance their self-esteem by empowering them. Lastly, it is possible to encourage creativity using CALL. In brief, with CALL, the students are able to develop their potential for continued development of information age skills, knowledge and abilities for their further education and working career (Chapelle & Jamieson, 2008; Davidson-Shivers & Rasmussen, 2006; Erice, 2008; Gaer, 2007; Lee et al., 2005; Lewis, n.d.; Lovick, 2003; Roblyer, 2006).

Overall, it is summarized why language teachers should use computer technology by offering the results of related studies below. According to the studies, CALL can

- influence student academic performance;

- develop higher order thinking and problem solving;

- improve student motivation, attitude, and interest in learning;

- help to prepare students for workforce;

- address the needs of low-performing and at-risk students and those with learning handicaps.

(quoted from Results from CARET's Review of Research, cited in Roblyer, 2006, p. 14)

2.2.5.1.2 Teachers

Language teachers, as well as their students, can make use of computer technology thanks to a number of opportunities CALL offers. First of all, teachers making use of computers and the Internet are able to present the topics they are going to teach using different kinds of materials such as Power Point presentations, graphics, audios and videos. Such presentations including multimedia are more attractive, interesting and memorable than the traditional ones (Ahmad et al., 1985; Donat, 2000).

In addition, with the help of CALL, teachers can enhance their students' understanding of abstract concepts and clarify underlying concepts in unfamiliar topics in language learning. They can achieve this by using visuals, simulations and interactive software tools (Erice, 2008; Roblyer, 2006).

Due to its feature of connectivity, the Internet provides the teachers with a rich database of resources of authentic materials and instructional materials. They can find a variety of lesson plans, worksheets, activities and exercises by using a computer

connected to the net (Lian, 2004; Lovick, 2003; Richards & Renandya, 2002).

Another significant feature of CALL is that it enables the teachers to keep track of their students' involvement and performance and assess their progress. It is also possible to record the students' strengths and weaknesses with such technology. For instance, through CALL software a student's correct and incorrect answers, the number of their errors, success rates, the time spent on each activity or task and the number of his/her attempts for each activity or task and partial and overall scores assigned can be easily viewed by the teachers (Ahmad et al., 1985; adapted from Kenning & Kenning, cited in Donat, 2000, p. 16; Erice, 2008; Roblyer, 2006).   CALL technology can be described as "collective and archival" as "it always stays on the server" (Lee et al., 2005, p. 21). The students come and go, but what they did and said stay (Lee et al., 2005).

Besides, from a practical standpoint, computers ease the teachers' workload thanks to their nature of speed and accuracy. It would be so hard for the teachers to handle such intense interaction simultaneously and give immediate feedback to their learners as accurately, quickly and precisely as computers do. Computer technology also frees the teachers from the constraints of heavy schedules and the obligation of drills and revision activities to be done in class (Ahmad et al., 1985; Erice, 2008).

One final benefit of CALL is its potential offered to the teachers to develop professional relationships with their students and colleagues in different places and from different cultures. Namely, the teachers can work with the students across the campus and across the world and they can make contact with their colleagues to exchange their ideas and studies for their career development (Davidson-Shivers & Rasmussen, 2006).

2.2.5.1.3 Institutions

Many institutions employ CALL applications for several reasons. To begin with, such instruction is faster and cheaper than other delivery forms. Secondly, the institutions can provide high-quality training drawing on the resources of the institutions including their materials, tests and most importantly their staff (Davidson-Shivers & Rasmussen, 2006).

What is more, once the syllabuses and content of the language programs and supplementary materials are designed, it is easy to refine and modify the materials and add further materials and update them using the computer technology. It is cumulative in the sense that anything can be added anytime (Davidson-Shivers & Rasmussen, 2006; Lee at al., 2005; Öz, 1995).

The last advantage of CALL is the potential to reach large numbers of learners who want to pursue training while they are working or who live and work in remote parts of the country or the world. Also, the people who want to expand their professional opportunities or career options can take advantage of receiving such training (Davidson-Shivers & Rasmussen, 2006).

2.2.5.2 Disadvantages of CALL

CALL is not without its drawbacks in spite of a number of benefits mentioned earlier. These drawbacks are also described from the perspective of students, teachers and institutions just like its benefits.

2.2.5.2.1 Students

The students may confront some problems with CALL. The first disadvantage is related to computer literacy. Some students may lack computer literacy that is necessary to use CALL applications; therefore, such students need basic technology knowledge and proper training in computers and the Internet to continue their education

assisted with computers (Davidson-Shivers & Rasmussen, 2006; Erice, 2008).

Another possible problem CALL poses is the inequity of education since only the ones who have access to technology and can afford such instruction can seize the opportunity of distance learning. If this education is a blended learning, again the students without a computer and internet access cannot make good use of this education (Davidson-Shivers & Rasmussen, 2006; adapted from Gipps, DiMattia & Gipps, 2004, cited in Erice, 2008, p.55).

One problematic area of CALL is that the students can be affected adversely during their education by the imbalance in freedom and autonomy given to the students. If the students are too independent, the students can easily get lost and if there is excessive direction, they cannot become autonomous learners. This problem is also worded by Davidson-Shivers and Rasmussen as in the following:

> Learners may feel isolated from the instructor and other class members. This isolation may lead to frustration and ultimately attrition from the course of study. Learners may experience irritating roadblocks when using Web technology, ranging from a lack of computer and other technology skills to actual technical problems with their own computer or the learning management systems. Learners may also not have time-management skills needed to be successful distance learners. (adapted from Sriwongkol, 2002; Brooks, 1997; Sherry, 1996; White & Weight, 2000, cited in Davidson-Shivers & Rasmussen, 2006, p.18; Davidson-Shivers & Rasmussen, 2006, p.18)

A further drawback is the inability of computers to interact with the students as humans do. In spite of considerable advances in computer technology, computers still cannot engage in an open-ended dialogue with the students because computers lack the necessary vocabulary and the ability to understand a very broad range of utterances in any human language. They can merely receive the responses typed on the keyboard, clicked on a particular area using the mouse or made by touching the computer screen. Computers of today can only act as facilitator and/or collaborative tools (Ahmad et al., 1985).

What is more, some students may have technophobia or prejudice against computers, which causes computer anxiety. With such anxiety, the students cannot continue their education effectively. Finally, some CALL software may not be user-friendly and content of some programs and the materials may be confusing for the students (Davidson-Shivers & Rasmussen, 2006; Erice, 2008).

2.2.5.2.2 Teachers

There are some disadvantages of CALL regarding the teachers. One disadvantage is the teachers' attitudes, prejudices and misconceptions about computers. Some teachers have "prejudice that constitutes a barrier to proper understanding of the potential contribution of computers to areas like language learning" (Ahmad et al., 1985, p.7). Some others are technophobic and hence, computer illiterate, which may affect CALL badly. Therefore, such teachers may be forced to change their attitudes, prejudices and misconceptions and they must be trained to use computers effectively by the institution (Davidson-Shivers & Rasmussen, 2006; Lovick, 2003; Öz, 1995).

Another drawback of CALL is experienced when technological breakdowns occur. In such a case, the teachers should have a contingency plan to conduct his/her lesson without using computers (Lovick, 2003).

Online workload is the next problem the teachers are faced with. It is asserted that "the time demand of teaching an online course is two or three times that of teaching a face-to-face class" (adapted from Kubin, 2002, cited in Davidson-Shivers & Rasmussen, 2006, p.17).

Lastly, the institutions may not appreciate and reward their staff who contribute to the design and application of CALL programs. Loss of intellectual property rights is another drawback of CALL. The lack of clear policies on this issue leads to the difficulty in the teachers' retaining their intellectual property rights (Davidson-Shivers

& Rasmussen, 2006).

2.2.5.2.3 Institutions

CALL also presents a number of institutional disadvantages and challenges. Firstly, the institutions employing CALL should have a well-equipped computer laboratory or laboratories with adequate number of computers and technical support. The second disadvantage is the costs the institutions should bear to have a CALL course or program. There are not many high-quality and compatible CALL programs. Even if such programs are available, they are too expensive to afford. Moreover, even if the institution can afford such programs, these programs should be evaluated properly just as other educational materials. Developing and implementing such a program is also costly. There are costs for infrastructure, development and maintenance of such programs (Ahmad et al., 1985; Davidson-Shivers & Rasmussen, 2006; Erice, 2008; Öz, 1995).

Another challenge that the advocates of CALL have to face is staff training. The staff should be trained for the development, maintenance and implementation of CALL courses or programs. Davidson-Shivers and Rasmussen (2006) utter that "Instructors may not have the necessary skills (instructional or technical) to teach online, let alone develop instruction" (p.17). Furthermore, developing courseware and CALL programs requires knowledge and expertise in three fields such as the target language, pedagogy and computer technology. As it is obvious, it is really hard to find people with such knowledge and expertise, and a considerable time and effort are necessary for the teachers to acquire such mastery (Ahmad et al., 1985; Davidson-Shivers & Rasmussen, 2006; Erice, 2008; Lee et al., 2005).

In addition to these, even if an institution has competent personnel in the fields stated above and can afford to develop and maintain their courseware, another problem

may arise. This is the accreditation of qualification. It requires long time and hard work to reach an acceptable standard. Another related challenge is the commercialization of education. Again, introducing the programs or courses and marketing them are both costly and time- and labour-intensive. In short, this is a long-term investment of money, time and hard work and there is no guarantee of getting the desired result (Erice, 2008; Lee et al., 2005).

The final drawback the institutions suffer from is intellectual property rights and copyright issues. In this information age, people can easily find and download the programs, materials, documents, and images and use them freely (Davidson-Shivers & Rasmussen, 2006; Erice, 2008; Lee et al., 2005).

To summarize, it is apparent that CALL has both advantages and disadvantages. Nevertheless, the advantages seem to outweigh its disadvantages. To reduce the problems explained above, there are some guidelines that should be followed.

2.2.6 Guidelines on how to use CALL effectively

"Simply having students use technology does not raise achievement. The impact depends on the ways technology is used and the conditions under which applications are implemented" as Roblyer (2006) maintains (p.14). In order to use CALL effectively, the following guidelines should be taken into account. CALL works best when

- it directly supports the objectives being assessed

- it enhances the curriculum and does not dictate it

- it fulfils the needs and does not create them

- it augments live instruction and does not replace it

- it increases the quality of foreign language study and does not merely accelerate it

- it inspires users and does not intimidate them

- it provides opportunities for student collaboration

- it adjusts for student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application

- it is integrated with normal teaching practices

- it provides opportunities for students to design and implement projects that extend the curriculum content being assessed by a particular standardised test

- it is used in environments where teachers, the school community, and school and district administrators support the use of technology

- the teachers come grips with the computer and understand the ways in which it can relate to language teaching and to a particular class

- the menus, programs and files are organized in a user-friendly way

- a variety of activities are incorporated into the CALL program

(Ahmad et al., 1985, p.6, p.9; adapted from Barnett, 1993, cited in Erice, 2008, p.56; quoted from Ervin, 1993, pp.7-16, cited in Lovick, 2003, p.232; quoted from Results from CARET's Review of Research, cited in Roblyer, 2006, p. 14; Torat, 2001,"Tips in Using CALL")

2.2.7 How to use CALL applications in writing?

Technology has played an important role in language classrooms through the use of a number of applications. Recently, language classes have become more colourful, varied and fruitful with such applications. There are various CALL applications that can be employed in language teaching and learning as presented in the following table; however, only the ones that improve writing skills will be scrutinised in this study.

Table 2.6

Types of CALL Applications

Application/Software Category	Examples
Multiple –player online gaming environments / virtual worlds	MOO, MUD, MUG, MMOG, Second Life
Discourse Facilitation Systems	*Synchronous:* Instant Messaging (IM), Chat *Asynchronous:* E-mail, Bulletin boards
Content Management Systems	Blogs, Wikis
Learning Management Systems	Blackboard/WebCT, Moodle, Dokeos, ATutor, Claroline, Sakai
Syndication Systems	Listservs, RSS
Relationship Management Systems	MySpace, Facebook

(adapted from Mejias, 2005, p.3, cited in McLoughlin & Lee, 2007, p.666)

2.2.7.1 Word Processing

A word processor is "a computer application used for the production (including composition, editing, formatting and possible printing) of any sort of printable material". Word processing is the primary and basic use of computer technology in language learning and teaching (Bloch, 2008). Apple iWork, Corel WordPerfect, Microsoft Office Word, Microsoft Works, and Sun Star Office are the common and available software of word processing. As Beatty (2003) remarks, "Most computers are now sold with some version of word processing already installed and such programs are widely used in the composition process" (p.52). Such word processing packages generally involve spell, grammar and style checkers, a thesaurus, a dictionary and a word-count tool (Beatty, 2003; Donat, 2000; Öz, 1995; Pennington, 2004).

Word processing is a writing tool which offers several features to ease the generation and revision of texts. The first and the most basic of these features is worded below (quoted from Chadwick and Bruce, 1989, p.18, cited in Pennington, 2004):

> Computers change the writing process in that their various text manipulation features allow writers to jump backwards and forwards in their texts, revise, and rephrase, delete and insert and at the same time provide the writer with a hard copy at any stage. Once the first draft is completed the student can read and reread, make any number of changes without the generation of non-productive labor or fear of spoiling the presentation of the text. The student no longer faces the frustrating dilemma of whether to write the whole, involving meaningless copying, or leave changes with he[or she] knows should be made but wants to avoid….The student can therefore exhaust his[or her] own intuitions about what is good or bad, what needs changing or leaving alone, before requesting feedback from a tutor [or teacher]. (p.72)

A word-processed paper is "a tidy and legible piece of work" (Coffin et al., 2003, pp.131-132). To put it another way, it looks more finished and neater compared to the one handwritten. It is easy to change and control the text layout with a word processor thanks to its several functions. The writer can underline and italicise the highlighted words, emphasize titles or words with bold or large fonts, and number the items. With cutting and pasting functions, it is possible to import materials from other documents. Inserting images into texts and including links to websites are two of the other features offered by word processors (Byrd, 1998; Donat, 2000; Dudeney & Hockly, 2007).

Spell checker is one of the functions of word processors. This function of such software "looks for words that do not exist in its built-in dictionary or the user (custom) dictionary, to which you add words..." (Szendeffy, 2005, p.38) and offers alternative words for the misspelled ones based on those with similar spellings or sounds of the words in question. In brief, spell checkers assist the students by relieving them of the duty to look up the correct spelling of the words in a traditional or online dictionary. However, this should be noted that spell checkers do not spot inappropriate use of vocabulary or errors in grammar or syntax in a text (Beatty, 2003; Szendeffy, 2005).

Word processors also provide grammar support. Szendeffy (2005) expresses the use of grammar checkers as they "may point out errors such as incomplete sentences, comma splices, faulty subject-verb agreement, or case mistakes. They highlight

problematic phrasing and then offer prescriptive ones" (p.39). However, this support is sometimes questionable. The learners without a good command of the target language may not make good use of this support since this support is limited and misleading at times (Beatty, 2003; Pennington, 2004; Szendeffy, 2005).

Another tool offered by word processing is Thesaurus. This tool introduces new words to the students and offers synonyms in order to avoid repetition without consulting a dictionary. Nevertheless, this tool should be cautiously used and with a dictionary and usage examples (Szendeffy, 2005).

In brief, "All these tools have utility for writers but only when used carefully" as Szendeffy (2005) warns the teachers and the students (p.40). Otherwise, it would lead to glitches which is "the danger of misleading students using these proofing tools" (Szendeffy, 2005, p.40).

The positive effects of word processing on L2 student writers are revealed by extensive research. According to the research in this field, the students using word processors

- developed an overall positive attitude to using the computer as a writing medium
- tended to write for longer periods and produce longer texts
- devoted more time to revision and revised more actively
- focused on more meaning-level revision
- produced high-quality written texts

(Pennington, 2004, pp.73-78)

Also, it is of significance to note that all these results can be observed only if proper instructional intervention occurs (Cochran-Smith, Paris, & Kahn, 1991).

The newest change in word processing is the Internet-based word processing programs. Google^TM Docs & Spreadsheets (docs.google.com), ZOHO Writer (zohowriter.com), Writeboard^TM (www.writeboard.com), and thinkfree (www.thinkfree.com) are the available free online programs that provide the learners with the opportunity to create, access, send and publish a document anytime and anywhere using a computer with internet access (Bloch, 2008).

In conclusion, word processing has become the only writing tool for everybody in the modern world. In the light of the functions of word processing and the study results mentioned above, word processing can be said to be an effective medium of writing and facilitate the writing process.

2.2.7.2 World Wide Web (WWW)

The World Wide Web (WWW or the Web) is one of the most popular Internet applications and one of the easiest ways of using technology in English classes. The Web is a virtual environment that allows for the connection with the world and that is a great source of content consisting of texts, pictures/photographs, videos and sounds (Byrd, 1998; Dudeney & Hockly, 2007; Mills, 2006).

The Web can be utilised by English teachers in different ways as follows:

- getting the students to produce their own Web products

- putting learning materials on the Web to make them accessible to both their own students and students around the world

- putting resource materials on the Web to share them with other teachers

- pulling together lists of useful websites that are helpful for teachers and/or students

- creating magazines and journals to publish articles and materials

(Byrd, 1998, p.166)

Writing teachers can commonly use websites in their classes. There are mainly two kinds of websites the language teachers can benefit; ELT websites and authentic websites.

2.2.7.2.1 ELT Websites

As the name suggests, ELT websites aim at helping language learners and teachers during the teaching and learning process. There are four kinds of ELT websites the language teachers and students can benefit as examined below:

a. Commercial Websites

These sites are dedicated to learning and teaching English addressing different profiles and levels. The users have to pay a fee to enrol or to take online lessons. There are also websites designed by language schools, text-book publishers and language testing services. These sites help the learners who attend these language schools or who have bought particular text-books or who will take a standard language test (Beatty, 2003).

The websites of The Educational Testing Service (ETS) (www.ets.org) and The Test of English as a Foreign Language (TOEFL) (www.ets.org/toefl), and Oxford University Press (http://elt.oup.com) and Pearson Longman (http://www. pearsonlongman.com/index.html) are examples for such commercial sites (Hanson-Smith & Egbert & Buell, 2007).

b. Websites created by teachers and learners

These are the websites built by teachers and learners, and any learner or teacher can use them free of charge. These websites offer their users a variety of handouts, worksheets, exercises, tests and quizzes, opportunities to practice the four skills as well as Power Point presentations, lesson plans and software (Beatty, 2003; Hanson-Smith et al., 2007).

Dave Sperling's ESL Café (http://www.eslcafe.com), About.com English as 2nd Language (http://esl.about.com) and English Online: EFL/ESL Resources (http://www.english-online.org.uk) are some of the examples of these sites (Hanson-Smith et al., 2007).

c. Websites associated with government and non-profit organizations

Such websites aim to cater to language learners and teachers by presenting professional and informative free materials (Beatty, 2003). State universities, colleges, governments and non-profit organizations have websites for language learners and teachers.

The Purdue Online Writing Lab (OWL) (http://owl.english.purdue.edu) and Boğaziçi University Online Writing Lab (http://www.buowl.boun.edu.tr) are two of the websites that are useful for student writers and writing teachers. British Council (http://learnenglish. britishcouncil.org/en) and BBC (http://www.bbc.co.uk/ worldservice/learningenglish) have beneficial sites as well.

d. Websites of professional organizations and journals

Many professional organizations and well-known journals also have their own websites. Only the language teachers can benefit such websites as they offer professional resources of all kind. For instance, these sites allow the teachers to link to catalogues of publications for sale or subscription, have information about conferences, read online articles and electronic journals and use the resources offered (Hanson-Smith et al., 2007).

Teachers of English to Speakers of Other Languages (TESOL) (www.tesol.org), The LINGUIST List (http://linguistlist.org) and Multimedia Educational resource for Learning and Online Teaching (MERLOT) (http://www.merlot.org) are the websites of professional organizations (Hanson-Smith et al., 2007).

TESOL Quarterly (www.tesol.org/pubs/magz/tq.html), English Teaching Forum (http://exchanges.state.gov/englishteaching/forum-journal.html) and English Teaching Professional (http://www.etprofessional.com) are the websites of some of the known ELT journals.

Writing teachers can get materials from the related websites and read online papers on how to teach writing skills. They can also get their students to visit certain websites to do research on particular topics or to practise their writing skills.

2.2.7.2.2 Authentic Websites

Authentic websites are the sites that are developed for the native speakers of English, not for the learners of English. Therefore, many teachers tend to avoid using these websites, believing that their students may find them too difficult and they may get lost. However, language teachers can use these websites effectively only if they choose the websites with an easy structure and navigation and in accordance with their students' needs and interests, and only if they design achievable and proper tasks for their students (Dudeney & Hockly, 2007).

For instance, the teachers can use the websites of Greenpeace (http://www. greenpeace.org) or official websites of celebrities or films. The writing teachers can ask their students to gather data on a specified topic before they are expected to write a report, a paragraph or an essay on that topic.

As mentioned above, the Web is a huge virtual library full of information on any topic. The Web is so large and it has so much information that both the students and the teachers may have difficulty finding the right websites or the necessary information they are looking for. At this point, search engines help the students and the teachers. When the users search for a name, a title, a phrase or a question in a search engine, it provides the users with related websites about the entry by accessing databases of stored

information and finding the related sites. Google (www.google.com), Yahoo!

(www.yahoo.com), Ask (www.ask.com) are some of the most popular search engines

(Byrd, 1998; Dudeney & Hockly, 2007).

When the desired websites are accessed, it is time for the teachers to evaluate

these websites to see whether they can be effectively used in class or not. There are

various sets of criteria to judge the websites that the teachers can adopt before they

integrate the Web into their syllabus (See Appendix 21 for a set of criteria for

evaluating websites).

2.2.7.3 Online and Multimedia Reference Tools

The student writers can make use of several online and multimedia reference tools

in their writing process. These tools include dictionaries and thesauruses,

concordancers and corpuses, and encyclopedias (Dudeney & Hockly, 2007; Szendeffy,

2005).

2.2.7.3.1 Dictionaries and Thesauruses

There are a variety of dictionaries the learners can use while learning a foreign

language including bilingual, semi-bilingual or monolingual dictionaries in paper,

electronic dictionaries or online ones. The learners who do not like flipping through

dictionaries or who view hand-held electronic dictionaries as an inadequate resource can

make use of CD- or free web-based dictionaries (Dudeney & Hockly, 2008). Major

monolingual dictionaries are generally sold with a CD-ROM having all or some of the

features listed below:

- searchability (which is not alphabetically based)

- audio recordings of the words, often in both British and American English

- games and exercises.

- information on typical errors

- the ability to bookmark and personalise

- thesaurus functionality

- corpus informed information on frequency.

(Dudeney & Hockly, 2008, p.103)

There are also available free online dictionaries the learners can consult. They offer example sentences and "audible pronunciation of words and hyperlinked definitions (where words within a definition are linked to their own definitions)" (Szendeffy, 2005, p.41). Cambridge Advanced Learner's Online Dictionary (dictionary.cambridge.org) and Longman Dictionary of Contemporary English Online (www.ldoceonline.com) are two of the well-known online dictionaries. Another kind of dictionary that is worth mentioning is collocation dictionary. A collocation dictionary provides the learners with the information as to which words go with which words, which is very beneficial for the language learners. Oxford Collocations Dictionary Online (http://5yiso.appspot.com/) is a well-known free online collocation dictionary.

The students can check the necessary words while they are producing a piece of writing during the class hour if there is a PC having internet access and linked to a data projector in the classroom (Dudeney & Hockly, 2008). Alternatively, the students can refer to CD- or web-based dictionaries at home or in the library while completing their writing assignments. This way, they will use the necessary vocabulary more accurately and appropriately in their writing.

A thesaurus is "a type of dictionary in which words with similar meanings are arranged in groups". It is significant to bear in mind that thesauruses are more suitable for intermediate and advanced learners. They enrich and extend the learners' vocabulary and give them the opportunity to be adventurous and creative in their writing (Dudeney & Hockly, 2008). Merriam-Webster Online Thesaurus (www. merriam-webster.com/thesaurus) is an example for a free online thesaurus.

2.2.7.3.2 Concordances and Corpuses

Concordancer is a piece of software that analyses large quantities of texts with the aim of providing information about the patterns and occurrences of particular words or phrases. To be more specific, a concordancer presents the words in the form of lists within their immediate contexts. Generally seven or eight words before and after these words are demonstrated in the concordance, but in some cases, the entire sentence for each word is given (Beatty, 2003; Byrd, 1998; Dudeney & Hockly, 2007; Peachey, 2005) (See Appendix 17 for sample concordance).

Concordancers generally provide

- word lists (all the words in the sample it analysed)

- frequency lists (how many times each writing word is used)

- information about the type/token ratio (a comparison of the number of individual words to the total number of words used in the text)

- context (the environment where any word in the text is used)

(Byrd, 1998, p.170)

Concordancing involves using a concordancer and a corpus. A corpus is a body of text, i.e., a database, consisting of examples of spoken or written language or a combination of both. Corpuses are compiled from various sources such as newspapers, journals, radio and television, and the street (Beatty, 2003; Dudeney & Hockly, 2007).

Concordances can be used either installed on a computer or accessed through a website. Monoconc (www.monoconc.com), Concordance (www.concordancesoftware. co.uk), Paraconc [for parallel corpuses] (www.athel.com) and Wordsmith Tools (http://www.lexically.net/wordsmith/index.html) are main concordancing programs (Dudeney & Hockly, 2007, p.107).

Most well-known corpuses which are usually accessed through subscription are listed in the following:

- British National Corpus (http://www.natcorp.ox.ac.uk/), 100 million words.

- COBUILD (http://www.collins.co.uk/books.aspx?group=155), 56 million words.

- International Corpus of English (http://www.ucl.ac.uk/english-usage/projects/ice-gb/index.htm), 1 million words.

- American National Corpus (http://americannationalcorpus.org/), 22 million words.   (Dudeney & Hockly, 2007, p.107)

British National Corpus (http://www.natcorp.ox.ac.uk/) and Lex Tutor Online Concordancer (http://www.lextutor.ca/concordancers/concord_e.html) are freely-available web-based concordances.

Concordancers and corpuses can be used in writing classes in several ways. In the first place, a writing teacher can analyse the learners' writing using a concordancing program to look for typical error patterns. This way, the learners can learn from their mistakes and try not to repeat them in their writing. Secondly, the learners can understand different uses and meaning of words and how they are used in authentic contexts through concordances. The learners also have the opportunity to explore collocations. They can learn which words occur with which ones and in what frequency. Such knowledge is essential as vocabulary is an important component of the writing skill (Dudeney & Hockly, 2007; Peachey, 2005).

2.2.7.3.3 Encyclopedias

When people heard the word encyclopedia in the past, they used to associate it with a collection of volumes on the shelves. However, this has changed with the rapidly developing computer technology. Today, paper-based volumes have been transformed

into interactive CDs or DVDs, or they have been transferred to websites.

"Encyclopedias in the target language, either online or on CD or DVD, provide good, general resources to language students in writing classes and encourage exploration of related or adjacent items or on discovery" as Szendeffy (2005) states (p.42). The students who are expected to write on different topics can easily gather the necessary information using the encyclopedias.

Encyclopedia Britannica and Microsoft Encarta are some major disk-based encyclopedias. Websites such as Encyclopedia Britannica, Encarta and the Columbia Encyclopedia are also considered as accurate and comprehensive resources. However, the learners should be careful with Wikipedia since the content is created and edited by users and therefore, it is prone to be inaccurate (Dudeney & Hockly, 2007; Szendeffy, 2005).

2.2.7.4 Computer-Mediated Communication (CMC)

Computer-mediated communication (CMC) refers to the communication using the computer in a general sense. A more detailed definition of CMC is provided by Herring as "the communication produced when human beings interact with one another by transmitting messages via networked computers" (quoted from Herring, 2001, p.612, cited in Bloch, 2008, pp.66-67). CMC can be either synchronous or asynchronous. Synchronous communication takes place in real time, at the same time, whereas asynchronous communication takes place at different times (Beatty, 2003; Sharma & Barrett, 2007). There are some codes of behaviour in internet communication. These guidelines are known as "Netiquette", which derived from network etiquette (net-etiquette). In short, it refers to the dos and don'ts of online communication (Coffin et al., 2003; Eastment, 1999; Mills, 2006; Roblyer, 2006).

2.2.7.4.1 Asynchronous Communication

As has been noted, asynchronous communication is "distanced by time and geography. The communication is not usually instantaneous" (adapted from the Open University, 2001, cited in Coffin et al., 2003, p.132). Namely, in asynchronous communication, the message is sent and received expecting a delay, such as in letter writing or through answering machines or voice mails. "The sender of the message is not dependent on the human recipient being present or aware of the message at the time that it's sent" as Szendeffy (2005) remarks (p.75). Asynchronous exchange is possible in three forms examined below:

2.2.7.4.1.1 Electronic Mail (E-mail)

E-mail is one of the most popular and most used Web 1.0 tools of information technology today. It is an easy, fast and cheap way of communication. E-mail allows the exchange of messages comprised of text and other media between individuals or small groups through computers in a very short time (Dudeney, 2001; Erben et al., 2009; Mills, 2006; Roblyer, 2006).

It is possible for teachers and students to have an e-mail account from their school or through several free e-mail service providers such as Hotmail (http://hotmail.com), Google (http://mail.google.com) or Yahoo (http://mail.yahoo.com) (Erben et al., 2009).

The following figure demonstrates how e-mails are sent and received:

Figure 2.8 How e-mails are sent and received?
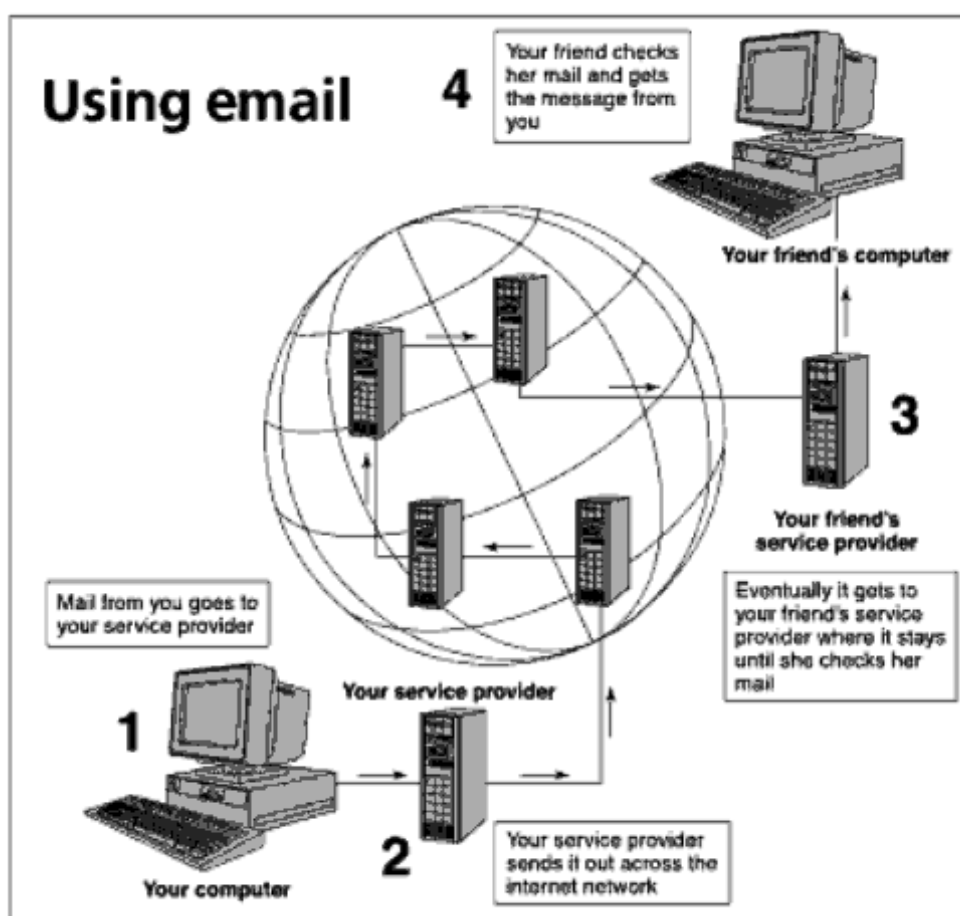
(Dudeney, 2001, p.14)

The netiquette of e-mail encompasses brief messages, shorthand, abbreviations and acronyms (See Appendix 18 for the netiquette for e-mail). The writing style used in e-mails can be described as 'talky-writing' as it involves the elements of both speech ad writing. Using simple vocabulary and frequent use of anaphora and contractions are the common characteristics of e-mail. Spelling and grammar errors can be commonly observed in e-mail messages and these errors which cannot be easily overlooked in written discourse can be tolerated in e-mails. By means of capital letters, italics, asterisks, question marks, exclamation marks, multiple vowels indicating rising question intonation ("sooo?) and emoticons [:-), ;)], e-mail users can express their emotional conditions as well as emphasis (Byrd, 1998; Dudeney, 2001; Fotos, 2004;

Sharma & Barrett, 2007).

E-mail is an excellent way to improve students' writing skills, which can be done directly or indirectly. Firstly, e-mail can be used as a medium between the teacher and the students in a writing course. Via e-mail, the teachers can contact their students rapidly and easily. Sending the students information about the course, a summary of classwork and the details of the assignments is what teachers can basically do through e-mail. They can also e-mail extra materials and updates when necessary. E-mail also offers the possibility for the teachers and the students to share resources and ideas. Besides, the student writers "can submit classwork as attachments by email, which can be marked by the teacher, and returned by email" (Dudeney & Hockly, 2008, p.64). In other words, it is possible for the students to seek guidance and get feedback both from their peers and teachers through e-mail. Such exchanges are useful as e-mails are a permanent record of both the students' own mails and the ones they receive. Both the teachers and the students can go back and refer to them later on in order to monitor and analyse the whole process of writing (Beatty, 2003; Coffin et al., 2003; Creme & Lea, 2008; adapted from Belisle, 1996, cited in Donat, 2000, p.21; Dudeney & Hockly, 2008).

Second, e-mail is an excellent way of promoting authentic communication among the students and the teacher (adapted from Felix, 1998, cited in Torat, 2001, "Electronic mail", para.1). Dudeney and Hockly (2008) support this view by stating that communication by e-mail "gives a learner more exposure to the target language, and interaction is 'real' in the sense that learners are writing to real people – either the teacher or other learners – using a 'real' medium" (p.62). E-mail writing can be described as more meaningful and personal than the writing activities done in class (adapted from Felix, 1998, cited in Torat, 2001, "Electronic mail", para.1).

Third, with a keypal project, the learners are provided with the opportunity to communicate with other learners of the target language using electronic medium. Keypal is a term coined for "penpals who communicate using e-mail; it is the digital equivalent of a penpal but email is used as the mode of interaction instead of the traditional paper and pencil letters that were once exchanged" (Erben et al., 2009, p.120). In such a project, the learners are paired with a group of learners of the same target language, of the same age and level living in other parts of the world and these learners can talk about their experiences of learning that target language or any topic they wish via electronic mail. This project is a great way of establishing cross-cultural communication. Some websites can help the schools and the teachers who want to carry out such a project (Dudeney & Hockly, 2008; Mills, 2006). To sum up, e-mail is said to function as "a bridge between the language classroom and the natural setting" according to some research on a keypal project (quoted from Woodin, 1997, p.31, cited in Pennington, 2004, p.80).

Finally, e-mails can be utilised to improve students' writing with different tasks and activities. For instance, the students can be asked to prepare and submit weekly journals on e-mail. E-mail can also be used as a tool for collaborative writing. The teacher gives a prompt to Student A to write a story and then Student A starts the story and forwards it to Student B to add to the story and Student B adds something to the story and forwards it to Student C and this goes on until all the students contribute to the story and the story is finished (Byrd, 1998; Dudeney & Hockly, 2008).

To summarise, electronic media not only has great potential for communication and interaction among the students, the teachers and other learners of the target language, but it also offers opportunities to improve students' writing (Roblyer, 2006).

