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**PORTFOLIO ASSESSMENT IN WRITING CLASSES:
IMPLEMENTATION AND ASSESSMENT**

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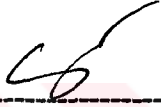
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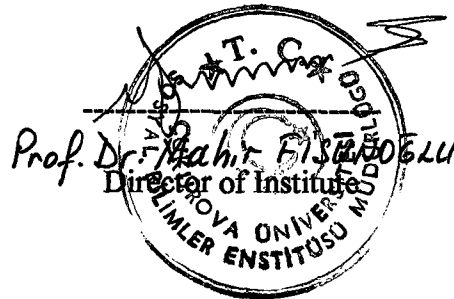
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MARMARA ÜNİVERSİTESİ
İKTİSADİ VE İŞLER ENSTİTUSU



I dedicate this thesis to my unique family: my
husband, my daughter and my son.

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ABSTRACT

Portfolio Assessment in Writing Classes: implementation and assessment

Şehnaz Şahinkarakaş

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In this thesis, we have evaluated four hypotheses about portfolio assessment:

- 1) Implementation of portfolio assessment in a writing class improves students' writing abilities.
- 2) Portfolio assessment leads students to improve their metacognitive skills and to be autonomous learners.
- 3) Portfolio assessment system is a reliable system to be utilized in evaluating students' writing abilities.

Portfolio assessment system is a valid system to be utilized in evaluating

- 4) students writing abilities.

The analyses of data about the implementation and utility of portfolio assessment supports Hypothesis 1 and Hypothesis 2. Thus, we can say that using portfolio assessment system in writing classes helps students improve their writing ability as well as their metacognitive skills.

Analysis of the portfolio rubric used to evaluate students' portfolio tasks supports Hypothesis 3 and 4. Accordingly, we can state that the criteria is both reliable and valid to use in evaluating portfolio tasks.

Key Words:

Portfolio Assessment

Metacognitive Skills

Autonomy

Reliability

Validity



TÜRKÇE ÖZET

Öğrencilerin Yazı Yetisini Dosyalama Tekniği ile Geliştirip Değerlendirme
Şehnaz Şahinkarakaş
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Bu tezde dosyalama tekniği ile değerlendirme konusunda dört hipotez test edilmiştir.

- 1) Yazı derslerinde dosyalama tekniği ile değerlendirme uygulaması öğrencilerin yazı yetisini ilerletir.
- 2) Dosyalama tekniği ile değerlendirme öğrencilerin bilişsel becerilerini geliştirir ve böylece onları otonom öğrenci yapar.
- 3) Dosyalama tekniği ile değerlendirme sistemi öğrencilerin yazı yetisini değerlendirmede kullanılacak güvenilir bir sistemdir.
- 4) Dosyalama tekniği ile değerlendirme sistemi öğrencilerin yazı yetisini değerlendirmede kullanılacak geçerli bir sistemdir.

Dosyalama tekniği ile değerlendirme sisteminin kullanılması ve uygulanması ile ilgili verilerin analizi 1. ve 2. Hipotezleri desteklemektedir. Böylece, yazı sınıflarında dosyalama tekniği ile değerlendirme sisteminin öğrencilerin yazı yetisini olduğu kadar onların bilişsel becerilerini de geliştirdiğini söyleyebiliriz.

Öğrencilerin dosyalarını değerlendirmekte kullanılan dosyalama tekniği kriteri analizi 3. ve 4. Hipotezleri desteklemektedir. Buna göre, bu kriterin dosyaları değerlendirmede kullanılabilir ve geçerli bir kriter olduğunu söyleyebiliriz.

Anahtar Sözcükler

“Dosyalama Tekniđi”

Bilişsel Gelişme

Otonom öğrenici

Güvenirlik

Geçerlik



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CHAPTER 1
INTRODUCTION

1.1 Background of the Problem

In the field of teaching English as a Foreign Language (TEFL), teaching and evaluating writing in process have been important for the last two decades. Teaching writing in process has been important because, first of all, students improve their linguistic abilities, and they “use writing as a central means of learning through discovery and criticism” (White, 1993, p. 105). Secondly, students improve their metacognitive skills through process writing, since they are taught how to think critically and how to solve problems (White, 1993). By metacognition, we mean being aware of one’s own cognitive processes and products. Metacognition consists of three main processes (Schoenfeld, 1987):

- being aware of one’s cognition and cognitive strategies,
- being able to control one’s cognitive processes, and
- having ideas and intuitions about one’s own task.

Then, we can shortly define metacognition as a product of cognitive development. It is the knowledge that develops with experience.

However, in most institutions writing is taught in process but evaluated as a product which in turn causes a mismatch between how we teach and test it. In other words, teachers teach writing in a process approach (through drafts, revisions, teacher

and peer feedback), but evaluate this skill by a single sit-down examination. Since the technique used in testing does not comprise all the skills introduced in teaching writing, students do not have an opportunity to demonstrate these skills in testing procedure, and therefore, they do not attempt to apply these skills to any of their writing process.

Evaluating writing in process stops the mismatch between teaching and evaluating writing and it triggers students' metacognitive skills. According to White, a person with metacognitive skills is someone who "thinks creatively, solves problems, makes decisions, visualizes, reasons, and knows how to learn" (p. 108). One way to measure whether someone has got these skills or not is to use process writing. This measurement can be done through a new system named portfolio assessment (Elbow & Belanoff, 1986; Camp & Levine, 1991; Sommers, 1991; Harrison, 1991; Adams & Hamm, 1992; Bernhardt, 1992; Calfee & Perfumo, 1993; Clark, 1993; Greenberg, 1993; Thelin, 1994; Spalding, 1995). According to Greenberg (1993), portfolio assessment is based on an evaluation system where a collection of writing (portfolios) is conducted over an extended period of time. This system enables teachers to analyze and evaluate students' ability to write on different topics, for different audiences and in different writing contexts (see Section 1.4 for details).

1.2 The Aim of the Study

This study aims at examining the portfolio assessment at two phases: (1) implementation and (2) evaluation. At the implementation phase, the focus is geared on students' improvement in their writing ability together with their metacognitive skills when they are instructed with a portfolio approach. Thus, it is expected that while improving their linguistic abilities in writing, students can improve their metacognitive skills and become autonomous language learners by

- raising awareness,
- applying or creating new concepts or ideas,
- being active participants in their performance,
- analyzing and synthesizing what they have learned,
- applying their own views,
- being confident that they can learn, and
- viewing themselves as continual learners and thinkers

At the evaluation phase, the focus is on the investigation of the validity and reliability of the portfolio rubric used to assess portfolios. In other words, the rubric used to assess the portfolios of the students are expected to be evaluating what it claims to be evaluating (validity). At the same time, the scores given to the students using the rubric should be consistent when it is re-scored (reliability).

1.3 Hypotheses and Questions of the Study

In order to attain the aims of this study, we have tried to answer the following questions:

- i) Does portfolio assessment system help students to improve their writing abilities?
- ii) Does portfolio assessment system help students to improve their metacognitive skills?
- iii) Does portfolio assessment system help students to become autonomous learners?
- iv) How valid is the portfolio rubric used for assessing the students' portfolios in this study?
- v) How reliable is the portfolio rubric used for assessing the students' portfolios in this study?
- vi) What are the reactions of the students to the portfolio assessment system?

The review of literature and the related research questions have led us to the following hypotheses:

- i) Implementation of portfolio assessment in a writing class improves students' writing abilities.
- ii) Portfolio assessment leads students to improve their metacognitive skills and to be autonomous learners.

- iii) Portfolio assessment is a reliable system to be utilized in evaluating students' writing abilities.
- iv) Portfolio assessment is a valid system to be utilized in evaluating students' writing abilities.

1.4 Portfolio Assessment

Portfolio assessment is a system evolved as an alternative assessment to sit-down examinations. In order to understand this system, it is necessary to comprehend what we mean by portfolio. A portfolio, in general, is a student's collection of data which shows the student's progress over time (Aitken, 1993 and Baker, 1993). French (1992) defines a portfolio as "a purposeful, chronological collection of student work to reflect student development in one or more areas over time and student outcomes at one or more designated points in time" (p. 256). This definition tells that students' collection of work in a portfolio is in a chronological order and this work reflects the students' progress in any specified time in the continuum of learning process.

This study accepts the definition of Paulson, Paulson and Meyer (1991) since it best reflects the procedure and the aims of this study:

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the

criteria for selection, the criteria for judging merit, and evidence of student self-reflection. (Paulson, Paulson & Meyer, 1991, p. 60)

As this definition illustrates, students collect all their work in a file, named portfolio. The portfolio includes every work that the student has done and thus, reflects the students' efforts, developments, and achievements in the period of instruction given to the student. The portfolio provides "vital information for diagnosing students' strengths and weaknesses to help them to improve their performance" (Borthwick, 1995, p. 24). The improvement of the student is then evaluated by utilizing all the information in the portfolio. Thus, the process of making the portfolios and evaluating them is called *portfolio assessment*. In this assessment, there are some specific components that should be taken into consideration.

1.4.1 Portfolio Components

Paulson & Paulson (1991) state that a portfolio assessment might take different forms according to the needs and the curriculum of the institution. However, there is a need to follow some specific features while including portfolios in classrooms. Stratton (cited in Valeri-Gold, Olson & Deming, 1992) reports five components (structure, contents, timeline, assessment and evaluation) summarizing these features (Figure 1.1):

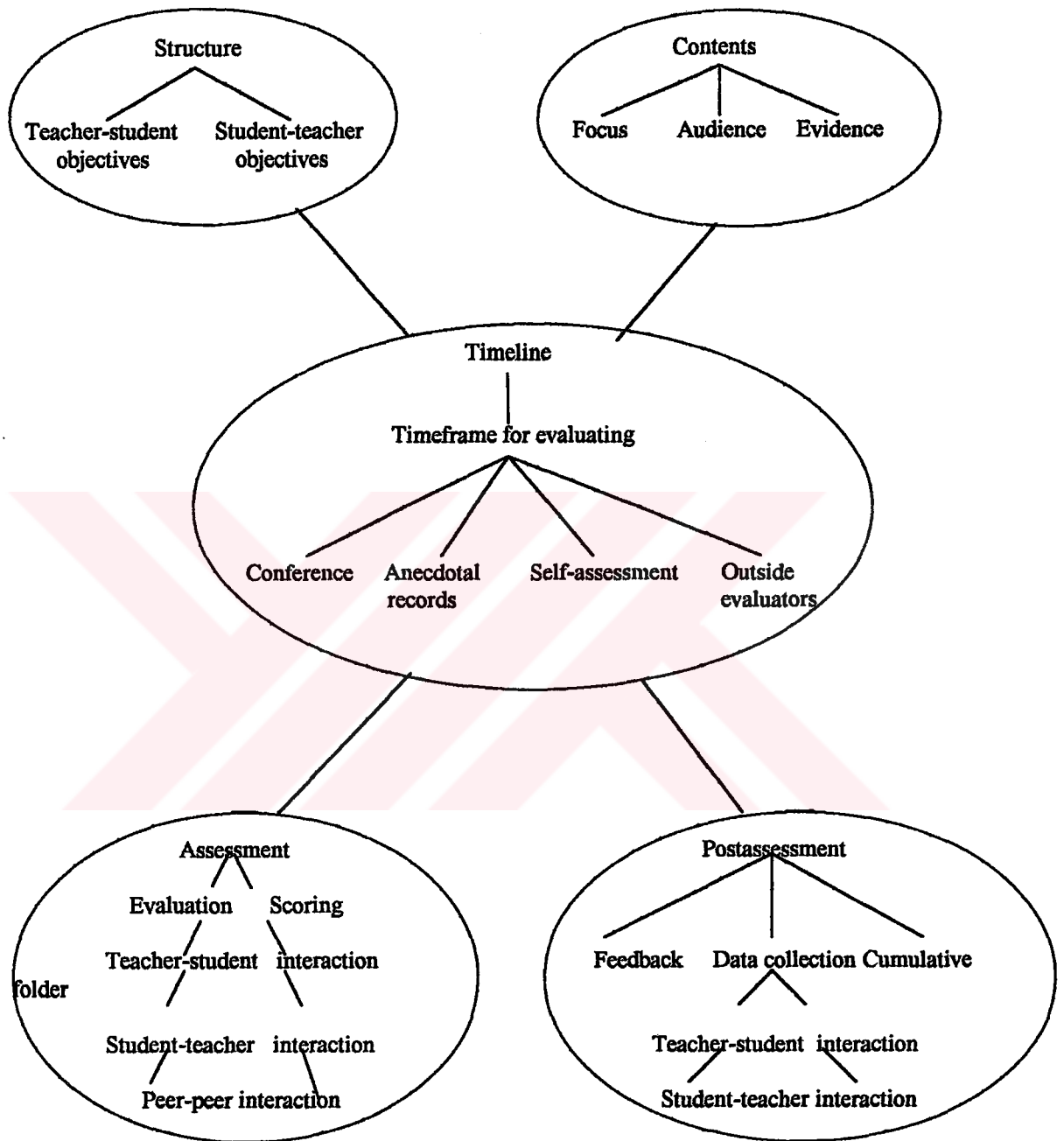


Figure 1.1. Suggested portfolio components (from Stratton: cited in Valeri-Gold et al., 1992)

Structure: The structure of a portfolio can be in various forms.

In order to build its structure, the teacher and the students identify their goals and objectives that they want to attain. The structure of the portfolio is then specified by the teacher and the students in accordance with these goals and objectives.

Contents: The content is also subject to the objectives that are determined by the teacher and the students. While determining the contents of a portfolio, we should take three areas into consideration: *focus*, *audience*, and the *evidence*. The *focus* of the contents of a portfolio is based on the clearly defined objectives developed by the teacher and the students. For the second area, the *audience*, which refers to the person to examine and evaluate the process of the portfolio, is taken into consideration. For the third area, the *evidence*, which is all the pieces of work to be put in the portfolio, is determined.

Timeline: Before starting a portfolio assessment, it is necessary to determine the timeframe for evaluating the portfolios. The timeframe includes every detail related to the time of the *conferences*, *anecdotal records*, *self-assessment papers*, and/or *the outside evaluators*. In portfolio assessment system, *conferences* with the teacher are crucial because students get feedback about their improvement during these conferences. Students are also asked to keep *anecdotal records* or write *self-assessment* (self-evaluation) papers in which they report the improvement they observe with themselves while writing their portfolios. In a portfolio assessment system, there is often an *outside evaluator* in order to make the evaluation more objective. This evaluator can be present in any period of the portfolio process; such

as conferences, giving feedback, or evaluating portfolios. In short, in this third component, students are acknowledged about every detail of the process.

Assessment: The fourth component, assessment, is related to how a portfolio will be evaluated and scored. Since the aim of portfolio assessment system is an ongoing evaluation with continuous feedback between the teacher and students, the criteria to evaluate the portfolios need to be organized accordingly. In other words, the criteria reflect all the steps that a student has passed as well as the interaction between teachers and students. Students are also enlightened about the criteria before assessment starts so that they can be aware of the evaluation process.

Post-assessment: In the last component, the teacher and/or the students decide on what to do with the portfolios at the end of the assessment. The aim of this component is threefold: *feedback*, *data collection*, and *cumulative folder*. The portfolio can give both the teacher and the students *feedback* about the outcomes of the portfolio contents so that the feedback can be used for further studies. Additionally, the portfolios can be used to *collect data*, which can be beneficial for conducting research. The portfolios can also be put in students' *cumulative folders* and be kept in institutions in order to use for future studies and students.

In short, Stratton (in Valeri-Gold et al., 1992) suggests that we should determine the objectives, the content, the time for organizing the portfolios, as well as the evaluation procedure before we start to implement a portfolio assessment system in our classrooms.

After introducing the definition and the components of portfolios, it is necessary to present how it is different from sit-down examinations. In its general term, portfolio assessment system is different from a sit-down examination type since the former scrutinizes a student's process; whereas, the latter only looks at the product.

1.4.2 Comparison of Sit down Examinations and Portfolio Assessment

Sit-down examinations and portfolio assessment exhibit mainly three differences from the points of the administration of these examinations, the conditions of the students, and the conditions of the teachers.

The administration of sit-down examinations is quite strict: such examinations are given under the same conditions and within a limited period of time. This is due to the need to satisfy consistency in scoring because direct writing samples cannot be considered correct or incorrect as they are not made up of test items. This need has led the introduction of many techniques to be applied in an unnatural context (Huot, 1994). Just for the sake of consistency, students have to sit for an examination, write on the same topic, under the same conditions, within a limited period of time, which does not give them chance to revise or to correct mistakes. In other words, they are expected to demonstrate all their skills in writing in a limited time under the pressure of a test situation. All students are asked to take the examination under the control of a teacher in a real testing atmosphere.

The conditions of students in sit-down examinations are inflexible: they cannot show their skills in such examinations if they are nervous or ill, or if they do not like

the topic, or if they have some personal problems on the day of the examination. Even if the examination day is one of the best days of the students, it is very difficult for them to show their actual performance since they write only one piece which most of the time is not enough to express what one really wants to say. In other words, such a single-sample sit-down examination “has little to do with the way we teach or work as writers” (Huot, 1994, p. 329).

When we consider the teachers’ situation in a sit-down examination, we can see that they are under pressure while preparing these examinations. They want to prepare the questions related to the syllabus items --what they teach-- on the one hand, and try to choose the topics of students’ interest on the other. However, this is almost impossible because each student has different interests, and thus, any topic can be of some students’ interests but not others’.

Portfolio assessment, on the other hand, shows differences from the point of the administration of the examination, the students, and the teachers (Elbow and Belanoff, 1991; Mills-Court & Amiran, 1991). Portfolio assessment is administered throughout the semester or the year without requiring any time limitation. It gives time to students and teachers to do research on the topic, to get organized, and to do their best.

Such an administration gives students the opportunity to choose the topic to write and have the freedom to finish the product when they feel ready. In portfolio assessment, students present their overall writing ability through writing various pieces on various genres which in turn encourages them to write better. They have the opportunity to revise which is not possible in sit-down examinations, so they have to use this chance carefully. That is, if students really want to be successful in a

portfolio assessment system, they have to write many drafts, see their own mistakes, and try to correct them. This continuous work makes them aware of their weakness and improve themselves accordingly by the revisions they make or by their previous writing samples.

Teachers also do not feel the pressure of choosing the topics in relation with the syllabus items and of students' interests because in portfolio assessment, it is the students' responsibility to choose the topic they would like to write on, not the teachers'. Therefore, if they fail, it is not because of the design and the content of the examination. The students can only blame themselves for this failure. In relation to their observation while comparing portfolio assessment and proficiency examinations, Elbow and Belanoff (1991) state their feelings as follows: "the failing proficiency tends to make us sad that perhaps the students 'couldn't do it'; the failing portfolio tends to make us mad that the student didn't put in enough time and care" (p. 13).

1.4.2 Advantages of Portfolio Assessment

Portfolio assessment has numerous advantages for students and teachers, but the first and the foremost advantage of portfolio assessment is that they "defuse the importance of grading, since they encourage a focus on the importance of discovery, experimentation and the learning that accompanies these activities, connecting the way we teach with the way we evaluate" (Huot, 1994, p. 325). Huot, here, expresses that the primary focus in portfolio assessment is the way students learn, and the way we teach, not the grading itself. Thus, this advantage of portfolio assessment is very

important for the ones who believe that what is taught is more important than what is tested.

Portfolio assessment is also advantageous because it reinforces the process approach. Since the notion of writing as a testable skill can only be described through multiple samples of written work, portfolio assessment gives a chance to students, teachers, and testers to visualize this skill in multiple written samples that are produced over time (Huot, 1994; Siedel & Walters, 1994; Luce-Kapler, 1996; Shackelford, 1996). This function of process approach helps portfolios give a better picture of students' writing abilities with a "richer and more sophisticated understanding of writing" (Elbow, 1991, p. xiv).

When we take process approach into consideration, portfolio assessment affects the roles of students and teachers positively. The main advantages of portfolio assessment system for students are as follows:

(1) It teaches organization: During the process of making the portfolio, students learn to be organized, which helps them to correct and revise their work more easily (Perkins & Gelfer, 1993; Johns, 1995).

(2) It carries away the fear of evaluation to the end of the process (Condon & Hamp-Lyons, 1991; Huot, 1994): At initial stages of portfolio assessment, students are not afraid to make errors because they have the chance to be "evaluated for what they could do across a semester rather than within the week or two usually allotted for a writing assignment" (Huot, 1994, p. 332). As students know that their writing samples will be evaluated at the end of the process, they are

“more willing to put a heavy investment into a piece of writing” which makes them work harder and more open to revisions and advice (Condon & Hamp-Lyons, 1991, p. 244).

(3) It improves students’ metacognitive skills (Jongsma, 1989; Wolf, 1989; Harrison, 1991; Adams & Hamm, 1992; Benesch, 1993; White, 1993; Johns, 1995; Gillespie, et al., 1996): This improvement is evident in a number of ways. Firstly, revisions and advice during the initial drafts improve students metacognitive skills because they learn to create new things, to solve problems, to decide on their own, to reason, and to take their own responsibilities (White, 1993; Johns, 1995).

The second reason is that portfolio assessment allows students time “to select, collect, and reflect on their learning”, and hence, “through critical analysis of their work, students gain insight into other ways of looking at a problem” (Adams & Hamm, 1992, p. 103). Here Adams & Hamm point at the importance of writing portfolios in students’ lives both inside and outside the school. As students learn to analyze a situation and solve it accordingly at school, they will be able to adopt this skill when they have a problem outside the school as well. The skills which students have gained through portfolios also enable them to be autonomous learners. That is, they have an ownership of their writing because they review the papers they have written, select the one they think is the best, and articulate the strengths of this piece of writing (Harrison, 1991, p. 2).

The above-mentioned advantages of portfolio assessment system on the improvement of students’ metacognitive skills can be summarized in the following manner (Wolf, 1989, p. 38):

Portfolio assessment helps students

- to be “responsible for taking the lead in evaluating their work”,
to enlarge their view of what is learned by “feeling as authors who write differently for
- different audiences”,
to observe the process by investigating “how their own revising or editing skills
- changed over time”, and
to have a developmental point of view while “constructing a story-- a long-term
- account – of what and how they learn” .

Thus, being far from the stress of evaluation, and having the chance of taking the responsibility of the writing process, students become autonomous learners as a result of their observation, reflection, and revision. This is the biggest advantage of the portfolio assessment system which affects not only students' educational training but also their social life (see Figure 1.2).

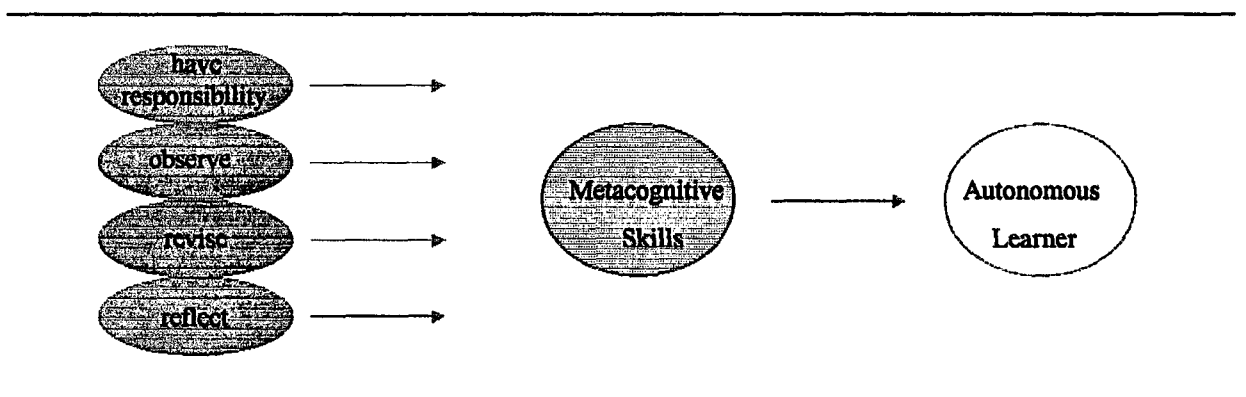


Figure 1.2. How portfolio assessment creates autonomous learners

Portfolio assessment also affects teachers positively because they take ownership in this process (Stone, 1995; Gillespie et al., 1996). They can clearly see the effects of their own efforts on the portfolios because they can observe the development in students' work, starting "from awkward first draft to the clear demonstration of the growth of analytical, evaluative, and decision-making skills" which is evidenced by the students' selections and reasoning in relation to the revisions they make till they reach the final drafts (Mills-Court & Amiran, 1991, p. 107).