2.2.7.4.1.2 Listservs

Listservs are also named as "Discussion Lists" or "Mailing Lists". Listserv, a Web 1.0 tool, is a computer program that allows a group of people who belong to an organization or share common interests to join and participate in organized and moderated e-mail discussions.

In order to join such a discussion group, one must subscribe by e-mailing the prescribed address. What a listserv basically does is to keep track of the subscribers and e-mail discussions lists. When a member sends an e-mail to the list's central address, the mail is automatically duplicated and is sent to all of the members of the list. Any member of the list can start a discussion and express his/her opinions. From an educational perspective, a listserv serves to generate ideas, comments and feedback from the members on a particular topic (Eastment, 1999; Erben et al., 2009; Mills, 2006; Roblyer, 2006; Szendeffy, 2005) (See Appendix 19 for the netiquette for online discussions).

There are two alternatives for the teachers and the students to using listservs. They can either use existing and established listservs or create their own lists. Association for Educational Communications and Technology (aect.org/lists.asp), Topica (lists.topica.com), and Tile (www.tile.net) are among the existing and established listservs the schools and the teachers can use. As for the second alternative, the most widely used listserv programs are LISTSERV, ListProc and Majordomo. LISTSERV is proprietary and copyrighted software; however, the term has become a generic name for such lists. It is also possible for the teachers and the students to use freely available listservs such as Yahoo (http://groups.yahoo.com) and Google (http://groups.google. com) (Eastment, 1999; Erben et al., 2009; Mills, 2006; Szendeffy, 2005).

As touched upon above, listservs get the learners to start and hold e-mail conversations on specified topics and hence engage in interaction, which helps to improve the learners' expressing themselves in the target language through a kind of written medium.

2.2.7.4.1.3 Bulletin Boards

"Discussion Board", "Message Board", "Forum" and "Threaded Discussions" are the alternative names for Bulletin Board which is a Web 1.0 tool. Bulletin board is an asynchronous communication tool that is the electronic version of a noticeboard (bulletin board). A computerised bulletin board is also known as BBS (Bulletin Board System/Service). In bulletin boards, the learners and the teachers can post messages or comments for the other members of the bulletin board to read and respond (Mills, 2006; Roblyer, 2006; Sharma & Barrett, 2007). "This collection of postings create 'threads' of discussion that can go on as long as the group continues to discuss this topic" as Erben et al. (2009) utter (p.123).

Bulletin boards differ from listservs in that the members should go to the bulletin boards to read and post messages since they do not receive e-mails as in listservs. The best part of bulletin boards is that the postings are collected in one place like in an archive, which makes it easy to access and monitor student participation (Mills, 2006; Roblyer, 2006).

Like listservs, already existing bulletin boards can be used by the teachers, or a closed bulletin board can be created by the teachers using programs such as boards2go (www. boards2go.com/) or using the board function of virtual learning environments the teachers are already using such as Blackboard (www.blackboard.com/), Nicenet (www. nicenet.org/), or Sakai (http://sakaiproject.org/) (Erben et al., 2009).

Bulletin boards can be beneficial in language learning classrooms. First, bulletin boards remain a popular way to extend student participation and interaction beyond the classroom. It allows the students to exchange ideas outside the classroom. Such boards also increase the participation of shy and introverted students. Besides, such practice gives adequate time to the students to reflect on electronic discussions and think about their response before posting their message. They can also edit and refine their message in advance; therefore, the students can produce more accurate and deeper messages. Finally, while the students are reading the other posts and replying to and commenting on them accordingly in bulletin boards, they get the opportunity to practice and enhance their writing skills and argumentation (Creme & Lea, 2008; Erben et al., 2009; Mills, 2006; Sharma & Barrett, 2007).

2.2.7.4.2 Synchronous Communication

As explained earlier, synchronous communication is instantaneous and highly interactive (Coffin et al., 2003; Mills, 2006). It is the kind of communication in which "all parties communicate at the same time" (Szendeffy, 2005, p.75). Such communication relies on the principle that all the participants should be simultaneously present and engage in sending, receiving and writing messages at the same time (Mills, 2006; Szendeffy, 2005). Synchronous communication can take the form of text chat, audio or voice chat, videoconferencing and MOO; however, only the one of them, which helps to improve students' writing skills, is examined below:

2.2.7.4.2.1 Text Chat

Sharma and Barrett (2007) define text chat as "a synchronous form of communication involving, exactly as the term suggests, people communicating through writing to each other, using their computer keyboard as the mode of input" (p.98). There are two kinds of text chat: public chat and private chat. Chatting with several

people online is called "Public Chat", while chatting with one person online is called

"Private Chat" (Dudeney & Hockly, 2007; Sharma & Barrett, 2007).

2.2.7.4.2.1.1 Public Chat

Public chat is possible through some chatting systems. The main and mostly used

ones are Internet Relay Chat (IRC) and Yahoo! Chat (www.chat.yahoo.com). These

chatting systems use chat rooms for people to meet and communicate with each other.

Chat rooms can be defined as a virtual space or a communication channel. There are

innumerable chat rooms on a wide range of topics which any user can join and leave

whenever they want. Usually the users do not know each other unless they are regular

users. In a chat session, the text each user types immediately appears on the screens of

all the participants, which creates a real-time ongoing conversation that can be viewed

in a scrolling screen (Crystal, 2006; Dudeney & Hockly, 2007; Mills, 2006; Sharma &

Barrett, 2007; Szendeffy, 2005).

2.2.7.4.2.1.2 Private Chat

Private chat is also named "Instant Messaging (IM)". Private chat is described by

Mills (2006) as a kind of text chat which "provides a more personal or private

interaction between chatters but requires specialized software to be downloaded to a

user's computer" (p.54). Some of the most popular IM applications are Yahoo!

Messenger (http://messenger.yahoo.com/webmessengerpromo.php), MSN® Messenger

(http://webmessenger.msn.com), Google Talk (www.google.com/talk/), Apple® iChat,

AOL Instant Messenger, ICQ (I Seek You) (www.icq.com/download/) and Miranda

(http://www.miranda-im.org/). Such software is password-protected and hence secure.

When one logs in the system or downloads the program, it is possible to create a contact

list or buddy list. When a person from the contact list logs in, the software alerts the

users about it using such devices as a sound like beep, a pop-up box on the screen, or a

flashing menu bar. Moreover, the contact list can be seen on the screen along with information about the status of the users (online, offline, busy or available). What differentiates private chat from public chat is that although a user is not online, another user can still send a message to that person and this person can receive the message when s/he is online, which makes private chat partly an asynchronous communication similar to e-mail (Crystal, 2006; Dudeney & Hockly, 2007; Erben et al., 2009; Mills, 2006; Szenedffy, 2005).

The nature of text chat differs from the nature of e-mail or discussion lists. In e-mails and discussion lists, the users have the chance to think about and edit their messages, whereas text chat is "faster, spontaneous, and may resemble a stream-of-consciousness flow compared to organized, developed written expression" as Szendeffy (2005) expresses (p.76). Without worrying much about the conventions of formal writing, the learners can have more fun while chatting, but at the same time they are under pressure of expressing themselves promptly in the target language, which combines the skills of verbal conversation and writing (Szendeffy, 2005) (See Appendix 20 for chat expressions).

Text chat provides the students with the opportunity to develop their language abilities. To start with, text chat gets the learners to use keyboard in real time and to focus on fluency and communication at the same time. When there is a communication breakdown between the learners, they have to negotiate meaning by rephrasing their messages, which is an important language skill. By means of text chat, the learners can meet and talk about anything to practise their English. In this activity, there is no set agenda or topic and no moderator. Alternatively, the learners can communicate with each other through text chat owing to a collaborative task they have to perform together. In this activity, they have a goal to achieve, that is, language is a means to their end.

Also, debates and student-led discussions can be held through text chats. The students can take a stand on the given topic and the others can respond to it with their own arguments, which makes it an online debate (Dudeney & Hockly, 2007; Mills, 2006; Sharma & Barrett, 2007). Text chats can also be used as a writing activity. "It can be used as warm-up for more formal writing or to quickly get feedback on ideas or fish around for writing topics" as Szendeffy (2005) suggests (p.77). Last, the teachers can use chat-session transcripts for educational purposes. Logs of a chat session can be used both as a study tool for the learners and an evaluative tool for the teachers (Mills, 2006).

Using text chat in English language classes has a number of benefits. In the first place, by using text chat, the language teachers employ current technology, a new medium, in ELT classes (Dudeney & Hockly, 2007). Furthermore, due to its anonymity feature, the shy language learners "may be more willing to participate in the sessions than they might be in face-to-face situation" (Levy & Stockwell, 2006, p. 90). Another related benefit of text chat is that it is motivating for the learners due to the contact they make with their peers or with other learners and cultures. With text chat, real communication with a real purpose takes place, which is the major aim of teaching a foreign language. Finally, text chat offers the learners a chance to practise their written English (Dudeney & Hockly, 2007).

There are several things for the teachers and the students to notice while using text chat. Generally, chat environments are not safe educational environments. It is possible to have uninvited guests giving misinformation or making offensive remarks. Besides, the students may get lost in a chat session unless it is structured and they may fail to actively participate in the session, which is called 'lurking'. To use text chat effectively, the chat sessions should have a clear focus which will keep the students on

track and the teachers should preferably act as a moderator who encourages the students to participate in the session (Mills, 2006; Sharma & Barrett, 2007). Another problem that may arise is about the nature of text chat. "There is a slight time lag which occurs between someone typing a message and the time it appears on your screen" as Sharma and Barrett (2007) state (p.99). Such communication can be viewed as 'disjointed' due to the delay resulting from the time lag and because several users are posting messages at the same time (Sharma & Barrett, 2007). It requires some time and practice for the students to get used to text chatting effectively with others.

2.2.7.5 Blogs

Blog is short for web log (weblog). A blog, one of the Web 2.0 tools, can be defined as an online journal in the form of a web page that allows an author (or authors) to regularly post comments, thoughts, analyses, experiences of life, interesting links and so on (Crystal, 2006; Mills, 2006; Richardson, 2009).

The activity of maintaining a blog is called "blogging", and the person who blogs is known as a "blogger". The totality of blogs on the Web is named "blogosphere" (Crystal, 2006; Mills, 2006).

A blog is a powerful content management tool which consists of a main page on which blog entries appear in reverse chronological order, identified by date and time. That is to say, the most recent entries appear at the top of the page, pushing all the previous ones down. Some blogs promote interaction by permitting their visitors to leave public comments on blog entries, which helps to create an online community around a blog. Most blogs primarily consist of texts; however, a blog may also include images, videos, audio files and links to other blogs. Several blogs have a blogroll which is the sidebar containing a list of links to other blogs the author admires or favours (Akyol, 2009; Crystal, 2006; Dudeney & Hockly, 2007; Mills, 2006).

There are free blogging sites that help the teachers and the learners create a blog. These are Blogger (http://blogger.com), WordPress (http://wordpress.com), Edublogger (http://theedublogger.com) and Ning (http://blog.ning.com). Besides, Edublogs (edublogs.org) hosts loads of educational blogs (Akyol, 2009; Erben et al., 2009).

Some common features of a typical blog are listed in the following:

- It uses web publishing technologies and tools to disseminate information on the Web.

- It is quick and easy to create and update a blog as it requires only internet access and a minimum of technical know-how.

- It is easy to publish instantly.

- It is organized with date entries.

- It is organized by posts about topics.

- Posts are frequently updated.

- Each post has a date and time stamp.

- Most blogs are interactive, welcoming feedback, that is, it allows people to comment on a post.

- It is totally free.

(British Council Teaching English, 2005, 2010; Crystal, 2006; Mills, 2006)

Blogs that are used in education are called "Edublogs". There are three kinds of edublogs that are examined as follows:

a. Tutor Blog

If an edublog is set up and maintained by a teacher, it is called a "Tutor Blog" (Dudeney & Hockly, 2007). A teacher can do several things with a tutor blog as mentioned below:

- informing the learners about syllabus, course information, homework assignments, class rules, rubrics, handouts and presentations

- getting the learners to do extra reading and/or writing practice

- stimulating discussion by commenting on something or asking a question

- providing a resource of links for self-study

- providing a summary of a class for the absent learners

- providing study tips

- sharing and exchanging ideas, materials and links with their colleagues

(British Council Teaching English, 2005; Campbell, 2003; Dudeney & Hockly, 2007; Richardson, 2009)

In most tutor blogs, the students are not allowed to write comments to their teacher's posts unless they are required to as a part of an assignment (British Council Teaching English, 2005).

Aaron Campbell's blog 'The New Tanuki' (http://thenewtanuki.blogspot.com) and Nik Peachey's Nik's Learning Technology Blog (http://nikpeachey.blogspot.com) are good examples of a tutor blog.

b. Learner Blog

Some teachers may ask their students to create a blog, and such a blog is called a "Learner/Student Blog". This blog is the personal online space of each student and they are required to post to their blogs at regular intervals. Such blogs require more time and effort of the teachers as they have to moderate and evaluate the postings of each student blog. Such blogs lend themselves well to writing practice, developing a sense of ownership and promoting learner autonomy (British Council Teaching English, 2005; Campbell, 2003; Dudeney & Hockly, 2007).

c. Class Blog

Class blog is the blog which is used by all the class members, that is, it is "the result of the collaborative effort of an entire class" as Campbell (2003) describes (Class Blogs). Such blogs can be used as the extension of classroom in several ways since all the students post to only this blog. This kind of blogs give the students more freedom than tutor blogs because the students can use it as a bulletin board and they can post images and links as well as comments. These blogs can also be used in project work and as a virtual space for an international classroom language exchange (British Council Teaching English, 2005; Campbell, 2003; Dudeney & Hockly, 2007).

A Classroom Book Blog (http://bookreport.edublogs.org) is one of the examples of a class blog.

It is also possible for the teachers to "use a combination of Tutor or Class blog and Learner blogs, with hyperlinks connecting them" (British Council Teaching English, 2005, Types of blogs).

Blogs are favoured in ELT classes for a number of reasons listed in the following:

- It integrates web technologies with language learning and teaching.

- It is an alternative way of communicating with teachers and peers.

- It provides a real-world tool for learners to practise their written English.

- It gives the students a real reason to write and a real audience to write to.

- It is one of the easiest ways to publish student writing on the Web.

- It is a great way of contacting learners from other parts of the world if the blog is used as a part of an international exchange.

- It helps the students to create, communicate and collaborate.

- It offers an opportunity to recycle the language learned in class.

- Blogging is fun and motivating for the students.

- It provides extra reading and writing practice for the students.

- It caters for the learners with different learning styles.

- Quiet and shy students can find their voice while using the blogs.

- It helps to foster connectivity and a sense of community in a class.

- It helps to promote learner autonomy.

- It encourages a process-writing approach.

- It can be used for e-portfolio.

- It can be used both as an extension of classroom work and/or extra-curricular activity such as class discussion, journal writing, project work and so on.

- It can act like an archive of course materials.

- It makes it easy for the teachers to keep track of student performance and participation, and to evaluate their posts.

- The teachers can guide their students to appropriate online resources via blogs.

(Akyol, 2009; Bloch, 2008; British Council Teaching English, 2005, Why blog?; Dudeney & Hockly, 2007, p.90; Karaoğlu, 2008; Mynard, 2007; Richardson, 2009)

Blogs are useful pedagogical tools especially in improving the students' writing and thinking skills. First of all, blogging encourages the use of several writing genres. For example, if a learner gives a narrative account of events in his/her personal life in his/her blog, the diary or journal genre is being practiced. Moreover, sometimes the students are asked to post their opinion on a statement, a question, or on a teacher's or student's reflection. An idea posted in a blog may be thought-provoking and what the learners compose in response to that post is the kind of reflective and opinionated writing. Blogs can also be used to publish creative writing. For instance, the learners can be asked to write a short story or a poem for a blog (Crystal, 2006; Mynard, 2007; Richardson, 2009). Another writing genre that resulted from blogging is connective

writing, which can be defined as "a form that forces those who do it to read carefully and critically, that demands clarity and cogency in its construction, … and that links to the sources of the ideas expressed" (Richardson, 2009, p.28). Connective writing is elaborated by Richardson (2009) as follows:

> Many times one post is the synthesis of the reading of many texts, so bloggers must be able to find connections and articulate the relevance of those connections. In composing the post, this genre of writing demands organization and clarity as well as a keen awareness of audience. (pp.29-30)

Second, blogging helps the learners to develop their critical and analytical thinking skills as they are writing in a connective and reflective manner, and making editorial decisions while blogging (Richardson, 2009). It is of significance to bear in mind that "blogging is a genre that engages students and adults in a process of thinking in words, not simply an accounting of the day's events or feelings", which is the fundamental aim of teaching a foreign language (Richardson, 2009, p.20).

A third benefit of blogging is that it encourages the students to write regularly, which is otherwise hard to do. Also, the comments the students receive from their peers or others motivate them to continue writing in blogs. Besides, the fact that the students know what they blog will reach a larger audience gets them to be more accurate in terms of grammar and information while blogging (Barrios, 2003; Richardson, 2009).

What is more, blogging encourages all kinds of reflection and helps the students build metacognitive awareness since blogs archive the performance of the students demonstrating their language learning process which is done in an organized and searchable manner. Blogs can also be used as e-portfolios. Besides, the students who keep blogs have to decide what to write or publish in their blogs learn to take responsibility and hence develop the ownership of their writing, which gradually promotes learner autonomy. In addition to these, the student bloggers are equipped with

the literacies they will need in their further studies and/or professional career in this information age (Mynard, 2007; Richardson, 2009).

To summarize, blogs are beneficial for the student writers in several ways as stated by Richardson (2009) below:

> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes, something bloggers do by the very nature of their process, … students participate as reflective, creative, and critical members of a variety of literacy communities. (p.31)

2.2.7.6 Wikis

A wiki is "a collaborative website that many people can work on or edit" as Erben et al. (2009) define (p.133). The word Wiki is the shortened form of wiki wiki, which is originally a Hawaiian word meaning quick or fast. Not surprisingly, this name indicates the main nature of wikis, namely, they can be easily and quickly updated and edited. In other words, a wiki is like a public website or web page that is started by one person, but anyone with an access or permission can contribute to a wiki by adding, editing or deleting content as they like (Dudeney & Hockly, 2007; Erben et al., 2009; Gaer, 2007; West & West, 2009).

Wiki is both a source of information and an online tool for collaborative writing. Wikis are built to allow groups to collaborate, share, monitor and create online content. The best-known wiki is Wikipedia (www.wikipedia.org), which is a free online encyclopedia that anyone can access, and add and edit in various languages. The accuracy of the content of this huge encyclopedia is a controversial issue, yet its collaborative nature is undeniable (Dudeney & Hockly, 2007; Gaer, 2007; Parker & Chao, 2007; West & West, 2009).

Although both blogs and wikis are Web 2.0 (Read/Write Web) tools that look alike, they differ in several ways. To start with, most blogs are personal, but wikis are

like a public website. That is to say, blogs are generally maintained by a single person who merely has the privilege of authorship. What the visitors can do is to leave comments only if they are allowed by the author. However, wikis have multiple authors who are permitted to add, delete or change content (Dudeney & Hockly, 2007; West & West, 2009). Gaer (2007) summarizes these features of blogs and wikis as "While a blog primarily represents the personality of the author, a wiki represents the personality of the group" (p.75).

Secondly, blogs are static websites. Wikis, conversely, are dynamic due to their nature of collaborative authorship (Dudeney & Hockly, 2007; West & West, 2009). Last, both tools have a different type of construction as Dudeney and Hockly (2008) describe below:

> Essentially, a wiki is not linear, like a blog. A blog consists of a number of postings, which are published on one web page, in reverse chronological order with the most recent posting at the top. A wiki has a non-linear structure, and pages may link back and forwards to other pages. (p.94)

There are mainly two kinds of wikis: public and private wikis. A public wiki allows anyone on the Web to view and edit content without having to log in. Besides, these wikis can be easily identified and found in the databases of search engines. Wikipedia, as mentioned above, is a perfect example for this kind of wiki. A private wiki, on the other hand, restricts access to users with a password, only allowing them to view, add and edit content (Davies & Hewer, 2011; Hockly, n.d.; adapted from Olson, 2006, cited in Parker & Chao, 2007; p.58; West & West, 2009).

It is possible to set up a wiki using four kinds of services. The first of these is free wiki services. It is easy to create a wiki page using these free sites and they do not require any installation. They provide the users with only basic services in terms of administrative capabilities, editing features, security and capacity. The most well-

known free wiki services are Pbworks (formerly known as Pbwiki [www.pbwiki.com]) (www.pbworks.com), Wikispaces (http://www.wikispaces.com), MediaWiki (www.mediawiki.org), WetPaint (www.wetpaint.com) and Wikihost (http://wikihost.org) (Davies & Hewer, 2011; Dudeney & Hockly, 2007; West & West, 2009).

The second kind of service is using fee-based wiki services. People preferring such sites are offered with such services as more advanced management capabilities, more editing features, more storage, added security and a larger number of members and pages at a monthly or annual cost. Likewise, these sites are easy to use without requiring technical expertise and software installation (West & West, 2009).

The next service is using self-hosted wikis. As West and West (2009) mention, "Wiki software can also be installed directly on a personal or campus-controlled server space. … Self-hosting a wiki allows for maximum control over access and security, and typically provides much more storage space than is available through free or fee-based services" (pp.7-8). Using such a wiki, however, requires technical experience (West & West, 2009).

Lastly, some virtual learning environments (VLEs) offer a built-in wiki to their learners. Not surprisingly, only the learners who can access such a VLE use these wiki tools. These wikis are also easy to use like free wikis, and they are hosted by on a local campus similar to self-hosted wiki services. Moodle and Blackboard are the two most well-known VLEs providing such a service (West & West, 2009).

Wikis may differ in several features; however, they share some common characteristics that make a wiki a wiki as listed below:

a. Rapidness: The Wiki pages can be rapidly constructed, accessed and modified, in hypertext form.

b. Simpleness: A simple markup scheme (usually a simplified version of HTML) is used to format the Wiki pages, instead of the complicated HTML.

c. Open source: Each member can create, modify and delete the Wiki pages. Wiki content is not reviewed by anyone before publication, and is updated upon being saved.

d. Maintainability: Wiki maintains a version database, which records its historical revision and content, thus enabling version management.

e. Capacity: All wikis support the creation of multiple pages by multiple authors, and thus can quickly grow in size.

f. Communication: Most wikis support some type of embedded communication among wiki members.

g. File Sharing: Links to other pages and external sites, and files such as images, media, PDF documents and spreadsheets can be linked to, or embedded within a wiki page.

h. Administration: Wikis provide various levels of administrative capabilities that control user access, group setup, passwords, and version control.

i. Security: All wikis provide some measure of control over access through the use of login and password protection

j. Widgets: Wikis are continually updating their services to include additional features through the use of widgets, that is, they are small programs embedded within Web pages that can add functionality and interactivity to wiki pages.

(quoted from Shih, Tseng and Yang, 2008, cited in Vincent, 2008; West & West, 2009, pp.10-16)

There is considerable evidence that wikis support two important learning paradigms that are cooperative and collaborative learning and constructivism. In the

first place, collaboration and cooperation are two of the essential elements of effective

pedagogy and wikis are the writing tools encouraging collaboration and cooperation due

to their unique and powerful features of information sharing, publishing and feedback

(McLoughlin & Lee, 2007; adapted from Schaffert, Bischof et al., 2006, cited in Parker

& Chao, 2007, p.58). To put it another way, "Wikis can serve as a knowledge platform

for a community of practice where members of the community can share their

knowledge with the group, put up interesting pieces of information, work together,

discuss issues" (adapted from Schaffert, Bischof et al., 2006, cited in Parker & Chao,

2007, p.58). To sum up, collaborative environments wikis create result in interaction

between group members and interdependence of group members as well as appropriate

use of collaborative skills (adapted from Schaffert, Bischof et al., 2006, cited in Parker

& Chao, 2007, p.58).

Secondly, wikis provide an impetus for constructivist learning. According to

constructivism, learning occurs in a social context in which learners interact with each

other and complete a collective activity. In such a learning environment, scaffolding is

provided for the learners through the help of peers, their teachers and technology.

Wikis are able to create such a learning environment which supports the learners in

various ways as they enable the learners to connect, interact and share ideas fluidly

(McLoughlin & Lee, 2007).

Erben et al. (2009) explore the relation between use of wikis in language learning

and constructivism in more detail as in the following:

> Participation in a wiki is a good example of Vygotsky's (1978) zone of proximal
> development (ZPD) in action. Participants are socially mediated by others in a
> problem-solving situation. In this case, the problem would be the elaboration of
> one or more document(s) that informs about a certain topic. Vygotsky (1978)
> highlighted the fact that the ZPD need not be a relationship between a novice
> and expert, but can be the relationship between like-level peers, who mediate
> each other. ELLs' (English language learners') use of a wiki fits nicely within

this concept because, as they work together, their writing community is formed and meditational process is enriched. In the end, knowledge is shared and collectively constructed. (p.134)

Using wikis in language classes presents both advantages and disadvantages for language teachers and learners. Recently, wikis have been very popular in language classes, especially in writing classes, for several reasons stated as follows:

a. Wikis stimulate writing ('fun' and 'wiki' are often associated).

b. Wikis provide a low-cost but effective communication and collaboration tool (with an emphasis on text rather than software).

c. Wikis promote the close reading, revision, and tracking of preliminary work.

d. Wikis discourage product-oriented writing while facilitating writing as a process.

e. Wikis ease students into writing for a wider and authentic audience.

f. Wikis make it easy for the students and their teachers to exchange information and ideas.

g. Wikis allow for peer interaction, group work and collaborative writing.

h. Using wikis can help develop bonds between members of the class and create a community spirit.

i. The archives of wikis lend itself to reflection.

j. The History function is a very helpful diagnostic tool for the teachers.

k. Wikis promote student-centred teaching in that the students themselves have the control over what is written and what stays on the wiki pages.

l. The students using wikis learn how to develop and use collaborative skills and negotiation skills on correctness, meaning, relevance and the like.

m. The negotiation involved while using wikis helps the students develop successful problem-solving skills.

(British Council Teach Englsh, 2010; Erben et al., 2009, p. 135; adapted from Lamb, 2004, cited in Parker & Chao, 2007, p.61; Richardson, 2009; Sharma & Barrett, 2007, p.123; Sharma & Barrett, 2008, Advantages)

Using wikis poses some challenges for the users as well. These challenges are described in the following:

a. Monitoring and policing takes time and effort.

b. Promoting the wiki needs to be organised together with training.

c. Quality control can be difficult and poor content can discourage other users.

d. Not everybody wants to share their materials and ideas.

e. Resistance can develop if there is a perception that use of the wiki is being imposed from above rather than users being handed control of it themselves

f. All content is modifiable by any user. For example, the instructor may want to restrict modifiability of certain pages, such as a course syllabus or assignments.

(adapted from Wang & Turner, 2004; Elrufaie & Turner, 2005, cited in Parker & Chao, 2007, p.64; Sharma & Barrett, 2008, Disadvantages)

Wikis have a number of pedagogical uses in language classes.

a. A central storage area: Resources and class materials for the learners can be uploaded by teachers.

b. A collaborative tool: The learners can achieve a goal collectively.

c. A forum for projects: Documents can be stored, discussed and updated virtually.

d. An articulation tool: The learners can express themselves in L2 via wikis.

e. A showcase for best practices: The best pieces of student work can be published on the Web.

f. A communication channel: Information can be disseminated easily and
widely.

(Richardson, 2009; Sharma & Barrett, 2008)

Wiki is a popular Web 2.0 tool in writing classes as it can be employed in several
ways and activities by the language teachers and the institutions. To start with, the
teachers can benefit wikis as an extension of class activities. The teachers can integrate
online assignments and activities into their syllabus. For instance, a teacher may ask
his/her students to summarize the story they have read during the class on their wiki
page. Second, wikis can be used as pre-writing activities. With wikis, the learners have
the opportunity to brainstorm and gather ideas. Wikis also make it feasible to practice
and develop academic writing skills. For example, a writing teacher may put a
controversial statement on the wiki for a class discussion. This way, the students can
learn and practice their argumentative skills. Another way to use wikis in writing
classes is using them as a presentation tool. The learners can publish their paragraphs
or essays ready for peer review and error correction (adapted from Duffy & Bruns,
2006, cited in Parker & Chao, 2007, p.60).

Most importantly, wikis are a good platform for collaborative writing projects
owing to their "functions of allowing multiple users to create content on the same
document easily, tracking histories of user actions, and keeping good revision records
among different users" (adapted from Boulos, Maramba, &Wheeler, 2006; Godwin-
Jones, 2003; Lamb, 2004, cited in Liou & Lee, 2011, p.46). Wikis make it possible to
carry out a collaborative task as an assignment where collaboration is promoted and the
student performance can be systematically observed and interpreted. For instance, the
students may be asked to continue a story the beginning of which is given. Each student
contributes and thus a story is completed collectively (Liou & Lee, 2011; Sharma &

Barrett, 2007).

To sum up, using wikis is beneficial in language learning and teaching for the reasons stated above. Wikis offer the learners the opportunity "to introduce students to the concepts of open-source software, community collaboration, respect for other people's ideas, intellectual property and public domain, and much more" as Richardson (2009) suggests (p.63).

2.2.7.7 Twitter

As it is defined in Wikipedia, twitter is "an online social networking and microblogging service that enables its users to send and read text-based posts of up to 140 characters, informally known as 'tweets'". Twitter is described as microblogging since the collection of tweets are similar to blogs. Twitter also acts like an instant messenger that allows you to keep in touch with your family, friends or co-workers at a social networking site (http://www.twitter.com). The main purpose of Twitter is to inform your social circle about your whereabouts and doings by means of tweets. In order to post a tweet, one should answer the question "What are you doing?" in 140 characters, which requires the users to be concise and to the point while writing their tweets, which is a necessary writing skill (Rolińska, 2009; Scinicarielloi n.d.).

In order to use Twitter, people need to have an account in the Twitter website which is free of charge. With a few clicks, it is possible to create a list of people to follow. The Twitter website allows for keeping the tweets private between the contacts or open to the public. It is also possible for the users to publish tweets on a mobile apart from the web (Rolińska, 2009).

For some language teachers, Twitter is a tool worth exploiting in their class for a variety of reasons. To begin with, it is quick and easy for the teachers and the learners to use Twitter. Especially the learners who are familiar with IM applications such as

Facebook find it really easy to post tweets. Secondly, it is interesting and fun for many

people to see what they have written (Avatar Languages, n.d.; Karaoğlu, 2008;

Rolińska, 2009; Scinicarielloi n.d.).

     Another benefit of Twitter is that it creates a classroom community outside the

classroom. Twitter makes it possible for the learners to interact and collaborate with

each other and with their teachers. Moreover, the learners can share useful and

interesting links and online resources on Twitter. Twitter can also serve as a forum to

discuss certain issues and exchange ideas, to reflect and comment on specific topics or

tweets, and to hold an online conversation (Avatar Languages, n.d.; Karaoğlu, 2008;

Rolińska, 2009).

     As mentioned above, Twitter is a conversation tool, so it requires conversational

writing. The learners will like using it as they do not have to write paragraph-length

texts. They have 140 words at most to express themselves in their tweets. Also, by

using Twitter, the learners will get familiar with a new writing genre. Twitter has a

distinctive communication style (i.e., abbreviating words and substituting words with

numbers, e.g. 2night=tonight) (Avatar Languages, n.d.).

     The students using Twitter explore the language as well. They can use different

tenses such as present continuous, past simple or present perfect while posting tweets.

They both practice their writing and reading skills. To follow the others, the learners

read their tweets, and they have to comprehend the tweets and the flow of conversation

in order to respond or comment. Twitter can also be used in writing tasks or activities.

For example, the teacher can start a story asking their students to continue it or the

students can post the summaries of texts or stories they have read on Twitter (Avatar

Languages, n.d.; Karaoğlu, 2008; Rolińska, 2009).

2.2.7.8 Podcasts

Podcasting is the combination of the words iPod and broadcasting. It is a way of publishing audio (usually MP3 files) and video files on the Internet which can be downloaded and listened to on any portable MP3 player or PC. The video podcasts are known as Vodcasts or PodClips (British Council Teaching English, 2005; Dudeney & Hockly, 2007).

Two main features of good podcasts are good sound quality and interesting, useful content. The first one is related to the equipment and software used. Teachers of English should choose or create the podcasts appropriate for their students' needs and interests and also for their level (Sharma & Barrett, 2007).

There are three kinds of podcasts English teachers can make use of in their classes:

a. Authentic Podcasts

These podcasts are for the native speakers of English. They provide a rich source of listening materials. BBC News (http://www.bbc.co.uk) and YouTube (http://www.youtube.com) are popular websites offering podcasts. These podcasts are generally appropriate for high level students (British Council Teaching English, 2005).

b. Podcasts for Teachers and Learners of English

These podcasts are specifically made for language learners. There are a large number of podcasts tailored for the learners of English on the websites teachertube (www.teachertube.com), Englishcaster (http://www.englishcaster.com) and Podcast Alley (http://www.podcastalley.com).

c. Teacher and Student Podcasts

It is also possible to create one's own podcasts. The teachers can create podcasts for their students in order to help them to practice and improve their listening skills.

These podcasts may last from 20 seconds to several minutes. The Daily Idiom and Madrid Young Learner are two examples for teacher-produced podcasts. The students can also create podcasts with the help of their teachers. English Conversations is a podcast created by learners for other learners of English. podOmatic (www.podomatic.com) is one free podcast site the teachers and the learners can visit to find various podcasts and to create theirs (British Council Teaching English, 2005; Dudeney & Hockly, 2007).

Teachers of English prefer to use podcasts in their class for several reasons. First of all, it is easy to find, download and listen to or watch them. One does not need expertise to find and use the available podcasts. However, creating one's own podcasts may require some expertise such as downloading and using the necessary software. Next, podcasts provide listening practice for the learners. Moreover, they are authentic materials and they can be used as springboards in several types of activities in class.

While teaching writing skills, podcasts can be used as a springboard for a writing task or activity. For instance, the students may be asked to listen to or watch a podcast on a specific topic and then to write a paragraph or essay based on that specific podcast (Sharma & Barrett, 2007).

2.2.7.9 Virtual Learning Environments (VLEs)

Teaching with technology falls into three broad categories: augmented learning, blended learning and online learning. Augmented Learning is the course "integrating new tools into existing teaching activities" as Siemens and Tittenberger, (2009) define (p.16). It is also called "Web-Supported Instruction". For instance, a teacher can augment his/her class using an online discussion forum, a wiki or a blog. The second category is Blended Learning, which is also named "Web-Enhanced Instruction". It is a mixture of online and face-to-face instruction in classroom. For example, a language

course may be delivered 75 per cent face-to-face and 25 per cent online. Online part of a course can use both synchronous and asynchronous web tools. Finally, Online Learning can be defined as the one in which face-to-face classroom teaching is entirely replaced by technology. It is also known as "Web-Based Instruction". In such an instruction, the teacher delivers all the instruction, communication and assignments via the Internet. Both blended learning and online learning make use of a learning platform or a combination of blogs, wikis, e-mails, podcasts, videos and group-based activities (Davidson-Shivers & Rasmussen, 2006; Dudeney & Hockly, 2007; Siemens & Tittenberger, 2009; Sharma & Barrett, 2007).

A Virtual Learning Environment (VLE) is also known as a Learning Management System (LMS) or a Course Management System (CMS). A VLE can be defined as a web-based learning platform consisting of software and systems that are designed to manage, deliver and provide access to an online course. Davidson-Shivers and Rasmussen (2006) also offer a definition of a VLE as "a software tool that schedules, registers, and tracks learner progress and performance" (p.28). A VLE not only consists of course materials, but also testing and communication tools (Davies & Hewer, 2011; Dudeney & Hockly, 2007; Sharma & Barrett, 2007).

Sharma and Barrett (2007) elaborate on VLEs as in the following:

A VLE is essentially empty, in the sense that it has no content until the material is created to populate. This material could be provided by teachers: they can upload Word documents and PowerPoint presentations to the site, create online quizzes or import streaming video or audio files. Alternatively, the institution may buy publisher-created digital content. (p.103)

Since the late 1990s, using VLEs has been a popular way of designing and delivering online courses. VLEs are generally used by universities and individual teachers to make the courses they offer more effective. Using a VLE successfully requires some features such as a spirit of experimentation, willingness to create online

learning materials, preference for a learner-centred instruction, willingness to promote

learner autonomy and tolerance of failure (Cole & Foster, 2007; Roblyer, 2006; Sharma

& Barrett, 2007; Siemens & Tittenberger, 2009).

A typical VLE has several components described below:

a. areas where learning materials are stored - usually under different subject

headings and levels, and week by week: documents, presentations, audio and

video lectures, podcasts, images

b. communication tools for both teachers and learners: discussion boards, text

chat, wikis and blogs

c. assessment tools: quizzes, tests and questionnaires

d. administration tools for enrolment, tracking and grading students

(Davies & Hewer, 2011, Distance Learning; Dudeney & Hockly, 2007; Sharma &

Barrett, 2007)

There are a number of well-known VLEs and these are Moodle, Dokeos,

Blackboard/WebCT (recently merged), ATutor, Sakai and Claroline. Moodle is a free

open source VLE, while the rest are fee-based VLEs (Davies & Hewer, 2011; Dudeney

& Hockly, 2007; McLoughlin & Lee, 2007).

VLEs offer great potential benefits for the language teachers and learners. Firstly,

it unifies a number of tools such as wikis, blogs, chats and forums as well as some

websites. To put it another way, a VLE "brings all under one roof, with tools that have

been designed to work together and have the same design ethos, both pedagogically and

visually" (Sharma & Barrett, 2007, p.108). It is also easier to manage these tools using

only one learning platform (Sharma & Barrett, 2007, p. 108).

Secondly, with a VLE, it is possible for the teacher and the learners to contact

each other, which encourages interaction and collaboration and hence this helps to

develop a sense of community among the learners (Sharma & Barrett, 2007).

Another advantage of VLEs is their tracking facilities. They inform the teachers as to when the learners log in, what they have done and which tools they have used or accessed. VLEs also provide the teachers with sophisticated assessment and grading tools with records for each student. The learners are also able to get immediate feedback provided by online assignments or activities in the form of scores and explanations of wrong answers (Dudeney & Hockly, 2007; Sharma & Barrett, 2007).

Also, using VLEs can get the shy and slow learners to participate in online learning activities, which is difficult otherwise. Flexibility and convenience is one further benefit of VLEs. The learners can access the online course material at their convenience and they can progress at their own pace (Cole & Foster, 2007; Sharma & Barrett, 2007).

Last, "course materials can be reused and repurposed for the next course" as Sharma and Barrett (2007) suggest (p.108). Namely, once the course content is designed, it is easy to modify and adapt these materials for further classes (Sharma & Barrett, 2007). To sum up, a VLE is favoured by many universities and teachers for the reasons stated above.

2.2.7.9.1 Moodle

Moodle is "a free learning management system that allows to create powerful, flexible, and engaging online learning experiences" as Rice (2011) defines (p.7). Moodle can also be described as an open source learning management system, that is, one is free to use, modify and redistribute it as the code is available by licensing agreement (Nash & Rice, 2010; Stanford, 2009).

Moodle is a popular VLE which is used by numerous universities, K-12 schools, individual instructors as well as companies in order to deliver online courses and to

supplement face-to-face instruction. There are over 300,000 registered users of Moodle and 30,000 Moodle sites in 195 countries. Moodle is a free VLE which can be downloaded and installed from its website (www.moodle.org) (Cole & Foster, 2007).

What Moodle stands for and what it means is officially explained by Moodle itself (About Moodle) as follows:

> The word Moodle was originally an acronym for Modular Object-Oriented Dynamic Learning Environment, which is mostly useful to programmers and education theorists. It's also a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity. As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course. Anyone who uses Moodle is a Moodler.

The creator of Moodle is a computer scientist and educator called Martin Dougiamas. He came up with the idea when he got frustrated while working on a course management system which was not working well. He found out that the system had been created by engineers, not by educators. Thus, he thought that such a system should be built by educators, and in the end he himself developed Moodle as an alternative (Cole & Foster, 2007).

There are some requirements to be fulfilled before one starts to use Moodle. What is required is a computer with internet access and a fairly new Web browser (e.g. Internet Explorer and Mozilla Firefox). There is no need to say that Moodle should be installed and configured on a server. Besides, teacher and administrator access to Moodle is necessary. As stated earlier, Moodle software is free of charge; however, there is an annual cost to host a Moodle site (Cole & Foster, 2007; Sharma & Barrett, 2007).

Moodle offers a number of features and tools that attract many teachers and educators around the world:

a. Uploading and Sharing Materials

It is possible to upload syllabus, lecture notes, teaching materials, assignments, reading texts and articles as well as links to websites, online resources and dictionaries for the students to access whenever they want (Cole & Foster, 2007).

b. Assignment

This feature allows the students to upload any kind of digital content for the teachers to grade. This module is used to get the students to produce a piece of writing such as a sentence, a paragraph or an essay. Besides, the students can submit spreadsheets, presentations, photographs, or small audio or video clips. Anything that is stored on a hard disk can be submitted as an assignment in Moodle. However, the assignments do not necessarily have to be uploaded in the system. The texts can also be input online and the teachers can grade them online, adding inline comments or changes when necessary (Cole & Foster, 2007).

c. Quiz

Quizzes are important pedagogical tools to gauge the learners' comprehension of materials and with Moodle, it is faster to create, take and grade quizzes, and give feedback than it is in traditional classrooms. This module offers the users various options and tools such as having different question types, giving quizzes randomly generated from pools of questions, asking questions inserted with a text, image, audio and video files, allowing the learners to re-take the quizzes multiple times and so on (Cole & Foster, 2007; Rice, 2006).

d. Workshop

Workshop is a complex tool designed to get the students to peer review each others' writing within a structured framework. Workshops are suitable for open-ended assignments which require writing paragraphs, essays and research papers. In peer

review process, a scoring guide, a set of criteria used for judging the quality of a piece of writing, is necessary for the reliability issues (Using Moodle).

e. Forum & Chat

Forum is one of the great merits of Moodle. It acts as an online message board that enables the teacher and the students to communicate with each other by posting messages. Since forum is an asynchronous communication tool, the students do not have to log in at the same time to communicate with each other. Forum can also be used to promote online discussion (Cole & Foster, 2007).

Unlike Forum, Moodle chat is a synchronous communication tool that allows all the users to communicate in real time. Namely, the users must log in simultaneously in order to communicate with each other. This module of Moodle is similar to instant messaging systems like MSN and iChat (Cole & Foster, 2007).

f. Wiki & Blog

Moodle has its own built-in wiki and blogs, which makes it easier for the teacher and the learners to manage and maintain. The teachers can do a variety of activities through Moodle wiki and Moodle blogs, which promotes active learning, interaction and collaboration (Cole & Foster, 2007).

g. Glossary

Moodle has developed this module to get the students to build their vocabulary by developing their glossaries consisting of the words they have learned during the class. It should be borne in mind that these glossaries are effective tools for learning (Cole Foster, 2007).

h. Gathering and Reviewing Assignments

Moodle can ease the workload of teachers by keeping, tracking and grading student assignments easily and fast in the virtual environment (Cole & Foster, 2007).

i. Recording Grades

Moodle provides a gradebook for each course which can give up-to-date information to the learners about their performances and grades. It is also possible to download the gradebook into Excel for further calculations (Cole & Foster, 2007).

j. Automatic Backup

With its feature of automatic backup, it is possible to save the content of the coursed as well as the performances and grades of the learners (Stanford, 2009).

As for the philosophy of Moodle, it is rooted on social constructivism, which is explained by Rice (2011) below:

> The social constructionist philosophy believes that people learn best when they interact with the learning material, construct new material for others, and interact with other students about the material. The difference between a traditional class and the social constructionist philosophy is the difference between a lecture and a discussion. (p.11)

Moodle also supports communicative approach to language learning. It puts the students in the centre of the learning experience by promoting interaction, trying to present engaging and effective materials and tasks, and encouraging reflection and self-development. In brief, Moodle is learning-centred (Cole & Foster, 2007; Stanford, 2009).

The features of Moodle correspond to several learning theories and models. Firstly, while the students are studying the content, they try to comprehend the subject matter themselves using their own learning strategies, which encourages learning autonomy. Learners can study at their own pace and in their own way in Moodle as it respects diverse talents and ways of learning. Using workshops and wikis, the students engage in interaction and collaboration, and produce a piece of writing collaboratively. In forums and chats, the students engage in interaction and hence in collaborative learning. The quiz module gets the students to be tested alternatively. While doing

their online assignments, they use their higher order thinking skills. In conclusion,

Moodle features supporting different learning instructional functions and learning

theories are summarized in the table below:

Table 2.7

Moodle Features supporting Instructional Functions and Learning Theories

Moodle Feature	Instructional Function	Learning Theory
Course Content	self-study comprehension	Learner Autonomy Learning Styles
Assignment	higher order thinking skills collaborative writing	Conditions of Learning
Quiz	comprehension analysis	Alternative Assessment
Workshop	application and evaluation collaborative writing	Social Practice
Forum	interaction collaborative learning analysis and synthesis	Social Practice
Chat	interaction collaborative learning	Social Learning
Wiki	interaction collaborative learning application and synthesis	Social Learning
Glossary	comprehension	Schemata

 (adapted from Nash & Rice, 2010, pp. 20-12; quoted from Jacobs and Farrell, 2003, pp.

1-5, cited in Stanford, 2009, pp.12-14)

The following table compares and contrasts these three VLEs in terms of their

features:

Table 2.8

Feature Comparison of VLEs

Feature	Blackboard/ WebCT	Dokeos	Moodle
Upload and share documents	Y	Y	Y
Create content online in HTML	Y	N	Y
Online Discussions	Y	Y	Y
Gradediscussions / Participation	Y	N	Y
Online Chat	Y	Y	Y
Forum	Y	Y	Y
Messaging	Y	N	Y
Student Peer Review	N	N	Y
Online Quizzes / Surveys	Y	Y	Y
Online Gradebook	Y	Y	Y
Student submission of documents	Y	Y	Y
Self-assessment of submission	N	N	Y
Student Workgroups	N	Y	Y
Lessons with paths	Y	N	Y
Student Journals	N	N	Y
Embedded Glossary	N	Y	Y
Multiple Language support	Y	Y	Y
Course Timetable	Y	Y	Y

 (Using Moodle, p. 6; adapted from Önal, Kaya, & Draman, 2006, cited in Arslan, 2009, p.70)

As can be seen above, combining all these features in one integrated package, Moodle is the leading open source VLE which can compete with the big boys' features (Using Moodle).

2.2.8   Impact of using CALL applications on writing

There is no doubt that with the advances of new technology, the way people write, the genres created, the authorial identities assumed, the forms of finished products and the way people engage with their readers have changed. These significant changes, both positive and negative, are presented as follows:

a. CALL applications change creating, editing, proofreading and formatting processes.

b. CALL applications combine written texts with visual and audio media.

c. CALL applications encourage non-linear writing and reading processes.

d. CALL applications change the notions of authorship, authority and intertextuality.

e. CALL applications change the relationships between writers and readers in texts.

f. CALL applications introduce possibilities for constructing and projecting new social identities.

g. CALL applications facilitate entry to new on-line discourse communities.

h. CALL applications increase student motivation to write and revise.

i. Student writers develop greater consciousness of writing as process.

j. Quicker, more fluent, less self-conscious writing takes place.

k. With CALL applications, the students write much more than they used to in the past.

l. CALL applications increase collaboration of all kind (teacher-students and student-student).

m. CALL applications blur traditional oral and written channel distinctions.

n. CALL applications get the students to focus mostly on surface structure.

o. CALL applications increase the marginality of writers who are isolated from new writing technologies.

p. CALL applications increase anxiety due to lack of familiarity with hardware or software.

q. CALL applications demotivate the students due to their limited computer literacy.

<div align="right">(Ferris & Hedgcock , 1998, p.265; Hyland, 2002, p.73)</div>

2.2.9 Guidelines on how to benefit CALL applications in writing

What the writing teachers should take into consideration before they use any CALL application in their classes is listed below:

a. Select appropriate writing texts as models.

b. Choose CALL that teaches genres as well as linguistic knowledge and strategies.

c. Teach learners how to benefit from interactive help and feedback from the computer.

d. Create opportunities to expand knowledge of English through writing and to write for a real audience.

e. Include explicit evaluation (including both strengths and weaknesses).

f. Help learners develop their writing strategies.

<div align="right">(Chapelle & Jamieson, 2008, p.96)</div>

2.3 Conclusion

This literature review mainly discusses the writing skill and CALL. Firstly, this chapter has given a detailed account of the writing skill. The following subsection presents the approaches to writing, principles of teaching writing as well as the roles of writing teachers. In the next section, how to give feedback is examined in great depth.

The section that follows deals mainly with the evaluation of written work. The final section of this chapter handles CALL thoroughly from its history to its applications and how these applications can be employed to teach and improve writing skills.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter mainly handles how the research is designed providing the information concerning the method and tools of data collection used in this study. An overview of the setting, participants, instruments, data collection procedure, data collection environment, and finally data analysis are provided respectively in this chapter.

3.1 Research Design

This study is a quasi-experimental study. This kind of a study "has both pre- and post- tests and experimental and control groups, but no random assignment of subjects" as Nunan (1996) describes (p.41). The sample of the present study is the convenience or opportunity type. According to Dörnyei (2007), in convenience sampling,

> an important criterion of sample selection is the convenience of the researcher: members are the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or willingness to volunteer. (pp.98-99)

Convenience sampling is favoured in this study because the study has been conducted at a university where the researcher is not working. It is both a quantitative and qualitative study as the data have been gathered both through the results of a pre-test and a post-test and the results of a student evaluation form.

The purpose of this study is to investigate the impact of computer-assisted activities designed by the researcher on students' L2 writing skills. The research questions given below are answered for this purpose.

1. Is there a significant difference in the experimental and control groups' pre-test results?

2. Is there a significant difference in the experimental and control groups' post-test results?

3. Did the Online Essay Writing course improve students' writing skills?

4. Did the experimental group think that the Online Essay Writing course improved their writing skills?

5. Did the experimental group find the Online Essay Writing course beneficial?

6. Did the experimental group enjoy using Moodle for the Online Essay Writing course?

7. Did the experimental group find the Online Essay Writing course motivating?

8. How did the experimental group find the activities in the Online Essay Writing course on the whole?

3.2 Setting

The study was conducted at the department of English Language Teaching (ELT), Gazi University, Ankara. The department of English Language Teaching aims to train their students to be teachers of English at the end of a 4-year undergraduate program. There are approximately a total of 300 students in 10 groups per year. Two classes in their freshman year were chosen with the method of convenience sampling as noted above.

The study was carried out in the spring term of 2010. It was conducted in the Advanced Reading and Writing II course, which is compulsory with 3 credits. The students have this course 3 hours a week for a period of 15 weeks. This course is the continuation of the Advanced Reading and Writing I course, which is offered in the fall term. In the fall term of 2009, the students were taught how to write a paragraph and different types of paragraphs 3 hours a week in the Advanced Reading and Writing I course. The Advanced Reading and Writing II course, on the other hand, aims to teach

how to write different types of essays. The syllabus and the content of the online course were developed in accordance with the objectives of the course (See Appendix 22 for the description of the course). The textbook *Writing to Communicate* was used as the main course material.

With this study, this course became a web-enhanced instruction (blended learning). The course was delivered fifty per cent face-to-face and fifty per cent online through the VLE Moodle. The lecturer of the course took the students to the computer lab for the online part of the course for 6 or 7 weeks. The students had to take a midterm (40 % weight) and a final exam (60 % weight) to complete the course. In order to fulfil the requirements of this course, the students have to pass the course with a minimum grade of DC (60-69/100) or above. The online work the students did during the course constituted 20 % of the overall grade.

3.3 Participants

As mentioned above, two groups (classes) of students have participated in this study. The sampling is not done randomly; it is a convenience sampling. Each group consists of 21 freshmen (a total of 42 students in the two groups) studying at the department of ELT at Gazi University. One of these groups is the experimental group, the other being the control group. There are 9 male and 12 female students in the control group. Their ages range from 19 to 26, but most of them are either 19 or 20 years old. The experimental group consists of 1 male and 20 female students whose ages range from 18 to 24.

The type of high school the members of the experimental group graduated from is presented in the following figure:

Figure 3.1 Type of High School the Subjects Graduated from
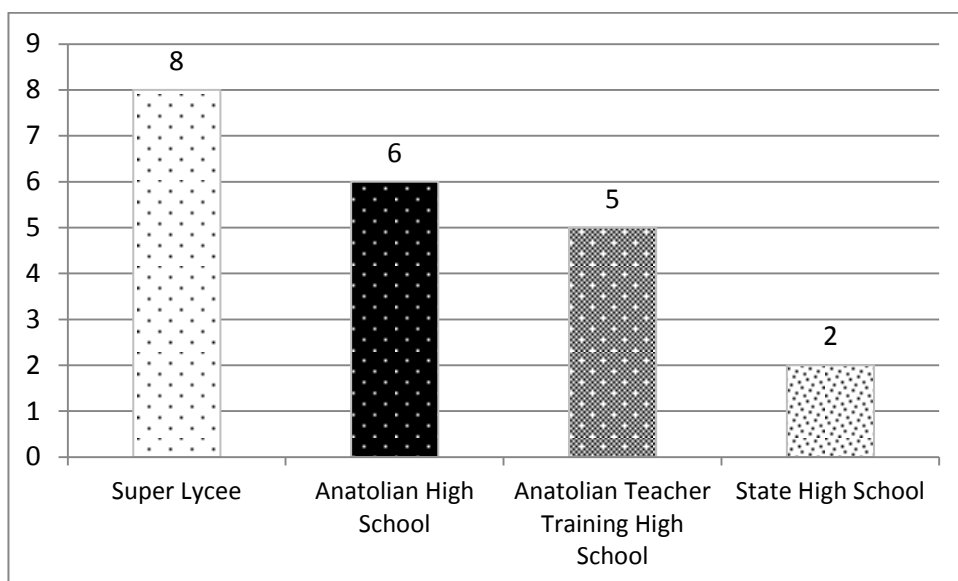
As is seen in the figure above, most of the subjects graduated from the high schools where they had more hours of English than those graduated from state high schools. Therefore, we can infer that they have spent more time learning English. When the subjects are asked how long they have been learning English, their answers vary from 6 years to 12 years, which demonstrates that they have been familiar with English for quite a long time.

Besides, 7 members in the control group took a year-long intensive English course, which is called preparatory school, at Gazi University before actually starting to study at their department, while the rest (14 members) did not. However, only 10 students out of 21 in the experimental group attended the preparatory school.

3.4 Instruments

Data are collected through a number of instruments in the present study. These instruments, i.e., computer literacy survey, writing rubrics and student evaluation form, are further described in the following section.

3.4.1 Computer Literacy Survey

Computer Literacy Survey is designed by the researcher. The survey is compiled, adapted and inspired from the studies of Donat (2000), Pekel (2002), Erkan, (2003) and Tokaç (2005). The survey mainly aims to gather information about the subjects' computer skills and computer habits. Since the subjects are English teachers-to-be, the survey is designed in English.

The survey consists of 13 questions, almost all of which require the subjects to tick the relevant boxes, and some of which require the subjects to write the names of the programs or tools they have used. There are also questions aiming at gaining the demographic information about the participants such as gender and age (See Appendix 23).

3.4.2 Writing Rubrics

Both the experimental group and control groups are given a pre-test and post-test. In the pre-test, the participants are asked to write an essay on "the advantages and disadvantages of living in a big city" between 200 and 250 words. On the other hand, in the post-test, the participants are expected to write an argumentative essay on the statement "It is better for university students to live in a dormitory or share an apartment with their friends than living with their parents".

The tests given are evaluated by three raters including the researcher herself. One of the raters is a lecturer at the department of ELT at Gazi University, teaching the experimental group. The other one is an instructor working at Yıldız Technical University, School of Foreign Languages, the department of Basic English. Both of these raters are trained how to evaluate the essays using the rubrics developed by the researcher. Two rubrics are developed for this study; one is for the pre-test (Advantage and Disadvantage Essay Rubric), while the other is for the post-test (Argumentative

Essay Rubric). Except for one or two questions in the body paragraphs section, all the questions in both rubrics are the same (See Appendix 24 and Appendix 25).

Both rubrics are analytical rubrics including a part for holistic scoring. The reason why analytical rubrics are favoured in this study is that they give detailed feedback about the students' writings, both their strengths and weaknesses. The components and the weight assigned to each component in the rubrics are presented in the table below:

Table 3.1

Components and Numerical Weight Assigned in the Rubrics

Components	Points
a. Content & Organization	**45 pts**.
• Introduction	5 pts.
• Thesis Statement	10 pts.
• Body Paragraphs	20 pts.
• Conclusion	10 pts.
b. Coherence & Unity	**15 pts.**
c. Grammar	**15 pts.**
d. Vocabulary	**10 pts.**
e. Mechanics	**10 pts.**
f. Holistic	**5 pts.**
Total	**<u>100</u> pts.**

The skills, tasks and activities designed for the online program are reflected in the rubrics. To be more specific, what the students are taught to do with the online program is included as components in both rubrics. To illustrate, there are several exercises

about writing thesis statements, topic sentences, supporting and concluding sentences in the program and 45 points out of 100 is assigned to the content and organization in the rubrics. The rubrics with minor changes in the body paragraphs section in each essay type are used in the online program, so the subjects are familiar with these rubrics.

The rubrics are designed by the researcher, and they have been used and revised over time. Four experts are asked to judge the rubric to assure the reliability and validity. Two of these experts have completed their PhD degree in ELT, while the rest are PhD candidates. For this purpose, a rating sheet with a Likert scale is developed for the judges to assign points from 1 to 5 to each item in the writing rubric. The ratings are calculated and in accordance with the feedback from the experts, the rubrics have been revised.

3.4.3 Student Evaluation Form

At the end of the web-enhanced instruction, a student evaluation form is conducted with the students in the experimental group about the "Online Essay Writing" program they used during the term (See Appendix 26). This evaluation form aims to obtain feedback on the online program as well as the opinions on the part of its users.

The student evaluation form consists of four parts. The first part has questions about the subjects' demographic information. The second part includes 11 statements about the online writing program. The subjects are supposed to choose best answer (definitely, unsure, not at all) in accordance with what they think and feel about the online writing program. In the third part, there are 17 statements about the activities in the online program and the subjects are expected to choose the best answer (definitely, unsure, not at all) as they do in the previous part. The final section has open-ended questions. The subjects are requested to write about the problems they encountered

during the treatment and their own solutions to these problems if they have any as well as their final comments or suggestions. They are also given the chance to use their native language while answering the open-ended questions in this section.

3.5 Data Collection Procedure

Since this is a quasi-experimental study, it involves an experimental group and a control group, a pre-test, a post-test and also treatment. The data are collected both quantitatively and qualitatively in three stages explained below:

3.5.1 Pre-Test and Computer Literacy Survey

The data are collected at Gazi University Department of ELT. In the first week of the spring term of 2010, the subjects in the experimental and control groups are asked to write an essay on the advantages and disadvantages of living in a big city as the pre-test of the study (See Appendix 27 for the subjects' advantage and disadvantage essays). The students were taught how to write a paragraph along with some paragraph types in the fall term; however, they have not been trained how to write an essay yet. That is why, they are assigned to write an essay that does not require a complex organization and hence that is easier to write when compared to other types of essays. The experimental group is also informed about the online component of the course.

After the pre-test, the experimental group is given a computer literacy survey to obtain information about their computer skills and habits. The subjects are expected to have used a computer before, and have basic computer skills such as using a word processor, surfing on the Internet and using e-mail for communication.

3.5.2 Treatment

For the subjects to start their online study, their names and e-mail addresses are entered into the system (Moodle) by the researcher. Afterwards, the password and username of each student are sent to their e-mail account by the system when the

students request to register and log in the online program. Besides this, the researcher

has created an e-mail account (elt1_rw2@yahoo.com) for this course and study, and the

researcher and the subjects communicate with each other via e-mail. Also, the subjects

send their essay assignments to the researcher by e-mail.

The participants are taught to write four types of essays, namely process,

classification, cause effect essay and argumentative essays in the Advanced Reading

and Writing II course in a period of 15 weeks. After the subjects have learned the

basics of writing an essay, they proceed with the kinds of essays. When they start with

the process essay, they also get started with the online essay writing program. The

syllabus of the Advanced Reading and Writing II course and the online course is

presented week by week as follows:

Table 3.2

Syllabus of the Online Essay Writing Program

	Week 1 (February 15-19)	Introduction & **Pre-Test** & **Computer Literacy Survey**
	Week 2, 3 (February 22-March 5)	How to write an essay
ONLINE COURSE	**Week 4, 5, 6** (March 8-26)	**Process Essay**
	Week 7, 8, 9 (March 29- April 16)	**Classification Essay**
	Week 10, 11, 12 (April 19-May 7)	**Cause and Effect Essay**
	Week 13, 14, 15 (May 10-28)	**Argumentative Essay**
	Final Week (May 31-June 11)	Final Exam & **Post-Test** & **Student Evaluation Form**

The lecturer of the experimental group has delivered the Advanced Reading and

Writing II course half face-to-face and half online. Throughout the term, the

participants log in the program to do the assigned activities and tasks for each essay in

accordance with the syllabus of the course. While the students are trying to fulfil the

requirements of this online course, the researcher checks the open-ended activities of the participants uploaded to the system or sent by e-mail, and provides them with detailed feedback and an assigned grade for each essay writing activity. This feedback involves correction symbols given in a column on the right of the essays using the comment function in Microsoft Word program and individualized written comments at the end of the essays. The rubrics highlighted for each essay assignment are also sent to the participants via e-mail, so they are familiarized with these rubrics (See Appendix 28 for sample detailed feedback). As for the activities requiring restricted answers such as fill-in-the-blanks, ordering, matching and the like, the system does not only grade the participants but it also provides immediate feedback. The grades of each participant are stored in a markbook in the system, which allows the teachers to view, copy and print them. The online program is assigned a weight of 20 % of the overall grade to pass the course. The problems encountered with during the treatment are handled by both the lecturer and the researcher as much as possible.

3.5.3 Post-Test and Student Evaluation Form

At the end of the term, both the experimental and control groups do their final exam, the writing part of which constitutes the post-test of the study. The participants are asked to write an argumentative essay on "It is better for university students to live in a dormitory or share an apartment with their friends than living with their parents" (See Appendix 29 for the subjects' argumentative essays). As the last essay type they have learned to write and practice is argumentative essay, they are required to write this kind of essay in the post-test. After the final exam, they are given a student evaluation form to get feedback about the online program they have used during the term.

3.6 Virtual Data Collection Environment: Moodle

The virtual learning environment Moodle is employed to improve students'
writing skills in this study. The students are first introduced the Online Essay Writing
program in the computer laboratory of the school, accompanied by their lecturer. The
e-mail addresses of the students in the experimental group are obtained in advance and
they are sent the guidelines about how to log in the website, how to edit their profile and
information regarding the content of the website by the researcher (See Appendix 30).
In the laboratory, the participants log in the program using a user name and a password
with the help of their lecturer.

In the front page of Moodle, the students are welcomed with a message from the
researcher as well as the content of the course. The students are able to see the course
content sorted by essay types when they click the link Online Essay Writing. Although
the students are able to see the whole content, they can only access them when they start
to learn and practise that particular type of essay.

At the top of the page, some links are provided for the students by the researcher.
The first two of these links are two PDF documents which are the guidelines about the
website mentioned earlier and the error correction codes and essay format the students
will need while writing their essays online (See Appendix 30 and Appendix 31). Also
the links of three online dictionaries are given at the top of the course page. The two of
these dictionaries are monolingual dictionaries and the third one is a collocations
dictionary which the students can make use of while doing the activities and writing
their essays online. The interface of the Online Essay Writing course looks like as in
the following:

Figure 3.2 Interface of the Online Essay Writing Course
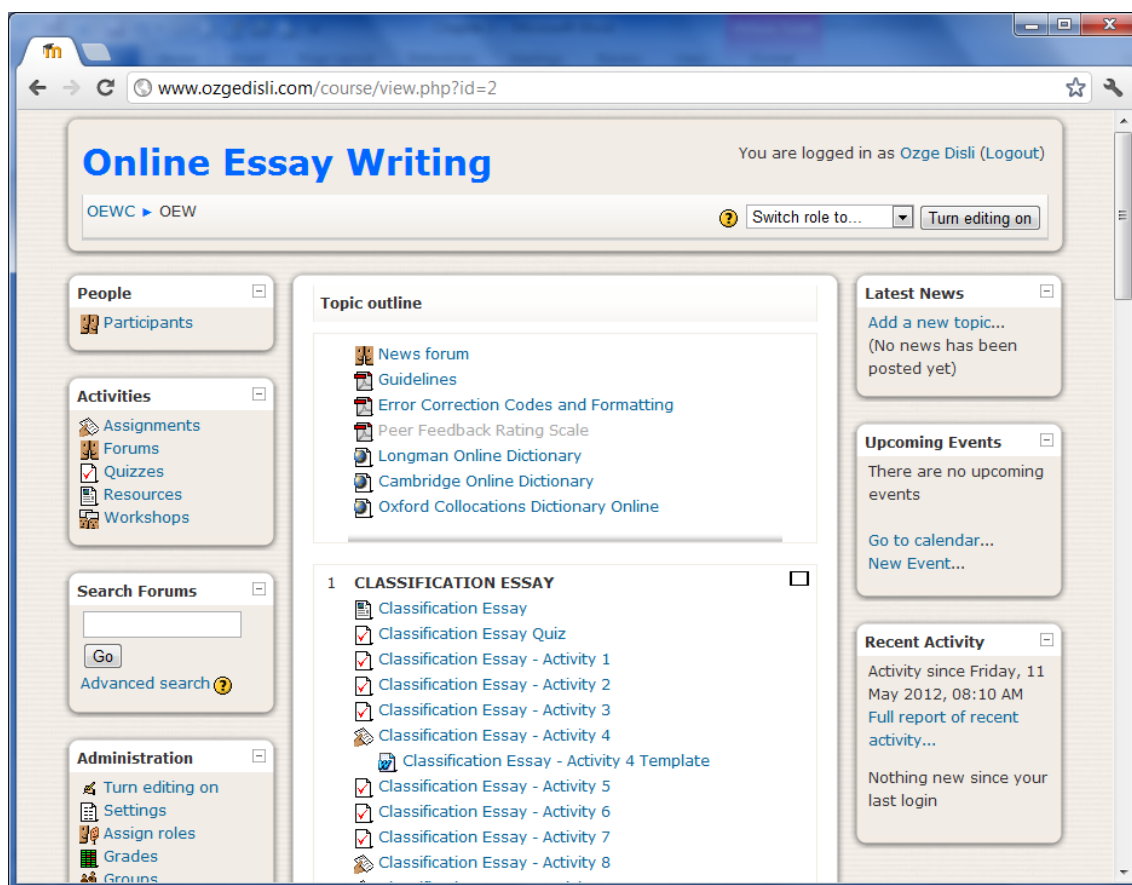
When the students log in the course, they are first supposed to take a look at the resource part in each essay which reviews how to write that particular essay type (See Appendix 32 for sample resource). In this part, the students are mainly equipped with the information about the essays as follows:

a. kinds of that particular essay type

b. organization of that essay

c. tips for writing that type of essay

d. language and linkers likely to be used in that type of essay

e. sample essays

After they review how to write that particular essay type, they are expected to take a quiz before they proceed with the activities. The quiz involves between 9 or 11 questions to test whether the students have mastered the theoretical part of writing that

essay. An incorrect answer in the quiz gets the students to refer to the related part in the resource for revision (See Appendix 33 for sample quiz).

Ten or more than ten activities are devised for each type of essay. These activities are developed using such features of Moodle as Quiz and Assignment. The types of activities prepared for this online course are listed below:

a. Fill in the blanks

b. Circle the correct one (Multiple-choice question)

c. Error correction

d. Matching

e. Sentence completion

f. Rewrite

g. Ordering

h. Finding the irrelevant sentences

i. Completing graphic organizers

j. Identifying cause-effect relation, classification, similarity

k. Gap completion in an essay

l. Analysis of text organization

m. Making an outline

n. Writing topic sentences

o. Writing thesis statements

p. Writing the introductory and concluding paragraphs of essays

q. Writing a refutation paragraph of an argumentative essay

r. Writing essays

The first activities in each essay type generally deal with the paragraph forms of that essay type. These activities aim at raising the students' awareness of the

organization and components of a paragraph. They are the activities which require restricted answers such as linkers. The succeeding activities are about the text organization of essays such as outlining a paragraph or an essay. More open-ended activities such as writing a thesis statement, an introductory paragraph or an essay are presented in the end. The students have to write the thesis statements, paragraphs and essays using a word processor and upload them in the form of a Word document to the system, whereas the restricted activities can be done online. Most of the activities in the course are embedded with images in order to make the activity more colourful and engaging. Some activities also contain podcasts, videos, power point presentations and links to some websites to make these activities authentic, integrated and motivating (See Appendix 34 for sample activities).

In each restricted activity, the users are given the information about the number of attempts allowed, the grading method and the deadline of the availability of that activity beforehand. The students are able to get immediate feedback from the restricted activities in terms of their incorrect answers, yet the researcher does not prefer to provide the learners with the correct answers as they are given at least 3 or 4 attempts to complete them successfully. The program also provides the students with the scores and overall feedback of the activity. What is more, there are time limits allocated for each activity in line with their difficulty.

3.7 Data Analysis

First, the data collected for this study are entered in Microsoft Excel and transferred to the software Statistics Package for Social Sciences 16.0 (SPSS) for statistical analyses. To begin with, the computer literacy survey results are examined through frequency analysis. Secondly, pre- and post-test results of both the experimental and control groups are compared within and between the groups using

paired and independent T tests. Besides these, one-way ANCOVA is utilized to determine the effectiveness of the treatment. Moreover, the inter-reliability of the raters is calculated using Pearson product moment correlation. Last, to reveal the opinions of the subjects on the online program, frequency analysis is employed.

3.8 Conclusion

This chapter covers the method and data collection procedure of the study. It describes the setting, participants, instruments and data collection procedure, data collection environment and data analysis in detail. In the next chapter, the findings will be presented and analysed statistically and the results will be interpreted accordingly.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter introduces the findings of the statistical analysis of each data collection instrument mentioned in the previous chapter. A descriptive interpretation and explanation of the results follow.

This study is designed to investigate the effect of the online essay writing program on the students' L2 writing skills. The research questions the researcher tries to address are listed as follows:

1. Is there a significant difference in the experimental and control groups' pre-test results?

2. Is there a significant difference in the experimental and control groups' post-test results?

3. Did the Online Essay Writing course improve students' writing skills?

4. Did the experimental group think that the Online Essay Writing course improved their writing skills?

5. Did the experimental group find the Online Essay Writing course beneficial?

6. Did the experimental group enjoy using Moodle for the Online Essay Writing course?

7. Did the experimental group find the Online Essay Writing course motivating?

8. What did the experimental group think about the activities in the Online Essay Writing course on the whole?

4.1 Computer Literacy Survey

The aim of this survey is to collect information regarding the subjects' familiarity with the computer as well as their computer skills and habits.

According to the results, all the subjects are familiar with computers. They all have used a computer before and they have been familiar with the computer for 2 years to 11 years. To put it differently, most of them started using computers when they were at primary school.

They are also asked whether they have access to a computer or not. 11 out of 21 subjects have stated that they have a computer of their own. The others have reported that they either to go to a cybercafé or use their roommate or flatmate's computer or use the computers at university as they do not have their own computers.