Teachers adapting this assessment have two different roles: one as classroom teachers and the other as portfolio readers. Although these roles seem to overlap, they remain separate. As classroom teachers, they must "coach, coax, facilitate," but as readers they "must become evaluator, must apply shared criteria" by reading, in a new and "harsher light", the same texts they have seen before (Condon & Hamp-Lyons, 1991, p. 245). These two roles promote the collaboration between teachers and students, which makes teachers allies of their students. In this collaboration, both sides have "the common goal of winning" which gives the teacher a kind of "added power", because students know that if they do not cooperate, they will not get much help (Belanoff & Elbow, 1991, p. 24). Thus, portfolios tell the teachers "not only where the student ends up but how s/he got there" since "they reveal learning over time" (Aitken, 1993, p. 9).

Under the light of the mentioned research, it is reasonable to conclude that students and teachers gain a lot from portfolio assessment by gathering many elements together as Calfee and Perfumo (1993) expose:

Alternative assessment and student portfolio tend to appear in combination with other elements: whole language rather than basal readers, co-operative instruction rather than didactic teacher talk, school-based decision making rather than top-down direction, and the teacher as professional rather than as civil servant. (Calfee and Perfumo, 1993, p. 536)

1.4.4 Disadvantages of Portfolio Assessment

Aside from the advantages explained in the above section, portfolio assessment has some disadvantages. The most crucial one is the question of plagiarism (Condon & Hamp-Lyons, 1991; Elbow & Belanoff, 1991). Since the work done for a portfolio is revised out of class, it is very difficult to take precautions against plagiarism. However, this problem can be minimized through extensive and careful observations and conferencing. Teachers can easily recognize whether the work really belongs to the student or an outsider if they learn the capacity of their students in conferences.

Precaution against plagiarism can also be taken by assigning students an in-class essay. The style and the language of the in-class essay can be compared with the ones written out of the class. Moreover, in portfolio assessment, there is a strong collaboration between the students and the teacher, which in turn lets the students and the teacher rely on each other. By the help of this reliance, students will be able to

discuss about their weaknesses with their teacher so that they can modify these weaknesses in the light of the suggestions they receive from the teacher. Such a strategy will conceivably prevent students from doing any plagiarism.

The second disadvantage of portfolio assessment is the work load of the teachers. Teachers have to read more: they reread the revised drafts to see whether there is a progress and give feedback. Additionally, teachers have to allot more time for each student because they have to see the students individually in conferences in order to help them to be aware of their weaknesses.

Apart from these, Elbow & Belanoff (1991, p. 14) list other disadvantages of portfolio assessment as follows:

- It puts more pressure on teachers because if a student fails, the teacher might feel s/he has failed.
- Some teachers feel that it dominates the course too much.
- The emphasis on revising can make lazy students trust too much on the help they receive from their teachers and peers.

In this chapter, we have introduced the definition of portfolio assessment system. We have also presented the advantages and disadvantages of this innovative writing technique. In the second chapter, we are introducing the theory and framework of portfolio assessment system in the following order:

- the theory of portfolio assessment system,
- action research,
- portfolio assessment with action research, and
- the portfolio rubric used for assessing the portfolios.



CHAPTER 2

THEORETICAL FRAMEWORK OF PORTFOLIO ASSESSMENT

2.1 Introduction

This chapter illustrates the way the portfolio assessment was administered in this study. Section 2.2 is on the Cognitive Model for Assessing Portfolios which focuses on the theory of portfolios developed by Paulson and Paulson (1991). In Section 2.3, the focus is on the rationale of action research which was used as a method of the portfolio assessment we applied in this study. In Section 2.4, the evaluation of portfolios is explained. This section also focuses on the reliability and validity of the portfolio rubric used in evaluating portfolios.

2.2 The Cognitive Model for Assessing Portfolios

Before starting to implement a portfolio assessment system, it is necessary to understand the framework of this assessment system. Paulson and Paulson (1991), in their theory of portfolio, suggest a framework in which activities and portfolio contents are organized and presented. This framework is called the Cognitive Model for Assessing Portfolios (CMAP).

CMAP is mainly concerned with the process of developing portfolios. It presents this process in three dimensions: (a) the stakeholder dimension, (b) the activity dimension, and (c) the historical dimension (Figure 2.1).

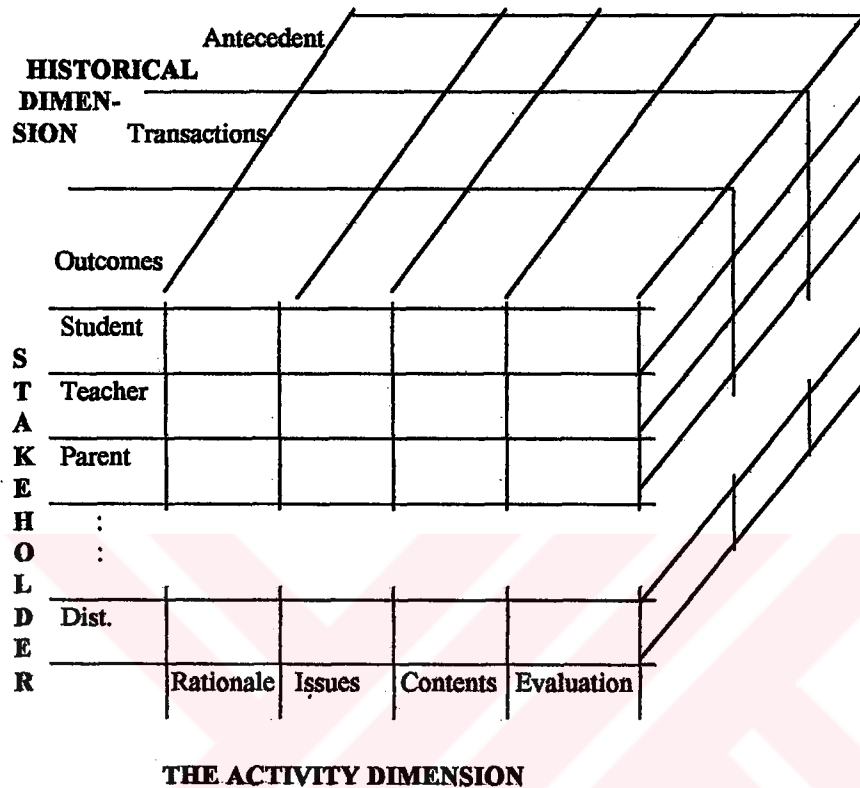


Figure 2.1. The cognitive model for assessing portfolios showing the activity, historical, and stakeholder dimensions. (Paulson and Paulson, 1991, p. 3)

a) **the stakeholder dimension:** This dimension identifies the people (stakeholders) involved in the portfolio system. The stakeholders can be students, teachers, parents, institutions, and so on. The important point is the distinction between primary and secondary stakeholders. The primary stakeholder is the one

who owns the portfolio, and the secondary is the one who has some kind of interest in and responsibility for the portfolio. In a student portfolio, the primary stakeholder is the student. It is acknowledged that students become independent by being in charge of their own learning when they are put in the place of the primary stakeholder. In this sense, the student portfolio is unique because it is the product of his/her own attempts. The only similarity among the student portfolios is the influence of the teacher stakeholder, because a student portfolio addresses the concern held by the teacher as an instructional leader.

b) activity dimension: There are four activities that should be put together in this process,

- stating the *rationale* for having a portfolio;
- determining the specific *issues*;
- choosing the *contents*; and
- *evaluating* the contents in relation to the issues. (see Table 2.1)

The rationale is the statement which explains the reason for structuring the portfolio. Thus, it gives the limits of the content areas of the portfolio. In other words, in this activity, students and/or the teacher ask questions like "Why am I having a portfolio?" or "What am I expecting from this portfolio?" The answers to these questions provide the rationale of the portfolio.

Table 2.1. The activity dimension of the cognitive model for assessing portfolios. (from Paulson & Paulson, 1991)

THE ACTIVITY DIMENSION

RATIONAL LE	ISSUES		CONTENTS		EVALUATION	
	Intents	Standards	Context	Exhibits	Review	Judgment
The reason for creating a portfolio	Goals of the portfolio	Performance standards held	Information about student and program	Student products in the portfolio	Descriptions Measurements	Overall, examined conclusions

The second dimension is named issues. These issues are related to specific areas of interests of the stakeholders. In other words, the issues are related to the "goals" of the stakeholders. This activity can be divided into two categories: *intents* and *standards*. Through *intents*, the teacher and/or the students decide on the relevant material needed to achieve their goals. While they describe the general aim of the portfolio in the first activity, they identify the specific goals for the portfolios in the second activity. They ask questions like "Why am I writing this piece?", "What is my aim to give this particular task to the students?" The answers to such questions form the *intents* of the portfolio.

Through *standards*, the teacher and/or the students can judge whether or not the *intent* has been successfully addressed. This can be elicited while students write

self-reflection papers for their samples and/or while teachers give feedback for students' drafts.

The third activity, the contents, decide what goes in the portfolio. For that reason, they should accord with the rationale and issues. Contents are divided into two categories: *exhibits* and *context*. *Exhibits* are the student works, such as assignments, finished or rough drafts, self-reflection and so on. *Context* is any other material written by the second stakeholders that would either describe or interpret the exhibits.

The last activity, named the evaluation, takes all the levels of the process into consideration. It comprises of two parts: *review* and *judgment*. The *review* part seeks answers to the following questions:

- Has each *intent* been addressed?
- To what degree have the standards been met?

In other words, doing this part of the evaluation, students and teachers observe the changes in their writing from the first drafts to the last.

In the *judgment*, the evaluative conclusions are made about the portfolio as a whole. In this part, the aim is to see whether the portfolio creates a comprehensive portrait or not.

c) the historical dimension: There are three components of this dimension: antecedents, transactions, and outcome:

- *Antecedents* define the starting points of portfolio development; that is, they identify the features of the stakeholders at the beginning of the process.

- Transactions comprise all the events that cause changes during the development of the portfolio. Any instruction, experience, or exposure that lead to a change of this kind can be grouped under this category.

- Outcomes are the attained products at the end of the process. It is through this product that the portfolios are assessed.

CMAP shows us a way to specify our rationale and goals to be applied throughout the portfolio process. Hence CMAP allows us to think about and find an appropriate answer to the question “What should go into portfolios?”, instead of giving a list of the possible contents of the portfolios. The three dimensions of CMAP help both stakeholders. The teachers become efficient organizers, and this efficiency is reflected on their studies. The students become independent learners, and they observe their growth in their studies.

2.3 Action Research

Portfolio assessment, as mentioned earlier, is an ongoing assessment, and it can be used as a tool to improve students' thinking skills. Taking this point of view into consideration, action research seems to be the best method to be used in a portfolio classroom because the aim of action research is to find "solutions to problems in student learning" and to test "these solutions through evaluation, reflection and review" (Zuber-Skeritt, 1992, p. 22).

2.3.1 The action research cycle

Action research, in general, proceeds in a spiral of events. Within this spiral, the process starts with a problem. In order to solve this problem, the facts are analyzed; then an action is taken (Lewin in Zuber-Skeritt, 1992). Zuber-Skeritt (1992, p. 94) presents three steps in action research:

Step 1: The researcher starts with a general idea to reach a certain objective. The idea must be examined carefully by fact-finding about the situation. Thus, there will be an overall plan of how to reach the objective.

Step 2: The researcher executes the overall plan followed by fact-findings. The fact-finding has four functions:

(a) to evaluate the action,

(b) to give the planners the possibility to learn and gather new insights,

(c) to help plan the next step correctly, and

(d) to help modify the overall plan.

Step 3: The researcher reviews a circle of planning, executing and fact-finding in order to evaluate the second step and to prepare a reasonable basis for the fourth step or modify the overall plan.

Thus, the action research flows in a spiral of steps, each of which is formed by a cycle of planning, acting, and fact-finding about the result of the action. The action research is an ongoing problem-solving process which starts with a problem, continues with its analysis through known facts or events and is followed by planning or implementing an action program. In this action program, the plan of the action, that is the hypothesis, is critically evaluated for confirmation. If the stated hypothesis is not confirmed, a new problem is identified and a new cycle of research starts.

In Figure 2.2, these characteristics of action research are summarized in "four moments of action research": *plan*, *act*, *observe* and *reflect* (Kemmis and McTaggart; in Zuber-Skeritt, 1992, p. 111). According to this model, action research involves the following:

- To develop a *plan* of action to improve what is already happening,
- To *act* to implement the plan,
- To *observe* the effects of action, and
- To *reflect* on these effects for further planning.

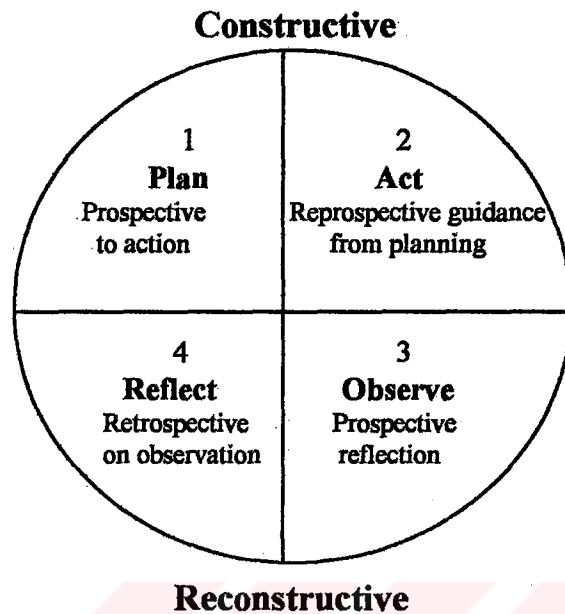


Figure 2.2. The moments of action research (taken from Zuber-Skeritt, 1992, p. 112)

Plan: Plan is forward looking and thus prospective to action. In this step, “a problem that hinders the application of the process within a work setting is identified” (Ekmekçi, 1997, p. 74). During the identification of the problem, the rationale and the aim of the research are specified. The overall plan must be flexible in order to handle the unforeseen effects.

Action: Action, being aim-oriented, is always controlled and retrospectively guided by referring the initial planning at every stage. This step is retrospective because the action takes place according to the identified problem and the aim of the study. In this step, every necessary tool that is needed to solve the problem and to attain the aim is decided (Ekmekçi, 1997). The tool can be the content of the

material, the type of the material, and the duration the tool is used. If teachers want to have a complete student-centered classroom, they can ask their students to decide on the tools. If the teachers want to involve themselves in the action research cycle, they would also contribute to the decision of these tools.

Observation: Observation is documenting the action process -- the effects of action. In this sense, it is prospective because it provides basis for the fourth step, reflection. In this third step, the whole action process is continuously observed. This continuous observation can take place in the form of a conference, a questionnaire, an examination paper, or a self-evaluation paper.

Reflection: Reflection is recalling the action. In this sense it is retrospective. In this step, the results of the observation is used to decide to what extent the researcher has solved the defined problem and has attained his/her aim. On condition of any problem, the cycle restarts from any one of the steps. In other words, if the problem is due to the first step, the researcher goes back to this step, or if the problem arises from the action itself, the researcher starts his/her cycle from the second step.

We believe that it is possible to apply the portfolio assessment system to these four steps of action research cycle. Thus, we originated our own action research steps of this study considering the CMAP model of Paulson and Paulson (1991) and action research cycle explained above (see section 3.4)

2.3.2 The CRASP model of action research

Through action research, students and teachers develop their metacognitive skills. Zuber-Skeritt (1992), in his explanation on how action research enables students and teachers to improve their metacognitive skills, uses the following acronym:

CRASP

- Critical attitude
- Research into teaching
- Accountability
- Self-evaluation
- Professionalism as teachers (p. 114)

Critical attitude. Since one of the goals of higher education is to let students develop their critical thinking skills, teachers must focus on this issue. One of the ways to improve these skills might be to learn to define the problem and find a solution to that problem. Action research gives this chance to both teachers and students while they are passing through the cycles of action research (see section 2.3.1).

Research into teaching. In general, teachers are not aware of the theories related to learning and teaching; instead, they only focus on the techniques applied in

the classroom. Researchers, on the other hand, conduct research on learning and teaching, but are not aware of the classroom situation. So there is a gap between teachers and researchers. Action research fills in this gap by making the teachers become aware of the problems in relation to classroom practice and make use of the theories in solving these problems.

Accountability. Action research encourages academics to carry out their own revisions in their curriculum and make all the necessary changes. Under these circumstances, institutions can utilize the results of their action research instead of applying directly the decisions imposed by the government. By this way, institutions become responsible for their own actions.

Self-evaluation. Action research enables the academics to realize to what extent they have achieved their goals by making use of theory as well as practice. During this process, teachers become involved in their teaching techniques and the program itself. Then they seek solutions to the problems confronted or offer suggestions regarding the activities that they have discovered to be beneficial. When the results of their investigations are published, they receive great satisfaction and reward getting engaged to the related theory.

Professionalism. Action research helps teachers to be true professionals in their fields with academic attitude search for the highest quality in their teaching. Teachers learn to make their own decisions by combining the knowledge attained

from both theory and practice. After going through these stages, they become critical individuals.

In short, the CRASP model presumes that action research carried out by teachers has “a direct and positive impact on the quality of their own teaching and professional development” (Zuber-Skeritt, 1992, p. 118). Such an impact will affect the students positively and give them the necessary qualifications they will use during and after their education.

2.4 The Five Factors for the Evaluation of Portfolios

The excessive use of portfolios in the field of writing assessment has not yet solved the problems related to evaluation because "portfolios are not made up of test items that can be marked correct or incorrect" and thus "we cannot simply count the number of correct responses and reach a conclusion about a student's achievement" (Abruscato, 1993, p. 475).

As Abruscato reports, the teachers and the personnel from the State Department of Education have developed some criteria in the Vermont Portfolio Project to help readers to judge students' works. The criteria consist of five categories: purpose, organization, details, voice/tone, and usage/mechanics/grammar. Each category has some specific characteristics to guide the judges. This shows a parallelism with the analytic scoring method in structure since in analytic scoring, the writing samples are assessed on content, organization, vocabulary, language use, mechanics, and so on. However, the focus in Vermont Project differs in that the

establishment of purpose, an awareness of audience and task, clarity of ideas as well as the language have also been taken into consideration.

The proposed criteria have two main problems: a) low interrater reliability, which is probably due to the complexity of the rubric and insufficient training of the raters (Karetz, 1992); b) lack of awareness in students' process over time.

The solution to the first problem might be an efficient training of the raters so that the raters could know the rubric in detail, and they agree on the criteria. As a solution to the second problem, we can consider the suggestions of DeFabio (1993), which she used in her conferences with the students as a guide. DeFabio implements a portfolio assessment system in literature and during the conferences with her students, she observes her students' improvement under the title of five factors: range, flexibility, connections, conventions, and independence.

2.4.1 Range

According to DeFabio (1993), range is involved with what students read, write and perform, and it "applies to a huge number of dimensions over which the individual must demonstrate control" (p. 2). These can be elements like topics, themes, grammatical forms, registers, conventions in the area of language ability; and additional elements like interpretative strategies, grammars of the genres in literature study. According to DeFabio, the implication of range of an individual is observed through:

a) "the ability to read from both efferent and aesthetic stances" (Rosenblatt in DeFabio, 1993, p. 4). Rosenblatt explains efferent stance as reading something to attain the necessary information. Hence, when students discuss the form of a piece of literature or its origin or social relevance in an analytic essay, this gives the evidence of efferent reading. Aesthetic stance, on the other hand, is "lived through experience." In other words, students will be able to respond to the text by making private associations. Thus, description of the range requires evidence of both aesthetic and efferent stance.

b) "the ability to read in a variety of genres" (DeFabio, 1993, p. 4). According to DeFabio, a reader should read in many genres: such as novels, short stories, poems, biographies, and so on. These readers should also express appropriate response to the particular genre.

c) "variety of subject matter read in terms of topics, disciplines and themes" (DeFabio, 1993, p. 4). DeFabio, here, points out that students' preference of topics should be within the limits of their own experience as well as their individual interest.

2.4.2 Flexibility

As DeFabio expresses, flexibility identifies how students read, write, and perform. From this point of view, portfolio assessment differs from the assessment

based on behavioral objectives since it describes "performance in varied and changing conditions" (p. 5). The indication of flexibility in portfolios can also be observed:

a) "reading the same text in different contexts" and at different times (p. 5).

When the same text is read and responded to in different contexts and at different times, students will be able to reflect on this text from a different perspective in each reading.

b) "the ability students demonstrate in fitting their language, style, form, and message to the intended audience as well as to the topic, purpose, and context" (p. 6). As DeFabio (1993) states, a portfolio generally contains various modes, forms, language, and style. In order to have flexibility in a portfolio, each of these aspects should accord with the purpose, audience and context.

2.4.3 Connections

According to DeFabio, this factor is related to "the ability to make connections between what is newly encountered and what was previously learned" (p. 7). In order to demonstrate what she means, DeFabio refers to the two aspects of Elbow's "real learning" to make connections:

a) "the ability to apply already learned concepts to the widest range of data" (Elbow, cited in DeFabio, 1993, p. 7). In this aspect, the concepts learned in students'

formal study are recognized in real situations, and the concepts acquired through experience are explained in formal language.

b) "the ability to invent new concepts or to think with metaphors" (p. 8). Iser (cited in DeFabio, 1993, p. 8) explains that in the reading process, there may be some kind of blockage where the flow of reading is interrupted. In such a situation, readers fill in the gaps with the connections they make by the use of a known concept or creatively thought-out metaphors.

2.4.4 Conventions

According to DeFabio, the concept of conventions is a part of the ability to make connections since the repertoire of conventions helps students to make connections. As DeFabio states, conventions in students' academic work are "limited to the narrow range of surface level conventions; such as grammar, usage, diction, punctuation and spelling" (p. 10). Yet, as she suggests, we need a much broader view of conventions in portfolio assessment because we need to describe the students' work fully including "all the rhetorical and pragmatic conventions necessary for reading as well as speaking and writing about literature" (p. 10). Conventions in DeFabio's view are considered in three general categories:

a) "literary conventions essential to poetic expression and reception" (p. 10). In classroom study, it is seen that fairy tales, popular music, and films are useful as

students discover the conventions in familiar literature, and then they apply these in "reading and interpreting more complex and demanding works" (p. 11).

b) "discourse conventions appropriate to the range of writing and oral performance of literature students" (p. 10). Student portfolios should give evidence of discourse conventions. They should be able to control the conventions of academic discourse expected in literature study namely "critical essays, reviews, research reports, summaries and precise". We should, however, remember that "each discipline has its own discourse with distinct conventions" (p. 11).

c) "the surface level, mechanical conventions of particular concern in elementary and secondary education" (p. 10). Besides the literary and discourse conventions, DeFabio suggests us to consider the narrower view of conventions; such as grammar, usage, spelling, and punctuation. Yet, as she indicates, we do not need to assess these mechanics in portfolios since these conventions are taken into consideration through the writing process. Instead, portfolios should give evidence of "the ability to edit and proofread their own work and to produce a finished product that is free of surface errors" (p. 12).

2.4.5 Independence

Many people think that independence means producing something "without consultation or collaboration of any type"; yet, this idea has moved to "a recognition

that human endeavor is usually collaborative and social" (DeFabio, 1993, p. 12). In portfolio culture, there is the big collaboration and assistance between teachers and students as well as among peers. This brings the problem of plagiarism: the question of whether the written pieces are really the students' own works or not. However, in a portfolio classroom, the question of plagiarism or cheating is less an issue than the one in a traditional classroom. Teachers, in portfolio classes, continually observe their students' progress, which gives them evidence of the students' abilities. This leads both the students and the teachers to rely on each other. Thus, in a portfolio classroom, the points to consider under the title of independence should be "the notions of responsibility, resourcefulness and authority" (DeFabio, 1993, p. 13).