The subjects are also expected to state how many times and hours they use a computer a week and the results are demonstrated in the following figures.

Figure 4.1 Frequency of the Subjects' Computer Use
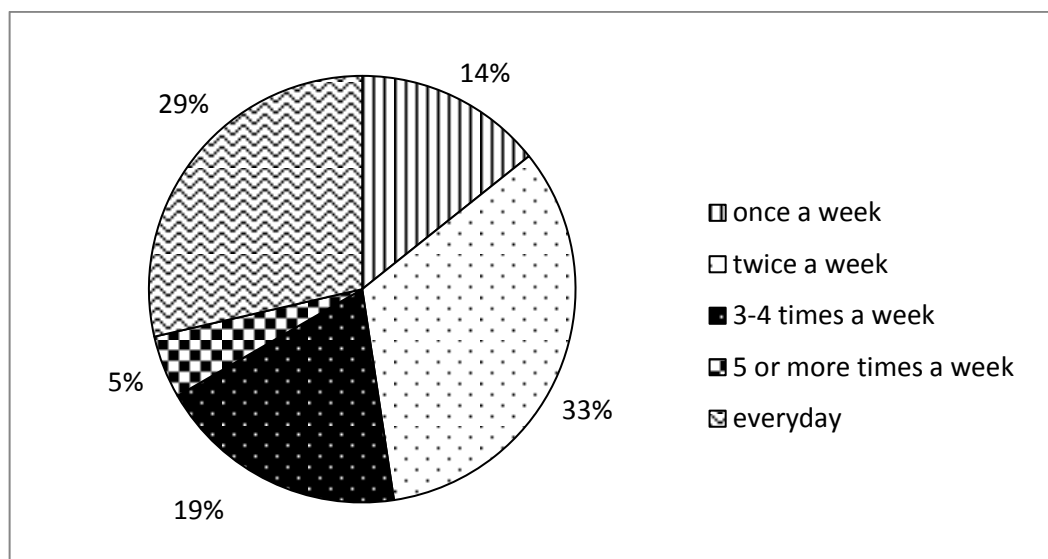
As is seen above, 33 % of the subjects use a computer twice a week and 19 % do so three or four times a week. 29 % of the subjects use a computer everyday. It is

possible to conclude that most students use a computer at least twice or three or four times a week, which is sufficient for the research.

Figure 4.2 Hours the Subjects Spend at the Computer
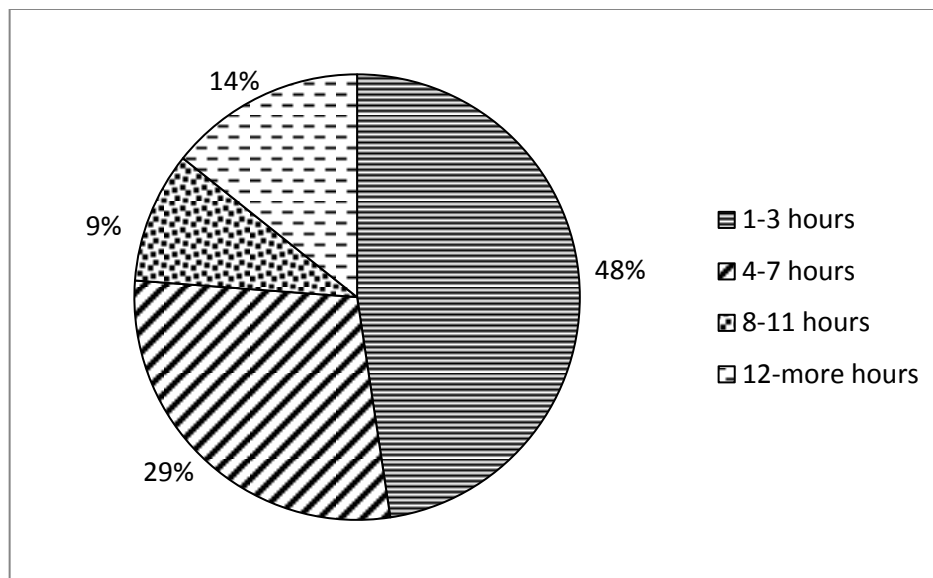
According to the figure above, almost half of the subjects spend for 1 to 3 hours at the computer a week. About a third of the subjects use computer between 4 and 7 hours and 9 % of them do so 8 to 11 hours a week. Only 14 % spend 12 or more hours at the computer. To sum up, over 50 % of the students can be reported to spend at least 4 to 7 hours a week, which is a good result for the research.

As the results have yielded, all the subjects have internet access although some of them do not have a computer. The results have also demonstrated that almost all the subjects use the Internet to communicate, search for information and do their homework and also for entertainment purposes. These results are significant in that the students are expected to have an e-mail account which can be used in this study and use e-mail for communication purposes. Moreover, 19 students out of 21 have stated that they have used a computer for educational purposes before. The following figure displays how they used a computer for educational purposes:

Figure 4.3 Educational Purposes the Subjects Use a Computer for
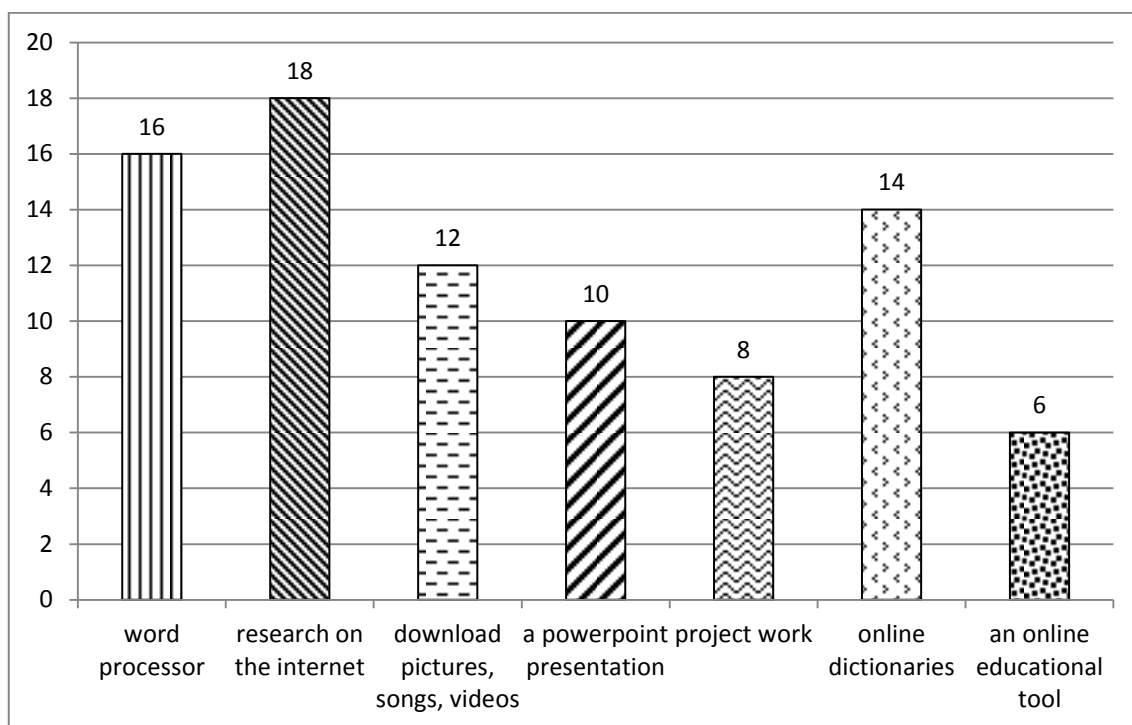
As can be seen above, the subjects mostly used computer to do research on the Internet for their homework and used a word processor while doing their homework. 14 subjects out of 21 used online dictionaries while studying and 12 of them downloaded pictures, songs and videos for their homework. 10 students out of 21 made a PowerPoint presentation as homework, while 8 of them did their project work by using computer. Finally, only 6 of them stated that they used an online educational tool while studying.

The subjects are also asked whether they are familiar with Microsoft Office programs and their answers are demonstrated in the following figure.

Figure 4.4 Microsoft Office Programs the Subjects Use
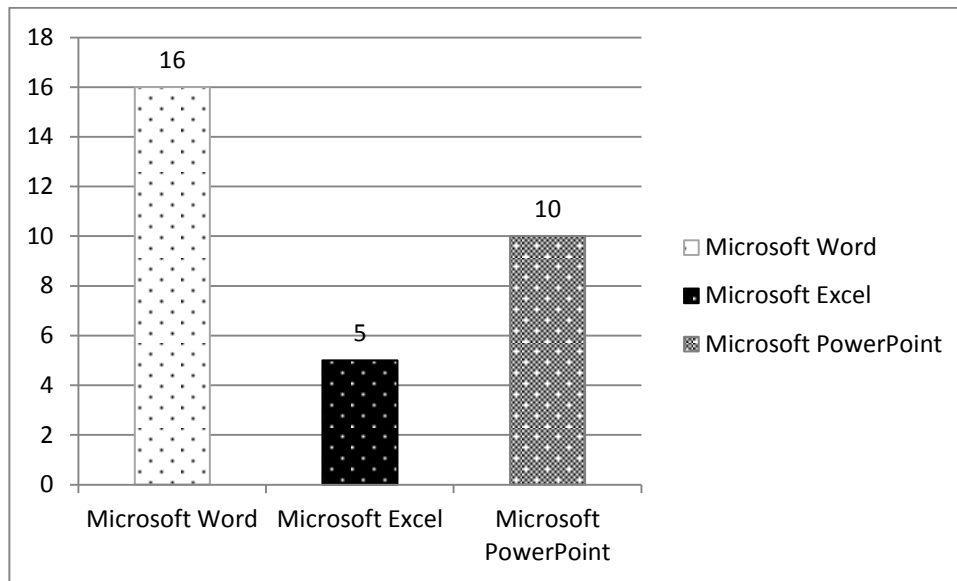
As is seen in Figure 4.4, 16 students can use the Microsoft Word program, while 10 of them are able to use the Microsoft PowerPoint program and only 5 of them know how to use the program Microsoft Excel.

To conclude, the subjects have proved to have basic computer skills such as using a word processor and the Internet for many purposes and some of them are in the habit of using the computer regularly, which is necessary for the online essay writing program.

4.2 Pre-Test and Post-Test Results

As mentioned earlier, a pre-test is administered to both groups before the

treatment to answer research question 1. The subjects are supposed to write an

advantage-disadvantage essay for the researcher to see whether there is a difference

between the experimental and control groups before the treatment gets started.

1. Is there a significant difference in the experimental and control groups' pre-

    test results?

Figure 4.5   Means of the Experimental and Control Groups' Pre-Test Results
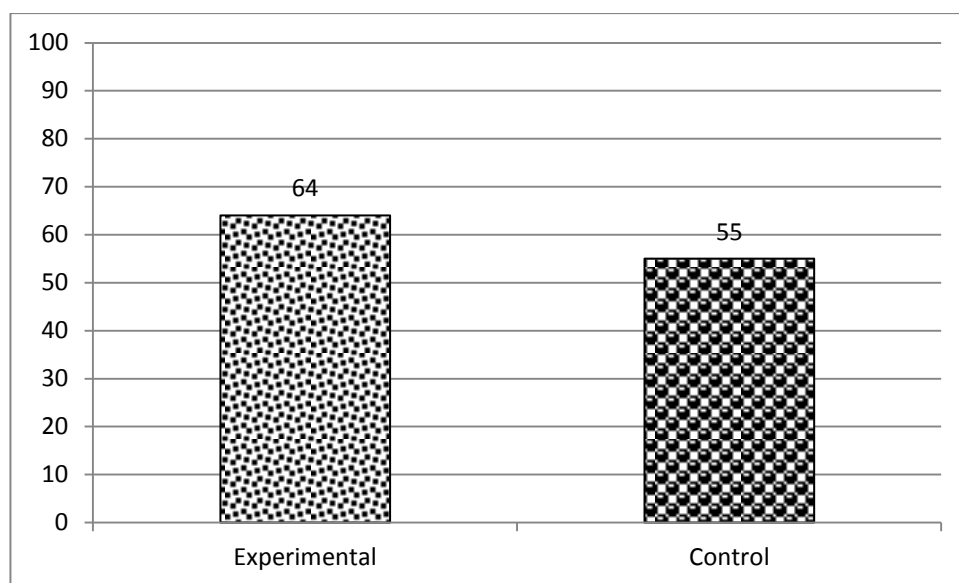
An independent T test is done so as to compare the pre-test results of the

experimental and control groups and the result of this test is presented in the following

table:

Table 4.1

Comparison of the Experimental and Control Groups' Pre-Test Results

Group	N	Mean	SD	df	t	p
Experimental	21	64.12	8.06	40	2.99	**.005**
Control	21	55	11.42			

*p<.05

As Table 4.1 demonstrates, there is a statistically significant difference between the experimental and control groups before the treatment [t(40)=2.99, p<.05]. This means that these groups are not equal before the treatment, which answers research question 1. This finding is not surprising since the sampling is of convenience type.

After the treatment, both groups are asked to write an argumentative essay as a post-test, with the aim of discovering how much both groups have progressed and whether there is a difference between the experimental and control groups after the treatment.

The comparison of the means of the experimental and control groups' pre-test and post-test results is illustrated in the figure below:

Figure 4.6

Means of the Experimental and Control Groups' Pre-Test and Post-Test Results
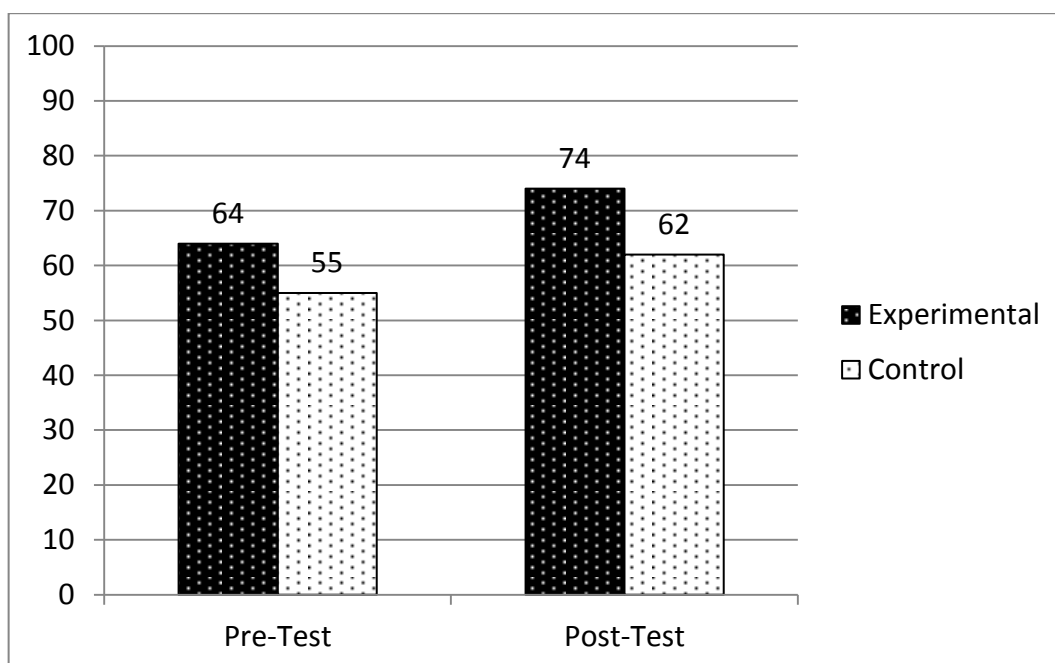
Both groups are analysed in terms of the progress that they have made throughout the term by comparing their pre-test and post-test results with a paired T test, as shown in Table 4.2 and Table 4.3.

Table 4.2

Comparison of the Control Group's Pre-Test and Post-Test Results

Control Group	N	Mean	SD	df	t	p
Pre-test	21	55	11.42	20	-3.61	**.002**
Post-test	21	62.47	8.51			

*p<.05

Apparently, the control group has achieved progress at the end of the term since there is a significant difference between the pre-test and post-test results [t(20)=-3.61, p<.05]. This is an expected result since they have had the same instruction as the experimental group only with a difference in the medium.

Table 4.3

Comparison of the Experimental Group's Pre-Test and Post-Test Results

Experimental Group	N	Mean	SD	df	t	p
Pre-test	21	64.12	8.06	20	-4.83	**.000**
Post-test	21	74.33	7.88			

*p<.05

A similar achievement can be seen in the experimental group as well because the statistical analysis reveals a significant difference between the pre-test and post-test of the results of the experimental group [t(20)=-4.83, p<.05].

The following findings are presented as an answer to research questions 2 and 3.

2. Is there a significant difference in the experimental and control groups' post-test results?

3. Did the Online Essay Writing course improve students' writing skills?

Figure 4.7 Means of the Experimental and Control Groups' Post-Test Results
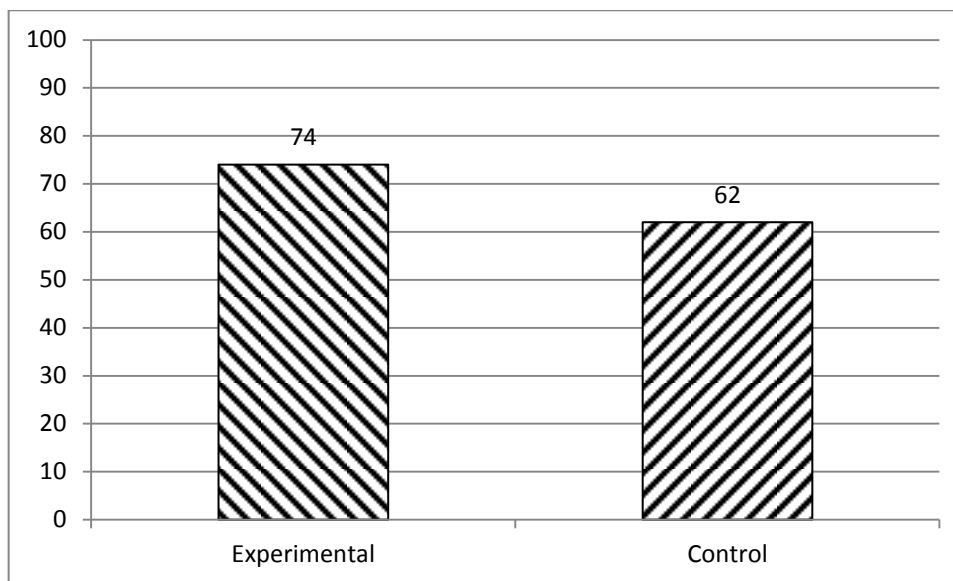
As it is obvious in Figure 4.7, the mean score of the experimental group is 74, which is much higher than the mean score of the control group (62).

Table 4.4

Comparison of the Experimental and Control Groups' Post-Test Results

Group	N	Mean	SD	df	t	p
Experimental	21	74.33	7.88	40	4.68	**.000**
Control	21	62.47	8.51			

*p<.05

A statistically significant difference between the post-test results of the experimental and control groups can be observed as yielded in Table 4.4 [t(40)=4.68, p=.00], which answers research question 2. Accordingly, the experimental group can be reported to have outperformed in the post-test, which may signify the positive effect of the online writing program.

In order to get a more reliable result, a powerful statistical analysis, ANCOVA (Analysis of Covariance) is used to compare the post-test results of both groups, which is also recommended by Dörnyei (2007) as follows:

> A special case of the use of ANCOVA occurs in quasi-experimental designs when we compare the post-test scores of the control and the treatment groups while controlling for the pre-test scores as the covariate. In this case, if we find any significant difference between the post-test scores, those will be related to event that took place *after* the pre-test because the pre-existing differences of the two groups have been removed by controlling for the pre-test scores. (p.222)

Figure 4.8 and Table 4.5 below demonstrate the results of the one-way ANCOVA:

Figure 4.8 Means of the Experimental and Control Groups' Post-Test Results
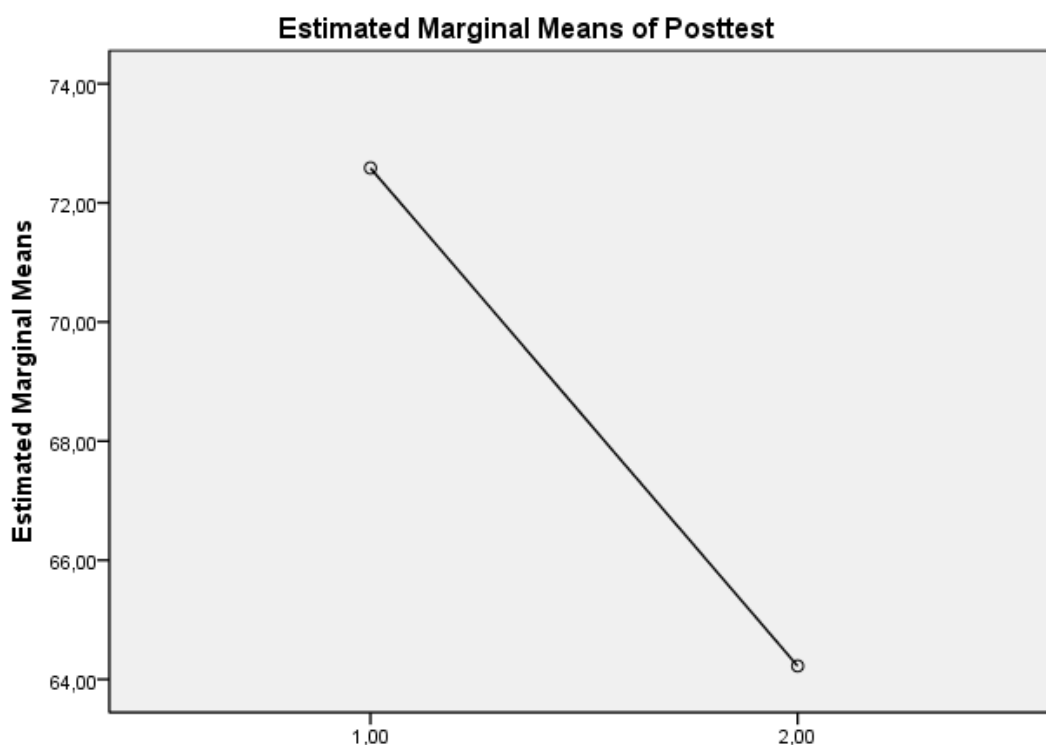
Table 4.5

One-Way ANCOVA for Post-Test Results

Source	SS	df	MS	F	p
Pretest	567.412	1	567.412	10.438	.003
Group	604.538	1	604.538	11.121	**.002**
Error	2120.111	39	54.362		
Total	200667.000	42			

*p<.05. **p<.01.

As shown in Table 4.5, a significant difference in the post-test results can be observed between the experimental and control groups. Therefore, this result enables us to state that the T test score of the post-test presented in Table 4.4 has been verified by the result of this analysis. As a consequence, it is possible to conclude that the online program has helped to raise the scores of the experimental group significantly. Research question 3 has been answered positively, that is, the online essay writing program has indeed proved to be effective in terms of improving the subjects' writing skills [f(1, 39) = 11.12, p<.05, p<.01].

4.3 Inter-Reliability of Raters

Three raters have evaluated the pre-test and post-test of the experimental and control groups using an analytic writing scale (See Appendix 35 and Appendix 36 for the results of the three raters). In order to measure the inter-rater reliability of these raters, Pearson-Product Moment correlation coefficients are calculated for the pre-test and post-test separately as presented in the following tables:

Table 4.6

Pearson-Product Moment Correlation Coefficients of the Pre-Test

Pre-test	Rater 1	Rater 2	Rater 3
Rater 1	1	.510	.535
Rater 2	.510	1	.765
Rater 3	.535	.765	1

Table 4.7

Pearson-Product Moment Correlation Coefficients of the Post-Test

Post-test	Rater 1	Rater 2	Rater 3
Rater 1	1	.536	.608
Rater 2	.510	1	.673
Rater 3	.608	.673	1

According to Cohen's interpretation, a correlation coefficient between .50 and 1.0 signifies a large correlation (adapted from Cohen, 1988, cited in Pallant, 2007, p.132). As is seen above, all the coefficients both in the pre- and post-tests are above .50, which demonstrates a high positive correlation between the raters. To sum up, the inter-rater reliability has been high enough in this study.

4.4 Student Evaluation Form

4.4.1 Student Evaluation Form Part II

The answers to each question in the second part of the student evaluation form are analysed in terms of frequency and the results are displayed in pie charts in accordance with the research questions 4 to 7.

4. Did the experimental group think that the Online Essay Writing course improved their writing skills?

6) The online program has helped me to improve my writing skills.

The figure given below shows the result of the sixth question in the student evaluation form.

Figure 4.9 Result of Question 6 in the Student Evaluation Form
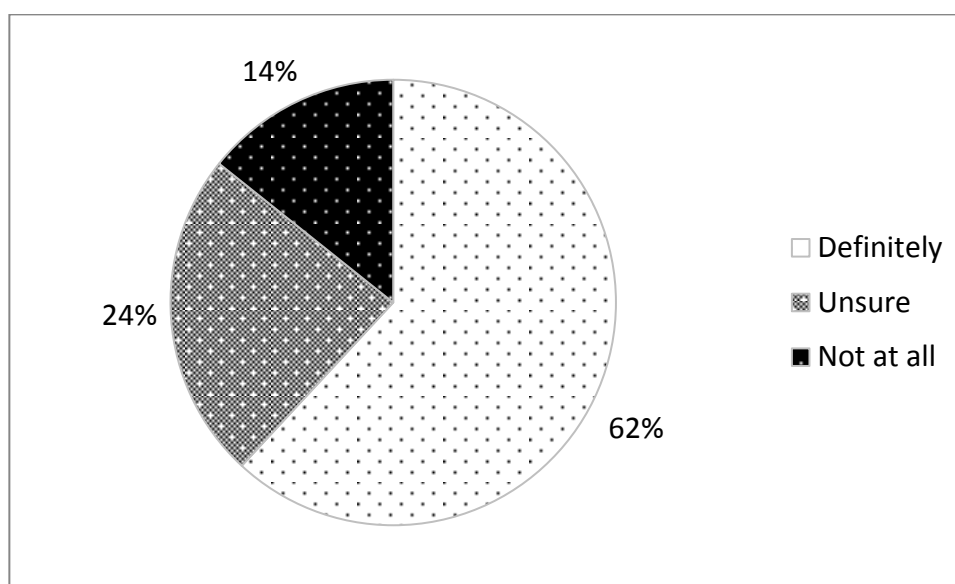
As demonstrated in this figure, 62 % of the subjects state that they have benefited from the online writing program in terms of improving their writing skills. Only 14 % of them utter that they have not improved their writing skills after using the online writing program.

10) The online program is an effective way of learning how to write essays.

The result of question ten is demonstrated in the following figure:

Figure 4.10 Result of Question 10 in the Student Evaluation Form
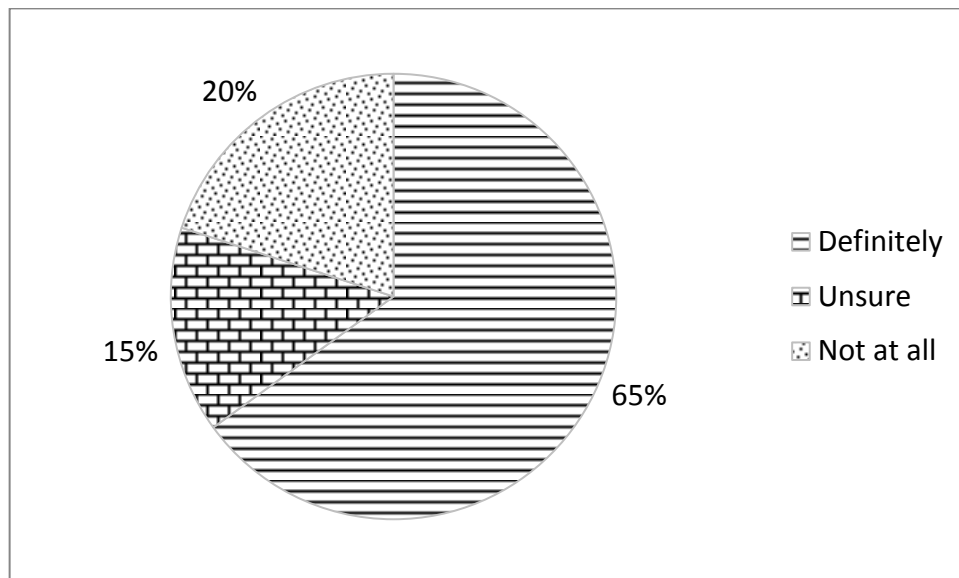
As becomes apparent from Figure 4.10, 65 % of all the subjects agree that the online program is an effective way of learning how to write essays. To sum up, a majority of the subjects find the online writing program effective in learning how to write essays.

To conclude, research question 4 is answered positively. The results given in Table 4.5 are confirmed by the results presented in Figure 4.9 and Figure 4.10. That is to say, the subjects think that they have improved their writing skills as a result of using this program.

5. Did the experimental group find the Online Essay Writing course beneficial?

2) The online program is well-prepared.

The following figure displays the result of the second question in the student

evaluation form.

Figure 4.11 Result of Question 2 in the Student Evaluation Form
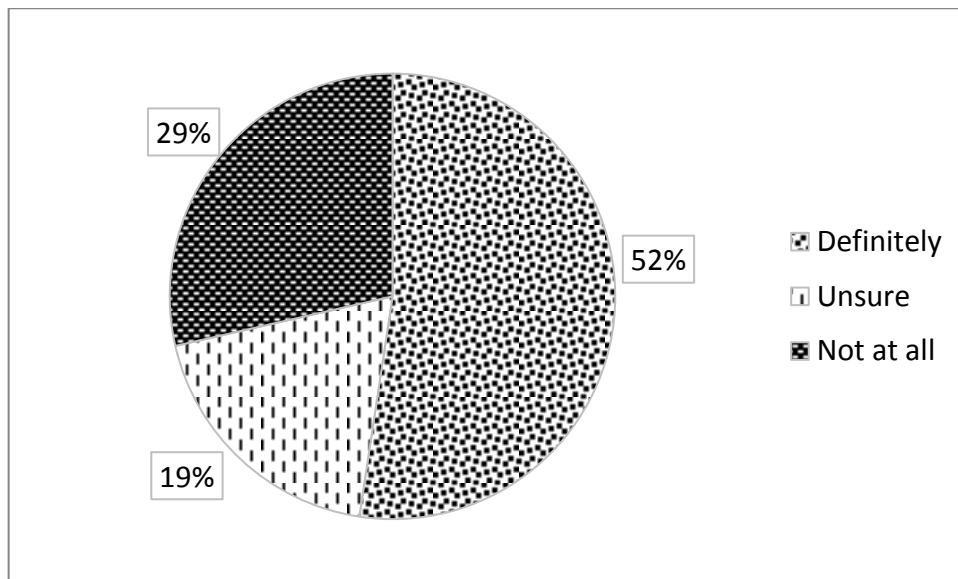
As is seen in the figure above, 52 % of the subjects convey that the online

program is well-prepared, which makes it possible to conclude that most subjects think

that the researcher has given a careful thought and prepared all the activities and the

materials really well.

3) The online program is useful.

Figure 4.12 presents the result of the third question of the student evaluation form as follows:

Figure 4.12 Result of Question 3 in the Student Evaluation Form
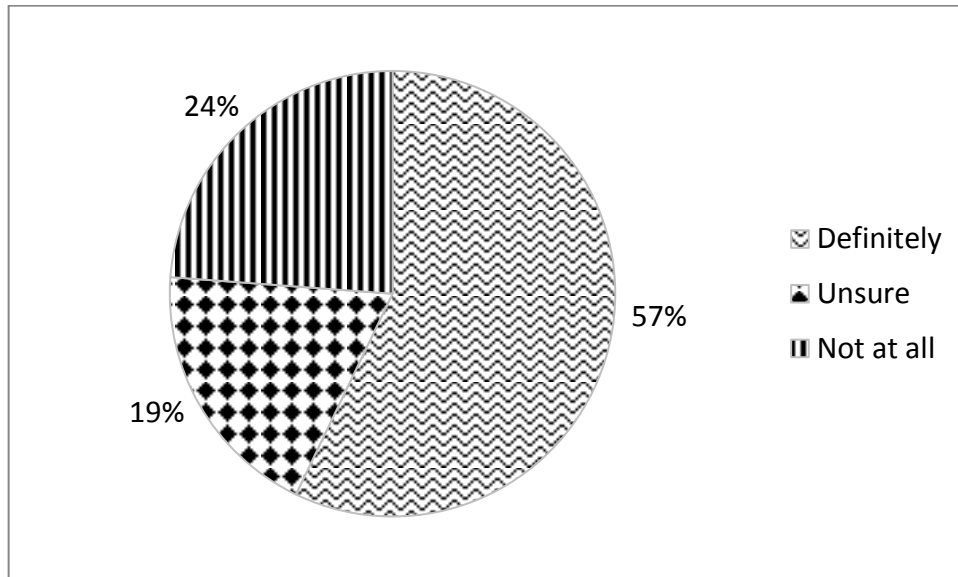
As clear in the figure, more than half of the subjects (57%) think that the online program is useful. About a fifth of the subjects (19%) are undecided, while almost a quarter of them (24%) do not find the online program useful.

5) The online program successfully covers the objectives of the course.

The result of the fifth question is provided with Figure 4.13.

Figure 4.13 Result of Question 5 in the Student Evaluation Form
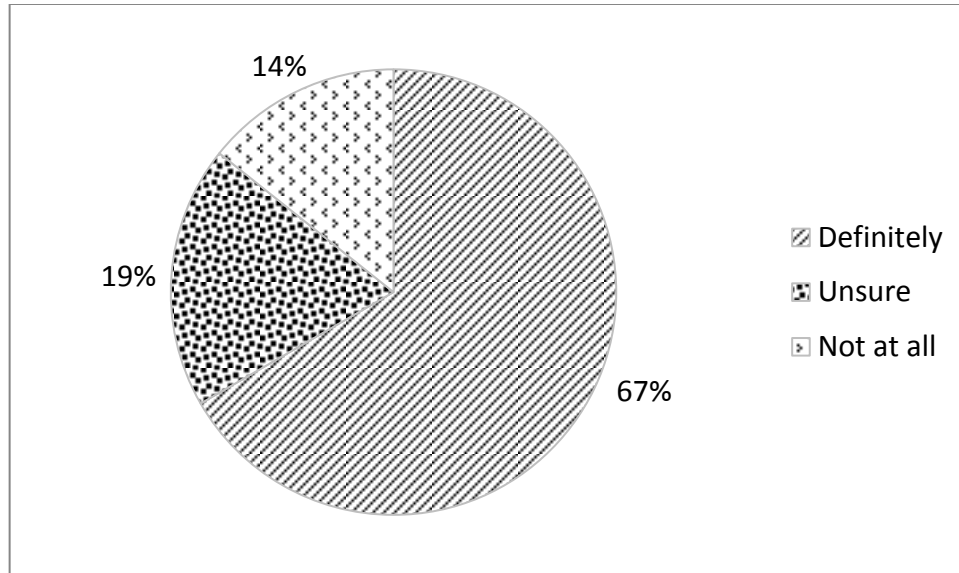
According to the figure above, 67 % of the subjects are of the opinion that the online program successfully covers the objectives of the course. In other words, the majority of the subjects think that the online program has been designed taking the objectives of the course into consideration.

9) I am able to revise what I have learned in class with the online program.

This figure below shows the result of the ninth question in the student evaluation form.

Figure 4.14 Result of Question 9 in the Student Evaluation Form
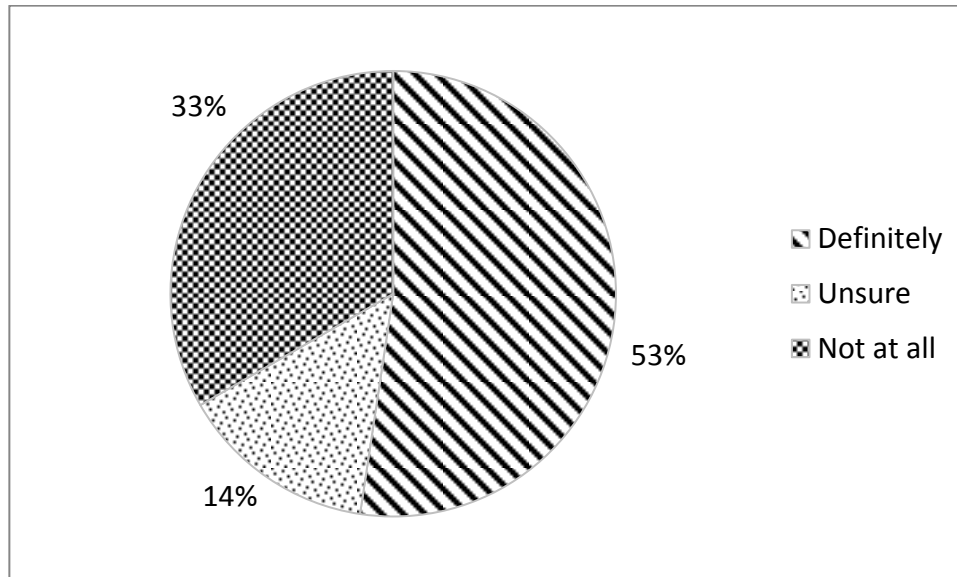
According to the figure above, a third of the subjects (33%) do not think that they are able to revise what they have learned in class with the online program. In contrast, a total of 53 % of the subjects find the online program useful in revising the subjects learned in class.

To conclude, a majority of the subjects are of the opinion that the online program has been prepared well covering the objectives of the course and they also maintain that the online program is beneficial in general and in terms of revising what they have learned in class, which is a positive answer to research question 5.

6. Did the experimental group enjoy using Moodle for the Online Essay Writing course?

The result of the first question is illustrated in the figure below:

1) The online program is user-friendly (easy to use).

Figure 4.15 Result of Question 1 in the Student Evaluation Form
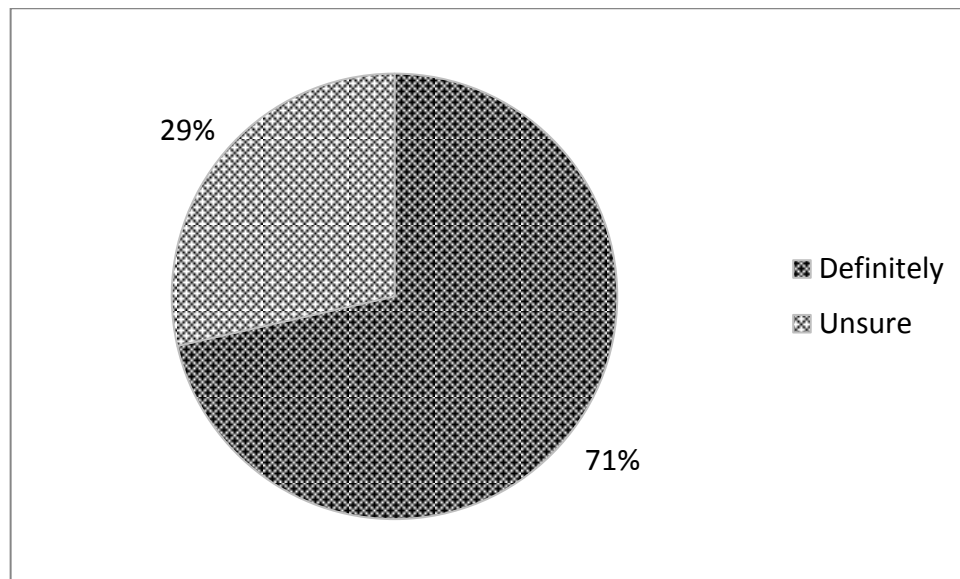
As is seen in Figure 4.15, 71 % of the subjects agree that this online program is easy to use, whereas 29 % are not sure.

4) Doing the activities in the online program is fun.

The following figure demonstrates the result of question four.

Figure 4.16 Result of Question 4 in the Student Evaluation Form
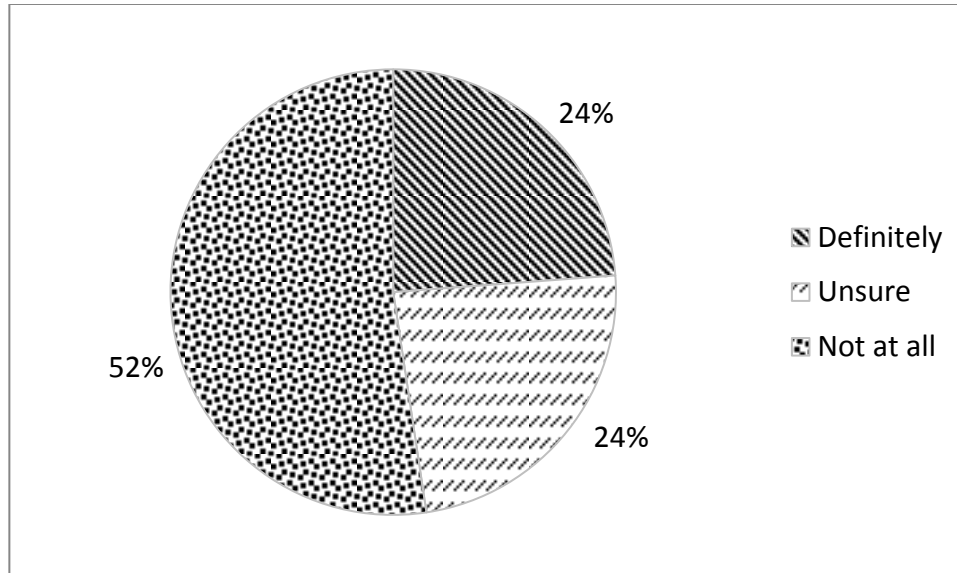
Almost a quarter (24%) of the students state that they have fun while doing the activities in the online program. About a quarter of them (24%) feel undecided. On the other hand, more than half of the subjects (52%) state that doing the activities in the online program is not fun at all. Only 24 % of the subjects think that it is fun to do the activities in the online program.

8) When I do the activities and write essays in the online program, I enjoy writing more.

Figure 4.17 presents the result of question eight in the student evaluation form.

Figure 4.17 Result of Question 8 in the Student Evaluation Form
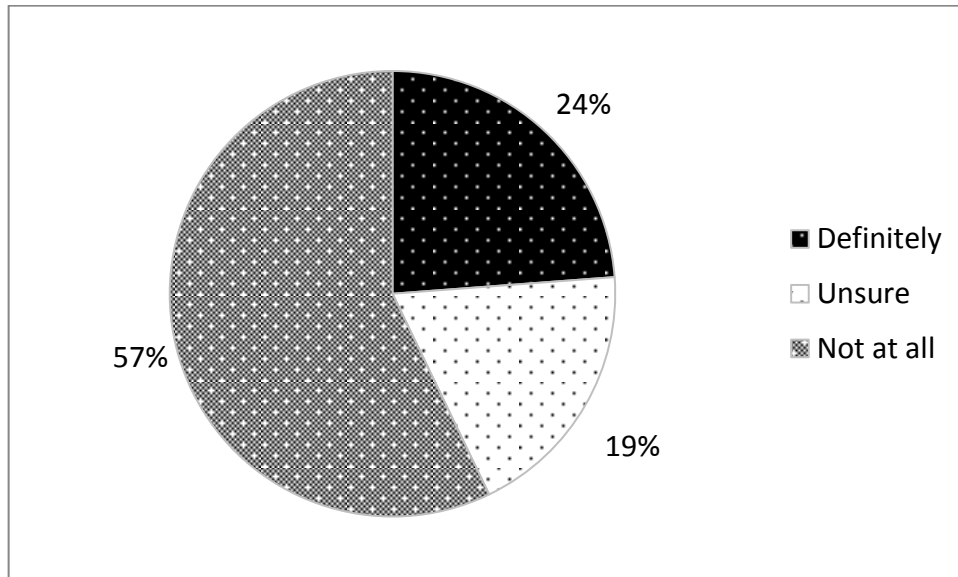
According to the figure above, 57 % of the subjects state that they do not enjoy writing more while doing the activities and writing essays in the online program. On the other hand, with 24 % of them the opposite is the case. That is, they express that they do enjoy writing more using the online program.

As for the answer to research question 6, even though a majority of the subjects find the online program user-friendly, more than half of them state that they do not think that the online program is fun or enjoyable. The underlying reasons for this will be discussed in Chapter 5.

7. Did the experimental group find the Online Essay Writing course motivating?

7) I feel (more) motivated when I do the activities online.

The result of question seven is presented in the following figure:

Figure 4.18 Result of Question 7 in the Student Evaluation Form
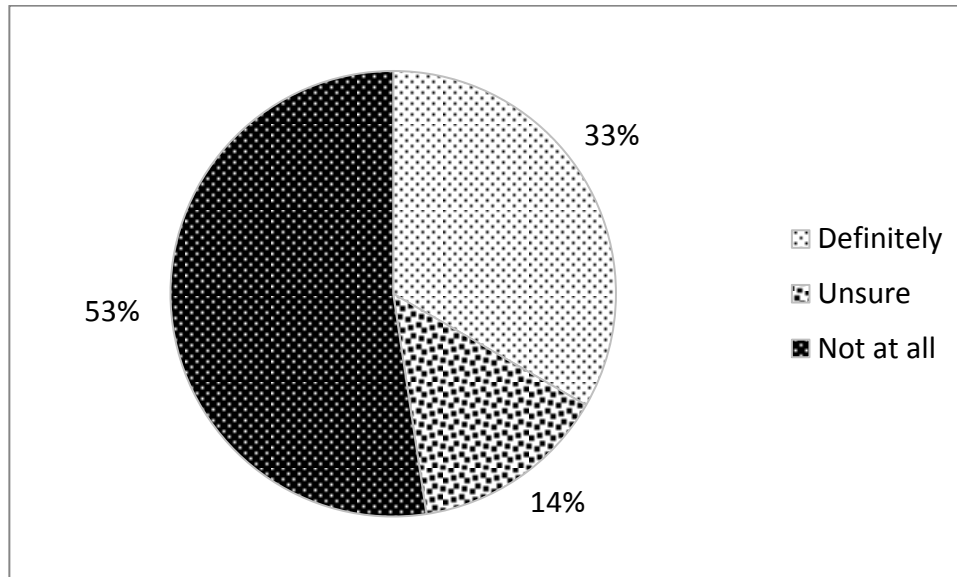
As displayed in Figure 4.18, a total of 53 % of the subjects maintain that they do not feel motivated when they do the activities in the online program. However, 33 % of them express their motivation while doing the activities in the online program, while 14 % of them are unsure.

11) I feel more confident when I do the activities and write essays online.

The figure below shows the result of the last question in the student evaluation form.

Figure 4.19 Result of Question 11 in the Student Evaluation Form
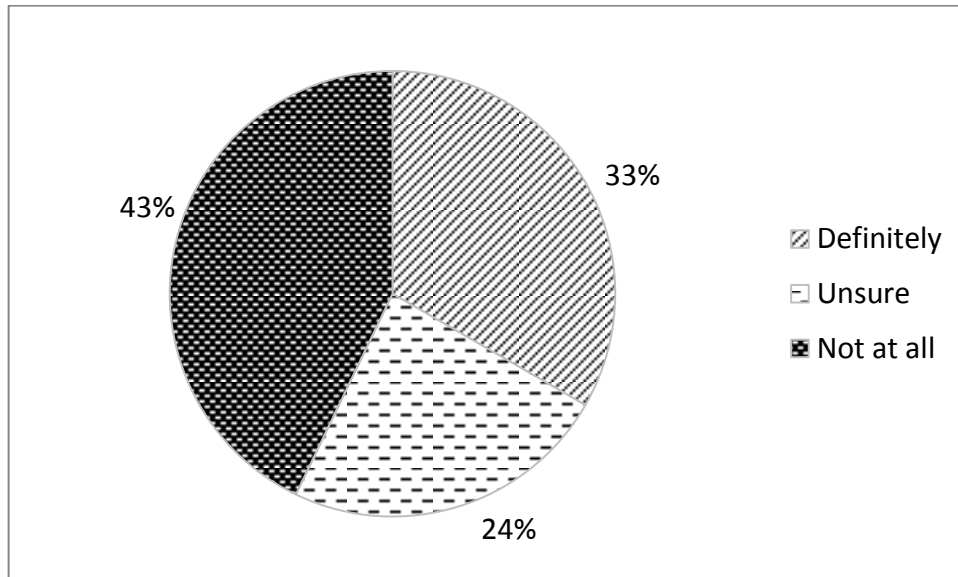
According to this figure, a third of the subjects (33 %) utter that they feel more confident when they do the activities and write essays online. 43% of the subjects, however, state their lack of confidence while doing the activities and writing essays online.

To sum up, the results presented in Figure 4.18 and Figure 4.19 yield that a smaller number of the subjects get motivated and feel confident while using the online program. It can be concluded that more than half of the subjects do not find the online program motivating, which is a negative answer to the research question 7. The possible reasons for this will be given in Chapter 5.

4.4.2 Student Evaluation Form Part III

The frequencies of the answers to each question in the third part of the student evaluation form are presented with respect to research question 8.

8. How did the experimental group generally find the activities in the Online Essay Writing course?

1) There are different kinds of activities in the online program.

2) The number of activities in the program is adequate.

85 % of the participants think that there are different kinds of activities in the online program and 71 % of them find the number of the activities in the online program adequate.

3) The activities in the online program are suitable for my level.

4) I find the activities in the online program suitable for my needs.

81 % of the subjects are of the opinion that the activities are designed in accordance with their level. Moreover, 52 % of the experimental group find the activities in the online program suitable for their needs, yet 14 % of them do not feel the same way.

5) The activities are presented from the easiest to the most difficult.

6) The instructions of the activities are generally clear.

90 % of the experimental group agree that the activities are presented from the easiest to the most difficult and 76 % consider that the instructions of the activities are generally clear for them.

7) The number of attempts given for the activities is generally adequate.

8) The time given for the activities is generally adequate.

76 % of the subjects find the number of attempts given for the activities generally adequate and 75 % think the same about the time allocated for the activities.

9) I find the parts "how to write process/classification essay" useful.

10) The quizzes about essays (e.g. how to write process essay) in the online program are difficult.

85 % of all the subjects consider that the parts "how to write process/classification/… essay" are useful. When asked about the difficulty of the quizzes about essays, 38 % of the subjects state that these quizzes are not difficult, whereas only 29 % of them find the quizzes difficult.

11) The activities in the online program help me better organize my ideas.

12) The activities in the online program help me write better.

62 % of the participants believe that the activities in the online program are beneficial in terms of organizing their ideas. 44 % of the members of the experimental group think that the activities in the online program help them write better; nevertheless, 23 % of them think just the opposite.

13) It is nice to get feedback of some activities immediately in the program.

14) I have tried to get higher grades at each attempt and I am able to do so.

15) I am happy with the grading method in the online program (last attempt).

81 % of the subjects are happy to get immediate feedback from the program and 90 % of them state that they have tried to get higher grades at each attempt and succeeded in doing so in the end. 71 % of the experimental group express their content with the grading method in the online program (last attempt).

16) I have used the online dictionaries given in the online program.

52 % of the participants have used the online dictionaries given in the online program, while the rest (48 %) have not.

17) It is useful to go to the computer lab with the instructor in class time.

57 % of the members of the experimental group find going to the computer lab with the instructor in class time useful. However, 23 % of them do not feel in the same way.

To sum up, as the results above suggest, the subjects generally seem satisfied with the activities designed for this online program. In other words, a big majority of the experimental group express high opinion of the activities in the online program, which verifies research question 8.

4.5 Conclusion

This chapter deals with the statistical analyses of the instruments used in this study and their interpretations. The next chapter will summarize and conclude the study based on the findings presented in this chapter. It will also discuss implications and limitations of the study along with suggestions for further study.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.0 Introduction

This final chapter summarizes the study and then it presents and discusses the

conclusions drawn as a result of the statistical analyses mentioned in the previous

chapter. It also covers the significance of the study and pedagogical implications. Last,

suggestions for further study are made.

5.1 Conclusions

5.1.1 Summary of the Study

With the developing technology, education has considerably changed in many

respects since the emergence of CALL in the late 1950s. The pioneers of CALL just

started with simple drills and then using a word processor, continued with e-mails with

the invention of the Internet as well as websites, CDs and now it has become an infinite

world in which you can do anything you can imagine from finding the necessary

resources and materials to chatting with the people in another part of the world or

creating a poster or making one's own video or film. Today, computers, the Internet and

Web 2.0 tools have been an indispensable part of language learning and teaching. They

not only enhance the learning and teaching process but also add variety to language

classes. As technology plays such a significant role in education, this study focuses on

the use of this technology in ELT. This is an experimental study aiming to find out the

effectiveness of a CALL application in improving the subjects' writing skills.

This study was conducted with two groups of freshmen at the department of ELT

at Gazi University in the spring term of 2010 for a period of 15 weeks. A total of 42

students participated in the study. Both the control and experimental groups consisted

of 21 students each. The sampling was done conveniently, which is the reason why this

study is called a quasi-experimental study.

The main focus of this study is on improving students' writing skills using CALL applications. This study was incorporated into the course the Advanced Reading and Writing II. The aim of this course is to teach the students how to write different types of essays namely process, classification, cause-effect and argumentative essays. To supplement and enhance this process, Moodle, which is a learning management system, was adopted. Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. It is a popular virtual learning environment with over 300,000 registered users all over the world. A large number of institutions, schools, universities, companies and teachers utilize this system so as to deliver online courses or/and supplement face-to-face instruction. Moodle, which was created by a computer scientist and educator, has its roots in constructivism. According to constructivism, learners actively engage in the learning process by building on their previous knowledge and experiences and constructing the knowledge to be learned by themselves.

Before the experimental group moved on to writing each essay type, they were taught the basic principles of writing an essay. In the meantime, the subjects were given a computer literacy survey with the aim of identifying their familiarity with computers as well as their computer habits. Also, a pre-test is administered to the participants for the researcher to see the difference between the control and experimental groups in terms of their writing skills before the treatment started. The participants were asked to write an advantage disadvantage essay on living in a big city using 200 to 250 words as a pre-test. Afterwards, the experimental group was provided with user names and passwords to log in the system and they were all informed about how this system, i.e. online essay writing program, works. This system included resources and various activities designed by the researcher in order to teach and practice each type of essay

they learn throughout the term.

The online program delivered information and provided activities on four types of essays which were process, classification, cause-effect and argumentative essays. The activities were presented from the easiest to the most difficult. The first activities aimed at raising the awareness of the subjects about the organization of each essay type by asking them to outline the given paragraphs and essays and filling the gaps with correct linking words. The other exercises got the students to be gradually productive. To put it differently, the subjects were initially expected to write topic sentences, thesis statements, concluding sentences for each type of essay and then they were supposed to write introductions and conclusions as well as body paragraphs. Finally, they were asked to choose a topic among the given options and write a full-length essay of each type. Some of these tasks required listening to a podcast or examining a PowerPoint presentation or doing research using the links provided by the researcher before the subjects wrote a part of an essay or a full-length essay.

The experimental group was taken to the computer laboratory of the university by their lecturer in order to log in the system. After the registration, they started using the program for twelve weeks. The lecturer took the subjects to the computer laboratory for 6 or 7 weeks during the term, which makes the instruction blended-learning. The resources and activities for each essay type were studied in line with the syllabus of the Advanced Reading and Writing II course and deadline for each type of essay was set by the researcher. The online activities except for the productive ones were graded by the system itself simultaneously and these grades were kept in a gradebook in the Excel format within the system. The researcher checked the short assignments, paragraphs and essays of the subjects that they either uploaded to the system or sent by e-mail to the researcher, and sent them their homework back with detailed feedback and their

assigned grade during the treatment. This online work, the grades assigned by the researcher and by the system, consisted of the 20 per cent of the subjects' overall grade.

At the end of the treatment, a post-test was administered to both the experimental and control groups to see the difference between their progresses. The post-test required the participants to write an argumentative essay, which was the last type of the essay they learned. In this test, the participants were expected to write their argument on the statement "It is better for university students to live in a dormitory or share an apartment with their friends than living with their parents". Finally, the experimental group was given a student evaluation form to find out their opinions about the online program they used throughout the term.

The pre-tests and post-tests of both groups were graded by three raters to have more objective and reliable results. The raters used analytic writing rubrics developed by the researcher and they were trained to use the rubrics accurately. These rubrics were developed over time and revised with regard to the feedback of four experts. Afterwards, the grades assigned by each rater were entered into Excel and then transferred to SPSS for statistical analyses. The computer literacy surveys and the student evaluation forms of the experimental group were also analysed as a part of the procedure.

5.1.2   Discussion of the Conclusions

As the results of the computer literacy survey yield, the participants have proved to be computer literate. The results make it possible to note that they have been familiar with the computers for some time, which is adequate for the researcher to carry out this study. Although only half of them report to have a computer with them, the rest have the opportunity to use their roommate's or flatmate's computer or the ones in the school laboratory or go to a cybercafé. Moreover, all these subjects have internet access in one

of the ways mentioned above. Nonetheless, the ones with their own computer and internet access are luckier than the ones without computers since they can log in the online program at their convenience; however, the others need to make extra effort to study online.

According to the results of the computer literacy survey, the subjects have used the Internet in order to communicate, do their homework and do research before, which is important for this research. The students are expected to have an e-mail account to be in contact with the researcher since they do not dwell in the same city. The guidelines as to how to log in the system and how the system works, and the usernames and passwords of the subjects are provided via e-mail by the researcher. Besides, some of the activities in the online program require writing paragraphs or essays and sending them to the researcher by e-mail.

When asked whether they are familiar with any Microsoft Office programs, most of them state to have used Microsoft Word before, which is assumed by the researcher before the study. As mentioned above, the subjects are expected to do their productive assignments using a word processor before they upload to the system or send them to the researcher by e-mail.

To summarize, these results verify the assumptions of the researcher that the subjects have basic computer skills and they use computer regularly. This result is of significance since computer literacy is a pre-requisite for this study, which integrates writing with CALL.

As for the pre-test results, both the experimental and control groups are expected to be equal before the treatment starts. However, this is not the case in this study. As the sampling is done conveniently, not randomly, the groups cannot be expected to be equal in terms of their writing skills, and this is confirmed by the pre-test results. The

results of the independent t-test show that there is a significant difference between the two groups before the treatment. The result is in favour of the experimental group. This result has responded research question 1 (Is there a significant difference in the experimental and control groups' pre-test results?) negatively, that is, the experimental and control groups cannot be regarded equal before the treatment due to the statistically significant difference between their pre-test results.

The participants of this study are compared within their groups as well as between the groups. To begin with, the performance of each group is examined through paired T test results to see their progress throughout the term. The control group has proved to make progress throughout the term because a significant difference between their pre-test results and post-test results can be seen. This is an expected result since they are also taught how to write essays. The same progress can be observed in the experimental group as well since their results of the pre-test and the post-test significantly differ. It is possible to conclude that both groups have made progress in terms of writing essays. In brief, both groups have demonstrated better performance at the end the term. The only difference between these two groups is the medium of instruction, that is, the control group has face-to-face instruction while the experimental group blended learning.

In order to compare the performances of the two groups at the end of the term, their post-test results are compared with an independent T-test, which has provided an answer to research question 2 (Is there a significant difference in the experimental and control groups' post-test results?). According to the results, there is a significant difference between these two groups allowing us to conclude that the experimental group have outperformed in the post-test. This indicates that the experimental group has achieved a better progress than the control group, which may result from the online writing program. So as to be more accurate and reliable, a more powerful analysis has

been used.

ANCOVA, a powerful statistical analysis, is employed in order to identify the real reason behind the better performance of the experimental group. As mentioned before, ANCOVA is used in quasi-experimental studies, in which the subjects cannot be sampled randomly. Besides, Pallant (2007) maintains that

> ANCOVA can be used when you have a two-group pre-test/post-test design (e.g., comparing the impact of two different interventions, taking before and after measures for each group). The scores on the pre-test are treated as a covariate to 'control' for pre-existing differences between the groups. This makes ANCOVA very useful in situations when you have quite small sample sizes, and only small or medium effect sizes. (p. 291)

The result of ANCOVA yields that there is a significance difference between the post-test results of the experimental and control groups, which confirms the results of the independent T test mentioned above. Accordingly, with the help of the online writing program, the members of the experimental group are able to improve their writing skills much more than the control group in the traditional classroom. To sum up, the main research question of this study, research question 3 (Did the Online Essay Writing course improve students' writing skills?), has been verified. In other words, the online program has proved to be an effective means of improving the students' writing skills, which has verified the main hypothesis of this study.

So as to ensure the reliability of the scores assigned by the three raters, Pearson-product moment correlation coefficients are calculated and a strong positive correlation among the raters is yielded. This means that inter-rater reliability is ensured in this study.

The answers to the student evaluation form are analysed to reveal the opinions of the subjects about the online writing program. To begin with, it can be concluded that most of the subjects regard the online program as an effective way of improving their

writing skills and they also think that the online program has helped them to improve their writing skills. This result not only answers research question 4 (Did the experimental group think that the Online Essay Writing course improved their writing skills?) and research question 5 (Did the experimental group find the Online Essay Writing course beneficial?) positively but it also confirms the result of the independent T-test and ANCOVA results mentioned above.

In addition, the subjects are of the opinion that the program is both well-prepared and beneficial. It is also reported to cover all the objectives of the course successfully so that the subjects can revise what they have learned throughout the term with this program.

However, the subjects state that although the majority of them find the online program user-friendly, over half of them mention that they do not enjoy doing the activities in the online program and that doing these online activities does not motivate them adequately. In other words, this online program has not proved to be as motivating and enjoyable as expected by the researcher, which is not a positive answer to research question 6 (Did the experimental group enjoy using Moodle for the Online Essay Writing course?) and research question 7 (Did the experimental group find the Online Essay Writing course motivating?). This result can be explained with the feedback given by the subjects in the fourth part of the student evaluation form. In this part of the evaluation form, the students are asked to state the difficulties they have had while using the online program and they are also asked to make comments and suggestions about the online program. To start with, even though they are familiar with computers and they have used computers for educational purposes before, they have not used such an online program for a period of 12 weeks. In other words, they are not used to such an instruction, which is blended learning. Another reason may be the lack of

computers with internet access. As mentioned earlier, only half of the experimental group have computers with internet access, so this may create a problem for the subjects without computers as they need to make an extra effort to do the activities in the online program. What is more, some students regard the online program as an extra burden to the requirements of the other courses they take during the term.

Some problems arise due to technical difficulties as well. Technical problems such as connection failure, slow internet connection and server breakdown may demotivate the subjects since they are interrupted while trying to do the activities in the online program and have to go over the activities again and start to redo them from scratch. Furthermore, the subjects have some problems to do with the nature of the Moodle itself. While the subjects are doing the activities requiring restricted answers such as outlining, though correct, some of the answers of the students are not accepted correct by the system owing to the problems with case sensitivity and punctuation marks. Also, since correct answers with different wording are not recognized by the system, the subjects get unmotivated because these answers cannot be regarded as correct by the system and hence their points are cut off. Although the researcher tries to provide possible answers, it is impossible to come up with all the possible answers, so the system accepts only the ones provided by the researcher. The fact that the researcher is far away from the subjects is another drawback. The lecturer of the subjects and the researcher try to help the subjects whenever needed; however, still some problems arise. If the researcher were with the subjects during the study, the subjects would face fewer problems.

When asked about the activities in the online program, the students state their overall satisfaction with the activities as a positive response to research question 8 (What did the experimental group think about the activities in the Online Essay Writing

course on the whole?). They mostly think that there are different kinds of activities with an adequate number. They also find the activities suitable both for their needs and level. The instructions of the activities are reported to be clear enough and they think that the activities are presented in order of difficulty. Besides, the number of attempts of the activities and the time allocated for them are found to be adequate. More importantly, the majority of the subjects state that the activities in the online program help them better organize their ideas and hence help them write better. Finally, since half of the students do not own a computer with internet access or some of them have difficulty in disciplining themselves, they mostly express their content about going to the computer laboratory at school with their lecturer.

To conclude, both the statistical results and the opinions of the participants about the online program exactly correspond in terms of the effectiveness of the program in improving the writing skills, which is the main hypothesis of the study. In other words, this hypothesis is proved as a result of this study. The second hypothesis that the subjects will find this program enjoyable and motivating cannot be fully confirmed by the results of the analyses since only almost a quarter of the subjects think that it is fun and motivating to use this online program. In summary, this online program has proved to be effective and beneficial for the students to improve their writing skills, yet not as enjoyable and motivating as it is supposed to be.

This study is significant in that it partially fills the gap in the literature about virtual learning environments with a focus of L2 writing skills in Turkey. The review of the literature of this study consists of two dimensions which are writing skills and CALL. This study is beneficial for the students, teachers and the administrators of the institutions. The pedagogical implications are presented below:

Initially, the students in the experimental group have to use a number of CALL applications such as word processor, e-mail, online dictionaries, websites, podcasts, videos and a VLE, Moodle, during this study, which makes them more competent at computers.

Although the participants are used to writing with a pencil, it is easier for them to edit and revise their assignments using a word processor, which is also time-saving.

As the researcher is far away from the research context, the participants sometimes need to communicate with the researcher via e-mail and this has created an authentic context for real communication. The participants also benefit from the exchanges with the researcher as permanent records of their writing along with feedback to monitor and analyse their writing process and progress.

Another benefit is that the online program offers the course in an organized and comprehensive manner, that is, the materials are presented under different headings in different formats such as documents, images, podcasts and videos. What is more, the online program makes it possible for the students to go back and refer to the course materials whenever they need and they want.

Moreover, since half of the classes are held online, the participants try to learn the subjects by themselves and do the activities online interacting with the computer, which puts the students in the centre of their learning experience. This kind of instruction is student-centred, so the participants have taken a step towards becoming a more independent and autonomous learner. While doing their online assignments, the participants also use their higher order thinking skills.

As for its implication in testing, the students can be tested alternatively with this online program. The quiz and assignment modules in the program provide different kind of tests from the ones in a traditional classroom.

In addition, the students have experienced a new kind of instruction, blended learning, which they are not familiar with. Furthermore, they get used to using such a new system and since the subjects are candidate teachers, it is essential for them to catch up with cutting-edge technology in computers and education. They may need to make use of this technology in their future career. Finally, the subjects improve their writing skills using this program, which is the expected result of this study.

This study offers some benefits for the teachers as well. The teachers may use some or all of the CALL applications in their classes to add variety to the traditional classroom and to cater for the students with different learning styles. The teachers in favour of using such computer technology in their classes can promote learner autonomy as well.

As for the administrators, with this study, it is seen that it is possible to integrate the computer technology into the curriculum as a core requirement of the course or as a supplementary activity. Reading this study, the administrators may decide to incorporate computer technology in their curriculum and equip their staff with trainings on Web 2.0 tools in the future. They can also decide to deliver online courses to the learners who cannot afford to attend to face-to-face classes offered by their institution.

5.2 Suggestions for Further Study

Some suggestions are offered in order to shed light on the future researchers about virtual learning environments:

a. This study is conducted throughout a term with only two groups of subjects. A more comprehensive study can be carried out with a larger sample in a longer period of time, i.e. the whole academic year.

b. Some tools in Moodle such as Wiki, Workshop, Chat and Forum can be incorporated into further studies.

c. This study focuses only essay writing. Further studies can also include paragraph writing or the other genres of academic writing.

d. Moodle can be utilized to present a language course in an integrated manner rather than focus on one skill.

e. Such a study can be carried out with the subjects who are already familiar with using VLEs to reduce the possible problems.

f. Such an online course can be implemented in an institution with a better infrastructure and better facilities to have better results.

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http://www.sdmbaedu.com/upImgFile/2008121910446347.doc

http://www.spc.cc.tx.us/english/English0302/Division-Classification_Info.html

http://www.spc.cc.tx.us/english/English0302/Division-Classification_Info.html

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http://www.thepaperexperts.com/argumentativeessays.shtml

http://www.thepaperexperts.com/causeandeffectessays.shtml

http://www.thepaperexperts.com/classificationessay.shtml

http://www.thepaperexperts.com/processessays.shtml

http://www.tienganh.com.vn/showthread.php?t=2071

http://www.uefap.com/speaking/function/instruct.htm

http://www.writefix.com/argument/animaltestingyes2.htm

http://www.writefix.com/argument/animaltestingyes3.htm

http://www.writefix.com/argument/education.htm

http://www.writefix.com/writing/cause/fastfood.htm

http://www.yadem.gazi.edu.tr/tr/duyuru2009/Correctioncode.pdf

http://www.yale.edu/macmillan/pier/resources/lessons/caribbean/appendix.pdf

http://www.ydy.itu.edu.tr/Belge.aspx?belgeId=2108

http://www.ydy.itu.edu.tr/Icerik.aspx?sid=3374

http://www2.actden.com/Writ_Den/Tips/paragrap/classify.htm

http://www-user.uni-bremen.de/~jsuther/cause-effect.html

http://ydiller.cukurova.edu.tr/Exams/CLASIFICATION.pdf

http://zhurong129.blog.163.com/blog/static/4642937520081129729365

APPENDICES

APPENDIX 1

Components of Feedback	Examples
1. a complement on the writing	All in all, fantastic!
2. mention of what made the writing good	Excellent vocabulary. It was fun to read your essay.
3. ways suggested to improve the writing	To make it a little bit better, you could have mentioned something about your hobbies.
4. mentioning areas the students should work on	I think you should look into the use of adverbs and adjectives, as you seem to have mixed that up a bit.
5. demonstration of uncertainty regarding corrections	I don't know if the corrections are of any use to you, or if they are always 100% right.
6. explanation of corrections	Almost all the other corrections are simply my own esthetical feeling of right or wrong.
7. comments related to the content of the writing	Your description is very funny and exceptional. Darth Vader would have been proud.
8. personal comments	Are you a dark metal fan, by the way ☺

(Coit, 2006, pp.101-102)

APPENDIX 2

Checklist for Self-Evaluation

☐ Is your main argument clearly stated?

☐ Is it presented very early in the writing?

☐ Are the supports for this argument clearly signalled?

☐ Are there enough sub-headings?

☐ If you look only at the sub-headings, do they cover the main ideas in the

assignment?

☐ Have you checked carefully for spelling and grammar errors?

☐ Are all the references in your text also in the list of references?

☐ Are your references complete and do they follow a consistentformat?

☐ Have you kept within the word limits of the assignment?

(Nation, 2009, p.144)

Revision Checklist for the Author

*Read the list below very carefully. Check (✓) each item as you **review your essay.** Revise any part of your essay that does not conform to this checklist. When you finish, place the checklist in your writing folder.*

Introduction

___ The essay topic is mentioned in the first sentence of the introduction.

___ The introduction grabs the reader's attention with a description, a dialogue, a surprising fact, a thought-provoking question, or an interesting anecdote.

___ The thesis statement includes the essay's main idea and controlling ideas.

Body Paragraphs

___ Each body paragraph has a topic sentence that states the paragraph's controlling ideas.

___ Keywords and phrases from the thesis statement are used in the topic sentences.

___ The topic sentence controls the main points of each body paragraph.

___ Each body paragraph has clear evidence supporting the main points.

___ Enough relevant details are given to make the evidence easy for readers to understand.

___ The in-text citations follow the correct format shown on page ___.

___ Each body paragraph has a concluding sentence that refers to the paragraph's main idea.

Conclusion

___ The essay has a clear conclusion that summarizes the essay's main idea and main points.

___ The conclusion does not introduce an idea that is not discussed in the body paragraphs.

Reference Page

___ The end-of –text citations follow the correct format shown on page ___.

___ Appendix

(Reid, 2006, p.105)

APPENDIX 3

Directed Questions for Peer Feedback

<div align="center">

Peer Evaluation

</div>

Writer's Name _____ Title of paper _____

Evaluator's Name _____

	Yes/Evidence	No/Suggestion
1. Is the essay interesting? Does it achieve its purpose?		
2. Are there enough details? Are the ideas related to the topic?		
3. Are ideas and details arranged in an effective order?		
4. Are the connections between ideas, sentences, and paragraphs clear?		
5. Is the meaning of each sentence clear?		
6. Are the language and tone appropriate for the audience, topic, and purpose?		
7. Do sentences read smoothly?		
8. Are there a variety of sentence types, lengths, and beginnings?		
9. Is the paper free of problems in grammar and usage?		
10. Is the paper free of problems in punctuation and spelling?		
11. Is the paper free of typo errors?		