2.5 The Measurement of the Reliability and Validity

The most important issues related to portfolio rubric in the utilization of tests are the reliability and validity of evaluating student work. In general, the reliability of a test is the extent to which the results are consistent and accurate when the test is given under similar conditions (Hatch & Lazaraton, 1991; Brown, 1996). In other words, a test taken by a group of students should give a very similar result when it is re-administered after a period of time. If the results are very different, then the test is accepted as unreliable.

Three basic strategies are used to assess the reliability of tests: the test-retest, equivalent-forms, and internal-consistency strategies (Brown, 1996). In the test-retest reliability, the same test is administered to the students twice. The interval between

the two tests should be neither too close so that the students do not remember the first test, nor too far “so that the students have not changed in any fundamental way” (Brown, 1996, p. 1939).

In the equivalent-forms reliability, two different but equivalent tests are administered to the same group of students. The forms of the test items should be similar, and the number of the items should be the same.

The internal-consistency reliability estimates “the reliability of a test with only one form and only one administration of that form” (Brown, 1996, p. 194). The easiest interval-consistency strategy, called split-half method, is very similar to the equivalent-forms reliability. Yet, in split-half reliability one single test is administered to the students, and then this test is divided into two equal parts. Generally, these two parts are based on the odd- and even-numbered items. The odd-numbered and the even-numbered items are scored and analyzed separately.

Aside from the above-mentioned reliability strategies, there is a need to estimate the reliability of ratings in “productive language tests, like compositions and oral interviews” (Brown, 1996, p. 193). In such situations, intrarater and interrater reliabilities are calculated.

Intrarater reliability is very similar to test-retest strategy. The same raters score the papers of the same group of students in two separate occasions (e.g. two weeks apart). “Thus, the intrarater reliability is an estimate of the consistency of judgements over time” (Brown, 1996, p. 206).

Interrater reliability, which is the most commonly-used one, (Greenberg, 1986; Henning, 1991) is similar to the equivalent-forms strategy since the scores are obtained from two different raters. Interrater reliability estimates the extent to which

two or more raters agree on the score that should be assigned to a written sample. That is, the raters will give the same or similar scores for the same sample when it is marked for the second time.

A correlation coefficient is calculated between the scores. Then the obtained coefficients are adjusted by the use of Spearman-Brown Prophecy formula. This formula "shows the relationship between the length of the test or the number of observers and the internal-consistency reliability" (Lauer & Asher, 1988, p. 139).

Although reliability of a test is important, if we only focus on reliability, the "test could only be described as a very good measure" (Brown, 1996, p. 231). Thus, we should also consider the validity of a test. Test **validity**, in general, means "the degree to which a test measures what it claims, or purports, to be measuring" (Brown 1996 p. 231).

There are different types of validity, but only a few of them are more relevant in classroom testing situations (Hatch & Lazaraton, 1991; Henning, 1991; Brown, 1996). One of these is criterion-related validity, which, as Brown (1996) states, can be applicable only to norm-referenced tests. In this case, students take two tests: (a) the test that is being developed, (b) the other test which has already been accepted as valid. For instance, in order to see the criterion-related validity of a test, students are given a validated test, such as the Test of English as a Foreign Language (TOEFL), aside from their own test. The correlation coefficient of the two sets of scores are calculated in order to determine the relationship between the two sets. The higher the correlation coefficient is, the more criterion-related validity the test has (Brown, 1996).

The second type of test validity is the construct validity which is applicable to both norm-referenced and criterion-referenced tests (Brown, 1996). Construct validity is "the extent to which it can be said to measure an underlying capacity or trait" (Hamp-Lyons, 1991, p. 11). The underlying capacity or trait, here, refers to the psychological construct. Therefore, in order to understand construct validity, we should first understand the psychological construct. "A psychological construct is an attribute, proficiency, ability, or skill defined in psychological theories" (Brown, 1996, p. 239). These psychological constructs are observed indirectly and the ones like language aptitude, language proficiency, and English as a second language proficiency are observed by language testers through tests. When the test validity is concerned, it is not possible to take a construct out of the brain and show that the test is really measuring that construct. Stating that a test is measuring a particular construct can be done indirectly through some kind of experiment. There are numerous forms of these experiments but the easiest ones are the differential-group and intervention types of studies (Brown, 1996).

In differential group studies, the same test is administered to two different groups, and the results are compared. One of the groups has the construct that is being measured and the other one does not have it. The group that has the construct is expected to score higher than the other group.

In intervention studies, on the other hand, one group of students is used. In such a study, the group is administered a test at the beginning of a course, and then the same test is given at the end of the course. The better students score on the second test, the more construct validity the test has.

The third type of validity is the content validity which, like construct validity, is applicable to both norm-referenced and criterion-referenced test (Brown, 1996). For this type of validity, as Brown defines, "testers must decide whether the test is a representative sample of the content of whatever the test was designed to measure" (p. 233).

In Brown's view, in order to explore this validity, the testers should, first of all, define what they want to measure exactly; that is, the objectives of the test should be clearly defined. Then, item specifications and/or the test items are prepared according to these objectives. When the test is ready, a group of experts are asked "to judge the degree to which the items on their new test actually do represent the testing objectives" (p. 234). If the experts agree that the items are in line with the given objectives, then the test is accepted to have content validity.

The experts may be the testers or colleagues, but as Brown points out, in order to make the judgements of the experts convincing, we must select the experts carefully. First of all, we must be sure that people involved in such judgements are really experts, sharing the same professional viewpoints to some extent. For instance, if we want to test TOEFL and choose experts against this test, then the judgment of these experts will not be valid.

Secondly, the judgments made should not be "clear-cut and black-and-white". In other words, the experts should be provided with a kind of rating scale. This might be a scale from 1 to 5 or from bad to good. If there is a match of 70% and above for the content validity of a test, then the judgement made for the test is accepted to be valid.

To sum up, it is necessary to measure the reliability and the validity of any scoring method in a testing situation. Thus, we can see whether our test is really a good measure to use and whether it tests what we mean to test.

In this chapter, we have introduced the theory of portfolio assessment and action research, as well as the evaluation process of portfolios. The following chapter presents the application of the models and the portfolio rubric concerning our study.



CHAPTER 3

METHODOLOGY

3.1 Introduction

This study, focusing on portfolio assessment, aimed to observe students' progress in their writing skills as well as in their metacognitive skills. In order to observe the students' progress in their skills, an experimental group and a control group were formed, and the final sit-down marks of these two groups were analyzed. The improvement in the students' writing skills was also observed through the correlation of the students' portfolio and sit-down scores. The results of the questionnaires were taken into consideration. It is assumed that the progress in their writing skills would also develop their metacognitive skills as they pass through the action research cycle.

The steps of action research showed us to what extent the students improved their metacognitive skills. The results of the portfolios and the sit-down examinations revealed the correlation between the student portfolios and the sit-down examinations. The results of the questionnaires revealed students' reactions towards this assessment system. Additionally, this study attempted to present the reliability and the validity of the portfolio rubric used to assess the portfolios through a correlational research design.

3.2 Subjects

The number of subjects in this study was 120 Turkish adult students attending the first grade of English Language Teaching Department at Çukurova University. The students of this department are instructed for four years, and the graduates become teachers of English.

When students first enroll at the department, a proficiency test is administered to measure their level of English. The students who fail this examination take English courses at the preparatory program for two semesters. The ones who pass start their education in the first-grade courses.

In the year of 1995-1996, the number of the first-grade students in ELT department of Çukurova University was 90. They were grouped in three classes by a cluster random sampling. Accordingly, two of the classes consisting of 54 students were randomly chosen to form the experimental group with which the portfolio assessment system was implemented. The other class, who did not follow their writing course through portfolio assessment system, was accepted as the control group with 36 students.

32 out of these 54 subjects in the experimental group had attended the preparatory class before they came to the first grade; however, this factor was not taken as variable in this study due to the fact that all of the students in the first grade were almost at the same level of language proficiency. Moreover, the age and sex of the students were not considered as moderator variables, either.

3.3 Procedure

In this study, we conducted the portfolio assessment system for one academic year (two semesters), through action research cycle. We originated our own action research cycle as shown in Figure 3.1.

We started the action research cycle in the first semester (at paragraph level) so that the students would be familiar with this system before they start writing essays in the second semester. Moreover, starting our action in the first semester helped us to see the problems related to the system and to re-organize the procedure in the second semester accordingly.

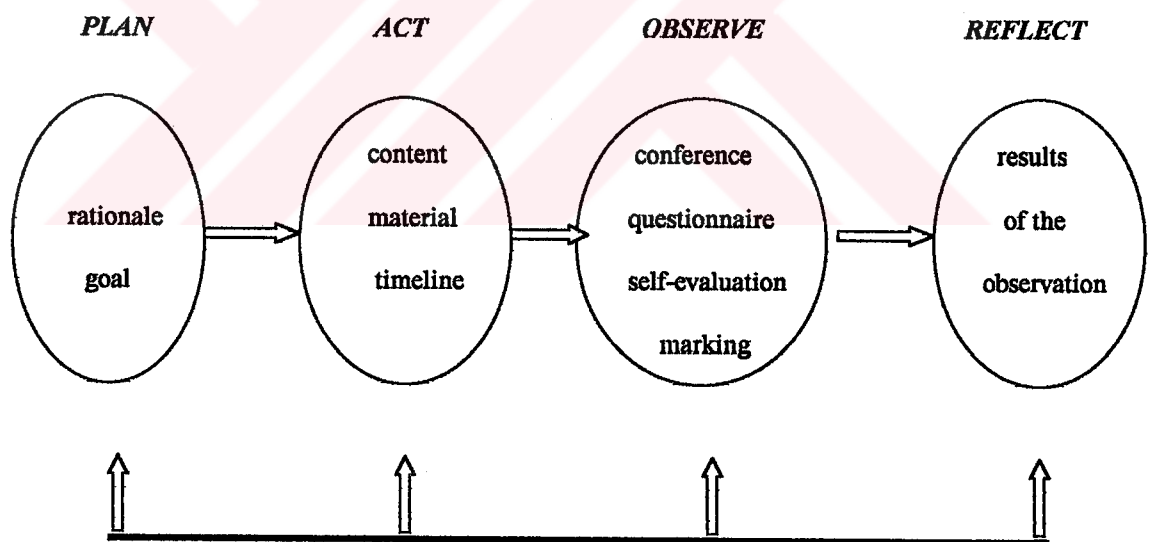


Figure 3.1. Action Research Cycle in Portfolio Assessment

We devoted the first weeks of the first semester to introducing the system to the students since this was new to them. The students got excited for having to be exposed to a new system. Thus, they repeatedly asked a lot of questions about the system, and we had to answer the same questions over and over again until we were sure that every detail of the system was clear to the students. The inquiry continued while they were writing their drafts and getting feedback from us.

Most of these questions were about revising the drafts. The students were not sure what to do with the feedback they had received on their drafts. In other words, they did not know whether they would rewrite and receive a second feedback or not. Although we were trying to be very clear in our written feedback, the students still wanted to talk with us about the feedback.

Another frequently asked question was about how to organize the tasks in their folders—whether they should put all the drafts or only the final ones. We again explained this a few times to the whole class and sometimes to individuals in conferences. We explained that all the drafts should be in the folders so that we could see their improvements from the first to the last drafts. By the end of the first semester all the students perceived the system.

On the basis of the observations on the whole system and the problems encountered during the first semester, we made some modifications for the second semester in the context and number of the tasks. In the second semester, all the students were very confident about the system; they knew what to do and what not to do. This time they were excited about their last task because in this task instead of writing an essay, they were asked to prepare a mini-project (see Section 3.3.2). By

mini-project, we meant a paper of 3-4 pages, but the students were irritated by the word “project” because they thought that it was going to be a time-consuming task, which they would never be able to accomplish. This fear continued until they started collecting data and writing the drafts for the task. At this stage, they found that this was not so difficult as they expected; in fact, they indicated that it was the most enjoyable one among the tasks (see Section 4.4.3).

As explained beforehand, we applied the four steps of action research cycle in this study: plan, act, observe, reflect. With the benefits of this action research cycle, we were able to observe the improvement of our students’ metacognitive skills and writing abilities.

3.3.1 Plan

According to this action research cycle, the first step was to plan what to do in the portfolio so that the stakeholders would take actions accordingly. For that very reason, the students wrote a piece of writing in which they answered the following questions explicitly:

- Why am I learning writing?
- Why am I using the portfolio assessment system?
- What am I expecting to perform at the end of the portfolio implementation?

Using the answers to these questions, formulated in line with the syllabus, the aims of the students were identified (see Section 4.2) in order to see whether their aims would match with ours as in Section 1.2. We believe that, by determining the goals, students may raise awareness in the further steps of the cycle.

3.3.2 Act

The second step was to act in order to implement the designed plan according to the adopted goals. Prior to the action started, we planned the details related to the action by taking the following issues into consideration:

- What will we include in the portfolios to enhance the accomplishment of the set-up aims?
- How shall we reflect on our work?
- What evidence of progress and/or accomplishment will be required?
(French, 1992, p. 267) In other words, what will the portfolio rubric include?
- Who will be involved in scoring?
- When and how will the students submit their portfolios?

The answers to these questions led us to decide on the content of and the materials for portfolios, the time for setting conferences, submitting the tasks, and scoring the

portfolios. Consequently, we orally conveyed to the students the following instructions related to the implementation of the portfolio system:

- 1) The students will write six paragraphs related to the syllabus, as well as two book reviews.
- 2) The teacher will read the paragraphs and give feedback.
- 3) If the teacher thinks that there is a need to revise a paragraph, the students will rewrite the paragraph, according to the feedback they have received.
- 4) Revising and rewriting will continue until the teacher and the student feel that the paragraph is free of errors.
- 5) Students will meet with the teacher for a conference about their tasks at least once.
- 6) Students will own a folder (portfolio) in which they will keep all their drafts (from the very first awkward draft to the best ones) in an organized way.
- 7) For the mid-term examination, students will select two completed tasks to be evaluated; and for the final examination, they will select four tasks.
- 8) The evaluation of the portfolios will be done together with the students; in other words, the teacher and the student will get together to discuss about the tasks and mark the portfolios accordingly.
- 9) Before getting together with the teacher for evaluation, students will have to write a self-evaluation paper comprising their own progress.

After the announcement of the above instructions, students, in line with the syllabus prepared for the first semester, were assigned to write various organizational patterns: exemplification, detailed, statistical, enumerative, chronologically-ordered, and cause-and-effect paragraphs, as well as book reviews. The tasks for portfolio assessment and the question items for sit-down examinations (see Section 3.4.1.1) were prepared accordingly. The students were asked to write a cause and effect paragraph for the final sit-down examination and dealt with the other organizational patterns while performing their portfolio tasks.

However, during the action step in the first semester, the students complained that they did not have enough time to accomplish eight tasks, so we changed the instruction number 1 and number 7. According to this new instruction (number 1), the students were assigned to write a total of six tasks instead of eight:

- Task 1. A free paragraph on why writing is important
- Task 2. An example or a detail paragraph
- Task 3. A statistic paragraph
- Task 4. An enumerative paragraph
- Task 5. A biography of a person
- Task 6. A book review

The change in the number of the tasks for the portfolio made us change the number of the tasks to be submitted for the mid-term and the final (instruction number 7). According to this new submission plan, the students would bring two tasks for the mid-term and three for the final.

Taking into consideration the problems related to the number of the tasks in the first semester, we changed our plans for the second semester. From the feedback we got in the first semester, it was clear that writing six tasks even at paragraph level was boring and tiring. Thus, in the second semester, we reduced this number to four. Another reason for this reduction was that paragraph writing was changed into essay writing. Due to the reduction in the number of the tasks, we decided that all the tasks in the second semester would be evaluated. Yet, the students were free to choose one of the tasks to be graded as the mid-term so that they would still have the opportunity to make decisions.

In the second semester, we also changed the way we conveyed to the students the procedure of the portfolio assessment system. Since the instructions related to the steps of the action for the first semester were announced to the students rather than being given to them as handouts, there were some problems regarding the conferencing sessions and the time for submitting the portfolio tasks. In order not to be confronted with the same problems in the second semester, a detailed handout, based on Elbow and Belanoff's (1991) frame, was prepared focusing on the requirements of this class (see Appendix II). This handout included information on what the students should keep in their portfolios:

- the organizational patterns to be dealt with in tasks,
- the deadline for submitting each task,
- the time for peer-edition,
- the time for conferencing,
- the time for scoring the portfolios,

- the way the portfolios will be evaluated, and
- the points where to lose and gain marks in portfolios.

At the very first lesson of the second semester, we delivered this handout to the students and discussed with them to see whether there was any misunderstanding. We wanted to be sure that the students understood every detail, as from then on, it was their responsibility to follow the schedule according to which the students prepared four tasks:

Task 1—A comparison and contrast essay: This task was a comparison and contrast essay in which they compared and contrasted any two related articles. After writing their first drafts, the students did peer-editing by the help of a checklist provided for them by the teacher (see Appendix I). Afterwards, they discussed about their essays with their peers.

Since this was the first time the students wrote an essay, we made it compulsory to meet with the teacher for a conference for this task. The main aim of the conferences was to let the students become aware of their weaknesses and try to overcome these weaknesses for the next drafts. In order to raise their awareness, we asked the following questions in our conferences:

- What problems did you have while writing?
- What did you do to overcome these problems?
- Did you feel any improvement over the previous tasks in the first or the second semester?

- Did you get any assistance? If yes, what kind of assistance? If no, why not?

While we went over the essays during the conferences, we commented on the problematic parts of the task using a general term only, and then we asked the students to specify the problem. For example, if a student had a problem on organization, we only said "You have a problem in your organization". The student then tried to find out what kind of organizational problem it was. Some of them easily found the problem and even suggested the solution. However, some needed more guidance since they were unable to specify the problem. In both situations our aim was to lead them to solve their own problems.

Task 2—A definition essay: The second task was an essay defining a concept or a terminology. It could be an abstract concept or a terminology which had just entered the language and thus unfamiliar to most people. It could be a concept or a terminology which they felt interesting to write about. Before writing the essays, the students were asked to do some research on how this concept or terminology was defined in dictionaries, how it entered into the language, or how people around them defined and used it.

For this task again, we asked the students to peer-edit the tasks in the classroom. This time, we encouraged them to receive written feedback from us rather than coming for a conference. We told them to come for a conference only if they really had difficulties in understanding or writing the task.

Some of the students insisted on coming for a conference because they thought that they would get more assistance from the teacher if they discussed their problems directly with the teacher. With such students, we tried not to give a lot of feedback during our conferences. Instead, we let them reflect on their work to find out the problem and bring a solution. This, we believe, was quite helpful because they said that they started feeling more confident.

Task 3—An argumentative essay: The third task was to write an argumentative essay. For this task we let the students work in pairs to discuss and decide on a topic. While the pairs discussed the structure of the essay and tried to write an outline, the teacher walked around the class to see whether the students were on the right track.

The pairs wrote two copies of each outline which were then collected. When it was time for the mid-term examination, the students were provided with their outlines and asked to write their essays on these outlines. Two students did not give their outlines as they missed some of our lessons. Therefore, we wrote an outline about a topic and gave this outline together with the relevant information to these students during the examination.

The essays in the third task were graded separately as their mid-term examination. We had two aims to do this. The first was to observe their success in a sit-down examination. The second was to compare the sit-down papers to the ones written outside class in order to check against plagiarism.

Task 4—A mini-project: The last task was to write a mini-project on an issue they were curious to learn about their own department. Thus, the students would have a chance to learn more about their department and their future career life. They would also be acquainted with the graduate students, the students in the upper-classes, and the teachers as well.

For this task, the students first stated a specific problem or an issue they wanted to learn. They prepared some questions related to their subjects. Later on, they either interviewed people (generally, teachers and/or students in their department) or gave them a questionnaire. After finishing the interview or the questionnaire, the students wrote an account of what they had inquired, including their own comments as well.

For this task, instead of letting us read the whole project, we told the students to identify the problem sections of their drafts before they consulted to us. The aim of this kind of consultation was to check the students' autonomy in writing. Accordingly, the students came to us whenever they were aware of a problem. We, then, discussed the problem with the students and gave feedback to be utilized for revision purposes. Most of the time, the students had problems with the conclusion part since they did not know how to reflect on the collected data. We helped them by giving some examples of reflection. Aside from reflection, a few of the students asked for assistance regarding the analysis of the answers obtained from the interviews or the questionnaires. They did not know how to categorize these answers in writing their projects. For these students, we prepared an outline in which we demonstrated them how to analyze and comment on the answers they obtained. A few of the students also had a problem in introducing their topic. Therefore, we gave

them some key words to be utilized in the introduction section. Moreover, we showed them a few sample introductory paragraphs written by their peers.

Aside from these tasks, the students were supposed to submit a self-evaluation paper in which they were to write the reflection of their experience while being engaged in these tasks.

3.3.3 Observe

In our designed action research cycle, the third step was to observe the students' performance by means of written feedback on students' drafts, conferences, self-evaluation papers, questionnaires, portfolio tasks, and examination papers (see Section 3.4). Both in the first and in the second semesters, we read students' drafts and gave written feedback on these drafts. For this feedback, we tried not to correct all the mistakes directly. Instead, we underlined the mistakes and asked them to identify and correct these mistakes on their own. When we felt that the students would have difficulty in understanding the mistake, we corrected it and warned them that they should study on this item.

For conferences, we met with each student individually, discussed the process of their work and elicited details about their improvement. During these conferences, we not only brought into their weaknesses but also complemented them for their strengths observed in their work and encouraged them to be aware of these strengths for their further improvement.

In the first semester, we conferenced with the students whenever there was a necessity. In the second semester, we conferenced with all the students individually for their first task since it was the first time they were writing an essay. For the other tasks, we held conferences only with the ones who requested help. In other words, the first task was discussed with us during conferences, and gradually decreasing the number of assistance, the last task was done almost on their own. Aside from these conferences, we got with the students at two more sessions to score their portfolios (for mid-term and for final).

For conferences, for feedback and for marking, each student was supposed to take an appointment from us. Thus, both the students and we were able to organize ourselves. The time interval to mark the tasks for the mid-term examination was the week before and during the mid-term-examination week (two weeks) and the time for the final marking was three weeks long, starting in the final-examination week. We gave more time for this marking because the tasks to be read and marked were more in number.

The information obtained from the self-evaluation papers and the questionnaires were also utilized in observing the students' improvement. By going over the information in the self-evaluation papers, the students were able to identify their problems and bring solutions to these problems together with their teacher. Thus, the teacher as well as the students observed the achieved improvement. From our own experience, we can claim that self-evaluation papers are crucial because they "function not only to encourage, but also to enable students to think substantively about their writing process" (Conway, 1994, p. 92). The questionnaires, on the other hand, helped the teacher to see the students' reaction to the system implemented, and

to identify any problem related to the system. As a result of the feedback received from the students, it became easier for the teacher to restart the cycle where the problem occurred in order to find a better solution.

Another means of observing the students' performance was to evaluate their portfolios and the examination papers. The results of this evaluation supported the findings obtained from the conferences and the self-evaluation papers (see Section 4.3.2)

3.3.4 Reflect

In this last step of the action research cycle, we considered all the information (the conferences, the questionnaires, the self-evaluation papers, and the scores of the portfolios and the examinations) gathered from the third step of our cycle. Basing on the results of these findings, we tried to figure out whether we have completely achieved our defined aims or not.

Any minor existing problems took us back to the related step of this action research cycle and made us offer suggestions in the implementation of that step. The reflections of the first semester led us to do some changes in our procedure for the second semester. For example, conferences shed light into the problem of the excessive number of the tasks; thus, we reduced the number to six tasks. Moreover, a detailed schedule handout was prepared for the second semester due to the reflections of the students, received in the first semester. More detailed reflections will be

discussed in Chapter 4. The reflections of the second semester enabled us to make suggestions for further research (see Section 5.2)

3.4 Instrumentation and Data Collection

The data of the study were collected from two main sources: the two different assessment systems (sit-down examinations and portfolios) and the Portfolio Questionnaire. The following sections deal with what the examinations and the Portfolio Questionnaire consist of.

3.4.1 The Assessment Systems

As a requirement of the English Language Department of Çukurova University, the students sat for two examinations in each semester, one for the mid-term and one for the final. In each sitting, the students were assessed both from their sit-down examinations and from their portfolios (see Table 3.1).

The weight of these assessment systems on the overall grade depended on whether it was given as a mid-term (sit-down 50%, portfolio 50%), or a final (less on sit-down, more on portfolio). In other words, in the mid-term examinations of the first and the second semesters, the sit-down examination was 50% of the grade, and the portfolio 50%. In the final examination of the first semester, the sit-down examination was 40% and the portfolio 60%; in the second semester, the sit-down examination was

20% and portfolio 80%. There were two reasons for making such a different arrangement for the grading system of the final exams in the second semester.

Table 3.1. Distribution of the sit-down examinations and portfolio tasks

First semester	Mid-term	sit-down	50%
		Portfolio	50%
	Final	sit-down	40%
		Portfolio	60%
Second semester	Mid-term	sit-down	50%
		Portfolio	50%
	Final	sit-down	20%
		Portfolio	80%

- (1) The portfolio assessment system was new to the students in the first semester, so we wanted them to get acquainted with the system,
- (2) The tasks in the second semester consisted of essays, not paragraphs, so students had to undertake more responsibilities while writing those essays.

3.4.1.1 Sit-down examinations

The sit-down examinations were completely related to the syllabus. Accordingly, the focus of the examinations in the first semester was on paragraph writing. The students were asked to write topic sentences for paragraphs and to organize the sentences in order to form a coherent paragraph in the mid-term examination; to analyze the paragraphs and to write a paragraph on a topic given in the final examination.

In the second semester, the students were engaged in essay writing, so the sit-down examinations included essays as well. Prior to their mid-term sit-down examination, the students were asked to choose a topic and collect data outside the class. Using the collected data, they wrote an outline in class with the assumption that they would use this outline for their portfolios. For the mid-term exam, they were asked to write an essay based on these data. In the final examination they wrote an essay choosing one of the three titles given.

3.4.1.2 Portfolios

Like the sit-down examinations, the portfolios (see Appendix VI) in the first semester consisted of paragraphs related to the syllabus items. Accordingly, the students wrote six paragraphs that semester. Two of these paragraphs which were selected by the students were assessed as the mid-term, and three of them were assessed as the final.

In the second semester, the students wrote a total of four essays for their portfolios. One of the essays of these portfolios was assessed as the sit-down examination since this was an in-class writing. The rest of the essays were written within the portfolio process. The students brought one of these three portfolios for their mid-term, and the other two for their final.

3.4.1.2.1 Self-evaluation papers

For the portfolios, the students wrote self-evaluation papers in which they wrote about their progress through the semester. The students first brought their self-evaluation papers for the mid-term by answering the following questions:

- Why did you choose these tasks to be evaluated for the mid-term examination?,
- Among the tasks you have completed, which sentence/word/phrase/idea do you believe, is exceptional?,
- What comment would you put on this paper if you were the teacher?

The aim of these questions was to raise students' awareness. By answering these questions, they would select their pieces consciously and would be aware of the weak and the strong points in these pieces. Furthermore, the students wrote the processes they passed through while writing and rewriting their essays on the same

task. The students also wrote self-evaluation papers for the final examination by answering the following questions:

- What is the best part of your portfolio? Why?
- What part of your portfolio would you spend more time on if you could? Why?
- What comment would you put on this portfolio if you were the teacher?

The aim of asking these questions was the same with the one given for the mid-term. This time, however, the students evaluated their portfolios as a whole, not piece by piece. In these self-evaluation papers, (see Appendix VI), the students also wrote where they improved themselves and where they still had problems.

3.4.1.2.2 The Portfolio Rubric

In order to evaluate the students' portfolios, we adopted the five factors suggested by DeFabio (1993) and originated our own rubric (see Appendix IV). These factors were discussed and explained in Section 2.4. As a result of the adoption, the assessment was done on the basis of the following factors:

- Factor 1: Range
- Factor 2: Flexibility
- Factor 3: Connections
- Factor 4: Conventions
- Factor 5: Independence

The first factor, **range**, was mainly observed through reading from efferent and aesthetic stances, through reading in a variety of genres, and through reading in a variety of subject matter. Accordingly, the raters scored the portfolios through

- a) students' ability to link ideas based on their experience;
- b) students' ability to use a wide range of genres, such as, stories, reports, articles, and so on;
- c) evidence of writing on various topics.

In the second factor, **flexibility**, we aimed to observe the ways the students wrote on the same topic but from different perspectives. At the same time, we searched for the evidence of link between the style, language, and form of the student with the intended audience. Thus, the raters scored the portfolios by looking for the

- a) evidence of variations in the style, vocabulary, tone, language, voice, and ideas. It is possible to observe these variations in a portfolio by examining the drafts;
- b) evidence of the appropriate use of style, vocabulary, tone, voice, and language. These elements are expected to be in accordance with the intended audience.

We assessed **connections**, the third factor in the portfolio rubric, by observing whether the students were able to connect the known concepts with the newly-learned ones and to create new concepts or think with metaphors. Therefore, while scoring the portfolios, the raters looked for the evidence of

- a) the application of what is already known to what has newly been learned;
- b) the introduction of new concepts and/or metaphors.

The fourth factor, **conventions**, was observed in three categories which were related to students' writing abilities: stylistic, organizational, and mechanical conventions. In stylistic convention, we meant to assess whether the students had the control upon the use of conjunctions, abbreviations, and formal vocabulary. In organizational convention, we focused on the coherence of the writing process. In mechanical conventions, we observed the students' abilities mainly in using correct grammar. DeFabio (1993) states that there is no need to assess mechanical conventions because these conventions are taken into consideration throughout the writing process. However, we added this convention in our rubric to be able to observe the students' weaknesses in grammar and help them become aware of their errors. Consequently, the portfolios were scored from the following point of views:

A) the stylistic conventions:

- a) proper use of conjunctions;
- b) proper use of abbreviations, contractions, and quotations;
- c) proper use of technical/formal vocabulary.

B) the organizational conventions:

- a) clarity of the thesis statement and the topic sentences within the writing sample;
- b) clarity of sentences supporting the topic sentence in each paragraph;
- c) coherence in and between paragraphs;
- d) the layout (arrangement) of the portfolios.

C) the mechanical conventions

- a) correct use of grammar;
- b) correct use of punctuation and spelling.

By the last factor, **independence**, we meant working in collaboration and assistance with each other rather than doing things with no consultation. Accordingly, the main elements of independence were responsibility, resourcefulness and authority. For this factor, the raters focused on students'

- a) abilities on the use of their own views, imagination, language and style;
- b) abilities to use other resources to accomplish their purposes;
- c) effectiveness on synthesizing materials from other resources to support or illustrate their own thinking;
- d) fulfillment of all the responsibilities they were supposed to do.

The above-mentioned factors in our portfolio rubric were used to mark student portfolios. The portfolios were marked not only by the class teacher but also by an outsider, an experienced EFL teacher, in order to find out the interrater reliability. For this purpose, we trained a second rater in the portfolio rubric. During the training session, which took about 45 minutes, first of all, we introduced the criteria to the rater by giving examples from other sources. After that, we marked some sample portfolios together with the rater until we both felt confident that the criteria to be adapted for rating were acquired.

For the validity of the Portfolio Rubric, 20 experienced ELT teachers matched the items of the rubric with the aims of the study. We examined the frequency of the matches in order to find out the content validity of the rubric.

3.4.2 The Portfolio Questionnaire

The second source of instrument in this study was the questionnaire. Three weeks before the end of the academic year, we gave the students a questionnaire and asked them to be as honest as possible while completing it. Stating that it would in no way affect their marks, we also asked them to write their names on the questionnaire. The reason for this was that we would discuss about their answers during our marking session for their final marks. We wanted to be clear with the terminology they used because the questionnaire was based on both the ordinal data and nominal data.

Unfortunately, only 45 out of 54 students returned the questionnaire. Some of these students said that they did not want to complete it, and some of them said they had forgotten to bring it and never brought them back.

The portfolio questionnaire was formed of three sections (see Appendix III). In Section A, the students marked the strength of their agreement of the usefulness of the items written by utilizing a Liker-type 5-point scale. The aim of this section was to reveal the students' ideas on the usefulness of the portfolio assessment system considering the steps followed in this process.

In Section B, the students marked whether they agreed (Yes) or disagreed (No) with the statements given. The students were also asked to give their reasons for their choice. The aim of this section was to reveal the students' opinions of the scoring sessions of the portfolio assessment system and their reasons for their opinions.

In section C, the students were asked two questions related to the future implications of portfolio assessment system. They were also asked to write their opinions on portfolio assessment in three words (Enginarlar, 1994) and give their comments on the portfolio assessment as a whole. This would reveal the students' attitudes on the portfolio assessment as a whole.

3.4.3 Analysis of the instruments

The analysis is based on the data obtained from five different sources: (a) the scores of the sit-down examinations and the portfolio tasks of the experimental group

(interval data), (b) the scores of the final sit-down examinations in the second semester for both the control and the experimental groups (interval data), (c) the first and the second marking of the portfolios (interval data), (d) the frequency of the matches between the Portfolio Rubric items and the objectives of our study (nominal data), and (e) the results of the questionnaires and the self-evaluation papers (ordinal and nominal data).

In order to analyze the data obtained from the first source (a), we correlated the scores of the sit-down examinations with the scores of the portfolio tasks to find out the correlation coefficient (r). This correlation was calculated for the mid-term and the final examinations in the first and second semesters separately. The aim for finding out the correlation coefficient was to observe the relationship between the sit-down examination and portfolio scores. In other words, we wanted to see whether the implementation of portfolio assessment had an impact on the students' performance in sit-down examinations. In order to see whether there is an improvement in the experimental group, we compared the means of the two sit-down examinations given in the first and the second semesters, by using a matched t-test.

For the data in the second source (b), we applied a t-test for independent groups on the means of the second semester final sit-down examinations of the experimental and the control groups. The aim for this t-test was to compare the performance of the students who went through the portfolio assessment system with of the ones who did not.

The data in the third source (c) comprise the scores obtained in the first and the second markings of the portfolios. The aim for the second marking was to observe the interrater reliability between the first and the second rater. Therefore, a

Pearson correlation matrix was used to find the correlation coefficient (r) between the raters.

The data in the fourth source (d) consist of the frequency of the match between the items of the Portfolio rubric with the aims of our study. Calculating this frequency, we found out the content validity of the rubric that was used to assess students' portfolios.

The data elicited from the fourth source (e) were analyzed in three different ways since the questionnaire consists of three sections. The questions in the first section was analyzed item by item. The frequency of each item was calculated and interpreted accordingly. In the second section, the frequency of students' answers to "Yes/No" questions were calculated and their answers to open-ended questions were grouped and discussed. For the third and the last section, the answers to the questions were analyzed and the frequency of the adjectives used to describe the portfolio was counted, and interpreted accordingly. In order to find out whether the obtained frequency was significant, chi-square (X^2) was calculated for the sentences in Section A, and the Yes/No questions in Section B.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter illustrates the way the data were analyzed. In Section 4.2, the results of our action research cycle were presented. We tried to investigate whether our students attained the goals that they had defined at the beginning of the action research cycle. In Section 4.3, the quantitative data obtained from the portfolios and the sit-down examinations were analyzed. Firstly, we calculated the reliability and the validity of the Portfolio Rubric. Then, we looked into our students' improvement in their writing abilities by applying the correlation and t-test analyses. In Section 4.4, the Portfolio Questionnaire was analyzed together with the students' self-evaluation papers to find out the students' attitudes towards the portfolio assessment system as a whole.

4.2 Description of the Portfolio Assessment System in Action Research Cycle

According to our action research cycle, **plan**, the first step was to determine the rationale and the goals of the study (see Section 3.3.1). One of our goals was to help the students to improve their writing skills. To elicit what the students' goals were for this course, we asked them to write a paragraph explaining the purpose of their taking this

writing course. As a result of the analysis of these paragraphs, we saw that they had three main reasons to learn writing:

- (a) for academic purposes (f=37),
- (b) for communicational and professional purposes (f=35), and
- (c) for cognitive purposes (f=25).

(a) For academic purposes: Out of 54 students, 37 stated that their purpose for taking the writing course was to improve their vocabulary and grammar, which in turn would help them to become better writers (S1 & S2). Another purpose they indicated was to be able to organize and support their ideas while writing which would lead them to be more successful in taking examinations (S3 & S4) or writing projects (S5). The following are the original extractions of the students:

- S1: "The most important purpose of learning writing is to improve your English. Because while you are writing you can learn some words that you do not know."
- S2: "The more we write the more we can think in order, and we can be successful in our all lessons. It is obvious that if our writing is developed, then our vocabulary automatically will be developed...."
- S3: "I enter the examination the whole of year and unless my writing is understandable, the teachers can't give the mark which I deserve even if my answers are true."

S4: "I will need writing in my upper classes in different subjects. For example, in the examinations to answer the questions, to summary a text in order to understand more easily."

S5: "By the next term, we'll have been masters of our craft in writing paragraphs and this will help us to write compositions about every subject which is given as a task."

These remarks illustrate that the students wanted to take the writing course in order to improve their writing abilities in general. This matches with one of the aims of this study which was to improve students' writing abilities through portfolio assessment system.

(b) For communicational and professional purposes: Thirty-five students indicated that they would also use writing in their daily lives, while they were keeping diaries or writing letters as a way of communication (S6, S7, & S8). They also said that they would use writing when they applied for a job, or when they needed to write a report of some kind in their working lives (S9 & S10). The following statements reveal that the students wanted to use writing in their social lives as a way of communication and success in their career. This purpose is also in line with the aim of this study.

S6: "We use it to write letters to our friends and relatives. Some of us write diaries so those who write diaries use writing in diaries. We use it to invite our friends for wedding ceremony and also we write cards to celebrate our friends."

- S7: "Writing is a way to develop the communication between people. Because if we learn how to write, we can be more effective on people about explaining our ideas. When we have a good writing, we can convince people about our opinions."
- S8: "Writing as a means of communication is like a bridge between people."
- S9: "While looking for a job, we have to fill in application forms, application letters, write cv, take notes while attending to the meetings..."
- S10: "As we know, we'll have jobs in future. And our success will be up to our good writing in some cases..."

(c) For cognitive purposes: Twenty-five students pointed out that in some way writing would develop their cognitive skills. They said that they would be involved in thinking more deeply and logically while writing (S11, S12, & S13), and that they would be able to learn how to organize their thoughts, which would lead them to success in their future lives (S14 & S15).

- S11: "We learn how to analyze what we read and begin thinking why the writer wrote so, what he meant, what he tried to give us"
- S12: "By writing frequently most of our abilities can improve. We learn thinking by writing. Our imagination and writing ability will improve step by step so readers can understand easily what we mean."
- S13: "...while we are writing we use our memory and intelligence. When we think to write, our intelligence and memory start working. Think how a muscle develops more when you raise weight more than your capacity..."

S14: "It helps us to develop our minds and our qualities such as thinking in different ways, doing research, making decisions, trying to be good in relationships."

S15: "...we are learning to organize and give order to our thought in our minds that would help us not to confuse. We're learning understanding ourselves."

The students' responses reveal that they would like to develop their cognitive skills through writing. This matches with another aim of this study which is to improve students' metacognitive skills.

Having discussed the above-mentioned points with the students, we agreed that, as the first step of the action research cycle, the goals to be achieved at the end of this course should be:

- to improve one's writing skill for academic success,
- to adapt this skill to one's future professional life, and
- to develop one's thinking skill.

According to the second step of our action research cycle, act, we determined the content of the portfolios, the necessary materials to be utilized, and the timeline. Later on, we prepared the procedure for our action (see Section 3.3.2).

Considering the first semester as introductory part of the study, we did not give any limit for the number of the drafts. They rewrote the drafts until the teacher felt that the paragraphs were good enough to be graded. When we analyzed the number of the drafts rewritten in the first semester, we found out that the frequency of the rewritten drafts for all six tasks varied from 3 to 4 (see Figure 4.1). Although there seems to be a

decrease in revision of the fourth and the fifth tasks (from four to three), the number of the revised drafts in the sixth task re-increases. The reason of this increase might be the difference of the content of the last task in the first semester. Until the sixth task, the students had written one paragraph on a desired pattern; whereas, in the last one they wrote a book review. This task was again to write paragraphs under some titles, such as description of the characters, a short summary and students' comment on the book; yet, they had difficulties in organizing their ideas for this task. The high frequency of revision in the first semester led us to conclude that the students needed a long period of time to get acquainted with the system even while writing at paragraph level.

In the second semester, however, as illustrated in Figure 4.1, the number of the drafts that were rewritten for each task decreased. Task 1 was the most revised one (approximately three or four times). There might be two reasons for such excess revision:

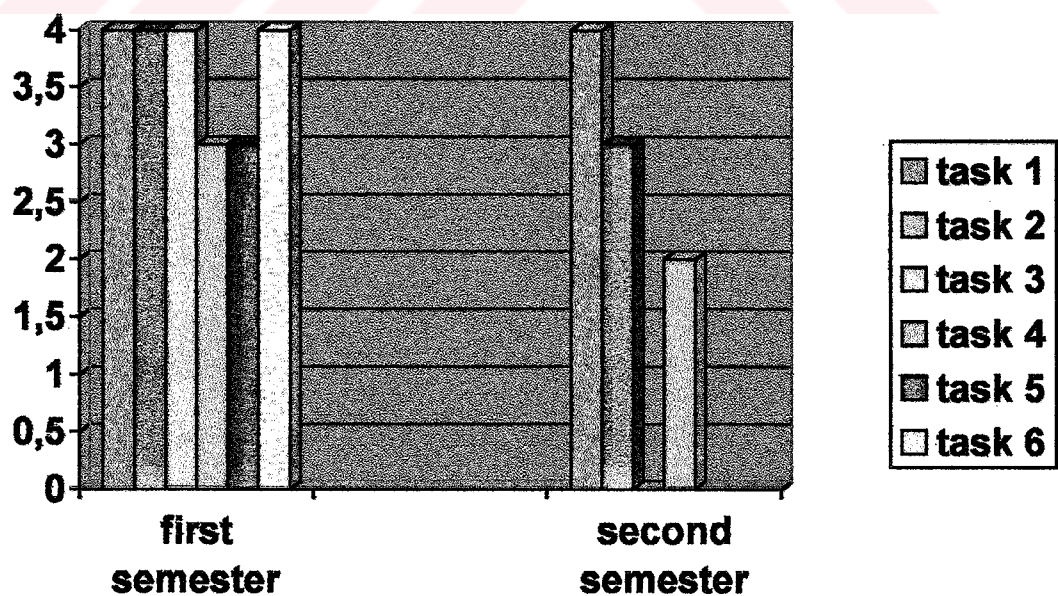


Figure 4.1 The Frequency of the Rewritten Tasks

- (1) It was their first experience in writing an essay,
- (2) The task required the analysis and synthesis of the information given in different articles, which was again new to them.

Task 2 was rewritten two to three times and Task 4 was revised only twice. The essay written to fulfill Task 3 was never revised since it was an in-class activity, given as a sit-down examination. The decline in the number of revisions could be taken as an indication of the students' improvement in collecting, analyzing, and synthesizing the data and organizing the information gathered from these data with less assistance. We might, then, conclude that our students succeeded to be more independent and autonomous learners at the end of the portfolio assessment system.

In the third step of our action research cycle, **observe**, we followed the students' progress through conferences, self-evaluation papers, portfolio tasks, examination papers, and questionnaires.

During the conferences, we found out that portfolio assessment was time-consuming from the students' point of view because students were writing by hand the same essay over and over again due to the insufficient number of the computers in the department. We believe that utilization of computers would make the application of portfolio system easier because by the help of the computer, students would not have to write the drafts by hand but only correct the problematic parts on the computer. In spite of this drawback, we received positive feedback from the students about the portfolio assessment system in general. They were satisfied with the system because they were able to prove their teacher and themselves that they had learned the structure of the

paragraphs. We, as the teachers involved in this system, were also satisfied because it was possible for us to see what our students had learned or what they had missed.

Aside from the conferences, we observed students' progress through their self-evaluation papers in which they expressed what procedure they followed to finish each task. These self-evaluation papers forced students to go back to the very first step of their process and to recall every detail of their progress, which in turn raised their awareness. The self-evaluation papers also helped the teachers to observe whether there had been a progress in the students' work.

Thus, the self-evaluation papers revealed to what extent the students reached their objectives. The main objectives of this study were to improve students' writing abilities and metacognitive skills. The analyses of the self-evaluation papers indicated that the students improved their writing abilities as well as their metacognitive skills.

We also examined the marks that the students got from their portfolio tasks and sit-down examinations to see whether we reached our aims or not. Analysis of these data provided statistical support to our findings in the self-evaluation papers (see Section 4.3.2).

We also administered a questionnaire to the students to observe the portfolio assessment system. The results of the questionnaire revealed the students' feelings about this new system, which was also another way of reflecting on the system (see Section 4.4.1).

In the last step of our action research cycle, **reflect**, we analyzed students' self-reflection papers to see whether the students were confident that they had attained the aims that they had defined initially. For this reason, students' statements reflecting their improvement were categorized in line with their aims.

One of the goals of the students was to improve their writing skills in general, which in turn would lead them to be successful in their academic and professional lives. We believe that the students attained their first goal since they were given the opportunity to work on their writing samples over and over again in portfolio assessment system. The more they wrote, the better writing abilities they gained. They produced more accurate sentences by utilizing various kinds of vocabulary and organized paragraphs. Throughout the portfolio assessment process, the students learned to reorganize the paragraphs, to restate some cumbersome sentences, and to use cohesive devices where necessary. As a result, their writing samples became fluent, coherent, and free of errors.

The students were also aware of this improvement. They expressed, in their self-evaluation papers, that they could observe this improvement when they compared their performance at the beginning and at the end of the portfolio assessment process (S16 & S17). They believed that being aware of this improvement made them enjoy writing (S18).

S16: "When I look back to the very first times of this year and examine my first drafts, I can see that I was really poor in writing, but now I believe that I've been improving my writing ability step by step."

S17: "...my ability on writing has been improving. I can understand this by looking at my first drafts and final drafts. I don't make the mistakes that I did at first."

S18: "I believe that I'm wholly improving my writing skills day by day because I didn't like writing at all in the past but now I love since I really believe that I'm doing the right things...I look back to my old drafts, I myself can see the differences quite clearly."

These statements reflect students' awareness of their improvement in grammar, vocabulary, and organization of ideas. Thus, we can conclude that the portfolio assessment system helped the students to improve their language ability because they had ample time to investigate the grammar points in which they had some difficulties. Additionally, the teacher, by asking the students to identify the problems in their drafts and to find solutions to these problems, contributed to this awareness. Thus, we may conclude that as a result of this treatment, the students attained one of their aims, which was to improve their language abilities as identified at the initial step of the action research.

Another aim of the students was to improve their metacognitive skills. Through portfolio assessment system, the students became more analytic by synthesizing the collected information and creating new concepts accordingly. Moreover, they learned their achievements as well as their weaknesses and thus, took the responsibility of their own studies. All these achievements are the indicators of metacognitive development. In the self-evaluation papers of the students, we already see the students' awareness of their own achievements and weaknesses, which is also an indicator of metacognitive development. For their achievements, they stated that they learned to reflect (S19), to take responsibility (S20), to be organized (S21), and even to limit their ideas (S22). For their weaknesses, they stated specific problems in their writing, such as lack of vocabulary and use of complex sentences (S23, S24, S25, & S26), and some of them even suggested a solution for these problems (S27 & S28).

19: "I have learned reflecting my ideas and thoughts on a paper within an order and organization."