More comments/suggestions

_____

_____

_____

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retrieved and adapted from
http://home.gwi.net/~monhegan/PeerReviewPeerEvaluation.html

</div>

Peer Editing Worksheet

Peer Editor: _____   Date: _____

---

1. What kind of introduction does this essay have? (funnel, dramatic, etc.)
_____
How many sentences does it contain? _____
Does it capture your interest?   yes ☐   no ☐
Where is the thesis statement placed?
_____

2. How many paragraphs are there in the body? Number:_____

The topics of the body paragraphs are as follows:

1._____   3._____
2._____   4._____

(If there are more or fewer paragraphs, add or delete lines.)

3. What kind of supporting details does the writer use in each body paragraph?
1._____   3._____
2._____   4._____

4. Check each paragraph for unity. Is any sentence unnecessary or "off the topic?"
   yes ☐   no ☐

If your answer is yes, write a comment about it (them).
_____

5. Check each paragraph for coherence. Does each one flow smoothly from beginning to end?
yes ☐   no ☐

What key nouns are repeated? _____

What transition signals can you find? _____

_____

6. What expressions does the writer use to link paragraphs? If there is none, write none. (If there are more or fewer paragraphs, add or delete lines.)

To introduce the first body paragraph_____

Between paragraphs 2 and 3_____

Between paragraphs 3 and 4_____

Between paragraphs 4 and 5_____

To introduce the conclusion_____

7. What kind of conclusion does this essay have—a summary of the main points or a paraphrase of the thesis statement? _____

Does the writer make a final comment?   yes ☐   no ☐

What is it? _____

Is this an effective ending (one that you will remember)?   yes ☐   no ☐

8. In your opinion, what is the best feature of this essay? In other words, what is the writer's best writing skill?
_____

(Oshima & Hague, 2006, p. 322)

Checklist for Peer Feedback

Name of the Writer: **Name of the Reviewer:**

ARGUMENTATIVE ESSAY PEER-REVIEW CHECKLIST

Directions: Follow the steps below to examine your friend's essay. Check each off as you complete it, and include this checklist stapled to your working draft. Remember that your portfolio will include all your work.

Introduction
…… Is the introduction relevant and effective? Why? Why not?
…… Does the introduction provide enough background to understand the context of the thesis?
…… Is there a thesis statement?
…… Does the thesis statement present the argument clearly and effectively? How?
…… Is the thesis statement accurate/grammatical?

Body Paragraphs
…… Does the body present the argument clearly and effectively? Why? Why not?
…… Do the body paragraphs begin with a relevant, clear, and accurate topic sentence?
……All of them   ……Some of them   …….Few of them   ……None of them
…… Are the body paragraphs fully developed with accurate, relevant, adequate, and effective evidence? Any questionable assumptions?
……All of them   ……Some of them   ……Few of them   …….None of them
…… Are counterarguments raised and refuted?
…… Is the refutation logical, accurate, and effective?
…… Can you accept the writer's assumptions? If not, why not? Please be honest and specific.

Conclusion
…… Does the concluding paragraph restate the thesis statement or summarize the argumentative essay?
…… Is the conclusion relevant and effective?

Coherence & Unity
…… Is the essay well organized?
…… Are the ideas presented clearly, logically, and creatively?
…… Are transition signals and/or linking words used in the essay?
…… Are there any unnecessary / irrelevant or inappropriate / informal sentences or parts in the essay?
…… Are there any unclear sentences or parts in the essay?

Vocabulary
…… Are the vocabulary items used appropriately and accurately in the essay?
…… Is there a rich variety of word usage in the essay?

Make some overall comments that you think may help the writer improve his/her argument/essay.

Worksheet for Peer Review

1. Write, at the end of the draft, what was most intresting and most memorable.

2. Underline the thesis/topic sentences.

3. Write the essay map for the essay.

4. Ask two questions of clarification about the draft (needs prior training/modeling).

5. Write/ask two questions that might help the author improve the draft (needs prior training/modeling).

(Reid, 2006, p.102)

APPENDIX 4

Taped Commentary

<u>Student Paper</u>

6. *Although its construction and building materials have been constantly*

   changing, with the influence of the western technology, the basic

   engineering application is still the foundation of its operating principle.

<u>Teacher Commentary</u>

Are you clear about what you're trying to say at six? It's a good general rule to

keep your language simple and your sentences short so that your message gets

across. Try reading this sentence again after checking the grammar and removing

the commas. The last two lines are not clear and you need to rewrite them as a

separate sentence.

(Hyland, 2003, p.182)

APPENDIX 5

Track Changes Function in Microsoft Word Program

I realized that I had to learn the art of conversation a few years ago. I doubt that I'm alone in this.

> **Comment:** Maybe move to beginning of sentence.

Did I relearn it? Did I never know it? I don't know the answer. I do know that one day, while wandering through the mall with my friend Ted, I realized that he is an artist at chatting with total strangers. Warmly, interestedly, and non-threateningly. Okay, he isn't just an artist, he's a master.

> **Deleted:** before
>
> **Deleted:** just
>
> **Comment:** Rephrase for better flow.
>
> **Deleted:** people up

We were getting a latte when this realization hit me. Immediately, I decided to take lessons from him, and told him so. He chuckled a bit at the idea but, being a natural teacher, it wasn't a problem for him. I started listening intently to his conversations with people working, or standing in line, at the mall, at coffee counters, and in restaurants. Here's Ted's trick: he listens to what they say, then says something that relates to their statement. I realized that, too often, I stop listening halfway through, and start formulating a response. Is Ted's method basic or brilliant? I think it's both.

> **Deleted:** ,
>
> **Deleted:** Too often,

Retrieved from

http://www.aneyeforediting.com/examples/an-example-of-edits-using-microsoft-word

APPENDIX 6

Comment Function in Microsoft Word Program

The first similarity is that there are specific rules like **entrance the class on time** or **periodical** exams in both lives. These exams are named **visa** or final in college, but in high school they are named just exams. **The other similarity is the way of learning; both are using books and some technological devices such as computers and projectors.**

The first difference is that college life is more flexible than high school life. **It is more suitable for a personal life away from family. If you are lucky, you can go to a college far away from your family.** Actually, you must be careful about your new life which is full of new responsibilities. In spite of these responsibilities, college life is more enjoyable than high school life. **Another point, high school life is more stressful than a college life.** Students can't do what they want **(,)** because they have to obey many rules at home and in school. **In a college, you can do everything what you want.** The most important issue about high school life is the obligation of wearing **Λ** uniform. Students have to wear their school uniform **Λ**.

Comment [Ö7]: rw

Comment [Ö8]: wf

Comment [Ö9]: ww midterm

Comment [Ö10]: not learning, but teaching

Comment [Ö11]: not worth mentioning unnecessary

Comment [Ö12]: ??

Comment [Ö13]: ??

Comment [Ö14]: rw

Comment [Ö15]: p

Comment [Ö16]: incorrect info. Sure? Are there no rules at college?

Comment [Ö17]: art

Comment [Ö18]: where?

APPENDIX 7

Writing Scale

Feedback proforma

Although the exact ways in which the proforma is used with students varies, the three boxed sets of comments are intended to indicate whether the essay is 'good' or 'poor', reading from left to right.

Introduction	provides clear outline of essay / issues ☐	partial attempt to describe content of essay ☐	no attempt to define scope of essay ☐
Logical development / Structure	develops a logical argument ☐	could be better organised, sequencing inappropriate ☐	no theme or line of argument ☐
Understanding	clear insight and understanding ☐	competent use of written sources ☐	descriptive and use of undigested sources ☐
Relevance	all material relevant ☐	some irrelevant material / repetition ☐	much irrelevant material ☐
Use of evidence	good use of examples and evidence ☐	some use of evidence and examples ☐	essay lacks much evidence to back up statements ☐
Use of sources	critical use of a range of sources ☐	main sources covered ☐	only evidence of minimal reading ☐
Analysis / critical discussion	substantial amount of analysis and critical discussion ☐	some evidence of analysis and critical discussion ☐	little analysis or critical discussion ☐

(Coffin et al., 2003, p. 114)

Writing Scale

Aspects of writing	Comments
Richness of vocabulary 1-------- 2 --------- 3--------- 4 ---------5	
Mechanics (spelling, punctuation) 1-------- 2 --------- 3--------- 4 ---------5	
Grammatical accuracy and complexity 1-------- 2 --------- 3--------- 4 ---------5	
Organisation and coherence 1-------- 2 --------- 3--------- 4 ---------5	
Content 1-------- 2 --------- 3--------- 4 ---------5	

(Nation, 2009, p.141)

Writing Rubric

	VERY WEAK	WEAK	AVERAGE	GOOD	VERY GOOD
TASK ACHIEVEMENT (out of 6 pts.)	**1** fails to address the task answer is barely related to the topic presents limited ideas which are mostly irrelevant	**2** attempts to address the task but does not cover all key features may present a purpose that is unclear most of the time	**3** addresses some of the requirements of the task but it is not enough to fulfil the task presents a purpose that is unclear at times	**4-5** addresses most of the requirements of the task presents a purpose that is generally clear, yet there may be few inconsistencies	**6** satisfies the requirements of the task presents a well-developed response
COHERENCE (out of 6 pts.)	**1** fails to communicate any message has very little control of the organizational features does not organize ideas logically	**2** presents information and ideas but these are not arranged coherently uses few basic cohesive devices but these may be inaccurate	**3** there is an attempt to organize information and ideas logically uses linking words but they may be inaccurate at times	**4-5** mostly organizes information and ideas logically uses linking words but there may be few faulty cohesive devices	**6** sequences information and ideas logically manages using linking words appropriately
VOCABULARY (out of 5 pts.)	**1** uses a very limited range of vocabulary incorrect vocabulary choice	**2** uses mostly basic vocabulary used repetitively has limited control of vocabulary	**3** uses a little variety of vocabulary makes some errors that distort the message at times	**4** uses an adequate range of vocabulary for the task most of the time makes some errors that do not distort the message	**5** uses a wide range of vocabulary properly to convey the message rare vocabulary errors
GRAMMAR (out of 5 pts.)	**1** nothing on paper except isolated words cannot use sentence forms except in memorized phrases tries to form sentences but errors in grammar distort the meaning	**2** uses limited range of grammatical structures some structures are accurate but errors dominate the task	**3** uses simple sentence forms makes some errors in grammar that distort the message	**4** uses a mix of simple and complex sentence forms makes few errors in grammar that rarely distort the message	**5** uses a wide range of structures the majority of the sentences are error-free
MECHANICS (out of 3 pts.)	**0.5** lots of errors in spelling and/or punctuation that distort the message	**1** incorrect spelling and/or punctuation most of the time	**1.5** makes some errors in spelling and/or punctuation	**2** few errors in spelling and/or punctuation	**3** rare or no errors in spelling and/or punctuation

Total: _____ / 25

APPENDIX 8

Written Comments

I enjoyed your draft composition very much. I liked the description of your grandparents. They sound like interesting people. In some ways they are the most interesting part of your story.

I have one or two suggestions to make:
- How about starting the composition with that description of your grandparents' house? It would be a good way in to the topic.
- I wouldn't include the bit about your sister and the dog. It gets in the way of your story.
- Be careful with your use of past tense verbs. Check whether you should use the past simple (I ran) or the past continuous (I was running).

Written responses to a student's work

(Harmer, 2004, p.113)

APPENDIX 9

Indicating the presence of errors but not the precise location

XX   We apologise for the inconveniency. It was all because certain

X   reasons that things turned out that way. We did sent a

X   driver to the airport but it broke on the way. Secondly about

the hotel. The group had to take another. We booked the

cheapest and a reasonably good one. Going to the Hilton was

X   impossible because bookings are made one month early.

(Hyland, 2003, p. 182)

APPENDIX 10

Indicating the type of error

GR   The mining industry are able to bring two things to the country. First a

E   large amount of revenue to the country and also jeopardy to the natural

       environment. BCL and other mines all over the world are a good

L   example of this. Therefore we must only have local companies to mine.

 surface form(GR), expression (E), logical development (L)

(Hyland, 2003, p. 182)

APPENDIX 11

Error Chart

Name: _____

Class: _____

Error Chart

	1	2	3	4	5	6	7	8	9	10	TOT.	%
Punctuation CAP												
P												
Nouns AG/P/A												
ART												
G												
N												
NR												
PER												
PR												
L												
R/PR												

(Klassen, 1991, p. 140)

Error Chart

Name _____   **Class** _____

Essay _____   **Date** _____

Error Type	Error	Correction
F (word form)		
Sp (spelling)		
Ref (referent)		
Agr (subject-verb)		
WW (wrong word)		
VT (verb tense)		
R-O (run-on)		
Frag. (fragment)		

(Reid, 2006, p.149)

APPENDIX 12

A Writing Rubric with its Components

SCALE

DIEMENSIONS

WRITING RUBRIC

DESCRIPTIONS/ DESCRIPTORS

	VERY WEAK	WEAK	AVERAGE	GOOD	VERY GOOD
TASK ACHIEVEMENT (out of 6 pts.)	**1** fails to address the task answer is barely related to the topic presents limited ideas which are mostly irrelevant	**2** attempts to address the task but does not cover all key features may present a purpose that is unclear most of the time	**3** addresses some of the requirements of the task but it is not enough to fulfil the task presents a purpose that is unclear at times	**4-5** addresses most of the requirements of the task presents a purpose that is generally clear, yet there may be few inconsistencies	**6** satisfies the requirements of the task presents a well-developed response
COHERENCE (out of 6 pts.)	**1** fails to communicate any message has very little control of the organizational features does not organize ideas logically	**2** presents information and ideas but these are not arranged coherently uses few basic cohesive devices but these may be inaccurate	**3** there is an attempt to organize information and ideas logically uses linking words but they may be inaccurate at times	**4-5** mostly organizes information and ideas logically uses linking words but there may be few faulty cohesive devices	**6** sequences information and ideas logically manages using linking words appropriately
VOCABULARY (out of 5 pts.)	**1** uses a very limited range of vocabulary incorrect vocabulary choice	**2** uses mostly basic vocabulary used repetitively has limited control of vocabulary	**3** uses a little variety of vocabulary makes some errors that distort the message at times	**4** uses an adequate range of vocabulary for the task most of the time makes some errors that do not distort the message	**5** uses a wide range of vocabulary properly to convey the message rare vocabulary errors
GRAMMAR (out of 5 pts.)	**1** nothing on paper except isolated words cannot use sentence forms except in memorized phrases tries to form sentences but errors in grammar distort the meaning	**2** uses limited range of grammatical structures some structures are accurate but errors dominate the task	**3** uses simple sentence forms makes some errors in grammar that distort the message	**4** uses a mix of simple and complex sentence forms makes few errors in grammar that rarely distort the message	**5** uses a wide range of structures the majority of the sentences are error-free
MECHANICS (out of 3 pts.)	**0.5** lots of errors in spelling and/or punctuation that distort the message	**1** incorrect spelling and/or punctuation most of the time	**1.5** makes some errors in spelling and/or punctuation	**2** few errors in spelling and/or punctuation	**3** rare or no errors in spelling and/or punctuation

APPENDIX 13

Holistic Writing Rubric

<div align="center">

TOEFL IBT Test

Independent Writing Rubrics (Scoring Standards)

</div>

Score	Task Description
5	**An essay at this level largely accomplished all of the following:** • effectively addresses the topic and task • is well organized and well developed, using clearly appropriate explanations, exemplifications, and/or details. • displays unity, progression, and coherence • displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors
4	**An essay at this level largely accomplished all of the following:** • addresses the topic and task well, though some points may not be fully elaborated • is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications, and/or details • displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections • displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
3	**An essay at this level is marked by one or more of the following:** • addresses the topic and task using somewhat developed explanations, exemplifications, and/or details • displays unity, progression, and coherence, though connection of ideas may be occasionally obscured • may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning • may display accurate but limited range of syntactic structures and vocabulary
2	**An essay at this level may reveal one or more of the following weaknesses:** • limited development in response to the topic and task • inadequate organization or connection of ideas • inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task • a noticeably inappropriate choice of words or word forms • an accumulation of errors in sentence structure and/or usage
1	**An essay at this level is seriously flawed by one or more of the following weaknesses:** • serious disorganization or underdevelopment • little or no detail, or irrelevant specifics, or questionable responsiveness to the task • serious and frequent errors in sentence structure or usage
0	**An essay at this level** merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

<div align="right">

(Educational Testing Service, 2008) retrieved from

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http://www.ets.org/Media/Tests/TOEFL/pdf/Independent_Writing_Rubrics_2008.pdf

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APPENDIX 14

Analytic Writing Rubric

ESL COMPOSITION PROFILE			
STUDENT	DATE	TOPIC	
SCORE LEVEL	CRITERIA		COMMENTS

CONTENT

- 30-27 EXCELLENT TO VERY GOOD: knowledgeable ● substantive ● thorough development of thesis ● relevant to assigned topic
- 26-22 GOOD TO AVERAGE: some knowledge of subject ● adequate range ● limited development of thesis ● mostly relevant to topic, but lacks detail
- 21-17 FAIR TO POOR: limited knowledge of subject ● little substance ● inadequate development of topic
- 16-13 VERY POOR: does not show knowledge of subject ● non-substantive ● not pertinent ● OR not enough to evaluate

ORGANIZATION

- 20-18 EXCELLENT TO VERY GOOD: fluent expression ● ideas clearly stated/supported ● succinct ● well-organized ● logical sequencing ● cohesive
- 17-14 GOOD TO AVERAGE: somewhat choppy ● loosely organized but main ideas stand out ● limited support ● logical but incomplete sequencing
- 13-10 FAIR TO POOR: non-fluent ● ideas confused or disconnected ● lacks logical sequencing and development
- 9-7 VERY POOR: does not communicate ● no organization ● OR not enough to evaluate

VOCABULARY

- 20-18 EXCELLENT TO VERY GOOD: sophisticated range ● effective word/idiom choice and usage ● word form mastery ● appropriate register
- 17-14 GOOD TO AVERAGE: adequate range ● occasional errors of word/idiom form, choice, usage *but meaning not obscured*
- 13-10 FAIR TO POOR: limited range ● frequent errors of word/idiom form, choice, usage ● *meaning confused or obscured*
- 9-7 VERY POOR: essentially translation ● little knowledge of English vocabulary, idioms, word form ● OR not enough to evaluate

LANGUAGE USE

- 25-22 EXCELLENT TO VERY GOOD: effective complex constructions ● few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
- 21-18 GOOD TO AVERAGE: effective but simple constructions ● minor problems in complex constructions ● several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
- 17-11 FAIR TO POOR: major problems in simple/complex constructions ● frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions ● *meaning confused or obscured*
- 10-5 VERY POOR: virtually no mastery of sentence construction rules ● dominated by errors ● does not communicate ● OR not enough to evaluate

MECHANICS

- 5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions ● few errors of spelling, punctuation, capitalization, paragraphing
- 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
- 3 FAIR TO POOR: frequent errors of spelling. punctuation, capitalization, paragraphing ● poor handwriting ● *meaning confused or obscured*
- 2 VERY POOR: no mastery of conventions ● dominated by errors of spelling, punctuation, capitalization, paragraphing ● handwriting illegible ● OR not enough to evaluate

TOTAL SCORE   READER   COMMENTS

Jacobs et al.'s (1981) Scoring Profile

(Weigle, 2009, p.116)

APPENDIX 15

Primary-Trait Rubric

Assume that someone your age has just moved into your city or town. Identify a good place to meet people of your age group, describe it, and tell why that place is good for him or her to meet friends.

The Modified Primary Trait Scoring

Proficient Scores	
6	Give this score to the essay that provides a clear, organized response to both parts of the question. It not only identifies and describes a good place to meet people of the student's age group but it tells why that place is good for meeting people of that age group. The writer makes clear connections between his/her assertions and the reasons for these assertions by providing good explanations, illustrations, and connections to each of his or her assertions. The writer shows a good command of language and written conventions. If the essay shows a significant number of features similar to those listed in category 3, assign this paper a <u>3</u>.
5	Give this score to the essay that responds to both parts of the question. (It identifies and describes a place to meet people of the student's age group and it tells why that place is a good one.) However, the essay fails to adequately develop both parts of the question with sufficient explanations, illustrations, and connections. In spite of this lack of development, the essay is still logically organized. The essay may contain errors in structure and spelling (other than the major problems described in category 3.) If the essay contains a significant number of features similar to those listed in Category 3, assign this paper a <u>3</u>.
4	Give this score to the essay that seriously slights both parts of the questions; however, in spite of its weaknesses, the student who wrote this response still has a chance for success, but none are the serious types described in Category 3. If the essay contains a significant number of features similar to those in Category 3, assign this paper a <u>2</u>.

	Nonproficient Scores

3	Give this score to the essay that would meet the criteria of a 5 or 6 essay except that it contains one or more of the following features:
	 Presence of true fragments in response
	 Significant sentence boundary errors (caused by misfired punctuation)
	 Impacted or derailed sentences
	 Significant errors in punctuation
	 Strings of simple sentences (with or without "and") or other symptoms of safe writing
	 Paragraphs that contain
	     Strings of topic sentences
	     Sentences that just seem to piled on top of each other, or sentences which do not logically follow each other
	 Paragraphs that seem to fall apart
	 Penmanship: Look for signs of <u>struggles</u> such as
	     Sloppy print, scrawly or loopy writing, misshaped letters, erratic capitalization
	     Any other signs that show weaknesses in motor skills
	     Do not confuse signs of struggle with <u>sloppy</u> handwriting.

2	Give this score to the essay that appears to meet the criteria for a 4 paper but it contains one or more of the problems described in Category 3.
1	Give this score to the essay that is so short (less than a half page of text on standard paper) that any reasonably accurate judgment of the writer's competence is impossible. The brevity of the response indicates that the student is completely non-fluent or suffers from writing anxiety. What is on the page is so poorly written that it almost lacks meaning.

The top-half descriptors (numbers 4-6 on the scale) direct readers to evaluate papers for idea development. The second sentence in each top-half descriptor (with the exception of number 4) is topic specific and can be modified to correspond to a change in topic. Otherwise, the scoring guide is topic independent.

The bottom-half score descriptors (1-3 on the scale) list those specific features that identify nonfluent writing. Because those features are holistic in nature, the possible causes for them will work in tandem.

(Saunders, 1999, pp.26-27)

APPENDIX 16

Multiple-Trait Rubric

Task: Write a factual recount of your visit to the university language center last week. Remember that the purpose of a factual recount is to "tell what happened," so be sure to include the main things you saw and did and who you met. You can use your notes and photographs to help you.

Score	Content	Structure	Language
4	Event explicitly stated	Orientation gives all essential info	Excellent control of language
	Clearly documents events	All necessary background provided	Excellent use of vocabulary
	Evaluates their significance	Account in chronological/ other order	Excellent choice of grammar
	Personal comment on events	Reorientation "rounds off" sequence.	Appropriate tone and style
3	Event fairly clearly stated	Fairly well-developed orientation	Good control of language
	Includes most events	Most actors and events mentioned	Adequate vocab choices
	Some evaluation of events	Largely chronological and coherent	Varied choice of grammar
	Some personal comment	Reorientation "rounds off" sequence	Mainly appropriate tone
2	Event only sketchy Clearly documents events	Orientation gives some information	Inconsistent language control
	Little or weak evaluation	Some necessary background omitted Account partly coherent	Lack of variety in choice of grammar and vocabulary
	Inadequate personal comment	Some attempt to provide reorientation	Inconsistent tone and style
1	Event not stated No recognizable events	Missing or weak orientation No background provided	Little language control Reader seriously distracted
	No or confused evaluation	Haphazard and incoherent sequencing	by grammar errors
	No or weak personal comment	No reorientation or includes new matter	Poor vocabulary and tone

(Hyland, 2003, p.231)

Multiple-Trait Rubric

ENSL 24: Advanced Reading and Composing for Non-native Speakers
TIMED WRITING #3 - Comparative Analysis
Assignment

In their respective essays, Chang (2004) and Hunter (2004) express conflicting perspectives on how technology has influenced the education and training of the modern workforce. You will have 90 minutes in which to explain which author presents the most persuasive argument and why. On the basis of a brief summary of each author's point of view, compare the two essays and determine which argument is the strongest for you. Scate your *position* clearly, giving each essay adequate coverage in your discussion.

Scoring Guide for Timed Writing #3

Score	Rhetorical Structure	Summary Presentation and Comparison	Language Use
6	The writer's position is stated explicitly and substantiated with relevant references to the two essays.	The main idea of each essay is accurately captured and clearly represented; coverage of the two essays is symmetrically balanced.	Language is direct, fluid, and generally accurate; vocabulary use is sophisticated and varied.
5	The writer's position is stated clearly and supported with references to the two essays.	The paper effectively paraphrases each essay's main idea; coverage of the two essays is well balanced.	Language control is good; vocabulary use is nicely varied.
4	The writers position is sufficiently explicit but could be stated more clearly; references to the two essays are adequate.	The paper paraphrases each essays' main idea with moderate effectiveness; coverage of the two essays is adequately balanced.	Language shows satisfactory but inconsistent control; vocabulary use shows adequate variety.
3	The writer's position is not sufficiently explicit; references to the two essays are sketchy.	The paper merely restates each essay's mam idea or captures them inaccurately; coverage of the two essays is not satisfactorily balanced.	Language shows inconsistent control; vocabulary use shows a lack of variety.
2	The writer's position is either not explicit or is ineffectively developed; references to the two essays ere minimal and inadequate.	The paper only partially restates each essay's main idea; minimal coverage of the two essays.	Language shows inconsistencies that distract the reader; vocabulary use is highly restricted.
1	The writer does not state a position; references to the two essays are unacceptable or nonexistent.	The paper fails to capture the main ideas of either essay.	Language control frequently distracts the reader; vocabulary use is highly restricted and/or inaccurate.
0	Not a ratable sample.	Not a ratable sample.	Not a ratable sample.

(Ferris & Hedgcock, 2005, p.317)

APPENDIX 17

Concordance of the words *since* and *for*

```
1              He said well you've been right since Christmas and if you say it's
2          is. Aren't you? No I haven't been out since Boxing night! Wh what are you
3   secret. Obviously the law has been updated since eighteen ninety three. The one
4          wife and that he had been with her since erm she was twelve. The problem
5       You know what, I had haven't sat down since half past seven. What you do is,
6          how old it was. Mm So he said oh no since I left. I said well I, I'd still
7   And lives on there. Well I've known Derek since I was six weeks old. I was taken
8    pic which the EEF has been promoting hard since last October. We've been doing
9          Act which, and we've had that law since nineteen sixty eight. So we've
10        asking. I'm, I'm asking, I've been here since Saturday now I've sat here

1        bits in there for her a few kittens in there for a couple of days I, so they'd
2          they're married and they've been married for a couple of years I reckon,
3   going, you should of said oh I just come up for a few days. Blair had to look
4              your toes. We've still got that tape for a couple of a weeks. Haven't
5   we do, but when he goes back to work now for a couple of days it'll take
6          of February er so. So he was only in for a couple of days then?
7      mate! Are you cheeky! Had a sore throat for a couple of days! Hiya
8            yeah that way. It won't be like it for a couple of years. But he's
9      who's friend of Mat's? That's right yeah, for a little bit, I was on about
10     that'll say ah yeah we've been doing this for a little while, why don't we
```

(Dudeney & Hockly, 2008, p.106)

APPENDIX 18

Netiquette for E-mail
• **Identify yourself:**
—Begin messages with a salutation and end them with your name**.**
—Use a signature (a footer with your identifying information) at the end of a message**.**
• **Include a subject line.** Give a descriptive phrase in the subject line of the message header that tells the topic of the message (not just "Hi, there!")
• **Avoid sarcasm.** People who don't know you may misinterpret its meaning.
• **Respect others' privacy.** Do not quote or forward personal email without the original author's permission.
• **Acknowledge and return messages promptly.**
• **Copy with caution.** Don't copy everyone you know on each message.
• **No spam (a.k.a. junk mail).** Don't contribute to worthless information on the Internet by sending or responding to mass postings of chain letters, rumors, etc.
• **Be concise.** Keep messages concise—about one screen, as a rule of thumb.
• **Use appropriate language:**
—Avoid coarse, rough, or rude language.
—Observe good grammar and spelling.
• **Use appropriate emoticons (emotion icons) to help convey meaning.** Use "smiley's" or puntuation such as :-) to convey emotions. See website list of emoticons at **http://netlingo.com/smiley.cfm and http://www.robelle.com/smugbook/smiley.html.**
• **Use appropriate intensifiers to help convey meaning.**
—Avoid "flaming" (online "screaming") or sentences typed in all caps.
—Use asterisks surronding words to indicate italics used for emphasis (*at last*).
—Use words in brackets such as (grin) to show a state of mind.
—Use common acronyms (e.g., LOL for "laugh out loud").

(Roblyer, 2006, p.240)

APPENDIX 19

Netiquette for Online Discussions
• **Be brief.** Remember that the longer your message is, the fewer the people who will bother to read it.
• **Use descriptive subject lines.** Provide a title for the content of your message.
• **Avoid typing in uppercase letters**. Typing in uppercase is considered shouting on the Internet.
• **Avoid getting flamed or flaming others.** Members of discussion groups who do not follow the rules for the discussion group or who ask stupid questions may receive flame mail. **Flaming** is a heated retort of a personally demeaning or derogatory nature. Try to avoid sending flame mail even when someone else has not followed the list rules.
• **Summarize and snip.** Either summarize the previous person's post and add your comments, or include the parts to which you would like to respond and delete the rest.
• **Be careful with humor and avoid sarcasm.** Because nonverbal cues and facial expressions are an important part of humor and sarcasm, it is easy for dry humor and sarcasm to be offensive in Internet communications.
• **Pay attention to the reply address.** Using the reply function on your e-mail program can send your reply directly to the person who posted the original message, or it can send your response to the entire group.
• **Get to know the culture of the group.** You may want to lurk for a while before offering your comments.
• **Know your list addresses.** Send commands to the administrative address and messages to the list address.
• **It is more blessed to give than to receive.** Take the time to share what you know when others make requests or submit questions to the group.
• **Your posts are a reflection on you.** Read your message through before sending it because you will likely find misspellings, missing words, or breaks in logic.
• **Be careful what you say.** Thousands of people may read your message, and what you say may come back to haunt you.
• **When summarizing, summarize!** When you request information from a discussion group, it is common courtesy to offer to summarize and report your findings so that others can benefit as well. The best way to do this is to take all the responses you received and edit them into a single message.
• **Avoid dittos and me-toos.** If you agree with what is posted, there is no need to add to the volume of mail in people's boxes by saying ditto.
• **Mark your spoilers**. If the topic of your post could be difficult or painful for other list members to read, be sure to indicate this in your subject.
• **Take it private**. If a subject has evolved into a conversation between two or three people, correspond privately rather than sending your messages to the list.
• **Save the welcome message.** The system-generated message you receive when you have successfully subscribed to a list usually also contains other useful information (such as how to unsubscribe).

Source: From University of Kansas Academic Computing Services at http://www.ku.edu/acs/documentation/docs/listproc/ netiquette.shtml. Reprinted with permission.   (Mills, 2006, p.79)

APPENDIX 20

	CHAT EXPRESSIONS		
AAIK	as far as I know	**L8R**	later
AFK	away from keyboard	**LMHO**	laughing my head off
ASAP	as soon as possible	**LOL**	laugh out loud/laughing
BBFN	bye bye for now	**LTNS**	long time no see
BBL	be back later	**LTS**	laughing to self
BBS	be back soon	**OBTW**	oh, by the way
BRB	be right back	**OIC**	oh, I see
BTW	by the way	**OTOH**	on the other hand
BWL	bursting with laughter	**OTTOMH**	off the top of my head
C&G	chuckle and grin	**PM**	private message
CID	cringing in disgrace	**PMFJI**	pardon me for jumping in
CP	chat post	**POAHF**	put on a happy face
C YA	see ya	**POD**	piece of data
C YA	see you later	**POOF**	left the chat room
EMSG	e-mail message	**QSL**	reply
EOF	end of file	**RFD**	request for discussion
FC	fingers crossed	**ROFL**	rolling on floor laughing
FMG	filling my glass	**RSN**	real soon now
FWIW	for what it's worth	**RTSM**	read the stupid manual
FYI	for your information	**RUOK?**	are you OK?
G	giggle	**SETE**	smiling ear to ear
(G)	grin	**SITD**	still in the dark
GFN	gone for now	**SO**	significant other
GMTA	great minds think alike	**SUL**	see you later
GTSY	glad to see you	**SWL**	screaming with laughter
HAGU	have a good un	**SYS**	see ya soon
HHIS	hanging head in shame	**TA**	thanks again
IC	I see	**TIA**	thanks in advance
IMHO	in my humble opinion	**TIC**	tongue in cheek
IMO	in my opinion	**TNX**	thanks
IOW	in other words	**TPTB**	the powers that be
IRL	in real life	**TTYL**	talk to you later
JMO	just my opinion	**WB**	welcome back
JTLYK	just to let you know	**WRT**	with regard to
KIT	keep in touch		

(Mills, 2006, p.77)

APPENDIX 21

Criteria to evaluate the websites

1. Accuracy

   - Who wrote the page? Is this person an expert in the subject matter?
     Check qualifications, experience – look for an 'about me' link.

   - Is the page content reliable and factually correct?
     Cross-reference with other similar websites and encyclopedias.

2. Currency

   - Is the content up-to-date?
     Check factual information against other reliable sources.

   - When was the page last updated?
     Check for information at the bottom/top of the page.

3. Content

   - Is the site interesting and stimulating?
     Consider the content from your learners' point of view.

   - Is it attractive and easy to navigate?
     Check the colour combinations, the logic of the links and visual structure.

4. Functionality

   - Does the site work well? Are there any broken links?
     Be sure to check all pages, and follow all links to all pages you intend to use.

   - Does it use a lot of large files or alternative technologies (e.g. Flash)?
     Check how quickly it loads for learners; check sound, video and animation work.

(Dudeney & Hockly, 2007, p.34)

APPENDIX 22

Description of the Advanced Reading and Writing II course

This course is a continuation of Advanced Reading and Writing I. This course promotes higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyse, synthesize and evaluate information and therefore, in their compositions, react to readings. Students will also analyse and produce different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative) that are unified, coherent and organized. In addition to the integration of reading with writing, research-based instruction will be adopted, so that students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

APPENDIX 23

Computer Literacy Survey

Dear Students,

This questionnaire was designed for the PhD dissertation I'm doing at Gazi University Department of English Language Teaching (ELT). The results of the questionnaire will be used only in this research and kept confidential.

Thank you for your cooperation.