- S20: "This course taught me not to escape from my responsibilities."
- S21: "Now, I can write my ideas in an organized way...."
- S22: "I didn't know how to limit my subjects....but now I can limit my subject."
- S23: "...I've gained the responsibility of doing the homework. On the other hand, I've still problems on vocabulary."
- S24: "Unfortunately I have still some lacks in writing such as vocabulary."
- S25: "...but sometimes in my writing, there is a lack of influence."
- S26: "My weak point is now using complex sentences. Although I tried to remove this lack, I still have problems about complexity."
- S27: "Now, I am able to write better than I could before. However, I am bored with the same words I use often. After solving this problem, I believe I'll get better in the writing field."
- S28: "Vocabulary was also problem to me. Now it improved but it is not good enough yet. Reading a lot and studying on vocabulary ... will solve this problem."

We can, then, conclude that our students raised awareness with the help of the portfolio assessment system. In their self-evaluation papers, they were able to realize their problems (S29, S30, S31) by evaluating their own progress. We believe that acquiring an awareness of this kind will help them to see the problems they would be confronted with in other areas and that they would try to bring solutions to these problems.

- S29: "Before I took this lesson, I didn't obey some rules. For example, I didn't give importance to the grammatical usage. I wasn't careful at this point, so in composition exams I couldn't get good marks."
- S30: "I have still problems about writing complicated sentences. Because of this even if my ideas are good, my essay seems simple."
- S31: "I know which problems on writing I have. And the way to solve a problem is to accept the problem."

The following extract, taken from a student's self-evaluation paper, reflects the way she has evaluated herself throughout the portfolio process. She believes that she has benefited from the portfolio assessment system, but she is still aware of her weak points in writing. She tries to define the reasons of her weaknesses, which might mean that she will work on these weaknesses later on to overcome them.

- S32: "This course forced me to read more. In that way my writing has developed. But still I have some problems. For example, when I read a book I understand it very well but it is sometimes difficult for me to give only brief information about the subject or book I read. Because I didn't have enough experiences about this. I'll try to do it better. Still another problem is sometimes I want to write something in my mind and it becomes difficult for me to express what I want to say. This is because of weak vocabulary."

There were, however, a few students who pointed out a disadvantage of portfolio assessment system. These students found this system time-consuming, and consequently, they claimed that they could not give enough attention to their other lessons because of this system (S33).

S33: "I can say writing has damaged me only one subject: from time to time, I sacrificed my other lessons to do the tasks of writing."

In the light of what we have discussed above, we can conclude that by the end of the fourth step of the action research cycle, the students have attained their two basic goals. In other words, they improved their writing abilities as well as their metacognitive skills. By the help of the improvement in their metacognitive skills, we believe that our students have become autonomous learners, and thus, they will be able to adapt these skills to their future academic and professional lives. Researchers who have conducted studies on portfolio assessment system also believe (see Section 1.4.3) that portfolio assessment system enables students to be more organized and autonomous, and even better critical thinkers.

At the end of our action research cycle, the students were aware of their progress because they themselves were involved in the action research cycle by defining their aims and by trying to reach those aims. They were aware that they had gained some strengths in writing. Some of them even identified their weaknesses at the end of the cycle, which in turn let them go back to the previous steps in order to overcome these weaknesses. In short, we can conclude that our second hypothesis that portfolio assessment system

improves students' metacognitive skills was supported because at the end of the treatment, the students were able to

- raise awareness,
- apply and create new ideas and/or concepts,
- become active participants in their performance,
- analyze and synthesize,
- apply their own views,
- become confident that they can learn, and
- view themselves as continual learners and thinkers.

The analysis of the self-evaluation papers also supports our first hypothesis — portfolio assessment leads students to improve their writing abilities. The improvement is also evident in the marks that the students have gotten in their sit-down examinations and portfolio tasks (see Section 4.3). The evidence of this improvement can also be traced in the students' self-evaluation papers when they describe their own progress (see Section 4.4.1). The following sections deal with the analyses of the quantitative and the qualitative data. By quantitative data, we mean the scores that the students have gotten from their portfolios and sit-down examinations, using the Portfolio Rubric. By qualitative data, we mean the data obtained from the questionnaire and the self-evaluation papers.

4.3 Analyses of the Quantitative Data

We had two different quantitative data to analyze: (a) the data obtained from the Portfolio Rubric for its reliability and validity and (b) the data obtained from the scores of the students (both sit-down examinations and portfolio tasks).

First, we tested the reliability and the validity of the Portfolio Rubric (see Section 4.3.1). Then we analyzed the data obtained from the scores of the mid-term examinations and the portfolios (see Section 4.3.2). For this purpose we applied the following analyses:

- a correlation coefficient between the sit-down examinations and the portfolio tasks of the experimental group,
- a matched t-test for the first-semester and the second semester of the sit-down examinations of the experimental group, and
- a t-test for independent groups for the final sit-down examinations of the experimental and the control groups.

4.3.1 Achieving the reliability and the validity of the Portfolio Rubric

The students' portfolios were marked using the Portfolio Rubric prepared for this study (see Appendix IV). This rubric was analyzed to find out the reliability and the validity. For its reliability, we calculated the interrater reliability by letting two different ELT teachers mark the portfolios; for its validity, we found out the content validity by

letting 20 ELT teachers rate the items of the rubric to show to what extent the items matched with the objectives of this study.

4.3.1.1 Reliability

Students' portfolios were marked twice in order to find the interrater reliability of the Portfolio Rubric. One of the raters was the researcher herself; the second rater was an outsider who was also a teacher teaching writing. This second rater was trained before she started marking so that she could be accustomed to the portfolio system and the rubric. Then the coefficient of the two marks were calculated. The obtained correlation coefficient ($r=.86$) shows that the two raters overlap to the extent of .74 (r^2) while rating the portfolios with the Portfolio Rubric. Since the correlation coefficient over .80 is generally considered high for interrater reliability, we can accept that our r (.86) is high enough to accept the reliability of the scoring.

Analysis of data for interrater reliability revealed that there was a significant correlation ($r= .86$; $p<.01$) between the two raters. This correlation indicates that the two raters agreed with each other when they marked portfolios with the rubric used in this study.

4.3.1.2 Validity

The objectives of this lesson and the items of the portfolio rubric were matched on a 5-point scale by 20 teachers of English (Appendix V). The results were analyzed by finding the percentages of the matches for each category of the rubric (Table 4.1). According to Brown (1996), a match of 80% can be accepted as valid. Thus, 80% or above was accepted as a valid item in this study.

Table 4.1. The validity of the Portfolio rubric

Criteria in the Rubric	Item no	f (n=20)	%
A) Range	1-3	19	95
B) Flexibility	4-5	18	90
C) Connections	6-7	18	90
D) Conventions			
Stylistic	8-11	17	85
Organizational	12-14	20	100
Mechanical	15-16	20	100
E) Independence	17-20	19	95

The Portfolio Rubric used in this study was formed of five categories (a total of 20 items). Teachers rated the scale for each item from 1 to 5. The analysis of this data was done according to the five categories in the rubric. Scales 4 and 5 indicated a match between the item and the objectives. For each category, the number of the scale was counted and the percentage for this category was calculated, as illustrated in Table 4.1.

According to this table, all the categories of the Portfolio Rubric are in line with the objectives of this study, so the rubric can be accepted as valid. Yet, when we look at the categories separately, we can see that the organizational and the mechanical conventions have the highest match (100%); whereas, stylistic convention has the lowest (85%). The low match of the stylistic sub-category with the stated objectives might indicate that teachers were not clearly instructed regarding the aim of this sub-category. The stylistic convention in the rubric were the ability to use *conjunctions*, *abbreviations*, *technical/formal vocabulary*, and the *layout*. We believe that these conventions reflect our objectives indirectly. Improvement in *conjunctions* and *technical/formal vocabulary* is in line with the aim of improving students' linguistic abilities, such as coherence and vocabulary (see Appendix V) and improvement in the layout is in line with the aim of improving organization.

4.3.1.3 Some concluding Remarks on the Analysis of the Portfolio rubric

The analysis of reliability and validity showed that the portfolio rubric used in this study is both reliable and valid. The correlation coefficient for the interrater reliability of this portfolio rubric was .86 which can be accepted quite high. Thus, we can confidently

remark that our third hypothesis was also supported: The Portfolio Rubric is a reliable instrument to be used to assess students' portfolios. Moreover, the match of the rubric with the objectives of the study (the content validity) was 92.5 percent in total which can also be accepted as high. Thus, it is possible to conclude that our fourth hypothesis was also supported: The Portfolio Rubric is a valid instrument to be used in the Portfolio Assessment. The analysis of the interrater reliability and the content validity of the Portfolio Rubric may lead us to suggest that this rubric can be used at different settings for evaluating productive skills aside from writing with the condition that the instruction is made through portfolio assessment system.

4.3.2 Analysis of the scores obtained from the portfolios and the examinations

The aim of analyzing the scores of the portfolios and other writing examinations given as part of the curriculum was to observe and compare the progress in students' writing abilities when they were instructed through portfolio assessment system. The correlation coefficients (Pearson-product moment) between the sit-down examination scores and the portfolio scores of the experimental group were calculated in order to observe how the scores on these two testing procedures relate to each other. When we look at Table 4.2, we see that there is a strong positive relationship between the sit-down examinations and portfolios. We looked at the table value to check whether the results occurred by chance alone. Since all the obtained correlation coefficients (r_s) are larger than the table value ($r > .32$; $df = 52$; $p < .01$), we can be 99% sure that the obtained r_s did not occur by chance.

Table 4.2. The correlation coefficients of the examinations

Examinations	Correlation coefficient (r)	coefficient of determination (r^2)	of Error variance
1 st semester			
Mid-term sit-down & portfolio	.67	.44	.56
Final sit-down & portfolio	.74	.54	.46
2 nd semester			
Mid-term sit-down & portfolio	.71	.50	.50
Final sit-down & portfolio	.92	.84	.16
df= 52			

In the first semester, when the writing tasks were at paragraph level, the correlation between the mid-term sit-down examination and the portfolio scores was .67 ($r = .67 > .32$; $df = 52$; $p < .01$). In order to find whether this significant relationship is meaningful, we calculated the coefficient of determination by just squaring our r ($r^2 = .44$). This coefficient directly represents how much overlapping variance exists between two sets of scores. In other words, there is 44 percent of shared variance between the mid-term sit-down scores and the mid-term portfolio scores in the first semester. The error variance was .56. This indicates that the remaining 56 percent of the variance on each examination is random.

A significant increase in the raw scores of the final examinations (both the sit-down and the portfolios) was observed when compared to those of the mid-term examinations. In order to see to what extent the scores overlap, we calculated the

coefficient of determination and error variance as .54 (r^2), which was also greater than that of the mid-term examinations. This means that 46 percent of the variance in the sit-down final examination is not shared with the portfolio final.

These results support our claim that portfolio assessment system enhances students' writing skills at paragraph level. In order to see whether the improvement at paragraph level is also achieved at essay level, we have extended the study to the second semester.

The scores between the mid-term sit-down examination and the portfolio given in the second semester are positively correlated ($r = .71$), but not as high as the first semester's final scores ($r = .74$). The decrease may be due to the fact that it was the students' first experience in writing essays, which requires a much more complex productivity as compared to paragraph writing.

The correlation coefficient of the final scores in the second semester ($r = .92$) indicates an almost perfect relationship between these two examination types. When we calculated the coefficient of determination, we found r^2 as .84, which indicates an error variance of 16 percent.

Thus we can claim that a treatment of portfolio assessment has a positive impact on students even when they first try a new type of writing. This positive effect is observed not only in portfolios but also in sit-down examinations. In other words, portfolio assessment system improves students' writing skills no matter by which norm they are assessed. The improvement gained through portfolios is reflected in the sit-down examinations as well. This claim gains significance when we compare the means of the sit-down examinations of both semesters.

As seen in Table 4.3, there is an increase in the means of the sit-down examination scores from the first to the second semester (from 64 to 83). Since our obtained t value is greater than the table value ($t = 12.35 > 3.46$; $p < .001$; $df = 52$), we can confidently remark that the subjects significantly performed better in the second semester. The reason for this significant improvement might be the result of the implementation of portfolio assessment. Since the portfolio assessment system made the students aware of their errors and weaknesses and gave them the opportunity of revising their work accordingly, they formed a habit of being more careful with what they produce even in the sit-down examinations. The decrease of the standard deviation of the scores in the second semester also indicates the homogeneity of the group. Therefore, it is possible to conclude that the portfolio assessment system positively affected the students' writing performance even in the sit-down writing examinations.

Table 4.3 The comparison of the first semester sit-down and second semester sit-down examinations

	N	mean	s.d.	t value	df	p
First semester	52	64	20.43	12.35	52	.001
Second semester	52	83	9.87			

Note. table value $t = 3.460$

The marks of the control and the experimental groups obtained from the final examination were also analyzed to compare the performance of these groups at the end of the academic year. In this final examination, both groups took the same examination in which they wrote an essay on one of the three given topics. Their essays were marked using the same rubric.

As can be seen in Table 4.4, the mean of the experimental group is higher than that of the control group. This is statistically significant ($t=5.19>3.460$; $p<.001$; $df=81$). Thus, we can conclude that the students who went through the portfolio assessment system performed better even in the sit-down examination at the end of the academic year.

Table 4.4. Comparison of the Scores of the Experimental and the Control Groups

	N	mean	s.d.	t value	df	P
Control	29	67	14.91	5.19	81	.001
Experimental	54	83	9.87			

Note. table value $t=3.460$

To sum up, the first hypothesis of this study—implementation of portfolio assessment in a writing class improves students' writing abilities—was supported by three types of analyses:

- a correlation coefficient for the experimental group on the sit-down and the portfolio scores,
- a matched t-test for the experimental group on the sit-down examinations in the first and the second semesters, and
- a t-test for independent groups (the control and the experimental groups) on the final sit-down examination in the second semester.

The results of these types of analyses yielded a positive feedback regarding the students' improvement in their writing skills due to the implementation of portfolio assessment.

4.4. Analysis of the Qualitative Data

In this section, we analyzed the responses given to the Portfolio Questionnaire together with the opinions given in the self-evaluation papers. The findings obtained from the questionnaire items were supported by the students' reflections expressed in the self-evaluation papers. Since the Portfolio Questionnaire included three sections (A, B, C), our analyses comprised of three separate sections.

4.4.1 Portfolio Questionnaire: Section A

This section of the questionnaire contained 12 sentences which were rated on a 5-point scale by 45 students. The aim of this section was to elicit students' opinions about

the procedure we followed during our portfolio assessment system. Table 4.5 shows the ratings of the sentences in this section.

Table 4.5. The frequency of the items in the Portfolio Questionnaire: Section A

Questions (Section A)		Very useful (5)	Useful (4)	Neutral (3)	Not very useful (2)	Useless (1)	X ²
1	Conferencing with the teacher	33	10	2	--	--	87.55
2	Getting written feedback from the teacher	31	11	1	2	--	75.72
3	Peer-feedback	7	13	12	10	3	7.32 n.s.
4	Improving errors in grammar	29	11	5	--	--	64.65
5	Organizing paragraph	28	14	3	--	--	64.88
6	Linking ideas in a variety of ways	21	20	4	--	--	50.21
7	Improving vocabulary	18	15	11	1	--	29.55
8	Expressing views and experiences	21	15	8	1	--	36.22
9	Using various sources	17	11	15	2	--	25.95
10	Analyzing sources	9	16	17	2	1	25.10
11	Synthesizing ideas and sources	23	14	6	2	--	39.98
12	Being aware of audience	15	15	12	2	1	21.55

df: 4

p<.001; table value= 18.467

n.s.= statistically not significant

1) Conferencing with the teacher in between the drafts: Forty-three students (33 very useful; 10 useful) agreed that portfolio assessment was useful in this issue; only two students found this procedure neither useful nor useless. The usefulness of conferencing with the teacher is statistically significant ($X^2 = 87.55 > 18.467$; $p < .001$; $df = 4$). So, we can claim that the students enjoyed discussing their writing drafts with the teacher and that they benefited from conferencing with the teacher before writing each draft.

We have observed that conferencing was very helpful for the students. They were able to ask any questions that came to their minds while working on a task. During these conferences, they became aware of their problems and tried to find solutions to these problems on their own. Moreover, conferencing created a close relationship between the teacher and the students.

Yet, we should admit that the only disadvantage of such conferencing was that it was extremely time-consuming for the teacher. One conferencing took at least 15 minutes for each student; thus, conferencing all the students only once took the teacher about 15 hours. In fact, the time devoted to conferences was over 15 hours since most students came for a conference more than once. We believe that if the time of the conference is limited, this disadvantage can be minimized. As we applied in this study, getting together with the students only once, giving them written feedback afterwards, and then letting them come for a conference only when a problem arises would minimize this disadvantage.

2) Getting written feedback from the teacher in between drafts: Forty-two students found this issue very useful ($X^2 = 75.72 > 18.46$; $p < .001$; $df = 4$). Only one student was neutral, and two students found this not very useful. We can conclude that most students wanted to get written feedback beside discussing their problems with the teacher. They believed that such written feedback also guided them to write better in their next drafts, which is also evident in some of the students' self-evaluation papers (S34, S35 & S36).

S34: "I really learned the mistakes you found in my first draft, so I believe I reformed it more beautifully."

S35: "I completely believe that I improved my essay writing with the help of the feedback I get from the teacher."

S36: "For instance, in my first task, you wrote that I had a problem with articles. So I studied articles and now I can use them in the right places."

3) Peer-feedback: Only 20 students found peer-feedback useful, 13 not useful, and 12 students stayed neutral. This shows that the students did not like peer-feedback ($X^2 = 7.32 < 13.277$; $df = 4$). They thought that their level was almost the same with their peers; so, receiving feedback from one another was not a good idea. Their opposing peer-feedback might be valid if we consider students' grammar knowledge. Writing, however, requires not only accuracy but also coherence, vocabulary, organization of ideas, and so on, which can easily be shared by the students during the feedback sessions since each individual has the capacity of coming up with unique ideas, and such sessions would provide the students an opportunity to be exposed to these various ideas.

Moreover, as one of the students mentioned in her self-evaluation paper, peer-feedback might lead to critical analysis of writing samples, which would help students learn how to evaluate others' work objectively (S37). For that reason, we believe that we should convince our students for the usefulness of peer-feedback and guide them to apply this technique.

S37: "By all tasks, I have had experiences and by peer-editions I have learned how to evaluate."

4) Improving errors in grammar: Although five students stayed neutral, 40 students accepted that portfolio assessment system helped them to improve their grammar ($X^2 = 64.65 > 18.467$; $p < .001$; $df = 4$). The reason for this high degree of students' realization regarding their improvement in grammar may be due to the portfolio assessment implementation since they were able to raise awareness of their errors and were provided time to revise their drafts correcting these errors. The students also expressed their opinions about this improvement in grammar in their self-evaluation papers. They believed that they started to make less mistakes (S38, S39, & S40), which in turn made their writing better because they were able to write more complex structures with free of errors (S41 & S42).

S38: "Now, we are not making so many mistakes and my grammar has improved after this lesson."

S39: "My grammar knowledge is better than I did before."

S40: "I think my writing is getting well because I do fewer mistakes from day to day."

S41: "I am not writing very simple sentences any more. I am trying to write more complex ones."

S42: "While I was writing my second draft, I tried to make more complex sentences without grammatical mistakes."

In spite of the positive feedback they gave regarding their improvement in grammar, there were still some students who indicated their problems in the use of punctuation (S43 & S44). This might be due to the lack of focus on such problems during the feedback sessions. Therefore, we should give more emphasis on punctuation in our future portfolio assessment implementation.

S43: "Now, I can write better essays, but I'm sure I still have problems in punctuation."

S44: "While writing my essays, I had difficulties in punctuation."

5) Organizing paragraphs coherently: Out of 45 students, 42 found the implementation of portfolio assessment useful from the point of organization ($X^2 = 64.88 > 18.467$; $p < .001$; $df = 4$). The students' opinions in their self-evaluation papers also support this finding. They stated that they learned to organize their ideas coherently in their writing samples (S45, S46, & S47), and some of them were even sure that because of the good organization, the readers would understand what they meant in their writing (S48 & S49).

S45: "I have learned how to write organized and understandable paragraph."

- S46: "Now my writing isn't very good but I'm sure that it is better than before. Now, I know how to arrange my thoughts, how to write different paragraphs..."
- S47: "I think the best progress I have made in writing is the one I have made in the organization of my papers....I became more aware of the writing methods."
- S48: "Now, I can write my ideas in an organization. It is so clear that readers can understand it easily."
- S49: "Another important development is that while I am writing a paragraph or an essay, I can decide if the organization is good or bad or the sentences are in order or clear enough for readers."

We can conclude that our students became more capable of organizing their ideas through portfolio assessment system. They learned the required organizational patterns while getting feedback and revising their drafts accordingly.

6) Linking ideas in a variety of ways: Forty-one students found portfolio assessment system useful in finding varieties to link their ideas ($X^2 = 50.21 > 18.467$; $p < .001$; $df=4$); only four students stayed neutral. This is because, throughout the portfolio assessment process, the students got written and oral feedback from their teacher and peers. With the benefit of this feedback, they were able to observe their writing progress from different perspectives, which enabled them to learn and use varieties in writing.

7) Improving vocabulary: Thirty-three students regarded portfolio assessment system useful from the point of improving their vocabulary ($X^2=29.55 > 18.467$; $p < .001$; $df=4$), 11 students did not express any positive or negative comments regarding this item, and only one student found this not very useful. This reveals that by the use of the portfolio assessment system, students were able to expand their vocabulary. The analysis of the self-evaluation papers supported this finding as well. The students stated that since they wrote their drafts outside the classroom, they had ample time to look up the words they did not know (S50, S51 & S52). We believe that an involvement of this kind helped the students to improve their use of vocabulary.

S50: "I gained the habit of using dictionary. As a result of this, my vocabulary has increased."

S51: "I have been trying to write effective and complex sentences by using dictionaries. As a result, I can find suitable words easily and I can write more fluently."

S52: "While writing these tasks, I learned lots of words and learned to use the dictionary."

There were, however, a few students who stated, in their self-evaluation papers, that they still needed to work on their vocabulary. They were aware of this problem and they said that not reading enough books in English, or reading only simplified books were the reasons of this problem (S53, S54, & S55). In order to solve this problem, we should encourage our students to read more in English.

S53: "I have still some lacks in writing such as vocabulary. I generally use the same verbs and simple adjectives."

S54: "I've still problems on vocabulary. Because I'm not accustomed to use of dictionary frequently. And I'm still reading simplified books."

S55: "I have a serious problem that is I can't translate my ideas into English perfectly. When I think of a sentence in Turkish it is good but when I write it in English it is as if it lacks and makes no sense."

8) Expressing views and experiences in writing: Thirty-six students considered portfolio assessment system useful from this point of view ($X^2 = 36.22 > 18.467$; $p < .001$; $df=4$). Eight students stayed neutral, and only one student found this not very useful. We can then state that at the end of the treatment, the students have seen improvement in the way they express their ideas in writing. During the conferencing and marking sessions, one of our foci was to let the students reflect on their writing. This, we believe, improved their skill in expressing their views and experiences.

9) Getting into the habit of using various sources: Twenty-eight students found portfolio assessment system useful in this issue ($X^2 = 25.99 > 13.277$; $p < .05$; $df=4$), 15 students did not express any positive and negative comments, and 2 students said it was not very useful. The significance of the results indicates that the students, in accordance with the requirements of the course, made use of some sources while writing. This activity led the students to acquire the habit of looking for some sources before starting writing. In their self-evaluation papers, the students also stated that basing their writing on some sources made them write better (S56, S57, & S58).

S56: “After choosing my topic, I made some searches, and found some information, so I wrote my first draft easily.”

S57: “After deciding to write a definition about *shamanism*, I went to the library to take information. This showed me the way to write my essay.”

S58: “In order to get my aim, I searched its meaning and I’ve learned something about this word, so it wasn’t difficult to write it.”

10) Analyzing the sources in detail: Twenty-five students indicated that they made use of the portfolio assessment system while analyzing the sources ($X^2 = 25.10 > 18.467$; $p < .001$; $df = 4$). Since the students got used to looking for some sources before writing, they learned to analyze these sources so that they could select the necessary ones for their writing. In their self-evaluation papers, some students pointed out that having to analyze the sources was helpful (S59) and fun (S60).