Instructor of English

Özge Dişli

Gender: ❑ Female   ❑ Male

Age: _____

1. Have you ever used a computer?

    ❑ Yes   ❑ No

2. When did you start using a computer? _____ (year)

3. Do you have a computer at home?

    ❑ Yes   ❑ No

4. If your answer is NO to question 3, how do you use a computer?

    ❑ computer laboratory in the faculty/at university

    ❑ computer laboratory in the dormitory

    ❑ roommate/flatmate's computer

    ❑ classmate/friend's computer

    ❑ cybercafe

5. How often do you use computers?

    ❑ once a week

    ❑ twice a week

    ❑ 3-4 times a week

    ❑ 5 or more times a week

    ❑ everyday

6. How many hours do you use the computer a week?

- ❑ 1-3 hours
- ❑ 4-7 hours
- ❑ 8-11 hours
- ❑ 12-more hours

7. Do you have access to the Internet?

❑ Yes ❑ No

8. If your answer is YES to question 7, what do you use the Internet for?

- ❑ communication
  - ❑ e-mail _____
  - ❑ chat _____
- ❑ information search
  - ❑ search engines _____
  - ❑ reading newspapers _____
- ❑ doing homework/project work
- ❑ social network
  - ❑ Facebook
  - ❑ Twitter
  - ❑ Blogs _____
- ❑ entertainment
  - ❑ listening to music
  - ❑ watching films, series, videos
  - ❑ downloading music, games, films
  - ❑ playing games
  - ❑ surfing the Internet
  - ❑ other _____
- ❑ online shopping _____
- ❑ other _____

9. Have you ever used computers for educational purposes?

❑ Yes ❑ No

10. If your answer is YES to question 9, what did you do with it?

- ❑ I used word processor to type my homework.
- ❑ I did research on the internet for my homework.
- ❑ I downloaded some pictures, songs, videos for my homework.
- ❑ I prepared a power point presentation as homework.
- ❑ I did my project work.
- ❑ I used online dictionaries while studying.
- ❑ I studied using an online educational tool.
- ❑ Other _____

11. Which computer applications are you familiar with?

- ❑ Microsoft Office
    - ❒ Microsoft Word
    - ❒ Microsoft Excel
    - ❒ Microsoft Power Point
- ❑ Other _____

If your answer is NO to question 9, do not answer the last two questions (12&13).

12. Have you ever used computers for learning English?

❑ Yes   ❑ No

13. If your answer is YES to question 12, what did you do with it?

_____

_____

_____

☺ **THANK YOU** ☺

(compiled, adapted and inspired from Donat, 2000; Pekel, 2002; Erkan, 2003; Tokaç, 2005)

APPENDIX 24

Advantage and Disadvantage Essay Rubric

Name:

Introduction   (5 pts.)

Is the introduction relevant and effective?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No introduction

Thesis Statement   (10 pts.)

Does the thesis statement identify the argument effectively?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No thesis statement

Is the thesis statement accurate/grammatical?

5 No mistake	3 Minor mistake	1 Serious mistake(s) / No thesis statement

Body Paragraphs   (20 pts.)

Does the body present the advantages and disadvantages clearly and effectively?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor

Do the body paragraphs begin with a relevant and accurate topic sentence?

5 Both of them (2 par.)	3 One of them (1 par.)	1 Neither of the topic sentences

Are the advantages and disadvantages mentioned accurate and adequate?

5 All of them	4 Most of them	3 Some of them	2 Few of them	1 None of them

Are the body paragraphs fully developed with relevant and effective <u>examples or illustrations</u> relating to the topic sentence?

5 Fully developed	3 Partially developed	1 Poorly developed

Conclusion   (10 pts.)

Does the concluding paragraph restate the thesis statement or summarize the advantage and disadvantage essay?

5 Yes	3 Yes but partly Unclear/Not good enough	1 The same sentences as in the introduction No / No conclusion

Is the conclusion relevant and effective?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No conclusion

Coherence & Unity   (15 pts.)

Is the essay coherent?

5 Well organized; ideas presented clearly, logically and creatively	4 Organization is appropriate, but conventional	3 Some logical order Confusing sequencing but can be improved	2 Poor coherence Disorganized and hard to follow	1 Lack of organization No proper logical order of ideas

Are transition signals and/or linking words used in the essay?				
5 **Varied and subtle transitional elements are used correctly and adequately**	**4** **Plenty of connections through transitional elements** **Most of them are used correctly**	**3** **Some connections through transitional elements** **Some of them are used properly**	**2** **Rarely contains transitional elements** **They aren't used properly**	**1** **Lacks transitional elements** **No proper choice**
Are there any unnecessary or irrelevant sentences or parts in the essay?				
5 **No /Very few**	**4** **Few**	**3** **Some**	**2** **Plenty**	**1** **Lots of**

Grammar   (15 pts.)

Are there are any grammar mistakes in the essay?				
5 **No/Very few**	**4** **Few**	**3** **Some**	**2** **Plenty**	**1** **Lots of**
Are complex and compound sentences used in the essay?				
5 **Lots of**	**4** **Plenty**	**3** **Some**	**2** **Few**	**1** **Very few/No**
Are there any unclear sentences and/ or parts in the essay?				
5 **No /Very few**	**4** **Few**	**3** **Some**	**2** **Plenty**	**1** **Lots of**

Vocabulary   (10 pts.)

Are the vocabulary items used appropriately and accurately in the essay?				
5 **All words**	**4** **Most words**	**3** **Some words**	**2** **Few words**	**1** **No proper word choices** **Random word selection**
Is there a rich variety of word usage in the essay?				
5 **Very rich vocabulary** **Wide variety**	**4** **Rich vocabulary**	**3** **Average vocabulary**	**2** **Limited vocabulary** **Little variety**	**1** **Very limited vocabulary** **No variety**

Mechanics (10 pts.)

Title	**2** **Good**	**1** **Poor / No title**
Paragraph Indent & Format	**2** **Good**	**1** **Poor**
Punctuation	**2** **No/Few mistakes**	**1** **Some /Lots of mistakes**
Capitalization	**2** **No/Few mistakes**	**1** **Some /Lots of mistakes**
Spelling	**2** **No/Few mistakes**	**1** **Some /Lots of mistakes**

Holistic   (5 pts.)

Is the essay effective and attractive in terms of content?				
5 **Well-done**	**4** **Good**	**3** **Average**	**2** **Poor**	**1** **Very Poor**

Total: _____ / 100

APPENDIX 25

Argumentative Essay Rubric

Name:				

Introduction (5 pts.)

Is the introduction relevant and effective?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No introduction

Thesis Statement (10 pts.)

Does the thesis statement identify the argument effectively?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No thesis statement

Is the thesis statement accurate/grammatical?

5 No mistake	3 Minor mistake	1 Serious mistake(s) / No thesis statement

Body Paragraphs (20 pts.)

Does the body present the argument clearly and effectively?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor

Do the body paragraphs begin with a relevant and accurate topic sentence?

5 All of them (3 par.) All topic sentences	3 Some of them (2 par.) Some of the topic sentences	1 Only one/None of the topic sentences

Are the body paragraphs fully developed with effective examples or illustrations relating to the topic sentence?

5 All of them (3 par.) Fully developed	3 Some of them (2 par.) Partially developed	1 One of them (1 par.) / None Poorly developed

Is the refutation effective?

5 Well-done	3 Average / To some extent	1 Very Poor / No refutation

Conclusion (10 pts.)

Does the concluding paragraph restate the thesis statement or summarize the argumentative essay?

5 Yes	3 Yes but partly Unclear/Not good enough	1 The same sentences as in the introduction No / No conclusion

Is the conclusion relevant and effective?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No conclusion

Coherence & Unity (15 pts.)

Is the essay coherent?

5 Well organized; ideas presented clearly, logically and creatively	4 Organization is appropriate, but conventional	3 Some logical order Confusing sequencing but can be improved	2 Poor coherence Disorganized and hard to follow	1 Lack of organization No proper logical order of ideas

Are transition signals and/or linking words used in the essay?				
5 **Varied and subtle transitional elements are used correctly and adequately**	**4** **Plenty of connections through transitional elements** **Most of them are used correctly**	**3** **Some connections through transitional elements** **Some of them are used properly**	**2** **Rarely contains transitional elements** **They aren't used properly**	**1** **Lacks transitional elements** **No proper choice**

Are there any unnecessary or irrelevant sentences or parts in the essay?				
5 **No /Very few**	**4** **Few**	**3** **Some**	**2** **Plenty**	**1** **Lots of**

Grammar   (15 pts.)

Are there are any grammar mistakes in the essay?				
5 **No/Very few**	**4** **Few**	**3** **Some**	**2** **Plenty**	**1** **Lots of**

Are complex and compound sentences used in the essay?				
5 **Lots of**	**4** **Plenty**	**3** **Some**	**2** **Few**	**1** **Very few/No**

Are there any unclear sentences and/ or parts in the essay?				
5 **No /Very few**	**4** **Few**	**3** **Some**	**2** **Plenty**	**1** **Lots of**

Vocabulary   (10 pts.)

Are the vocabulary items used appropriately and accurately in the essay?				
5 **All words**	**4** **Most words**	**3** **Some words**	**2** **Few words**	**1** **No proper word choices** **Random word selection**

Is there a rich variety of word usage in the essay?				
5 **Very rich vocabulary** **Wide variety**	**4** **Rich vocabulary**	**3** **Average vocabulary**	**2** **Limited vocabulary** **Little variety**	**1** **Very limited vocabulary** **No variety**

Mechanics (10 pts.)

Title	**2** **Good**	**1** **Poor / No title**
Paragraph Indent & Format	**2** **Good**	**1** **Poor**
Punctuation	**2** **No/Few mistakes**	**1** **Some /Lots of mistakes**
Capitalization	**2** **No/Few mistakes**	**1** **Some /Lots of mistakes**
Spelling	**2** **No/Few mistakes**	**1** **Some /Lots of mistakes**

Holistic   (5 pts.)

Is the essay effective and attractive in terms of content?				
5 **Well-done**	**4** **Good**	**3** **Average**	**2** **Poor**	**1** **Very Poor**

Total: _____ / 100

APPENDIX 26

Student Evaluation Form

Dear Students

This student evaluation form is designed to get feedback on the program "Online Essay Writing" you have used this term. Please answer the questions carefully and frankly. You should bear in mind that the information in the questionnaires will be kept confidential.

Thank you for your contribution. ☺

PART I
DEMOGRAPHIC INFORMATION

1. Age:

2. Gender: ❐ Male ❐ Female

3. The type of high school you graduated from

  ❐ Anatolian High School ❐ Science School
  ❐ Anatolian Teacher Training High School ❐ State High School
  ❐ Private College ❐ Vocational High School
  ❐ Super Lycee ❐ Other (_____)

4. Have you studied at prep school before?

  ❐ Yes, I have studied at prep school at _____
  (where?)

  ❐ No, I haven't studied at prep school before, but I started to learn English at
  _____ (where? /which school?)

5. How long have you been learning English?

  For _____ years

PART II

ONLINE WRITING PROGRAM

This part consists of the questions which aim to reveal your opinions about the online writing program. Choose the best answer.

1. The online program is user-friendly (easy to use).

   a. Definitely   **b.** Unsure   **c.** Not at all

2. The online program is well-prepared.

   a. Definitely   **b.** Unsure   **c.** Not at all

3. The online program is useful.

   a. Definitely   **b.** Unsure   **c.** Not at all

4. Doing the activities in the online program is fun.

   a. Definitely   **b.** Unsure   **c.** Not at all

5. The online program successfully covers the objectives of the course.

   a. Definitely   **b.** Unsure   **c.** Not at all

6. The online program has helped me to improve my writing skills.

   a. Definitely   **b.** Unsure   **c.** Not at all

7. I feel (more) motivated when I do the activities online.

   a. Definitely   **b.** Unsure   **c.** Not at all

8. When I do the activities and write essays in the online program, I enjoy writing more.

   a. Definitely   **b.** Unsure   **c.** Not at all

9. I am able to revise what I have learned in class with the online program.

   a. Definitely   **b.** Unsure   **c.** Not at all

10. The online program is an effective way of learning how to write essays.

    a. Definitely   **b.** Unsure   **c.** Not at all

11. I feel more confident when I do the activities and write essays online.

    a. Definitely   **b.** Unsure   **c.** Not at all

PART III
ACTIVITIES IN THE ONLINE WRITING PROGRAM
This part consists of the questions which aim to reveal your opinions about the activities in the online writing program. Choose the best answer.

1. There are different kinds of activities in the online program.

    a. Definitely   **b.** Unsure   **c.** Not at all

2. The number of activities in the program is adequate.

    a. Definitely   **b.** Unsure   **c.** Not at all

3. The activities in the online program are suitable for my level.

    a. Definitely   **b.** Unsure   **c.** Not at all

4. I find the activities in the online program suitable for my needs.

    a. Definitely   **b.** Unsure   **c.** Not at all

5. The activities are presented from the easiest to the most difficult.

    a. Definitely   **b.** Unsure   **c.** Not at all

6. The instructions of the activities are generally clear.

    a. Definitely   **b.** Unsure   **c.** Not at all

7. The number of attempts given for the activities is generally adequate.

    a. Definitely   **b.** Unsure   **c.** Not at all

8. The time given for the activities is generally adequate.

    a. Definitely   **b.** Unsure   **c.** Not at all

9. I find the parts "how to write process/classification essay" useful.

    a. Definitely   **b.** Unsure   **c.** Not at all

10. The quizzes about essays (e.g. how to write process essay) in the online program are difficult.

    a. Definitely   **b.** Unsure   **c.** Not at all

11. The activities in the online program help me better organize my ideas.

    a. Definitely   **b.** Unsure   **c.** Not at all

12. The activities in the online program help me write better.

    a. Definitely   **b.** Unsure   **c.** Not at all

13. It is nice to get feedback of some activities immediately in the program.

    a. Definitely   **b.** Unsure   **c.** Not at all

14. I have tried to get higher grades at each attempt and I am able to do so.

    a. Definitely   **b.** Unsure   **c.** Not at all

15. I am happy with the grading method in the online program (last attempt).

    a. Definitely   **b.** Unsure   **c.** Not at all

16. I have used the online dictionaries given in the online program.

    a. Definitely   **b.** Unsure   **c.** Not at all

17. It is useful to go to the computer lab with the instructor in class time.

    a. Definitely   **b.** Unsure   **c.** Not at all

PART IV
COMMENTS AND SUGGESTIONS

You can answer these questions in Turkish.

- What kind of difficulties did you have doing the activities in the online program? These difficulties may be methodological or technical.

_____

_____

_____

_____

_____

_____

_____

_____

_____

- What solutions can you offer to solve the problems you have mentioned above?

_____

_____

_____

_____

_____

_____

_____

_____

_____

- Do you have further suggestions or comments?

_____

_____

_____

_____

_____

☺ **THANK YOU** ☺

APPENDIX 27

Pre-Test Essays of Experimental Group

Write an essay on "the advantages and disadvantages of living in a big city".

ADVANTAGES AND DISADVANTAGES OF LIVING IN A BIG CITY

A lot of people live in a big city nowadays and there are many pros and cons of living in a big city.

I want to start with advantages of the big city life. Living in such a big city has a lot of advantages. There are a lot of theatres, concerts and other entertainments. You are always do and visit. Various shopping centres and galleries you can buy whatever you want. Also, there are a lot of working places in a city, so it is much easier to find a job in a big city. On the other hand, there are some disadvantages of living in a big city. Cities are very crowded. The traffic is heavy. Moreover, the other disadvantage is the safety, there is a big crime rates in cities. So you have to be very careful. They are always in hurry and busy in big cities.

To sum up, I would like to say that cities have some advantages and disadvantages. But I think that cities may be a good place to live.

Write an essay on "the advantages and disadvantages of living in a big city".

PROS AND CONS OF LIVING IN A BIG CITY

It's known that living in a big city is not fully good thing. It has both pros like finding easily educations courses and more healthy facilities and cons like being very crowded and transportation in some cases.

First, let's look advantages of living in a big city. It's clear that all people can attend many courses on behalf of their education. For example, language courses or abillity courses, these are up to the person who will join but all we know that it's easier to reach those in big cities. Another good side of big cities is the health facilities which are more developed and a hospital is available in almost every province. In short, both education and health facilities are more reachable in big cities.

Secondly, as for disadvantages of living in a big city, the crowd may be a big problem in terms of the spreading of illnesses easily in a crowded society. Moreover, transportation is another disappointing point of big cities. That's why in big cities, it is harder to reach wherever you want because of traffic jam, so transportation lasts long and kills people's time. Clearly, transportation and being crowded are the bad sides of living in a big city.

Although, big cities have more beneficial points in some cases, it has also disadvantages for people. While having easy ways for education and health, you can come across some difficulties in transportation and in a crowded society you may have some healty problems.

APPENDIX 28

Detailed Feedback on an Argumentative Essay of a Subject

Being An Only Child

Have you got a sister or Λ brother? Supposing that you had no **sister or brother**, would you **want** to have **them**? These questions have been asked many times, but **(the)** people are not in agreement about having a sister or Λ brother. Some people think that sharing a lot of things with someone is something awful, but Λ following reasons show that it is necessary for someone to have a sister or Λ brother.

The first reason is why you should have a sister or Λ brother is that you can play with your sister or brother when you are little. If you are Λ little older than your sister or brother, you will get on well with each other. Moreover, playing with your sister or brother, you don't need and disturb your family, so they can have a rest after a **hard work**.

As a second reason, you learn Λ to share your toys and clothes. Playing with your sister or brother, you don't avoid sharing your toys with her or him because you enjoy playing with her or him and entertaining her or him. When you realize your clothes not fitting you, you give them to your little sister or to your brother. If your sister or brother is not very little, you can **get dressed mutually**. Not only do you learn to share but you also strengthen the bond of love between you and your sister or brother.

As for the final reason, you need someone when you get older. At first, you think that you can share everything with your friends, but as **you are cheated**, you will see that you are always alone although it seems that you have a lot of friends. However, your sister or brother doesn't leave you alone. She or he always supports you. They are both your friend and your sister or brother.

Λ Opponents of having a sister or brother maintain that they don't have to share anything with anyone. Furthermore, they claim that everyone cares about **them**. In response Λ this opinion, everyone needs a **supporter** as long as they live, otherwise they can feel alone in life. Let alone feeling alone, they can feel depressed due to the fact that they have no **sister or brother**.

On the whole, a sister or Λ brother is very important in a person's life. A little child may be jealous of her sister or brother Λ , **she** may think Λ the ways of getting rid of her sister or brother, but later **she** **sees** that **she** is definitely luckier than the people having no **sister or brother**.

Dear Cansu
First, I want to thank you as you have written all your essays.
Second, I really like your essay. It is very G☺☺D. There is no problem with your content and organization. You have lots of mistakes in your essay, though.
Thank you

Comment [Ö1]: art
Comment [Ö2]: #
Comment [Ö3]: gra   like
Comment [Ö4]: ww   one
Comment [Ö5]: art
Comment [Ö6]: art
Comment [Ö7]: art
Comment [Ö8]: art
Comment [Ö9]: art
Comment [Ö10]: ww   long day
Comment [Ö11]: question word how
Comment [Ö12]: ww
Comment [Ö13]: ww
Comment [Ö14]: art
Comment [Ö15]: pron
Comment [Ö16]: prep
Comment [Ö17]: ww
Comment [Ö18]: #
Comment [Ö19]: art
Comment [Ö20]: adv
Comment [Ö21]: lw
Comment [Ö22]: s/he
Comment [Ö23]: prep
Comment [Ö24]: s/he
Comment [Ö25]: ww
Comment [Ö26]: s/he
Comment [Ö27]: #

Argumentative Essay Rubric

Name: CANSU				

Introduction   (5 pts.)

Is the introduction relevant and effective?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No introduction

Thesis Statement   (10 pts.)

Does the thesis statement identify the argument effectively?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor / No thesis statement

Is the thesis statement accurate/grammatical?

5 No mistake	3 Minor mistake	1 Serious mistake(s) / No thesis statement

Body Paragraphs   (20 pts.)

Does the body present the argument clearly and effectively?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor

Do the body paragraphs begin with a relevant and accurate topic sentence?

5 All of them (3 par.) All topic sentences	3 Some of them (2 par.) Some of the topic sentences	1 Only one/None of the topic sentences

Are the body paragraphs fully developed with effective examples or illustrations relating to the topic sentence?

5 All of them (3 par.) Fully developed	3 Some of them (2 par.) Partially developed	1 One of them (1 par.) / None Poorly developed

Is the refutation effective?

5 Well-done	3 Average / To some extent	1 Very Poor / No refutation

Conclusion   (10 pts.)

Does the concluding paragraph restate the thesis statement or summarize the argumentative essay?

5 Yes	3 Yes but partly Unclear/Not good enough	1 The same sentences as in the introduction No / No conclusion

Is the conclusion relevant and effective?

5 Well-done	4 Good	3 Average	2 Poor	1 Very Poor No conclusion

Coherence & Unity   (15 pts.)

Is the essay coherent?

5 Well organized; ideas presented clearly, logically and creatively	4 Organization is appropriate, but conventional	3 Some logical order Confusing sequencing but can be improved	2 Poor coherence Disorganized and hard to follow	1 Lack of organization No proper logical order of ideas

Are transition signals and/or linking words used in the essay?				
5 Varied and subtle transitional elements are used correctly and adequately	**4** Plenty of connections through transitional elements Most of them are used correctly	**3** Some connections through transitional elements Some of them are used properly	**2** Rarely contains transitional elements They aren't used properly	**1** Lacks transitional elements No proper choice
Are there any unnecessary or irrelevant sentences or parts in the essay?				
5 No /Very few	**4** Few	**3** Some	**2** Plenty	**1** Lots of

Grammar   (15 pts.)

Are there are any grammar mistakes in the essay?				
5 No/Very few	**4** Few	**3** Some	**2** Plenty	**1** Lots of
Are complex and compound sentences used in the essay?				
5 Lots of	**4** Plenty	**3** Some	**2** Few	**1** Very few/No
Are there any unclear sentences and/ or parts in the essay?				
5 No /Very few	**4** Few	**3** Some	**2** Plenty	**1** Lots of

Vocabulary   (10 pts.)

Are the vocabulary items used appropriately and accurately in the essay?				
5 All words	**4** Most words	**3** Some words	**2** Few words	**1** No proper word choices Random word selection
Is there a rich variety of word usage in the essay?				
5 Very rich vocabulary Wide variety	**4** Rich vocabulary	**3** Average vocabulary	**2** Limited vocabulary Little variety	**1** Very limited vocabulary No variety

Mechanics (10 pts.)

Title	**2** Good		**1** Poor / No title	
Paragraph Indent & Format	**2** Good		**1** Poor	
Punctuation	**2** No/Few mistakes		**1** Some /Lots of mistakes	
Capitalization	**2** No/Few mistakes		**1** Some /Lots of mistakes	
Spelling	**2** No/Few mistakes		**1** Some /Lots of mistakes	

Holistic   (5 pts.)

Is the essay effective and attractive in terms of content?				
5 Well-done	**4** Good	**3** Average	**2** Poor	**1** Very Poor

Total: 87 / 100

APPENDIX 29

Post-Test Essays of Experimental Group

Write an argumentative essay on "It is better for university students to live in a dormitory or share an apartment with their friends than living with their parents".

WITHOUT ANY HELP OF THE PARENTS

University life means a new lifestyle for a youngster. Many young people imagine that everything will be new, but at this point some debatable questions arise. Although there are some who think university students should live with their parents during the education, from my point of view a university student should stay in dormitories or share an apartment with a friend.

As the basic argument, a university student must learn the life on his own. It is a good opportunity to do it when you live in a dormitory or share an apartment with a friend. Because you feel that there is no support or encourage of your parents at any time you need. At some times you face with a problem, you can learn to overcome it by yourself, and these will be good experiences for your future life. In short, you will learn and experience some new things about life when you are far away from your parents.

Another reason is about the relationships with new people. When you live in a dormitory, you will see that there are many new people and new lives, new stories from different parts of homeland and the world. You learn new things from them and share yours with them. Moreover, you can learn some departments of the universities from them. Also, you can improve your foreign language by contact with foreign students. Otherwise, your life will be between your class and your home.

On the other hand, there are some proponents of the opposing view. They assert that university students should live with their parents by supporting that there is some time to leave the home for them. Although they claim this view, I strongly belive that the earlier the university students learn to stand against life confidently, the earlier they get the success for the life.

By taking everything into account, I firmly stand back the view that a university student shouldn't live with the parents during the education to get the success in future life, although there are some opponents of this view

Write an argumentative essay on "It is better for university students to live in a dormitory or share an apartment with their friends than living with their parents".

EDUCATIONAL WITHOUT FAMILY

Entering university requires difficult period. Students will be tired and depressive. However, when they enter university, they face many problems one of which is accommodation. If they enter university which is in their city, there is no problem, but if they have to leave their city, there is problem. Some people belive that living with their parents during their education is advantageous. However, I strongly belive that staying in dormitories or sharing an apartment with their friends is more advantageous.

First of all, they will learn to do something without their parents, and they will face real life. They will decide whatever they want. Most of time they need and miss their family because they will be far away from their city. Consequently, they will leave their family one day in their life, and it will be a preparation for this.

Second advantage of being far away from their hometown is that they will learn to share something. They will share the same room with people whom they never meet. They will share food they will eat. Sometimes they will share their money.

Another reason why I believe that staying in a place without their parents is that their habitations will change. They will eat food other than their mother's, or they will eat food they never eat in their lives. They will be accustomed to going bed with noise. Sometimes despite noise, they will try to sleep. Their dormitory or apartment won't be clean as their home. Therefore, they will be accustomed to dirtiness.

Some people believe that it will be better if they live with their parents during their education. Some people says that they study more effectively at their home, they spend less money, they are near their family etc. However, they will face them one day, and they will be accustomed to them when they are far away from their family. They will have to learn ironing, washing dishes and cooking and it will be experience for them. All in all, being alone without their family has much more advantages even though people say that it isn't true.

Consequently, one day they will leave their home. If they don't want to difficulty in that time, they can stay in dormitory or in an apartment. It isn't forgotten that their feet have to step down to earth decisively.

APPENDIX 30

Guidelines about the Website

Dear Students

Here are the guidelines about **how to log in the website**.

1. Write the address **www.ozgedisli.com** in the address bar.
2. Click the box "**Yes, help me log in**." at the bottom of the page.
3. Write your e-mail address in the "**Email address**" box and click "OK".
4. Log in your e-mail account. You will receive an e-mail from this website. In the e-mail, you will see your username and password.
5. After you get your username and password, log in the website **www.ozgedisli.com** with your username and password.
6. Please record your username and password not to forget them.
7. If you forget your username and password, you can repeat the procedure mentioned above.

Here are the guidelines about **how to edit your profile**.

1. After you log in, you will see the link "**Online Essay Writing**" at the top of the page.
2. Click on that link.
3. You will see the boxes on the left "People", "Activities", "Search Forums", "**Administration**", "My Courses".
4. Click the link "**Profile**" in the Administration box.
5. Click the "**Edit profile**" link at the top of the page.
6. Enter your personal information in the relevant boxes.
7. Upload your picture in your profile. Click the box "**Gözat**" and select the picture of yours and upload it. Don't forget that the maximum size of your picture should be 24 MB.
8. You can enter your interests if you like.

Here are the guidelines for the content of the website.

1. On the main page you will see the box "**Topic Outline**". There are some links in that box. You can access online dictionaries, error correction codes and guidelines there.

2. Under the "Topic Outline" box, you will see the essay types you will learn this term. First, you will review how to write a classification essay by clicking the link "**Process Essay**".

3. After you review the subject, you will take the quiz "**Process Essay Quiz**"**.**

4. Afterwards, you are supposed to do the activities and assignments following the quiz.

5. When you click on the quiz or activities, you will see a page giving information about the quiz or activity. Read them well. They are about

   - Attempts allowed
   - Grading method
   - Time limit
   - Quiz opens
   - Quiz closes

   Attempts allowed means how many times you are allowed to do the quiz or activity. It may be once, twice or at most three times.

   Grading method means how you are going to be assessed your first attempt, your last attempt or your average.

   Time limit means that you are supposed to do the quiz or the activity in the given time such as 20 minutes.

   Quiz opens and Quiz closes mean that you can access the quiz between these dates and hours.

6. You can view your grades by clicking the link "**Grades**" in the "Administration" box on the left.

APPENDIX 31

ERROR CORRECTION CODES
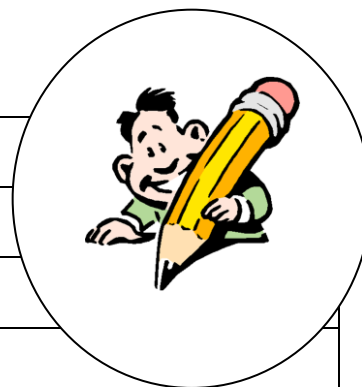
ap	wrong active passive
adj	missing or wrong adjective
adv	missing or wrong adverb
art	missing or wrong article
lw	missing or wrong linking word
mod	missing or wrong modal
n	missing noun
np	missing noun phrase
vf	wrong verb form (present participle, past participle, gerund, infinitive)
wf	wrong form
wo	wrong order
wt	wrong tense/time
ww	wrong word
prep	missing or wrong preposition or particle
pron	missing or wrong pronoun
quan	missing or wrong quantifier
gra	grammar mistake (which can't be categorized as one of the above)
SV	subject-verb agreement
#	mistake in singular/plural
Ø	non-existent words
ina	inaccurate information
irr	irrelevant information
inf	informal language

log	logic is faulty / illogical
TE	Turkish English
OK	Teacher mistake. Ignore it.
RW	try re-writing
RO	run-on sentence (insert a period & capital letter or add comma & conjunction)
frag	sentence fragment (incomplete sentences)
" "	repetition
?	unclear / I don't understand what you are saying
Λ	something is missing/missing word/insert a word/add a word
( )	omit/delete
ℙ	paragraph indent
cap	capitalization mistake
sp	spelling mistake
p	punctuation mistake
✓	good/ I like it.

(compiled, adapted and inspired from Donat, 2000; Hedge, 2005; Oshima & Hogue, 2006; Internet)

ABBREVIATIONS

par.	paragraph
intro.	introduction/introductory
concl.	conclusion/concluding
TS	thesis statement
sup.	supporting
ex.	example(s)
gra.	grammar
voc.	vocabulary
mist.	mistake(s)
org.	organization
Pls.	Please
sent.	sentence

ESSAY FORMAT

- double space
- Times New Roman - 12 font
- paragraph indentation
- margins (normal-2.5 cm on each side)
- title bold and centred
- essay justified
- page number bottom in the right-hand corner
- at the end of your essay

   Name-Surname
   Section/Group number
   Date

- save as: **NameSurname_essay type.doc**

      (Don't use Turkish characters.)
   e.g. OzgeDisli_classification.doc

APPENDIX 32

Process Essay

It is a kind of essay which describes how to do something or tells how something happens / (has) happened. When our readers finish reading this sort of essay, they will know how to do something that they didn't know how to do before or they will understand some kind of process that has mystified them before.

Kinds

There are two types of process essays.

1. Directional Process Essay/How to Essay/Giving Instructions Essay/Prescriptive Essay
    We give a set of instructions in detail so that the readers can perform the same actions and do the process themselves.

    e.g. how to make Turkish coffee, how to get a passport, how to make friends

2. Informational Process Essay / Descriptive Essay
    We describe how things happen/occur or got started.

    The aim is to inform, explain, or analyze, not to enable the reader to perform some actions but to explain the overall process, so the reader is gaining insights into the process.

    e.g. how rainbows form, how World War II began, how a volcano erupts

Organization

There are two kinds of organization in process essay.

1. In this pattern, all the steps are explained in correct order in a long body paragraph.

    Introductory Paragraph

    Long Body Paragraph

    Concluding Paragraph

2. In this one, the steps and other necessary information are described in three body paragraphs.

Introductory Paragraph

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3

Concluding Paragraph

Title

The title of a process essay needs to be informative and tell the reader what kind of process will be analysed.

Thesis Statement

The following sentence patterns are useful for writing thesis statement of process essays:

1. **It is** easy / simple / not difficult **to** _____ **if you have the right** tools. / equipment. / materials. / ingredients.

   - **It is** easy **to** change a flat tyre **if you have the right** equipment.

2. _____ **is easy when you follow** these steps. / these directions. / these instructions. / these procedures.

   - Making a delicious omelette **is easy when you follow** these steps.

3. **There are** three / four / several **major steps** involved in _____.

   - **There are** three **major steps in involved in** studying for an exam.

4. The process of _____ is a simple one if you follow the ____ steps shown

- **The process of** making pasta **is a simple one if you follow the eight steps shown.**

5. The process of _____ is quite _____ and _____ and involves ____ steps.

- **The process of** making paper **is quite long and complex and involves many steps.**

Introduction

This is the part where you explain which process you are going to tell about.

- Get the reader's attention.
- State what the process is and why it is important.
- State the thesis statement to include the purpose and the main idea of the essay.

Body Paragraphs

This is the part where you tell them the process. It is a guide to how to carry out the procedure.

- Each step or stage should have its specific purpose the reader needs to understand.
- All the stages need to be presented in a logical order, making one paragraph for each stage.
- The stages also should include all the necessary details for the procedure such as the equipment and materials needed, all the steps involved and main difficulties confronted.

Conclusion

This is the part where you summarize and end your essay.

- Restate your thesis statement.
- Restate your main points.
- Leave the reader with a good impression.

Tips

1. Order the steps chronologically (using transitions or linkers).

2. Know your audience, and write for your audience.
    If you are explaining how to send an attachment with an e-mail message (or how to download an MP3 and convert it to WAV) to someone who has limited computer experience, it is necessary to explain the process simply so that it can be easily understood. It is helpful to try to read your essay from the perspective of your audience.

3. Explain the process in a manner that is the clearest and the most likely to be understood by your target audience.

4. Capture the minds of your readers with the introduction of your essay.
    The introduction part creates a first impression about your essay in the minds of your readers. Therefore, your introduction should have a powerful opening. This may be in the form of a statement, an anecdote or even a question which you seek to answer in the body of your essay.

5. Stick to the point.
    When explaining how to change a tire on a car, for example, don't discuss where to buy cheap tires or how long new ones should last. Such details may interest the reader, but they won't help in changing the tire.

6. Make sure the process is complete.

7. Allow one of your steps to stand out from the others.
    Don't let all the steps in your process feel equally important. Equally important means equally unimportant. In other words, attach a special warning to one of your steps. This special moment or warning in the process will lend the essay a variety of tone, some texture, another human dimension, and remind your readers that someone (you, the writer) is trying very hard to be helpful, and that's going to keep them reading.

8. Don't write about something that needs to be accompanied by visual aids. There are some things that are much better seen than read.

9. Define the necessary terms.

10. Describe unfamiliar materials or equipment.

11. Warn readers of some possible problems they may encounter.

12. Avoid unnecessary shifts in tense, person, voice and mood.

Language

- You can use imperative mood.
  - First, put three tablespoons of oil in a large pot.
  - Remember that little actions make the difference.
- You can use certain modals such as "should, must, might, can".
  - You should begin when you feel you are ready.
  - You might ask for advice from the salesperson.
- You can use "you" to speak directly to the reader if your teacher allows.
  - You must prepare all the ingredients before you start cooking.
- You can use "passive voice" to tell how something is made.
  - First the nuts on the wheel should be loosened.

Linkers

Beginning	
First, Firstly, First of all, At first	The first step is The first stage is
To begin/start with, Initially,	... begins with ...
Before	
Beforehand, Previously, Earlier, Formerly, Immediately before,	Before this, Prior to this, Before Until
Now	
Now	currently
At the same time	
At the same time, Simultaneously, In the meantime, In the meanwhile, Meanwhile	During When this happens While When

More	
Secondly, Thirdly etc. At this point, Next, Then, Subsequently, Soon Later (on),	After this/that, Afterward(s), The next step is In the next stage, In the following stage, Following this, Immediately following, As soon as ... has finished its work, ... After…, ….
Final	
Eventually, In the end, Finally, In the last stage, Last Lastly Last of all At last, Last but not least, To sum up, In summary,	... until ... ... finishes with ... ... concludes with... The last step is ...

Sample Process Essays

1.
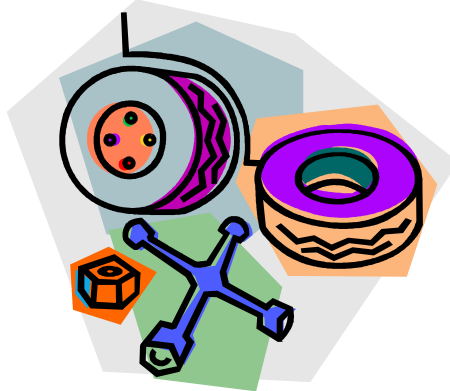
Changing a Tyre

Most people own cars these days and enjoy the comfort of driving where they want and when they want, but sometimes there are problems. Getting a puncture is one of the most common problems. Now you will learn the steps needed to change a tyre if you are unlucky enough to get a puncture.