S59: “At first, I found it difficult to analyze the features that are similar or different for my compare and contrast essay. But after talking with my teacher, I learned it and organized my essay.”

S60: “I liked to analyze articles with such a detailed way. I felt myself like a headwriter of a newspaper.”

11) Synthesizing ideas and the sources effectively: Thirty-seven students indicated that they learned how to synthesize ideas through the portfolio assessment system ($X^2 = 39.98 > 18.467$; $p < .001$; $df = 4$). After analyzing the sources, the students were taught to link the obtained information with their own ideas in writing their essays. Thus, during the portfolio assessment process, they learned how to analyze and synthesize the sources as well as their ideas.

12) Being aware of the audience/readers: Thirty students indicated that they started to consider their readers while writing with the help of the portfolio assessment system ($X^2 = 21.55 > 18.467$; $p < .001$; $df = 4$). This awareness might have occurred during the conferencing and marking sessions as we always warned them about this matter. There were some students who mentioned this point in their self-evaluation papers (S61).

S61: "But now I can see my improvement in writing. I think I'm writing more fluently now than before and while I'm writing I consider if the readers will understand what I write or not."

Analysis of data of the first section of the questionnaire revealed that most students were content with this new system and that they improved their writing abilities. The only item that they did not like was the peer-feedback, but we believe that the students would enjoy this if they were given more chance and better guidance for peer-feedback.

4.4.2 Portfolio Questionnaire: Section B

This section of the questionnaire contained four statements regarding the evaluation of the portfolios. The students were asked to express their agreement or disagreement to these statements, providing a reason for each of their responses. Responses, given as a reaction to each of the statements, were analyzed focusing on what they have agreed/disagreed most and on why they have indicated such an agreement/disagreement (see Table 4.6).

Table 4.6. *The Frequency of the Items in the Portfolio Questionnaire—Section B*

Questions (Section B)		Yes	No	X ²
1	Grading portfolios together with the teacher was very useful	44	1	41.08 **
2	It is a good idea that an outsider, besides the teacher, grades the portfolios	23	22	0.02 n.s.
3	It was good that all my essays were graded	32	13	8.02 *
4	It was good that I had my grades from my final drafts	45	--	

df: 1

*p<.01; table value= 6.635

**p<.001; table value= 10.828

n.s.= statistically not significant

1) Grading portfolios together with the teacher was very useful: As explained in Section 3.4.3, each portfolio was graded with the mutual contact of the teacher and the student. That is, the teacher sat together with each student, and they were both engaged

in marking the portfolio by discussing the weak and the strong points. The aim of this statement was to elicit students' reaction towards this type of a marking system.

With the exception of one, all the students agreed that they were contented with grading portfolios together with the teacher. That single student, finding the feedback given on his drafts sufficient, was opposed to such a grading system. The rest of the students gave different reasons for their agreement. These reasons can be categorized under three titles: (a) becoming aware of their weaknesses and strengths by seeing where they gained and lost marks, (b) sharing their ideas with the teacher, and (c) learning how to evaluate a writing sample.

a) Seeing where they lost and gained marks: Most of the students said that they found grading their portfolios together with the teacher beneficial because such a marking system gave them the chance to see their strengths and weaknesses (Q1, Q2, & Q3) at the end of the implementation. Such an activity would help them to work on their weaknesses and strengths in other areas in the future. Moreover, since they saw where they lost and gained marks, they did not have any doubts about whether they certainly deserved this mark or not (Q4 & Q5).

Q1: "I could see my faults or my good points better in this way."

Q2: "I am aware of my errors by the help of my teacher."

Q3: "I can understand my mistakes clearly, so I try to correct them."

Q4: "Because I see all my mistakes and know why I got that grade."

Q5: "Thus I can see my mistakes and be sure that I get the mark that I deserve."

(b) Sharing their ideas with the teacher: Some of the students indicated that grading portfolios with the teacher helped them to explain to the teacher what they meant by the structure or phrase they have used in their drafts (Q6 & Q7). By this, they thought, they were able to share their ideas with the teacher, which in turn created a more reliable relationship between the teacher and themselves.

Q6: "Because you can tell your ideas that the teacher don't understand."

Q7: "Both the teacher and I can give our comments at the same time and we can understand what we want and mean by discussion."

(c) Learning how to evaluate a writing sample: A few of the students said that such a grading system helped them to learn how to evaluate a writing paper, which in turn would be beneficial to them in their future career (S8, S9, & S10). Sooner or later, some of these students will be teachers of English and will be faced with the task of evaluation during their own teaching. If they become involved in an evaluation process during their education, they will start their profession equipped with the knowledge required for evaluating students' performance. Such acquired knowledge might help them to become self-confident of themselves.

Q8: "We learn the facts of grading which we are going to use in the future."

Q9: "Because it is a chance to learn how to evaluate an examination paper."

Q10: "We learn how to grade."

2) **It is a good idea that an outsider, besides the teacher, grades the portfolios:** Students' final portfolios were marked by an outsider for the second time. The outsider did not know anything about the students but was given explanation and training on the grading system. The benefit of involving an outsider rater was inquired in the questionnaire in order to learn what the students thought about the outsider.

Twenty-three students found it beneficial, but this number has no statistical significance ($X^2 = 0.02 < 6.635$; $df=1$). The responses attained from the students can be categorized according to from which perspective they have looked at the contribution of the outsider: (a) from the point of grading and (b) from the point of learning process.

(a) From the point of grading: About half of the 23 students thought an outsider would make the evaluation more objective as s/he would not know the students. They thought that although class teachers try to evaluate papers as objectively as possible, they may be subjective in their evaluation as they know these students (Q11). But if an outsider marks the papers besides the class teacher, this might make the evaluation process more objective (Q12 & Q13).

Q11: "Because the teacher generally knows the student's style, but an outsider knows nothing about the student. So the outsider is a real reader."

Q12: "S/He can be more objective thinking him/her as a real reader."

Q13: "An outsider can be more objective because you don't know each other."

(b) From the point of learning process: The other half of the 23 students felt that the evaluation of an outsider would give a different perspective on their ideas; (Q14 & Q15) this, in return, would help them to criticize themselves better (Q16). They will not only follow their class teacher's ideas but also learn what an outsider thinks about their work; and hence, they will be able to use more varieties in their writing.

Q14: "Different ideas and different points of view are always better."

Q15: "It helps us approach our mistakes with different eyes and aspects."

Q16: "Because you can see another side of the ideas you've written. You can criticize yourself deeper by the other people's ideas, comments."

Twenty-two students who opposed to the idea of an outsider thought that the outsider might not know their level as the teacher does (Q17, Q18, & Q19). These students believed that the class teacher might get affected when s/he sees the efforts of a student throughout the learning process and thus might give marks accordingly. An outsider, on the other hand, would not do this. Moreover, two of these 22 students believed that no one else should be involved in a class activity aside from the teacher and the students (Q20 & Q21).

Q17: "Because s/he can't know my level as my teacher does."

Q18: "The outsider may not have any knowledge of what we have written."

Q19: "Because the teacher knows the students' capacity better than an outsider."

Q20: "It's not necessary; it is between the teacher and the student."

Q21: "I don't like someone read my portfolios except the teacher."

3. It was good that all my essays were graded: In the second semester, students were given four tasks for their portfolios. One of these tasks was completed in class, as a sit-down examination. Out of the three portfolios, one was selected by the students depending on their own interests to be evaluated as their mid-term examination. The other two tasks were evaluated as their final examination. In the first semester, however, the students were given the opportunity to choose one of their tasks to be disregarded from the evaluation. In our questionnaire, we tried to elicit students' preference in regard to these two applications.

Thirty-two students were in favor of including all the tasks in the evaluation ($X^2 = 8.02 > 6.635$; $p < .01$; $df = 1$) because they had opportunity to see their weaknesses and strengths in various topics (Q22, Q23, & Q24). They were aware of the fact that they would only focus on the chosen tasks if all their essays were not graded (Q25 & Q26).

Q22: "Each essay was a step so grading these essays showed me where I was at that stage."

Q23: "Writing is a complete action. All essays should be graded."

Q24: "Now, I know what kind of essay I write well or bad."

Q25: "Otherwise, I would have written the ones that I would give."

Q26: "If all my essays weren't graded, I couldn't care while I was writing."

Out of 45 students, only 13, preferred to choose the tasks to be evaluated because they were not satisfied with the outcome of some of the tasks although they tried to do their best (Q27, Q28, & Q29).

Q27: "In my opinion, some of them were bad. Although I tried to write the best I could, they were not good so, grading them was against me."

Q28: "Because sometimes some of my essays are weak and the ones I selected would be the better ones."

Q29: "Because sometimes we can't write good things about one of the subjects but the others can be better."

4. **It was good that I was graded on my final draft for each task:** Since portfolio assessment focuses on process writing, students are allowed to write drafts, to revise and rewrite until they feel it is a good piece of writing. Portfolio assessment postpones the evaluation step to the end of the process; that is, evaluation does not take place until the student and/or the teacher feel(s) the task is ready. This statement aims to reveal whether the students were happy with being evaluated at the end of the process. All the students who returned the questionnaires were in favor of being evaluated on their final draft. Their responses could be analyzed in two categories based on the reasons they have given:

- (a) having error-free final drafts
- (b) getting higher marks.

(a) Having error-free final drafts: Almost all the students agreed with this statement because they would like to see error-free final drafts. These students wanted to

see to what extent they have made improvement in the writing process (Q30, Q31, & Q32), and they believe that their final work reflects their improvement (Q33 & Q34).

Q30: "Because nobody can write a perfect essay or task in the first draft. There are a lot of mistakes. So the final drafts are the best drafts to grade."

Q31: "Since writing is a process and we do our best as time passes, I believe that the final ones are the best."

Q32: "I can see the result of my study."

Q33: "Final draft shows my best work."

Q34: "Final drafts are generally the ones which have less mistakes and improved so it is better to grade last ones."

(b) Getting higher marks: Seven students indicated that leaving the evaluation of portfolio tasks to the end would help them to get higher marks (Q35, Q36, & Q37). These students liked the portfolio assessment system probably because their focus was to get higher grades rather than the acquisition of the writing skill.

Q35: "We have chance to take good grades from our final drafts."

Q36: "Because in my final drafts I corrected almost all of my mistakes and got much higher grades."

Q37: "If not, I wouldn't pass this course, because I had very easy grammar mistakes in the first drafts."

To sum up, analysis of the data of the questionnaire in Section B revealed that the students were content with the evaluation process, except the involvement of an outsider rater. The findings showed us that our students liked the portfolio assessment system from two different points of views:

- from the point of passing the course
- from the point of learning

Some of the students' main interest was getting higher marks. Therefore, in their responses to some items in the questionnaire, they related their agreement with the given statement to their high scores they have attained. Whereas, there were some students who were completely interested in their performance. Therefore, these students, in expressing the reasons for their agreement, stated that they favored the different aspects of portfolio assessment because the system enabled them to become potential writers. Thus, these students did not refer to the high grades they had received in indicating their reasons for their problems.

4.4.3 Portfolio Questionnaire: Section C

In this section, there were two questions related to the future implications of portfolio assessment followed by an instruction asking the students to briefly describe their feeling about the portfolio assessment system in three words. The two questions, forming a base on the analysis, were formulated as follows:

- 1) Would you like portfolio assessment system to be used in other courses?
Why? Why not?
- 2) If you were given the chance to choose only one of the tasks you have written in the second semester, which one would you choose? Why?

1) Would you like portfolio assessment system to be used in other courses?

Why? Why not?: Two students stated that they did not have any idea about this question. Out of 45 students, 23 said that they would not like it to be used in other courses. Most of them did not find the suitability of such an assessment system in other courses aside from the writing course. They thought that although they benefited a lot from this system in the writing course, it would not be as useful as it would in others.

Another frequently stated reason of the students was that this system was time-consuming, tiring, and sometimes boring. These students stated that portfolio assessment in the writing course took a lot of their time. If they were to use such a system in their other courses, they would not have any time for themselves.

On the other hand, twenty students said that they would like portfolio assessment system to be used in other courses. Their reasons can be grouped into four categories:

(1) Seeing their mistakes in writing: The students stated that they were able to see all their mistakes; thus, if this system were used in some other courses, they would be able to see their mistakes in those courses and correct them accordingly.

(2) Being tidier: As they were keeping a folder, in which they put everything related to their tasks, they have learned to be organized.

(3) Being forced to study: These students indicated that they did not study for their other courses until the time of the examination. The portfolio system in the writing course, they believed, have forced them to study throughout the year.

(4) Improving their cognitive skills: The students indicated that, instead of memorizing concepts, rules or other issues, in the portfolio assessment they arrived at the desired solutions by making use of their cognitive skills.

In giving their reasons for the implementation of this system, some students even gave the name of the courses in which this system could be applied. These courses are namely Text Analysis and Study Skills. They claimed that the use of portfolio assessment system in such courses would help them to analyze what they learned and be able to remember the details more without relying on memorization.

Analysis of the responses to this questionnaire item revealed that the students who did not want to be faced with this assessment system in other courses outweighed the ones who wanted. The rejection of the assessment was based on the fact that it would be too tiring. Yet, the suggestions offered in using portfolio assessment system in Text Analysis and Study Skills lessons can be taken into consideration.

2) If you were given the chance to choose only one of the tasks you have written in the second semester, which one would you choose? Why? In the second semester, the students wrote three essays for their portfolios:

- A compare and contrast essay
- A definition essay
- A mini-project

Twenty-two students chose the mini-project which required an interview with teachers and/or students. All the students, except a few indicated that interviewing people, especially the teachers was a different experience and excitement. These students also stated that they were able to combine their ideas with the ones they interviewed, which gave them the chance to comment on the ideas. The reasons those few students indicated for choosing the mini-project were that the task was easy and fun to fulfill.

Another group of 16 students chose the definition task. Most of these students stated that this was the easiest and the most enjoyable task because they were responsible for choosing the topic and creating the related ideas. A few of these students, most probably those who focused on higher performance in learning, said that they liked definition essay because they made very detailed research to find related information about their task.

Only seven students chose compare-contrast essay because it was the first task of this semester so they devoted more time and attention on this task. They stated that they did not get bored while writing the compare-contrast essay as it was the first time they used sources for writing.

Analysis of the answers of this question revealed that the first task (compare-contrast essay) was the least preferred task, then came the second task (the definition) and the third task (mini-project) was the most preferred. Thus, we can state that students

in fact enjoy writing when the task is based on some data. For that reason, students should be encouraged to get involved in similar activities in their writing courses.

3) Write three words which reflect your opinion about portfolio assessment system. Within the three words given, some students expressed both their negative and positive feelings, and some only expressed their positive feelings. Luckily, there was no one providing all the three words with negative connotation. Some of the words were grouped under one word. For example, the words, *perfect*, *wonderful*, *excellent* were grouped under perfect; *planned*, *organized* were counted as planned. The frequency of these words are shown in Table 4.7.

Table 4.7. *The frequency of the words used in the Portfolio Questionnaire—
Section C*

Useful (29)	Planned (6)	improver (4)
Tiring (19)	Amusing (6)	good (4)
Boring (10)	Difficult (6)	co-operative (3)
Time-consuming (10)	Responsibility (5)	academic (2)
perfect (10)	Instructive (5)	Self-study (2)
Necessary (9)	Creator (4)	waste of paper (1)

As can be seen in this table, 18 different words were used. The most frequently used words were *useful* (29) and *tiring* (19), the former indicates a positive and the latter a negative feeling. The reason for the three frequently-used negative words (*tiring*, *boring*, and *time-consuming*) following a positive word (*useful*) might be associated with the unavailability of the computers to the students. As we have mentioned before (see Section 4.2), insufficient number of the computers caused our students to submit their writing samples in handwriting, which was really time-consuming and tiring. We believe that if students had had access to computers, the sequence in the frequency of these words would have changed. Additionally, when we look at the occurrence of all these words as a whole, we can see that the frequency of the words expressing positive feelings outweigh the frequency of the words expressing negative feelings (Figure 4.2).

This figure shows that the words expressing positive feelings (13 words) are more than the ones expressing negative feelings (5 words). The frequency of the words expressing positive feelings (89 times) is greater than the ones showing negative feelings (46 times). We can, then, conclude that although portfolio assessment system is found to be tiring, boring and time-consuming, it is still favored in great length by the students.

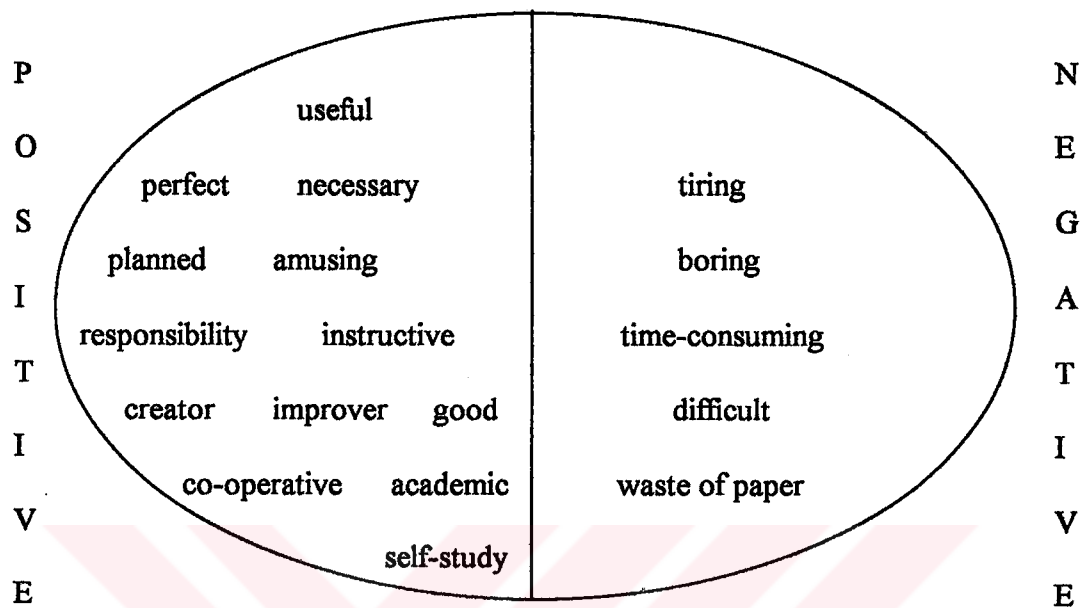


Figure 4.2. *The positive and negative feelings of the students towards the portfolio assessment system.*

4.4.4 Some Concluding Remarks on the Analysis of the Questionnaire

When we sum up the results of the Portfolio Questionnaire as a whole, we can conclude that the students were most of the time content with the portfolio assessment system. They believed that they learned a lot from the system and they improved their writing abilities and cognitive skills. The main problem had to do with the duration that they had to devote to performing the assigned tasks. They got tired of writing some of the tasks over and over again due to the inaccessibility of the technical equipment. Since

the students had to rewrite by hand every time they made a revision, they got very bored and frustrated. In spite of this drawback, they were aware that they were learning through this system, and this made them continue writing their tasks and enjoy cooperating with the teacher. This is very clearly expressed by the positive words utilized in response to the questionnaire item in Section C. There are words like *instructive*, *academic*, *useful* as well as *amusing* (see Figure 4.2). Thus, we can conclude that portfolio assessment system enabled the students to improve their writing while engaging them in motivating activities.



CHAPTER 5

CONCLUSION

5.1 Introduction

This thesis addresses the debate about whether portfolio assessment system in writing classes is an alternative to traditional, timed examination system. In fact, “portfolio assessment is not a new concept in education, but a system that allows permanent storage of optical data, written and drawn images, and verbal ability is new” (Campbell, 1992, p. 70).

A portfolio is generally defined as a student’s collection of his/her work, experiences, exhibitions, self-ratings, and so on. Portfolio assessment, on the other hand, is the evaluation of the process of planning, collecting, and analyzing the data maintained in the portfolio (Moya & O’Malley, 1994).

Portfolio assessment system has numerous advantages in the field of language education. One of the advantages is that it emphasizes what the student already knows rather than what s/he does not know (Mathew, 1990). This emphasis encourages students to put more effort on their work since they know that all their positive points in their work will be awarded. In the traditional writing system, the aim of evaluation is to evaluate students’ specific skills or knowledge. However, in portfolio assessment system, the aim is to help students to learn about their strengths and their needs (Crosby, 1997).

Another important advantage of portfolio assessment system is that it enables students to improve their metacognitive skills. Throughout the process of portfolio assessment, students get the responsibility of collecting and reflecting on

data. During this collection and reflection process, they raise awareness, create new ideas, analyze and synthesize, which makes them become active participants in their performance and feel confident about themselves. All these elements convey students to become metacognitively developed learners.

Students' improvement in their metacognitive skills can best be observed through action research cycle because in action research, the aim is defined and the plan to attain this aim is determined before the action takes place. During and after the action, the process is observed in order to find out whether the defined aim is achieved or not. It is generally believed that the necessary abilities for metacognition develops through the cycles of action research.

Considering these factors of portfolio assessment and action research, we have tested four hypotheses related to the implementation of portfolio assessment.

- (1) Implementation of portfolio assessment in a writing class improves students' writing abilities.
- (2) Portfolio assessment leads students to improve their metacognitive skills and to be autonomous learners.
- (3) Portfolio assessment system is a reliable system to be utilized in evaluating students' writing abilities.
- (4) Portfolio assessment system is a valid system to be utilized in evaluating students' writing abilities.

5.2 Portfolio Assessment and Students' Writing Abilities

Hypothesis 1 assumes that students' writing abilities will improve with the help of portfolio assessment implementation. The results obtained from the data support this hypothesis. We have observed that portfolio assessment system has a positive impact on students' writing performance both in their portfolio tasks and in their sit-down examinations.

During our study, students receive both written and oral feedback from the teacher and their peers in-between their drafts. Such feedback is observed to be beneficial for students to improve their writing abilities. When students receive written feedback on their weak points (about grammar, organization, ideas, and so on), they work on this weakness and overcome it for their next drafts. Hence, students are given the opportunity to study and correct their errors in portfolio assessment system.

Aside from the written feedback, students get with the teacher (or sometimes with peers) for conferencing sessions. The main advantage of these sessions is that students become aware of their problems and try to bring solutions to these problems while discussing with the teacher. Moreover, conferencing sessions create a close relationship between the teacher and the students, which in turn enables students to ask any questions that come to their minds while working on their tasks.

In short, the more students write, the better writing abilities they gain. They start producing more accurate sentences with various kinds of vocabulary and organized paragraphs. Consequently, they acquire the ability of writing fluent,

coherent, and error-free writing samples. This acquired skill helps students be more successful even in sit-down examinations.

5.3 Portfolio Assessment and Metacognitive Skills

Hypothesis 2 assumes that implementation of portfolio assessment contributes to the improvement of metacognitive skills. The analysis of the obtained data during the process of action research cycle has supported this hypothesis.

The first and the foremost indicator of metacognitive development is awareness raising. At the end of the action research cycle, students acquire the skill of getting aware of their strengths and existing problems since they revise their drafts according to their problems in the previous drafts. Acquiring an awareness of one's own problem, we believe, will help them to recognize the problems they might be confronted with in other areas and to bring solutions to such problems. For instance, in the study we conducted, some students identified their problems in the use of vocabulary, and they stated that reading original books in English (not simplified ones) might bring a solution to this problem. Some others, identifying their strengths, stated that they learned organizational patterns while getting feedback and revising their drafts accordingly. We believe that these students (the ones who have been able to recognize their weaknesses and strengths) have become metacognitively developed and autonomous learners. They will most probably be able to adopt this skill to their future academic and professional lives.

To sum up, we can say that students have the benefit of portfolio assessment system from various directions:

- (1) Students learn their mistakes in their drafts and study accordingly.
- (2) Students become organized and planned since they keep a folder in which they put everything related to their course.
- (3) Students are forced to study throughout the year rather than study just a few weeks/days before the time of the examination.
- (4) Students improve their metacognitive skills which is crucial in an individual's life because the workers and citizens of the future will be among the ones "who have learned how to solve problems, to evaluate evidence, to come up with new ideas or new approaches to old ideas" (White, 1993, p. 106).

Aside from all these advantages of portfolio assessment system, we should also point out the shortcomings of implementing such a system:

- (1) Portfolio assessment system is time-consuming both for students and teachers. Students devote a lot of time to perform the assigned tasks. Because of this, they sometimes feel tired and get bored of this system. In the study we conducted, inaccessibility of the computers was the biggest problem for our students since they had to rewrite their drafts by hand. If students were provided with such technique, we believe that this drawback would be less an issue.

Teachers might suffer from portfolio assessment system as well. Teaching and evaluating writing in general is already tiring and time-consuming since teachers have to read students' writing samples many times during the process of writing. In portfolio assessment system, teachers devote more time since, aside

from giving written feedback, they get together with their students in conferencing sessions, which is more tiring as well. In order to lessen this drawback, teachers might make the first conferencing session compulsory. By doing so, students get used to the system at the very beginning. After that, teachers might focus on written feedback more and ask students to come for a conference only if they really want to discuss about their tasks. They can even ask students to identify the problematic parts of the writing samples and teachers can read and give feedback only on these parts in conferencing sessions.

(2) Portfolio assessment system might cause some students to plagiarize since the drafts are written out of class. In order to prevent students from plagiarism, we should keep the record of the capacity of each student in our files while reading drafts and while conferencing with them. Moreover, we should give them an in-class activity so that we have the opportunity to compare students' performances in an out-of-class activity with an in-class one.

5.4 Reliability and Validity of Evaluation Portfolios

Hypotheses 3 and 4 assume that portfolio assessment system is a reliable and a valid system to be utilized. The analysis of the obtained data from the Portfolio Rubric used in this study has supported these hypotheses.

Establishing the validity and the reliability of portfolio assessment system is very crucial since it is a qualitative approach to assessment (Moya & O'Malley, 1994). In order to receive a successful validation of the system, students' work

should be judged by multiple raters, these raters should be trained carefully, and the procedure of the implementation should be carefully planned.

5.5 Future Prospects

This study is limited with only the implementation of portfolio assessment system on the adult learners in ELT Departments where writing is taught independently. For further research, implementation of portfolio assessment system can be investigated in large-scale programs, such as preparatory schools of universities.

Implementation of this system in large-scale programs can bring two main problems: (a) the extra workload of the writing teachers and (b) the objectivity of evaluating the portfolios.

(a) The workload that writing teachers have (while reading and giving feedback to students' writing samples) is doubled in portfolio assessment system because teachers in this system need extra time for conferencing with students and evaluating the portfolios. In order to lessen the workload, the writing teachers can assign 1-2 hours of their writing lessons to conferencing and scoring sessions.

(b) Objectivity of evaluating portfolios is already a difficult issue; yet, in large scale programs, this might turn to be more difficult since in such programs there are a number of classes of the same level, which might make the organization of the evaluation system more difficult and complicated. Collaboration of the

teachers and the students might help for objectivity. For this collaboration, the class teacher and the student score the portfolio together. The mark they give is evaluated as 50% of the whole mark. Moreover, an outsider who does not know the students mark the portfolio with 40% of the whole mark. Aside from the teachers, peers might be asked to evaluate the portfolios with 10% of the whole mark. We believe that if an outsider is involved in the scoring procedure, the subjectivity of the class teacher is minimized.

Another possible research topic might be implementation of portfolio assessment system on young learners. This implementation might be done both to L1 and L2 learners. The aim of such an implementation might be to observe the improvement in students' metacognitive skills, which we believe is more important to acquire at an early age.

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APPENDICES



APPENDIX I

CHECKLIST FOR PEER-EDITION

Yes / No

- 1. Does it make sense? Is it interesting?
- 2. Does it have an introduction?
- 3. Does it have a conclusion?
- 4. Did s/he always use the most appropriate or interesting words?
- 5. Did s/he use any words too often (and, then, so, etc.)?
- 6. Do all sentences in a paragraph relate to one idea?
- 7. Are the sentences varied in length, pattern, and beginnings?
- 8. Do the sentences tell a complete thought?
- 9. Are capitals used where necessary?
- 10. Did s/he use apostrophes, commas, quotations marks, periods, question marks where needed?
- 11. Are all words spelled correctly?
- 12. Are paragraphs indented?

(From *Helping Student Writers, Grades 7-12*, 1980, pp.65)

APPENDIX II

2nd Term Writing Course Instruction

At the end of this semester, you will submit a portfolio from this course. The schedule for this course is available on the other page. The followings are the requirements for the course:

- i) each paper must have an introductory cover sheet that explains what you were trying to accomplish and that describes some of your writing process; such as what feedback you have got and what changes you have made in revising.
- ii) portfolios will fail if they contain more than a very few mistakes in grammar, punctuation, spelling or if you have more than a few sentences that are so tangled that the meaning is unclear to a general reader on first reading.
- iii) portfolios will be evaluated by (a) you and the instructor together, and (b) an outsider. The instructor and the outsider must be confident that the work you submit is really yours. Portfolios will fail if the instructor and/or the outsider are not confident it is your work.

The tasks of your portfolios will include the following:

- 1) A Comparison and Contrast Essay
- 2) A Definition Essay
- 3) An Argumentative Essay
- 4) A Mini-project

For the mid-term, you are supposed to choose any of the first two tasks--either the comparison and contrast or the definition essay. 50% of your visa will be given from this portfolio and 50% from the sit-down exam. If your portfolio fails for visa, you have the chance to revise and bring it for the final portfolio.

The evaluation of this portfolio (the mid-term) must be finished until **April 19th**. Therefore, when you feel your portfolio is completed, you can take an appointment and come to me to evaluate the portfolio. The students who do not come until this date will not be involved in the evaluation process.

For the final, you are supposed to complete the other 3 tasks. 80% of your final will be the portfolio and 20% the sit-down exam.

The evaluation will be in the week **May 27-31**, so everything for the portfolio must be ready until this week.

SCHEDULE

- March 4-8: Introducing Comparison & Contrast paragraphs and essays
task: find 2 articles (newspaper article, scientific article, compositions written by you or a friend, etc.) and read them and try to find where they show similarities and differences. The articles will be in English.
- March 11-15: Comparison and Contrast essays, continuing.
task: portfolio task 1: Write a comparison and contrast essay about the two articles you have read.
(dead line:19 March)
- March 18-22: i) peer-edition and discussion about the comparison-contrast essay (task 1) you have written.
ii) introducing definition paragraphs.
task: i) rewriting task 1 after peer-edition.
ii) appointment from me for the week 25-29 March to discuss about your task 1.
- March 25-29: Definition essays continuing
task: i) portfolio task 2: Write a Definition essay (dead line: 2 April)
ii) appointment from me to discuss problems of task 1 if you still have any (for the third draft).
- April 1-5: i) peer-edition for definition essay.
ii) introducing argumentative essay
task: i) revision of task 2 after peer-edition
ii) appointment from me to discuss any problems about task 2.
- April 8-12: Argumentative essays continuing
task: i) portfolio task 3: Write an outline for an argumentative essay (deadline: 16 April)
ii) appointment from me to discuss problems of task 2 if you still have any (for the third draft).
- April 15-19: i) peer-edition for argumentative essay
ii) preparation for the portfolio task 3: the mini-project: what to write, how to write, what's included, etc.
iii) preparing the questions to interview people for the mini-project.
task: appointment to discuss any problems about task 3
- April 22-26: MID-TERM EXAM
- Ap 29-May 3: HOLIDAY (the interviews will be finished and the outline of the mini-project will be prepared)
- May 6-10: peer-edition and writing the mini-project
task: i) get ready for oral presentation of the projects
ii) appointment for any problem of any portfolio tasks
- May 13-17: oral presentation of the projects
task: get ready for the final drafts of all portfolio tasks
- May 20-24: oral presentation of the projects
task: appointment for the week May 27-31 to evaluate portfolios
- May 27-31: evaluation of the portfolios for the final exam.

APPENDIX III

THE PORTFOLIO QUESTIONNAIRE

A) Rate the following considering the extent you think the Portfolio Assessment has been useful to you.

1. Conferencing with the teacher between the drafts

5	4	3	2	1
very useful				not very useful

2. Getting written feedback from the teacher between drafts

5	4	3	2	1
very useful				not very useful

3. Peer-feedback

5	4	3	2	1
very useful				not very useful

4. Improving my errors in grammar

5	4	3	2	1
very useful				not very useful

5. Organizing my paragraphs coherently

5	4	3	2	1
very useful				not very useful

6. Linking my ideas in a variety of ways

5	4	3	2	1
very useful				not very useful

7. Improving my use of vocabulary

5	4	3	2	1
very useful				not very useful

8. Expressing my own views and experiences while writing

5	4	3	2	1
very useful				not very useful

C) Please answer the following questions

1. Would you like portfolio assessment system be used in your other courses? Why? Why not?

2. If you were given the chance to choose only ONE of the tasks you have written this term (compare-contrast, definition, mini-project) to be evaluated, which one would you choose? Why?

3. Write, in 3 words, your opinions about the Portfolio Assessment System.

.....
.....
.....

**APPENDIX IV
THE PORTFOLIO RUBRIC**

	good	adeq.	points to improve
A <u>RANGE</u> 1. ability to link ideas in a variety of ways 2. ability to use wide range of genres (stories, reports, articles, etc) 3. evidence of various topics			
B <u>FLEXIBILITY</u> 4. evidence of variations in the style, vocab., tone, lang., voice and ideas 5. evidence for the appropriateness of style, vocab., tone, lang. and voice			
C <u>CONNECTIONS</u> 6. evidence of applications of already-known concepts to newly-learned ones 7. evidence of new concepts and/or metaphors			
D <u>CONVENTIONS</u> ---- ability to perform <u>stylistic conventions</u> 8. use of conjunctions 9. use of abbreviations, contractions, and quotation 10. technical/formal vocabulary ---- ability to perform <u>organisational conventions</u> 11. clarity of thesis statement and topic sentences 12. clarity of paragraphs regarding supporting sentences 13. coherence in and between paragraphs 14. layout ---- ability to perform <u>mechanical conventions</u> 15. grammar 16. punctuation and spelling			
E <u>INDEPENDENCE</u> 17. dominance of students' own views, imagination, language and style 18. ability to use other resources to accomplish their purposes 19. effectiveness of synthesising materials from other resources to support or illustrate their own thinking 20. fulfilment of all the responsibilities they are supposed to do			

APPENDIX V

THE CRITERIA FOR VALIDITY

Dear Colleague,

I have been writing my Ph.D. dissertation on Portfolio Assessment. The following scoring criteria has been used to score the portfolios in my study. As a part of my study, I am examining to what extent my scoring criteria is measuring the objectives of my study--the validity. I need your help to examine this.

Please read the general and specific aims of my study and look at the Portfolio Assessment Scoring Criteria Content Validity Judgement Scale. You will see that the scale is divided into five subtitles and each title has some items with a rating from 1 to 5. Could you please rate each item to the extent that the item matches any of the objectives/aims given on the other page.

This is a crucial part of my thesis so I would be very grateful if you could rate the items objectively. Please do not write your name on the paper. Thank you in advance.



**PORTFOLIO ASSESSMENT SCORING CRITERIA
CONTENT VALIDITY JUDGEMENT SCALE**

Judge No: _____

	<i>Match to Portfolio Assessment Objectives</i>				
	No Match				Perfect Match
A RANGE					
1. ability to link ideas in a variety of ways	1	2	3	4	5
2. ability to use wide range of genres (stories, reports, articles, etc)	1	2	3	4	5
3. evidence of various topics	1	2	3	4	5
B FLEXIBILITY					
4. evidence of variations in the style, vocab, tone, lang., voice and ideas	1	2	3	4	5
5. evidence for the appropriateness of style, vocab, tone, lang. and voice	1	2	3	4	5
C CONNECTIONS					
6. evidence of applications of already-known concepts to newly- learned ones	1	2	3	4	5
7. evidence of new concepts and/or metaphors	1	2	3	4	5
D CONVENTIONS					
---- ability to perform <u>stylistic conventions</u>					
8. use of conjunctions	1	2	3	4	5
9. use of abbreviations, contractions, and quotation	1	2	3	4	5
10. technical/formal vocabulary	1	2	3	4	5
---- ability to perform <u>organisational conventions</u>					
11. clarity of thesis statement and topic sentences	1	2	3	4	5
12. clarity of paragraphs regarding supporting sentences	1	2	3	4	5
13. coherence in and between paragraphs	1	2	3	4	5
14. layout	1	2	3	4	5
---- ability to perform <u>mechanical conventions</u>					
15. grammar	1	2	3	4	5
16. punctuation and spelling	1	2	3	4	5
E INDEPENDENCE					
17. dominance of students' own views, imagination, language and style	1	2	3	4	5
18. ability to use other resources to accomplish their purposes	1	2	3	4	5
19. effectiveness of synthesising materials from other resources to support or illustrate their own thinking	1	2	3	4	5
20. fulfilment of all the responsibilities they are supposed to do	1	2	3	4	5

General Aims of the Portfolio Assessment System

1. improving students' writing abilities
2. improving students' metacognitive skills
3. leading students to become autonomous language learners

Specific objectives of the Portfolio Assessment System

- I- Helping students improve their linguistic skills in writing from the point of
 - A) Grammar, punctuation and spelling,
 - B) Vocabulary
 - C) Coherence and Cohesion

- II- Helping students improve their metacognitive skills from the point of
 - A) Applying and/or creating new concepts or ideas
 - B) Using varieties in writing appropriately
 - C) Analysing and Synthesising what they have learned/read
 - D) Using other sources

- III- Helping students become autonomous language learners from the point of
 - A) Applying their own views
 - B) Connecting other sources with what they have known



APPENDIX VI
SAMPLE PORTFOLIOS

SAMPLE 1



FIRST SEMESTER

ask I
I draft

HELP OF WRITING FOR ATTAINING THE GOAL

At first writing seems you, just a course that teaches how to write. In the beginning, you won't aware of how it will effect you in the future. Writing is a skill that improves by time. First you learn how to make a correct sentence. Then your skill improves and you will be able to write good compositions, essays. Also, you will be able to use that skill, writing, in other courses. You will use your writing skill while taking notes, writing summary, letter and preparing projects. By that way, you can show your emotions and communicate to other people. In the future, in your professional life, you will attend to meetings and take notes, explain your ideas. So, you have to attract the readers by attractive ways and convince them. At last, you will be able to attain your goal by using your writing course by an attractive way.

To me, a year is not enough to learn writing. Because you will use your skill along your life. So a year for writing is inadequate to have the skill that will be used in a whole life.

please think of a good introductory paragraph first.

Then rearrange your ideas: one paragraph for school life; one for future.
And rewrite this.

THE PURPOSE OF LEARNING WRITING

Learning writing is a process that is used during your whole life. In the beginning you won't be aware of the effect of writing to you. But day by day you realize that in your school life you use your writing skill in other courses, such as American/British history and geography for taking notes and summarizing, preparing projects. By using your writing skill, you will be able to show your ideas, emotions to the readers.

In the future, in your professional life, you will use your writing skill again while writing formal letters, such as application letters, and attending to meetings. Thus, by writing you communicate to the readers and explain your ideas. In an attractive and fluency way you can attract and convince the readers.

To me, learning writing is one of the items that helps to attain your goals.

- think of social life & rewrite this paragraph

THE PURPOSE OF LEARNING WRITING

Writing is a process that is used during our whole life. In the beginning we ~~can't~~ ^{generally aren't} be aware of the effect of writing to us. But day by day, we realize that writing is language that transfers experiences, ideas, impressions, feelings from one person to another. In school life we use our writing skill in other courses, such as American/British history and geography, we are given writing tasks by the teachers, we write essays, summaries, reports, we take notes, write letters to our parents, prepare projects.

In the future, when we graduate from university and start working, in our professional life, we have to do a lot of writing. While looking for a job we have to fill application forms, application letters, write curriculum vitae, take notes while attending to meetings. Thus, by writing we communicate to the readers and explain our ideas. Shortly, writing is the indispensable part of communication in our life and writing is a very important process. For not being misunderstood we must choose the right words and put them in a correct way and pay attention to punctuation. Finally, we manage to attract and convince the readers by a fluently, attractive writing language.

→ Please bring your previous drafts
Add a conclusion paragraph & it's final.

ask II
1st draft

THE DUTY

Looking after a child is a duty that takes the most time in your life.

Your duty and responsibility starts, as a mother, when you are pregnant. You have to give attention ^{to you} and your baby's health ^{by being more careful not} ~~and you have to give attention~~ ^{what you eat} to your food, ~~what you eat~~. Then your duty continues when the baby is born.

Your baby wakes up in irregular times, such as in the middle of the nights or early hours in the mornings. So you have to wake up to look after and feed up the baby. You have no chance to be sloth to get up and go to the baby's room. Otherwise you have to listen to ^{irresistible} crying of the baby. After a year, your baby starts to walk and ^{another} troubles come.

Because you have to follow the child where ^{out} he/she goes. Otherwise there may occur an accident, he/she may fall and injure him/herself. Some years later, the child has the conscience of learning, and you start to educate him/her, such as teaching the good and the bad. Then your child starts going to school.

But you won't stop educating him/her. Your education, looking after him/her shortly your work will continue for years. I think to have a child ^{means} ~~is the~~ most wonderful feeling ^{to have} and the duty that has the most responsibility in the world. Yet it's the most wonderful feeling.

Very good! Do the corrections, I ^{make} it ready for you!

graph examples & details
final

THE DUTY OF A MOTHER

Looking after a child is a duty that takes the most time in your life. Your duty and responsibility start, as a mother, when you're pregnant. You have to pay attention to you and your baby's health by being more careful of what you eat. Then your duty continues when the baby is born. Your baby wakes up in irregular times, such as in the middle of the nights or early hours in the mornings. So you have to wake up to look after and feed up the baby. You have no choice to be lazy to get up and go to the baby's room, otherwise you have to listen to the unbearable crying of the baby. After a year, your baby starts to walk and other troubles come, because you have to follow the child wherever he/she goes. Otherwise there may an accident occur: he/she may fall and injure him/herself. Some years later, the child has the conscience of learning, and you start to educate him/her, such as teaching the good and the bad. Then your child starts going to school, but you don't stop educating him/her. Your education, looking after him/her, shortly your duty will continue for years. I think to have a child means to have the most responsibility in the world. Yet it's the most wonderful feeling.

III
1 draft

HOUSEHOLD BUDGET

In a family in the USA, there are some items which are constitute of budget of the elderly household. The largest expense is housing, 34% of the budget, ~~is spent for housing~~ ^{such as} The expenses for house, such as the bills of electricity, water, heat system, communication and rent. About 21.4% of the budget is spent on food. The third largest item is transportation that constitutes 14.4% of the budget. About 10.4% of the budget is spent for the medicine and doctor expenses, monthly health care. For recreational activities, such as going cinema, theatre, bowling, camping, 7.3% of the budget is spent. Clothing is one of the smallest expenses of the budget. The clothing expense of a family ~~constituted~~ about 7.5% of the budget. The smallest item of the budget is personal care, such as cosmetic products and etc are constitutes 2.4% of the budget. 5.1% of the budget is spent for other expenses of the family.

ready to be final

TASK III
Statistics) final

HOUSEHOLD BUDGET

In a family in the USA, there are some items which constitute of budget of the elderly household. The largest expense is housing; 34% of the budget such as the expenses for house for instance the bills of electricity, water, heating system, communication and rent. About 21.4% of the budget is spent on food. The third largest item is transportation that constitutes 14.4% of the budget. About 10.4% of the budget is spent for the medicine and doctor expenses, shortly health care. For recreational activities, such as going cinema, theatre, bowling, camping, 7.3% of the budget is spent. Clothing is one of the smallest expenses of the budget. The clothing expense of a family constitutes about 5% of the budget. The smallest item of the budget is personal care, such as cosmetic products and etc. one constitute 2.4% of the budget. 5.1% of the budget is spent for other expenses of the family.

isk 4

enumeration paragh.)
Lst draft

please find another topic which is
not given in the book

BUYING A HOUSE

There are four main items that people take into consideration when looking for a good and suitable house. One of them is, of course, the payment; money. If the payment is reasonable, people agree to have a contract. Secondly, a suitable house should have the sun during the all day because no one would like to live in a gloomy and sunless house. The next, which plays one of the most important role is the location of the house. When the people look for a house, they want their house "which closes everywhere. Moreover, they want to see the basic places their surroundings such as supermarkets, shops, bus stops. Also they prefer to live close to their works and children's schools. The forth and the last one which is the most important for the people is whether the materials such as the windows, the doors or anything that is used in the construction are quality, firm or not. Otherwise, an unound construction involves risks and could create troubles. As a result, if all these circumstances are approximetly answer the people's expectations, they decide to buy and live in their new house.

TASK 4 2nd draft
Enumeration - Process
Paragraph
(I changed the structure)

DRIVING A CAR

Driving a car would be easy ~~whether~~^{if} you follow some systematical steps which seem confusing at first sight. You can begin the process by getting into the car and fastening the seat belt. After you have done that, step on the clutch pedal with your left foot and start the engine. Before changing the gear to state one in order to move the car, you should take off the handbrake. Next, while stepping on the accelerator very slightly, you should raise your left foot from the clutch slowly. Finally - your car is ready to move. In addition to that, if you want to slow down use the break pedal or in order to increase your speed use the accelerator. The clutch and the break pedal should be stepped on in order to stop. All that remains is to have a driving licence, to be very careful and self-confident.

Ready to be final

SK 4 (final)
narration_Process
anagraph

DRIVING A CAR

Driving a car would be easy if you follow some systematical steps which seem confusing at the first sight. You can begin the process by getting into the car and fastening the seat belt. After you have done that, step on the clutch pedal with your left foot and start the engine. Before changing the gear to estate one in order to move the car, you should take off the handbrake. Next, while stepping on the accelerator very slightly, you should raise your left foot from the clutch slowly, so your car is ready to move. In addition to that, if you want to slow down use the break pedal or in order to increase your speed use the accelerator. The clutch and the break pedal should be stepped on in order to stop. All that remains is to have a driving licence, to be very careful and self-confident.

ography) TASK 5
1st draft

Fatih Sultan Mehmed, the seventh khan of Ottoman Empire, was born on 29th March 1432, in Edirne. His father was 2nd Murad, the sixth Ottoman khan, and Hürma Hatun was his mother.

In his childhood Fatih was so naughty that his father had strict teachers ^{to} educate him. So, he was educated by well-known teachers.

Fatih Sultan Mehmed was tall, had sallow in complexion and very strong. He could speak seven languages. He liked gathering and talking with scientist, poets and artists; he also wrote poems. Because ^{he liked} liking fine arts, he had the famous artist, Gentile Bellini, paint his portrait. Moreover, ^{calmness} bravery, being calm and never telling anything, his intention or decision, anyone were his features.

a
on
now
tells
these
features

In 1451, Fatih Sultan Mehmed ascended the throne by his father's death. His 19 age made his enemies hopeful; because they thought that Fatih was young and had no experience; however, he was so intelligent and successful in administering that his age never caused any problem. In 1452, he started capturing some states. On the other hand, his only wish was to add Istanbul (Constantinople) to Ottoman land. For that reason, after having prepared to capture Istanbul, he and his soldiers set out on from Edirne on 23 March 1453. The capturing which started on 6 April took 53 days. In the end, 29 May 1453, the important date for both Turks and people all over the world, Istanbul was added to Ottoman land.

Besides, South Serbia between 1454-1455, Moravia in 1458, Amasra 1461, Bosnia 1463 and so on were added ^{to} Ottoman land by Fath Sultan Mehmed. He broadened Ottoman land from 900.000 km² to 2.214.000 km². Two empires, four royalities and eleven principalities were ended by him. Unfortunately on 3 March 1481, he was poisoned by one of his enemies' spy.

ready to be final.

< 5 (Biography)
incl draft
final

Fatih Sultan Mehmed, the seventh khan of Ottoman Empire, was born on 29th March 1432, in Edirne. His father was 2nd Murad, the sixth Ottoman khan, and Hürma Hatun was his mother.

In his childhood, Fatih was so mighty that his father had strict teachers to educate him. Therefore, he was educated by well-known teachers.