First the nuts on the wheel should be loosened. The second step is to raise the car with a jack. Next, the nuts are removed and the wheel is taken off. After that, the spare wheel is put on, and the nuts are replaced. Then, the car is lowered to the ground. Finally, make sure the nuts are completely tightened before you drive away.

It can be seen that changing a tyre is not difficult. As long as the right equipment is used and the right procedure is followed, you will be able to continue your journey quickly.

(152 words)

http://www.admc.hct.ac.ae/hd1/english/writing/wtgpassive7.htm

2.

How to Organize Your Bedroom

Have you ever felt angry because your mother told you to clean your bedroom? Or how many times when you are looking for something, you never find it until your mother cleans the house? If you have been in these kinds of desperate situations, this essay is just for you as it explains how to clean your furniture, what useless stuff you should throw out, and how to organize the useful things that you must keep. Organizing a bedroom can be done in a quick, easy way.

The first step to organizing your bedroom is to clean the furnishings. You will take all your things out of the closet. With a damp duster you will clean your bedroom furnishings; if they are made of wood, I suggest you to use special oil for wood furniture; if they aren't, water is enough.

The next step is to select and throw away what you don't use anymore. You must look at the things that you took out of your closet and the furniture located in your bedroom, and classify them. Throw away what you don't use any longer. These objects are the ones that you haven't used for at least a year. Don't feel bad about getting rid of something; remember that you will not always be able to keep everything in your life.

The third and last step to putting your bedroom in order is to categorize the useful things. Put the items you use infrequently in the deepest part of your closet. Put the items you use regularly in the front of your closet. This will help you to find them when you require them. Finally, place the items that you use always, which means every day, on the furniture such as a bureau or night table.

If you follow these simple steps, there won't be any more desperate situations where you can't find what you require. Believe me, if you organize your bedroom, clean the furniture, throw out useless stuff, and put useful things in order, you will be considered an organized person and you won't hear your mother snarling you anymore.

(352 words)

http://eslbee.com/how_to_organize_your_bedroom.htm

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- http://www.uefap.com/speaking/function/instruct.htm

APPENDIX 33

Process Essay Quiz

Choose the correct answer. You may need to choose more than one answer in some questions.

1. The purpose of a process essay is to present a/n _____.

    a. classification   **c.** procedure

    b. list   **d.** narrative

2. A clear and limiting _____ gives the idea of what the essay will deliver.

    a. detail   **c.** example

    b. question   **d.** title

3. Ideally, you should write a process essay about a process that you have _____ before.

    a. seen   **c.** considered

    b. read about   **d.** performed

4. The introduction of the process essay must explain the _____ of the procedure.

    a. difficulties   **c.** details

    b. purpose   **d.** importance

5. The process essay must divide the process up into logical, necessary, and explainable _____.

    a. events   **e.** episodes

    b. lists   **f.** steps

    c. instructions   **g.** subdivisions

    d. stages   **h.** directions

6. The process essay also must provide the readers with enough _____ to clarify the procedure.

    a. main ideas   **d.** related anecdotal experience

    b. details   **e.** scientific evidence

    c. instructions   **f.** examples

7. All the steps should be described in a/n _____ order.

    a. alphabetical   **c.** numerical   **e.** chronological

    b. logical   **d.** reverse

8. In a process essay, mentioning _____ can help the reader(s) to repeat the described process correctly.

    a. cautions   **d.** possible problems

    b. lists   **e.** necessary materials and equipment

    c. doubts   **f.** hypotheses

9. The conclusion should include_____.

    a. definitions   **c.** details

    b. stages   **d.** the desired result

10. Which of the following are NOT useful tips for a process essay?

    a. Prefer a topic requiring visuals.

    b. Make sure that you have described the whole process.

    c. Include the full details of the process.

    d. Choose the method which is the easiest to understand.

    e. Try to avoid using terms and specific equipment.

11. Which of the following thesis statement is NOT appropriate for a process essay?

    a. There are five major steps involved in writing an essay.

    b. The process of baking a cake is a simple one if you follow these steps.

    c. There are three main ways of saving money.

    d. Online shopping is easy when you follow these directions.

APPENDIX 34

SAMPLE ACTIVITIES IN THE ONLINE ESSAY WRITING PROGRAM

PROCESS ESSAY

<u>**Activity 1**</u>

Put these sentences in order to have a meaningful process paragraph.

A. For instance, if the stress is coming from work, leave your office and take a short walk.

B. Solving problems will reduce your stress.

C. Swimming, running and dancing are especially good for reducing stress.

D. When you feel stressed out, there are certain techniques you can use to help you calm down.

E. Whenever you start to feel tense, do your favourite exercise.

F. Since our world can sometimes be stressful, it is important to find ways to handle stress.

G. Another good way is to reduce stress is to face your problems directly.

H. Talk to a classmate or, even better, to the teacher.

I. First of all, to change the scenery is a good technique.

J. If you are having problems with your school work, for example, don't ignore them.

K. Lastly, the easiest way to lower stress is physical exercise.

L. Changing your surroundings can also help you forget about the problems at work.

M. Experts say that exercise produces certain stress-reducing chemicals in the brain.

1. _____	**4.** _____	**7.** _____	**10.** _____	**13.** _____
2. _____	**5.** _____	**8.** _____	**11.** _____	
3. _____	**6.** _____	**9.** _____	**12.** _____	

PROCESS ESSAY

<u>**Activity 3**</u>

Complete the gaps with the words in the box. Add commas and capitalize the initial letters when necessary. Use each only once.

a third time	in conclusion	second
as soon as the lesson begins	finally	then
before you sit down	first	when s/he asks you to speak up
in the next few minutes	next	when you return

HOW TO ANNOY A TEACHER

It is quite easy to annoy a teacher – even the most patient, kind-hearted teacher in the world – if you follow these simple steps.

1_____ always come to class just a little late. **2**_____ make as much noise as possible as you enter the classroom. **3**_____ all your friends with a cheerful wave – or even better, with a shouted greeting. **4**_____ slam your heavy backpack down on the floor next to your desk and do a few stretching exercises. (After all, you will be sitting still for the next 40 minutes or so!) **5**_____ make a big gaping yawn and take your seat.

6_____ raise your head and ask to be excused to go to the restroom. **7**_____ be sure to slam the door, and again make as much noise as possible while taking your seat. **8**_____ turn the pages of your book noisily, search in your backpack for a pencil, ask your neighbour ifyou can borrow an eraser, and announce in a loud voice that you cannot find your homework. **9**_____ raise your hand and ask to be excused to look for it inn your locker.

If the teacher should happen to call on you during the class, mumble an answer. **10**_____ mumble again – maybe a little louder this time, but still not loudly enough to be heard. If the teacher dares to ask you **11**_____ give a loud and clear answer to the previous question – the one your classmate answered aminue ago – and smile smugly as you do so.

12_____ if these techniques do not achieve the desired results, you can always fold your arms across your desk, put your head down, and take a nap. Just do not forget to snore!

activity taken from
Oshima & Hogue (2006), pp.88-87

PROCESS ESSAY

<u>Activity 5</u>

Complete the following table using the information in the process essay below.

What Is the Correct Way to Brush the Teeth?

You brush your teeth every day but do you think you do it in a correct way? In order to brush teeth correctly, dentists recommend the brushers to put the best toothpaste on a good toothbrush, use proper brushing movements, and rinse their mouth afterwards.

First, apply good toothpaste evenly to the nylon bristles of a good toothbrush. To prevent tooth decay best, use fluoride toothpaste such as Crest, Aim, or Colgate. In regard to the tooth brush, it must be appropriate for the user's mouth: short (4.5 inch long) with soft or medium bristles for children, long (6.5 inch long) with hard bristles for adults. The best brushes have bristles at the top that are grouped in small sets, six groups lengthwise and three groups across. Second, put the brush with toothpaste into the mouth and brush the teeth for three minutes, re-apply the toothpaste as needed and concentrating on dirty hard-to-reach spots. All tooth surfaces should be brushed with vertical movements, upper teeth from top to bottom, and the lower teeth from bottom to top – always using compact, intense strokes. The chewing surface of molars should be brushed with circular movements to be sure that all the food is removed. Third, after vigorously brushing the teeth, rinse the mouth with warm water to remove all the leftover toothpaste and the food particles.

In summary, if one follows all these steps, the brusher will be able to smile proudly and show all of his teeth.

(246 words)

essay taken from this web site
http:/7v3.sisunet.net/download/09writing8.doc

Topic:	
Thesis statement:	
Step 1:	
Step 2:	
Step 3:	
Concluding sentence:	
Result:	

PROCESS ESSAY

Write a process essay (200-250 words) on "How to do well in a job interview". Before you write your essay, search the topic in the web sites given below and watch the video given in the link below. Use the data in the video and at least in two of the websites given and as your resource.

Video

http://job-and-resume-services-review.toptenreviews.com/job-and-resume-services-c116-video-1.html

Web Sites

http://www.career.vt.edu/jobsearc/interview/dodont.html

http://www.bls.gov/oco/oco20045.htm

http://www.jobinterviewquestions.org/questions/selling-yourself.asp

http://www.quintcareers.com/interviewing-dos-donts.html

CLASSIFICATION ESSAY

<u>Activity 3</u>

There are classification paragraphs below. Answer the questions about each paragraph.

College professors function in levels or ranks. The instructor is not a professor, but instead is a junior faculty member who generally holds at least a master's degree. The first professorial rank for faculty with the doctor's degree beginning to teach in college is assistant professor. Associate professors are second-rank college teachers who have proven themselves in instruction and who have published scholarly articles. The title professor is reserved for individuals who have achieved advanced standing among scholars in their field. There are fewer professors than any other faculty rank.

1. What is the classification principle?

    a. faculty functions   **c.** levels of professors

    b. types of degrees   **d.** distribution of professors across the country

2. What is the organizing pattern?

    a. higher to lower   **c.** lower to higher

    b. mixed rankings   **d.** no specified ranking

3. Which type of college faculty is not a professor?

    a. college professors   **c.** assistant professors

    b. associate professors   **d.** instructors

paragraph and activity taken from this website
http://www.daltonstate.edu/esl/Classification%20Exercise.html

CLASSIFICATION ESSAY

<u>Activity 5</u>

Read the essay below. Find the thesis statement, classification principle, categories and related examples in the essay.
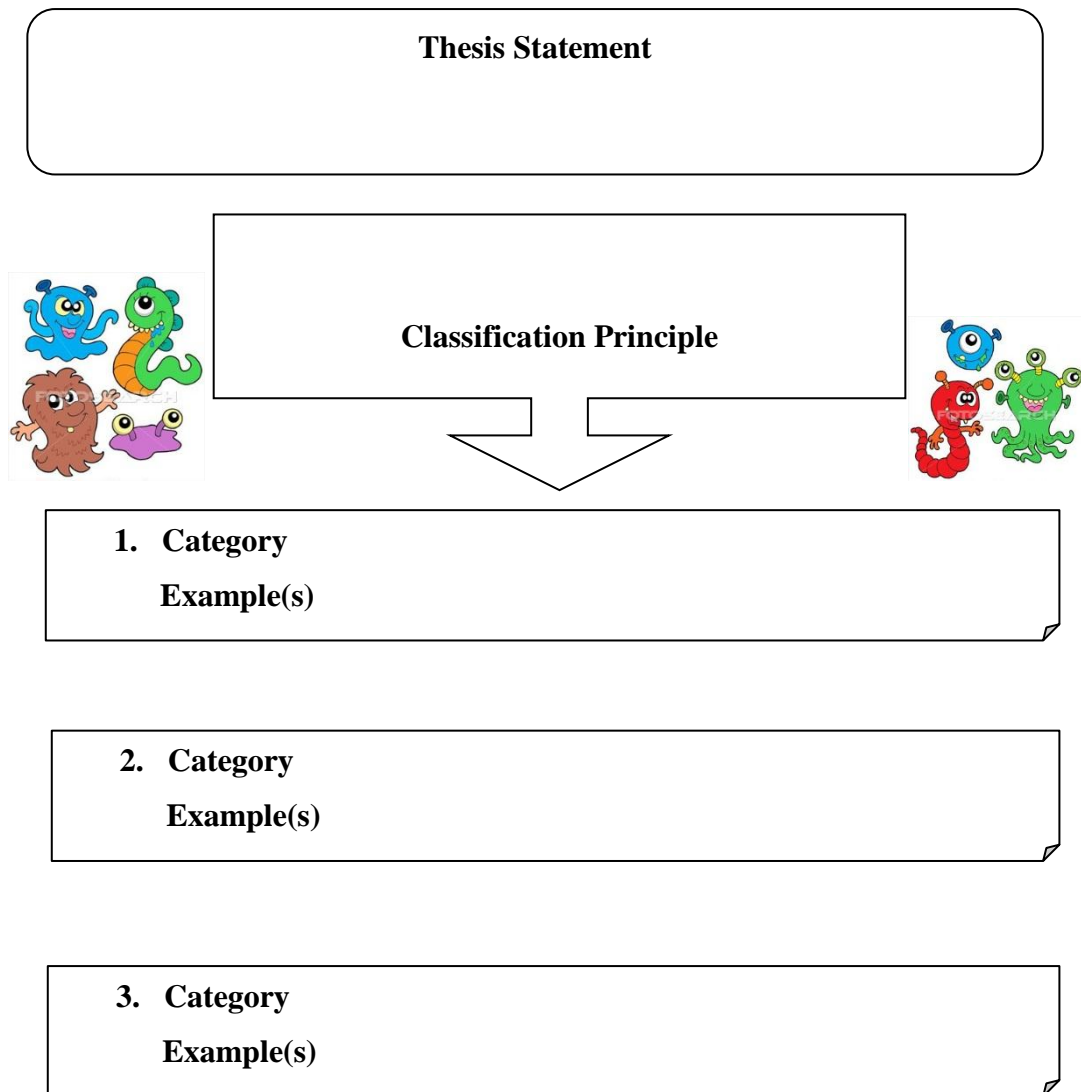
Movie Monsters

Dracula rises from the grave--again. Mutant insects, the product of underground nuclear testing, grow to the size of boxcars and attack our nation's cities. Weird-looking aliens from beyond the stars decide to invade our planet. None of these events, if they ever happened, would surprise horror-movie fans. For years, moviegoers have enjoyed being frightened by every type of monster Hollywood has managed to dream up, whether it be natural, artificial, or extra-terrestrial.

One kind of movie monster is a product of nature. These monsters may be exaggerated versions of real creatures, like the single-minded shark in Jaws or the skyscraper-climbing gorilla in King Kong. They may be extinct animals, like the dinosaurs that terrorize cave dwellers and explorers in movies. Actually, cave dwellers and dinosaurs would never have met, for some unexplained event caused the dinosaurs to become extinct before the cave dwellers existed. "Natural" monsters sometimes combine human and animal features. Cat people, werewolves, and vampires fit into this category; so do Bigfoot and the Abominable Snowman. All these monsters seem to frighten us because they represent nature at its most threatening. We may have come a long way since the Stone Age, but we're still scared of what's out there beyond the campfire.

A second type of movie monster is a product of humans. Every giant lobster or house-sized spider that attacks Tokyo or Cleveland is the result of a mad scientist's meddling or a dose of radiation. In these cases, humans interfere with nature and the results are deadly. Frankenstein's monster, for example, is put together out of spare parts stolen from graveyards. His creator, an insane scientist in love with his own power, uses a jolt of electricity to bring the monster to life. The scientist, along with lots of innocent villagers, dies as a result of his pride. In dozens of other monster movies, creatures grow to enormous proportions after wandering too close to atomic bomb sites. Our real fears about the terrors of technology are given the shape of giant scorpions and cockroaches that devour people.

A third type of movie monster comes from outer space. Since the movies began, odd things have been crawling or sliding down the ramps of spaceships. To modern movie fans, the early space monsters look suspiciously like actors dressed in rubber suits and metal antennas. Now, thanks to special effects, these creatures can horrify the bravest moviegoer. The monster in Alien, for example, invades a spaceship piloted by humans. The monster, which resembles a ten-pound raw clam with arms, clamps onto a crew member's face. Later, it grows into a slimy six-footer with a double jaw and a long, toothed tongue. Movies like Alien reflect our fear of the unfamiliar and the unknown. We don't know what's out there in space, and we're afraid it might not be very nice.

Movie monsters, no matter what kind they are, sneak around the edges of our imaginations long after the movies are over. They probably play on fears that were there already. The movies merely give us the monsters that embody those fears.

Thesis Statement

Classification Principle

1. **Category**

   Example(s)

2. **Category**

   Example(s)

3. **Category**

   Example(s)

essay taken from this book and web site
http://www.spc.cc.tx.us/english/English0302/Division-Classification_Info.html

CLASSIFICATION ESSAY

<u>**Activity 8**</u>

Write appropriate topic sentences for the process paragraphs given below.

1._____

_____

The first type is fictional novels. These novels contain stories that do not happen in real life. The authors spin in a bit of fantasy and action in their tales and create a new world to the readers. There are a many fictional novel types and many famous authors who have written them. There are many types under fictional novels. These novels are read by many as a hobby. The second type deals with the happenings in our real life. All the educational and subject books all come under this category. They provide extra general knowledge to people who read the unlike the fictional novels. They are solely used for educational and research purpose. Autobiographies are non-fictional books that talk about the personal life of famous personalities which is unknown to the public. Books, whether fictional or non-fictional, are an inevitable part of our lives. They are the main sources of information and a popular pastime.

2._____

_____

The colas, like Coke and Pepsi, are the favourite among real connoisseurs. There is nothing, they would say, like a cola to pick one up or refresh one on a hot day. The fruit flavoured drinks are for those with a sweet tooth because they are almost too sweet. The *strawberry* or grape flavour is frequently overwhelmed by sugar, and to many people these drinks seem syrupy. The citrus flavoured colas, like Sprite and 7-Up, are for people who like a tangy drink as these seem to be a paradoxical mixture of sweet and tart. Also, these drinks are good for mixing with other, stronger beverages. These types of soft drinks offer satisfaction for every type of taste buds.

paragraph taken from this web site
http://valwriting.com/blog/uncategorized/essay-writing-uncategorized/classification-essay-examples-to-give-you-creative-ideas/688

CLASSIFICATION ESSAY

<u>**Activity 9**</u>

Write an introductory and a concluding paragraph after you read the title and body paragraphs of the classification essay below.

Types of Lies People Tell

_____

_____

_____

_____

Beneficial lies usually mean to help. They are told out of kindness and people benefit from them. They help avoid hurt, sadness, insult, and impersonality. A peasant lied to the Nazi army that no Jews were hiding in his place; parents lie to the children that their beloved grandpa is living happily in heaven. These do cheat the listeners, but the liars ought to be praised instead of being criticized.

Spiteful lies mean to gain benefit and hurt people. They may come in the form of deceit or rumour. As for deceits, they are mostly made by liars to gain benefit. Lawyers lie on the court to help his criminal client win the lawsuit; sellers lie to their customers to talk them into buying the fake and shoddy products. These liars just benefit from the lies and get reputation, profit or toleration. In comparison, rumours are more vicious. Liars make them to revenge or pull their rivalries down. These happen a lot in politics, business and entertainment world. A politician and his party may make rumours that the rivalry in involved in sexual scandals or corruption; an enterprise tell the media that their competitors use a forbidden additive to their products; a famous star expose to the public that another star has a bastard raised somewhere. These lies are mean and should be condemned.

Neutral lies are meant nothing and are much simpler. When asked about private things, people may avoid answering the truth by telling a lie. This does no harm to both sides and is a protection to privacy.

_____

_____

_____

_____

essay taken from this web site
http://hubpages.com/hub/Types-of-Lies-People-Tell

CAUSE-EFFECT ESSAY

<u>Activity 1</u>

<u>Underline</u> **the causes and circle the effects in the following sentences.**

1. The cause of my uncle's complete recovery was the successful operation he had.

2. John's resignation is the result of long working hours and his low salary.

3. The negotiations between the trade union and the government led the workers to end their strike.

4. She decided to have a plastic surgery on her face after the painful divorce she had gone through.

5. Long separations, financial problems and personal clash contribute to their marriage break-up.

6. Reality shows owe their popularity to touching scenes and real life dramas.

7. There is concrete evidence that birth order can affect the personality of a person.

8. Last month's bad weather was responsible for the crop failure.

9. The increase in the number of deaths from heart disease is generally attributed to lack of exercise and unhealthy diet.

10. She was told to wear flat shoes on account of her back problem.

CAUSE-EFFECT ESSAY

<u>**Activity 6**</u>

A. Write a cause for each effect. Use your imagination and write a complete sentence.

1. **Cause:**

   Effect: A scream was heard in the park.

2. **Cause:**

   Effect: Tina is afraid of dogs.

3. **Cause:**

   Effect: We've decided to move to a new house.

4. **Cause:**

   Effect: I hate Susan/Mike.

5. **Cause:**

   Effect: John had to take a taxi to work yesterday.

B. Write a positive and a negative effect for each cause. Use your imagination and write a complete sentence.

6. **Cause:** My computer crashed.

   Positive Effect:

   Negative Effect:

7. **Cause:** Tim's rich uncle has recently died.

   Positive Effect:

   Negative Effect:

8. **Cause:** Mr Jacob went to see a doctor last week.

   Positive Effect:

   Negative Effect:

9. **Cause:** I got a low mark in the science exam.

   Positive Effect:

   Negative Effect:

10. **Cause:** Jenny has broken up with her boyfriend.

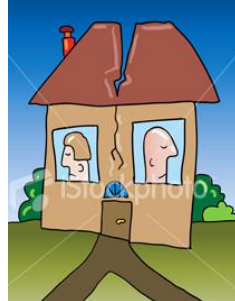   **Positive Effect:**

    Negative Effect:

inspired from this web site
http://www.blackgold.ab.ca/ict/Divison2/greatdepression/causeandeffect.pdf

CAUSE-EFFECT ESSAY

<u>Activity 9</u>

Read the essay, complete the word map and answer the questions about it.

Divorce

People get married to share life together and to be happy. However, some of these marriages end in divorce. There are several reasons why divorce happens and there are several of its results.

First, many studies place money or financial problems as the cause number one. Couples who cannot make ends meet or whose wages and salaries do not allow them to provide for a good living find it difficult to stay wedded. This can be worse if the wife or husband (sometimes) is too demanding. Infidelity is another cause. If one of the spouses finds out that s/he has been cheated, s/he will be heartbroken and may find it difficult to trust him/her again and may not forgive him/her. Addictions and substance abuse also lead to divorce. For instance, the use of drugs and alcohol may result in physical, sexual or emotional abuse. Also, lack of communication between couples may be another cause of divorce. Poor communication can bring a dramatic change in marriages. Couples who don't communicate and share anything eventually end in divorce.

The consequences of divorce fall mostly on children. It has devastating, long-term effects on them psychologically and emotionally. Divorce happens at a time when kids need stability and support. Spouses, especially women, suffer from divorce because it is often followed by a "crisis period" typically lasting for years. These crises can be emotional, economical or have to do with parenting, which results in different disorders for children.

People get divorced for many reasons and this phenomenon produces many results. If you want to keep your marriage going, don't forget the main factors that make a marriage work. They are three C's – communication, compromise, and commitment, with a little bit of concession.

adapted from this web site
http://portfolio.educ.kent.edu/boutaharn/writingsamples.htm

A. Complete the word map according to the essay.
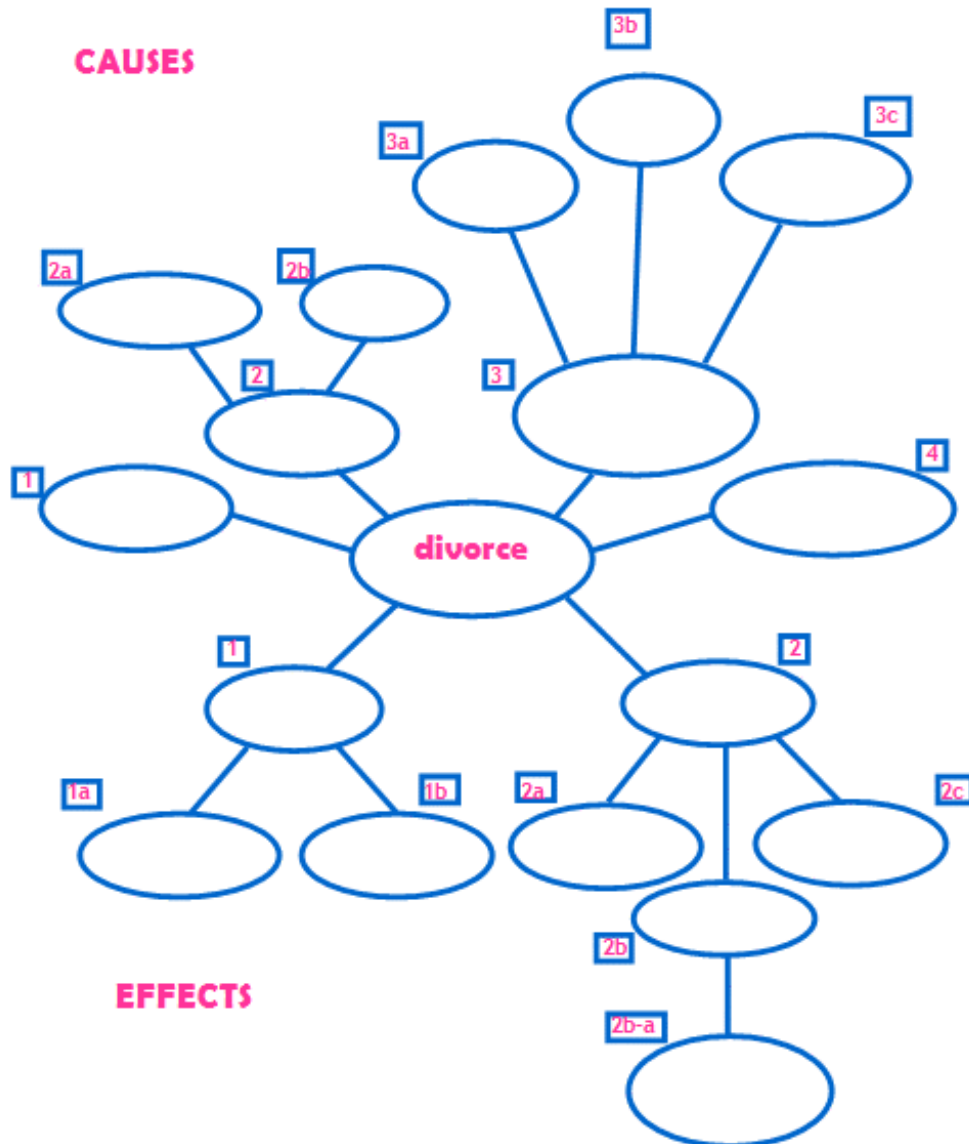
CAUSES

EFFECTS

B. Answer the questions according to the essay.

1. What is the thesis statement?

2. Which organizational pattern is used?

☐ Block
☐ Causes
☐ Effects
☐ Causes & Effects
☐ Chain

3. What is the concluding sentence?

4. How does the essay end?

☐ solution
☐ prediction
☐ suggestion or advice

CAUSE-EFFECT ESSAY

Activity 12

Write an appropriate title and a body paragraph (between 120-160 words) including three major effects after you read the introductory and the concluding paragraph of the cause effect essay below.

_____
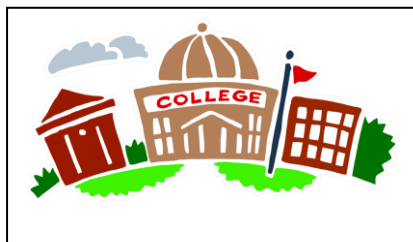
     Entering a university is a very important and interesting experience in a person's life. University life away from your family will change your lifestyle and personality forever.

_____

_____

_____

_____

_____

_____

_____

_____

Studying at university in a different city can be terrifying at first, but with a little bit of effort, it can become one of the greatest experiences of your life. Try to enjoy this experience which helps you become ready for real life.

ARGUMENTATIVE ESSAY

<u>**Activity 2**</u>

Mark the following thesis statements as D "Debatable" or as N "Non-Debatable".

1. A good education is necessary for a successful and happy life. ____

2. Petronas Towers is one of the tallest skyscrapers in the world. ____

3. The volcanic eruptions in Iceland affected the weather conditions adversely. ____

4. Students should have a say in what they are going to learn at school. ____

5. Wearing uniforms at schools is very advantageous. ____

6. The number of people carrying guns has increased over the last decade. ____

7. Young people should move away from home at the age of 18. ____

8. Prospective parents should go to a parenting school before they have a child. ____

9. Solar energy, wind and geothermal energy are all safe, renewable and inexpensive

sources of energy. ____

10. Drivers face mobile phone ban in the UK. ____

11. Without fees, colleges cannot support themselves. ____

12. Attendance at lectures is compulsory in some universities. ____

inspired from
Smalley & Ruetten (1990), pp. 395-396

ARGUMENTATIVE ESSAY

<u>Activity 4</u>

Fill in the blanks in the argumentative essay with the words in the box. Use each only ONCE.

A-against	D- assert	G- however	J- second
B- although	E- claimed	H- major	K- strongly
C- arguments	F- finally	I- point	L- think

Education: Still Invaluable!

Not so long ago, higher education was unusual. **1.**_____, it is comparatively easy to acquire a certificate, Ph.D., or anything in between nowadays. Some people **2.**_____ that this increased access to education is devaluing degrees. In this essay, some of the **3.**_____ for and against the increased emphasis on degrees in our society will be dealt with.

People have several arguments **4.**_____the need for degrees. They say that having so many graduates devalues a degree. People lose respect for the degree holder. It is also **5.**_____ that education has become a rat race. Graduates have to compete for jobs even after years of studying. A last **6.**_____ is that studying for such a long time leads to learners becoming inflexible. They know a lot about one narrow subject, but are unable to apply their skills.

However, I feel **7.**_____ that this move towards having more qualifications is a positive development. Accessibility is one **8.**_____ point. In the past education was only for the rich and powerful, but now it is available to everyone, and this will have many advantages for the country and the individual. **9.**_____ of all, people with degrees have many more opportunities. They can take a wider variety of jobs and do what they enjoy doing instead of being forced to take a job they dislike. **10.**_____, a highly qualified workforce is good for the economy of the country. It attracts foreign investment.

In conclusion, **11.**_____ there are undoubtedly some problems with increased levels of education, I would **12.**_____ that the country can only progress if all its people are well educated.

activity adapted from these websites
http://www.admc.hct.ac.ae/hd1/english/argument/argue_educ_value_gapfill.doc
http://www.writefix.com/argument/education.htm (essay)

ARGUMENTATIVE ESSAY

<u>**Activity 5**</u>

Complete the sentences with a counter argument as in the example.

0. Although some people believe that doctors shouldn't be allowed to perform euthanasia, <u>it is a basic human right</u>.

1. While some think that television is the worst invention of modern times,

_____

2. Nuclear power is our only hope to generate energy. Nevertheless, _____

_____

3. Whereas physical education is necessary for students, _____

_____

4. TV advertising is not something good. On the other hand, _____

_____

5. Even though being an only child is something desirable, _____

_____

6. Cloning is really beneficial for mankind. However, _____

_____

7. Keeping animals in zoos can be cruel. In spite of this, _____

_____

8. If you have a car, you can get around easily. On the other hand, _____

_____

9. Although learning a foreign language is hard work, _____

_____

10. While camping holidays can be great fun, _____

_____

taken and inspired from
Oshima & Hague (2006), p. 148
http://www.tienganh.com.vn/showthread.php?t=2071

ARGUMENTATIVE ESSAY

<u>**Activity 7**</u>

Read the argumentative essay on capital punishment and answer the questions about the essay.

"Is capital punishment necessary?"

CAPITAL PUNISHMENT

Whether people should die for their crimes is an issue that divides society. Many support the death penalty while many are opposed to it. Despite its drawbacks, I believe that capital punishment is necessary for our society.

To begin with, opponents of capital punishment argue that while people can, and do kill, society, which should represent the best of humanity, should not. As a result, the society that takes life is no better than the criminal who took a life. Secondly, it has happened that innocent people have been executed. Many people say it is better to let nine criminals live than to kill one innocent person. Many also believe that life in prison is in fact a better punishment than death since they would die in jail never knowing freedom. For all these reasons, they maintain the death penalty should be abolished.

The people who are for the death penalty also have also good arguments. They agree that not everybody who kills should also be killed. However, people who kill in cold blood, or are sex or serial or child killers should be executed. For example a man who kills his wife or another man in an argument would not die, yet a child killer, a sex killer or a person who kills while robbing a bank would be killed as these people cannot be rehabilitated. Consequently, society would not need to fear that these people will one day become free and commit more crimes. Secondly, locking these people away till they die costs society millions. That money could be used to pay victims' families instead of feeding their killers. Finally, capital punishment can deter criminals from committing brutal crimes. As for putting to death innocent people, yes this has happened before, so in the future only those who are without a doubt, guilty of horrible crimes, would be put to death.

I agree that the death penalty is not the best way to deal with criminals. If society is to be civilized, it must follow civilized ideals. However, there are people alive who are sick beyond helping and who are a danger to the society. These people have no place in this world and should be removed as painlessly and as quickly as possible.

1. What is the thesis statement?

   _____

   _____

2. What is the organization pattern of this essay?
   - ❏ Block
     - ❑ Pros
     - ❑ Cons
     - ❑ Pros-Cons
   - ❏ Point-by-Point
     - ❑ One body paragraph
     - ❑ More than one body paragraph

3. What is the writer's stance on the issue?
   - ❑ for capital punishment
   - ❑ against capital punishment

4. What are pro arguments in this essay?
   a.
   b.
   c.

5. What are the counter arguments in this essay?
   a.
   b.
   c.

6. Does the writer acknowledge an opposing view? If yes, what is it?
   ❑ Yes   ❑ No

   _____

   _____

7. Does the writer provide a solution in the end? If yes, what is it?
   ❑ Yes   ❑ No

   _____

   _____

APPENDIX 35

Pre-test and Post-test Results of the Experimental Group

Subjects	Pre-test Results			Post-test Results		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
1	82	63	65	74	69	75
2	72	62	59	78	76	73
3	55	48	54	84	77	80
4	68	70	67	65	68	70
5	58	67	73	76	76	71
6	43	55	68	74	60	45
7	63	73	67	70	84	60
8	61	61	70	63	58	51
9	51	57	55	80	71	73
10	58	81	93	80	80	80
11	64	63	67	73	62	72
12	49	55	70	77	59	69
13	58	92	88	97	81	80
14	53	76	70	84	69	79
15	50	55	60	82	81	78
16	78	60	66	85	79	79
17	80	65	57	91	63	53
18	53	72	67	90	86	94
19	57	83	67	79	85	78
20	59	80	68	80	66	77
21	38	56	45	71	66	77

The table is titled "Experimental Group" spanning the top.

APPENDIX 36

Pre-test and Post-test Results of the Control Group

Control Group					
	Pre-test Results			Post-test Results		
Subjects	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
1	70	83	71	56	68	68
2	62	69	70	59	53	49
3	58	64	50	58	83	72
4	33	51	46	47	69	57
5	30	54	40	56	60	62
6	82	73	71	64	86	75
7	38	60	59	58	56	47
8	24	45	33	55	57	54
9	45	53	55	57	72	70
10	38	48	33	54	62	38
11	47	49	53	52	66	64
12	56	59	52	72	57	63
13	38	61	57	65	73	58
14	36	53	39	58	56	68
15	68	58	44	56	55	59
16	48	55	43	42	47	58
17	59	73	66	69	69	68
18	57	67	61	66	54	62
19	61	82	66	82	86	78
20	57	65	58	81	73	74
21	57	61	51	65	57	61