Fatih Sultan Mehmed was tall and very strong. He could speak seven languages. Furthermore, he liked gathering and talking with scientist, poets and artists; he also wrote poems. Because he liked fine arts, he had the famous artist, Gentile Bellini, paint his portrait. Moreover, bravery, calmness and secretion were his features.

In 1451, Fatih Sultan Mehmed ascended the throne by his father's death. His 19 age made his enemies hopeful, because they thought that Fatih was young and had no experience; however, he was so intelligent and successful in administering that his age never caused any problem. In 1452, he started capturing some states. On the other hand, his only wish was to add Istanbul (Constantinople) to Ottoman land. For that reason, after having prepared to capture Istanbul, he and his soldiers set out on from Edirne on 23 March 1453. The capturing which started on 6 April took 53 days. In the end, on 29 May 1453, the important date for both Turks and people all over the world, Istanbul was added to Ottoman land.

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Task 6
sk review
st draft

Title: The Picture of Dorian Gray

Author: Oscar Wilde

Publishing date: 1976

Publishing Company: Dell Publishing Co, Inc

Type: Fiction

Subject: A story of a man who gives his soul to retain his youth.

Setting: In London; late 1890s

CHARACTERS

Dorian Gray: He was 20, very ^{handsome} beautiful. He was certainly wonderfully handsome with his curved scarlet lips, blue eyes, his gold hair. There was something in his face that made one trust him at once. Everyone admired him. His only anxiety was being old. Because he was afraid of being old, he would give everything even his soul for remaining young.

Basil Hallward: He was an artist. He studied at Oxford University.

He was 30 years old, worked and became a well-known artist.

After Basil had known Dorian, he thought that he became a better artist and Dorian had the power to make him a better artist.

The events started after Basil had painted the picture of Dorian.

Lord Henry Wotton: Lord Henry, Basil's friend, had studied at Oxford University. He was also 30. He didn't work; he was rich and spent his money on expensive food and clothes, valuable books and paintings. Because of his slow and beautiful voice, Dorian liked listening to Henry.

THE PICTURE OF DORIAN GRAY

The story began Basil Hallward's, the artist and Lord Henry's meeting and becoming good friends with Dorian Gray. After that, Basil painted the picture of Dorian, the remarkable, beautiful young man. Dorian thought that the portrait was very good but he realized that his good-looking would vanish, he would be old, his face would be wrinkled and ugly. He wouldn't be young, beautiful any more. He wished that he would always be young and the picture would grow old instead of him. He would give anything and everything for this to happen. He would give his soul. He was sad because when he became old, horrible and dreadful, the picture would remain always young.

After a time Dorian fell in love and engaged to Sibyl, beautiful young actress. But later Dorian left Sibyl in a very cruel manner, insulting her. She was heart-broken. After Dorian had gone, she drank some poison and commit-suicided.

The same evening when Dorian came to his home, he noticed at the portrait. The face in the portrait had changed. He looked closely at the picture and saw that it was different. It looked unkind, cruel. He looked at the mirror at his own, he saw a beautiful man, he hadn't changed. Suddenly he remembered the day that Basil finished the portrait. He remembered his wish, his own words, "I wish that I could always be young. I wish that the picture could grow old instead of me. I would give anything for this to happen. I would give my soul." Dorian was sure that the picture was going to get older and he was going to stay young.

The picture was going to become old and showing hair by hair, week by week Dorian that he was evil. Since he didn't

want anybody's knowing the secret of the picture, he had the picture put in the small room in the attic and locked the door.

Seventeen years had passed since Dorian had locked the portrait in the attic room. For many years people heard strange and terrible things about Dorian Gray. When he was twenty, Dorian had been a beautiful young man. Now, he was thirty-eight and he was still a beautiful young man. There was a scandal surrounding his life and people who befriended him were disgraced or died in mysterious circumstances. But nobody knew the secret; showing the evil in Dorian's soul. He thought that he had been happy for many years, he had enjoyed his life, and he had not cared about other people. But now he was worried because he was not happy any longer. Some people wouldn't speak to him, some of them left a room when he entered. Some of them told stories about strange life of him and he was worried that somebody would find out the truth, someone would see the portrait and find out that he was an evil man.

One evening his old friend Basil came to Dorian's house and tried to warn him about what people in London society were saying about him. They argued and in the end Dorian decided to show Basil the portrait. When Basil saw the picture, he was shocked and cried; after that, Dorian, the evil man stabbed him to death. To dispose of the body of Basil, Dorian blackmailed another old friend.

The years passed and Dorian became more tortured by the sins of his past. One night he went up to the attic room. He looked at the portrait. He looked around and saw the knife that he used to kill Basil. He thought, if he killed the painting,

the past would be killed and when it was dead he would be free, then he stabbed the picture.

There was a loud crash and crying. When the servants entered the room they found the portrait of their master as they had last seen him and they found an ugly, old and wrinkled man lying on the floor who was dead with a knife in his heart. At first the servants did not know the man. But, then, they looked at the rings on his fingers that Dorian always worn, they recognized who the man was.

The moral is beauty is only skin deep and never make people happy.

I recommend this book to everyone. It has an artistic value, its author is famous and has a place in literature. The book is exciting, make the reader wondered. And give a lesson.

I don't want to read the whole story.
please write your summary shorter.

revision)
L. review

Task 6 Title: The Picture of Dorian Gray

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CHARACTERS

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Basil Hallward: He was an artist, 30 years old. He studied at Oxford University, worked and became a well-known artist.

Lord Henry Wotton: Lord Henry, Basil's friend, studied at Oxford University. He was also 30. Because he was rich, he didn't work; he spent his money on expensive food and clothes, valuable books and paintings. Because of his slow and beautiful voice, Dorian liked listening to Henry.

THE PICTURE OF DORIAN GRAY

The story began Henry's and Basil's meeting and becoming good friends with Dorian, and Basil's painting the picture of Dorian. Although the picture was beautiful, Dorian was unpleasant of being old one day. He wished that he would always be young and the picture would grow old instead of him; for that reason he would give anything, even his soul for this to happen.

After having fallen in love and engaged to Sibyl, beautiful, young actress, Dorian left her in such a cruel manner that Sibyl was heart-broken and poisoned herself.

After that event, the picture which began to change and looked old, unkind, cruel was showing the evil in Dorian, hour by hour.

Even though seventeen years passed, Dorian was still a handsome and young man. Since many people heard strange things about Dorian, no body spoke to him or [?] left a room when he entered, although knowing nothing about the truth.

The more years passed, the more sins Dorian had. One of his sins was stabbing Basil to death and disposing of Basil's body by blackmailing another old friend.

Becoming more tortured by the sins of his past and wanting to be free, he intended to kill the picture, so that his past would be killed and no body would ever know that Dorian was an evil man.

After servants entering the room hearing the loud crash and crying, they saw their master's picture as they had last seen him. On the other hand, they saw an ugly, old man lying on the floor, dead with a knife in his heart. After the servants having difficulty to recognize the dead man, the rings on the dead man's fingers, which Dorian always wore, were the clues to recognize him.

The moral is beauty is only skin deep and never make people happy. I recommend this book to everyone to see how a man can change. The book has an artistic value, its author is famous and has a place in literature. It is exciting, make the reader wondered and gives a lesson.

1st 6
ok review.
re revision)
final

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would grow instead of him; for that reason he would give anything, even his soul for this to happen.

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After that event, the picture which began to change and looked old, unkind, cruel was showing the evil in Dorian, hour by hour.

Even though seventeen years passed, Dorian was still a handsome and young man. Since many people heard strange things about Dorian, ~~anyone didn't speak~~ to him or left a room when Dorian entered, although knowing nothing about the truth.

The more years passed, the more sins Dorian had. One of his sins was stabbing Basil to death and disposing of Basil's body by blackmailing another old friend.

Becoming more tortured by the sins of his past and wanting to be free, he intended to kill the picture, so that his past would be killed and no body would ever know that Dorian was an evil man.

After servants entering the room hearing the loud crash and crying, they saw their master's picture as they had last seen him. On the other hand, they saw an ugly, old man lying on the floor, dead with a knife in his heart. After the servants having difficulty to recognize the dead man, the rings on the dead man's fingers, which Dorian always wore, were the clues to recognize him.

The moral is beauty is only skin deep and never make people happy. I recommend this book to everyone to see how a man can change, become ^{an} evil. Besides, the book has an artistic value, its author is famous and has a place in literature. It is exciting, make the reader wondered and gives a lesson. While reading that book, I become nervous at Dorian's, his cruelty, his killing people. Although it is impossible to stay young, the subject is emphasized perfectly.

SELF EVALUATION

Since at the beginning of this quarter, I believe that my writing has improved. At the beginning of this quarter, for example, I was bad at organization; I had difficulty in organizing the paragraphs, where it is better to combine or split them. But now, I ^{have} almost succeeded in organizing. In addition to that, I made simple sentences, but now I have gained the ability to make complex sentences. The fact that my learning finite, non-finite, adverbs and adjective clauses in Grammar course is also a factor to make complex sentences. I think using complex sentence make the writing not only fluent but also richer. On the other hand, I haven't exactly improved myself in finding examples, I mean supporting the main idea. I have always had difficulty in that field, but, I think it is related to the subject what I am going to write. And in my opinion, the solution to improve myself in finding examples is to read more and more, so I can be informed in more subject, learn new patterns. I hope I will be better in the second term because I know that writing is a process that never stops somewhere, it always improves and improves.

Thank you for your patience and your effort to show us the true way, the way to improve our writing.

TASK I
 Comp. & Cont.)
 1st Draft

SMOKING

In this project I have compared two different texts on the same topic, which is smoking. The text A is written by a lycée student and text B is from a text book. In both texts the main idea is, smoking is harmful for health and people should give up smoking.

As far as language is concerned, text A is more informal, sentences are much more simple, whereas the language is more formal and more complex sentences are used in text B. They are both fluent.

Each composition takes this topic from different angles. Text A gives the reasons why teenagers start smoking, the percentage of lycée students who smoke cigarettes and in addition to this, statistics are given on lung cancer to show the connection between lung cancer and smoking. Text B explains when and by whom tobacco was first introduced, how it became popular, how the governments are trying to legislate against it and the connection between lung cancer and smoking.

When the solutions are concerned, text A gives a personal opinion reflecting the ideas of his age group. He thinks that punishment by the school discipline committee cannot be helpful. The co-operation of teachers and parents are vital. In text B, the enormous step taken by the British government is mentioned, which is a warning that "Smoking can damage your health" printed on the side of all packets.

Finally, when the conclusions are concerned, text A addresses teachers and asks for their attention and co-operation. On the other hand, text B addresses smokers in general and invites them to give up smoking.

I think both of the texts enlighten people in different aspects. Moreover, mentioning the damages of smoking to health, both texts advice us not to smoke.



TASK I
Comp. & Cont.)
2nd Draft

You have a few gram. mistakes
Please correct them

SMOKING

In this essay I have compared two different texts on the same topic, smoking, from the point of language, reasons for smoking, their taking the topics, in which angles, the solutions and conclusions that they refer. ^{One of the articles, text A,} ~~Text A~~ is written by a highschool student and ^{the other, text B,} ~~text B~~ is from a test book. In both texts the main idea is that smoking is harmful for health and people should give up smoking.

As far as language is concerned, text A is more informal and sentences are much more simple such as "Let's discuss another problem", "It will never be a solution. The students never give up smoking." On the contrary, in text B not only is the language more formal but also more complex sentences are used such as "There is some disagreement as to whether Sir Walter Raleigh, the 16th Century adventurer, "explorer and favourite of Queen Elizabeth I, introduced tobacco into Europe, or merely popularised the habit of smoking."

Each composition takes this topic from different angles. Text A gives the reasons why teenagers start smoking, ^{for instance,} ~~such as~~ their families's having bad effects on them, economic problems, young people's ^{goal} ~~wanting~~ to prove that they ^{are} ~~becoming~~ adult. In addition to this, text A gives the percentage of highschool students who smoke cigarettes. Besides, statistics, ^{from 1930 on} ~~since 1930,~~ ^{are} given on lung cancer to show the connection between lung cancer and smoking. To me, ^{by} ~~by~~ answering the "question "Why is smoking harmful?" provides the reader's attention and makes him to think to leave smoking.
take

On the other hand, text B starts the subject by giving information about the background of tobacco: ~~such as~~ when and by whom tobacco was first introduced, how it became popular, how the people started to smoke desperately and addictively. Text B is similar to text A in that it mentioned the connection between lung cancer and smoking which is becoming one of the largest killers in modern society.

When the solutions are concerned, text A gives a personal opinion reflecting the ideas of his age group. He thinks that punishment by the school discipline committee cannot be helpful for students to give it up. ~~Therefore~~. Therefore, in text A, organizing panels and teachers' paying attention would be the solution. As opposed to text A, in text B, the enormous step taken by the British government is only mentioned as a solution, which is a warning ~~that~~ "Smoking can damage your health" printed on the side of all packets.

Finally, when the conclusions of articles are concerned, text A addresses teachers and asks for their attention and co-operation. On the other hand, text B addresses smokers in general and invites them to give up smoking soon.

I think both of the texts enlighten people in different aspects. It is a fact that, today, people smoke ~~as~~ as if their life depends on smoking. Beginning? to be so great of the pressures of living, people need the relaxing qualities of nicotine; they need it further relax their terrified nerves. But what ~~is~~ like ^{most} in both texts is mentioning the damages of smoking to health and advice us not to smoke.

Kyše Suna Cihan

L-B

TASK I (Comp. & Cont.)

3rd Draft

SMOKING

In this essay I have compared two different texts on the same topic, smoking, from the point of language, reasons for smoking, their taking the topic in which ways, the solutions and conclusions that they refer. One of the articles, "text A", is written by a highschool student and the other, "text B", is from a test book. In both texts the main idea is that smoking is harmful for health and people should give up smoking.

As far as language is concerned, text A is more informal and sentences are much more simple such as "Let's discuss another problem", "It will never be a solution. The students never give up smoking." On the contrary, in text B, not only is the language more formal but also more complex sentences are used such as "There is more disagreement as to whether Sir Walter Raleigh, the 16th century adventurer, explorer and favourite of Queen Elizabeth I, introduced tobacco into Europe, or merely popularised the habit of smoking."

Each composition takes this topic from different angles. Text A gives the reasons why teenagers start smoking. For instance, their families' having bad effects on them, economic problems, young people's eager to prove that they are adult. In addition to this, text A gives the percentage of highschool students who smoke cigarettes. Besides, statistics from 1930 on is given on lung cancer to show the connection between lung cancer and smoking. To me, answering the question "Why is smoking harmful?" takes the readers' attention and makes them to think to give it up.

On the other hand, text B starts the subject by giving information about the background of tobacco: when and by whom tobacco was first introduced, how it became popular, how the people started to smoke desperately and addictively. Text B is similar to text A in that it mentioned the connection between lung cancer and smoking which is becoming one of the largest killers in modern society.

When the solutions are concerned, text A gives a personal opinion reflecting the ideas of his age group. He thinks that punishment by the school discipline committee cannot be helpful for the students to give it up. Therefore, in text A, organizing panels and teachers paying attention would be the solution. As opposed to text A, in text B, the enormous step taken by the British government is only mentioned as a solution, which is a warning printed on the side of all packets: "Smoking can damage your health."

Finally, when the conclusions of articles are concerned, text A addresses teachers and asks for their attention and co-operation. On the other hand, text B addresses smokers in general and invites them to give up smoking soon.

I think both of the texts enlighten people in different aspects. It is a fact that, today, people smoke as if their life depends on smoking. When the pressures of living become great, people need the relaxing qualities of nicotine; they need it further relax their terrified nerves. But what I like most in both texts is that they mention the fatal damages of smoking to health and advise us not to smoke.

(Introduction Part)

II (Def)
draft

A BETTER LIFE

Habitat 2 Conference, which is to be held in June in Istanbul, is a topical issue in our country at present. Our people don't know much about it. Therefore, I've chosen to write about this topic.

Today all people living in the world are face to face with problems like pollution, over population, shortage of energy, housing, food and so on. These problems can't be solved alone, so countries have to come together and find solutions. As a result of this, several organizations have been founded. One of these organizations, which was first founded in 1976, is Habitat. Habitat literally means the natural home of a plant or animal. Since the main concern of this organization is the problems related with urbanization, it is given this name.

This organization holds conferences in which a lot of people from the countries all over the world come together to seek for solutions to the problems of the world faces. Habitat, I was first organized in Canada, consisting of urbanization problems in 1976. In 1992 in Rio "Environment Summit Meeting", in 1993 in Vienna "Human Rights", in 1994 in Cairo "Population Summit Meeting" and in 1995 in Peking "Women Rights" followed the Habitat, I. Today our country, Turkey, is going to meet a great organization in Istanbul between 3-14 June. More than thirty thousand people from 184 countries, including foreign politicians, mayors and representatives will participate in Habitat II and approximately three thousand journalists will be giving a live broadcast of Habitat, II. Thus, it will be the greatest organization that Turkey has ever met.

CHECKLIST

 / No

1. Does it make sense? Is it interesting? *Because it's about an animal that means "HABITAT"*
2. Does it have an introduction? *It gives info about its meaning and the reason why she dealt with it.*
3. Does it have a conclusion?
- Not always* 4. Did s/he always use the most appropriate or interesting words? *But s/he use such these words where it's necessary.*
5. Did s/he use any word too often?
6. Do all sentences in a paragraph relate to one idea?
7. Are the sentences varied in length, pattern and beginnings? *She used esp. complex sentences.*
8. Do the sentences tell a complete thought?
9. Are capitals used where necessary? *But at end the last sentence*
10. Did s/he use apostrophes, commas, quotation marks, periods, question marks where needed?
11. Are all words spelled correctly?
12. Are paragraphs indented?

< II (Definition)

Draft

GOING TO THE BETTER

Habitat, (in dictionary, means the natural home of a plant or animal, is called as a universal conference which consists of important subjects that concern the whole world. The reason why I have chosen such a topic is to inform the people because when I was watching TV, I saw that most of the citizens don't know enough information about Habitat (This conference will be held in Istanbul this year.)

Twenty years ago, in 1976, 1st Habitat was organized in Canada, consisted of urbanization problems. In 1992 in Rio "Environment Summit Meeting", in 1993 in Vienna "Human Rights", in 1994 in Cairo "Population Summit Meeting" and in 1995 in Peking "Women Rights" followed the 1st Habitat. Today, our country, Turkey, is going to meet a great organization between 3rd-14th in June 1996 in Istanbul. Since more than thirty thousand people, from 184 countries, including foreign politicians, mayors and representatives, will participate to 2nd Habitat; moreover, ^{mainly} approximately three thousand journalist will broadcast 2nd Habitat on live, it will be the greatest organization that Turkey has ever met.

What will be taken into consideration? What is the aim of 2nd Habitat?

2nd Habitat is going to take into consideration not only people's problems who live in cities but also people's problems who live in villages. Besides, the ^(accommodation) problems which concern the whole world, such as poverty, sheltering in, education, unemployment, inadequate construction, pollution, town planning, health problems and the others will be discussed. These problems that threaten the world will be determined and by the mutual experiences global solutions will be researched.

One of the main aims of Habitat is to protect the new generations' rights from industry in big cities which destroys the environment, culture, history and nature. In addition to that, since millions of people in the world are homeless, ~~so~~ Habitat's one of the important aims is to make the homeless people own a house and prevent squatters in cities.

Shortly, I hope that not only our country but also ~~the~~ other countries will benefit from the Habitat since, to me, Habitat is the light of hope and coming to life. Habitat's responsibility includes both the people's settling areas and the other living things areas, so it will provide the mankind advantages by solving the problems which threaten the world. I hope everything will be solved as soon as possible, so we can leave a world, without any problem, to the new generations.

Your essay is quite good.

K II (Definition)
d Draft

A BETTER LIFE

Habitat is the international organization which was first founded in 1976. Also related to its dictionary meaning, the natural home of a plant or animal, in way of environment. The major concern^{Habitat} is the problems related with urbanization. Lots of people from the countries all over the world come together to seek for solution to the problems the world faces. Nowadays, this habitat conference is very important because it is being held in Istanbul in June, but our citizens don't know enough information about it. Therefore, this fact makes me to write about this subject to give information to the people.

Habitat, I was^{first} organized in Canada, consisting of urbanization problems in 1976. In 1992 in Rio "Environment Summit Meeting", in 1993 in Vienna "Human Rights", in 1994 in Cairo "Population Summit Meeting" and in 1995 in Peking "Women Rights" followed the Habitat, I. Today, our country, Turkey, is going to meet "a great organization in Istanbul between 3-14 June. (Since) more than thirty thousand people from 164 countries, including foreign politicians, mayors and representatives will participate in Habitat II, moreover, approximately three thousand journalists will be ~~live broadcasting~~ ^{live broadcasting} Habitat II. live - it will be the greatest organization that Turkey has ever met.

What will be taken into consideration? What is the aim of Habitat II?

Habitat II is going to take into consideration the problems of "people regardless of the places where they live. Besides, the problems which concern the whole world, such as poverty, accommodation, education, unemployment, inadequate construction, pollution, town planning, health problems and

the others will be discussed. These problems that threaten the world will be determined and by the mutual experiences global solutions will be researched.

One of the main aims of Habitat is to protect the new generations' rights from industry in big cities which destroys the environment, culture, history and nature. In addition to that, since millions of the people in the world are homeless, the other main aim of Habitat is to make the homeless people own a house and prevent squatters in big cities.

Shortly, I hope that not only our country but also other countries will benefit from Habitat because it is amazing that such an event unites the peoples of the world without any discrimination. Habitat's responsibility includes both people's settling areas and the other living things areas, so it will provide the working advantages by solving the problems which threaten the world. I hope everything will be solved as soon as possible, so we can live a world, without any problem; a better life, to the new generations.

"Final" after you correct the mistakes,
(correct marked places)

K II (Definition)

Draft (Final)

A BETTER LIFE

Today all people living in the world are face to face with problems like pollution, over population, shortage of energy, housing, food and so on. These problems can't be solved alone, so countries have to come together and find solutions. As a result of this, several organizations have been founded. One of these organizations, which was first founded in 1976, is Habitat. Habitat literally means the natural home of a plant or animal. Since the main concern of this organization is the problems related with urbanization, it is given this name. Habitat, II Conference, which is to be held in June in Istanbul, is a topical issue in our country at present. Our people don't know much about it; therefore, I've chosen to write about this topic.

This organization holds conferences in which a lot of people from the countries all over the world come together to seek for solutions to the problems of the world faces. Habitat, I was first organized in Canada, consisting of urbanization problems in 1976. In 1992 in Rio "Environment Summit Meeting", in 1993 in Vienna "Human Rights", in 1994 in Cairo "Population Summit Meeting" and in 1995 in Pekin "Women Rights" followed the Habitat, I. Our country, Turkey, is going to meet a great organization in Istanbul between 3-14 June. More than thirty thousand people from 184 countries, including foreign politicians, mayors and representatives

will participate in Habitat, II and approximately three thousand journalists will be giving a live broadcast of Habitat, II. Thus, it will be the greatest organization that Turkey has ever met.

What will be taken into consideration? What is the aim of Habitat, II? Habitat, II is going to take into consideration the problems of the people regardless of the places where they live. Besides, the problems which concern the whole world, such as poverty, accommodation, education, unemployment, inadequate construction, pollution, town planning, health problems and the others will be discussed. These problems that threaten the world will be determined and by the mutual experiences global solutions will be researched.

One of the main aims of Habitat is to prevent the destruction of the environment, culture, history and nature "caused by industry in big cities, and leave the new generations a better world.

Consequently, I hope that not only our country but also other countries will benefit from Habitat, II because it is amazing that such an event unites the peoples of the world without any discrimination. Habitat, II's responsibility includes both people's setting areas and the other living things areas, so it will provide the mankind advantages by solving the problems which threaten the world. I hope everything will be solved as soon as possible, so we can leave a world, without any problem - a better life, to the new generations.

TASK 4 (Min. project)
1st Draft)

Self evaluation

preparatory

Cukurava University, today set up on 2000 hectares,
was found in 1973 with a few faculties one of them and the
main was agricultural engineering. After ten years, in 1982-1983,
the English Language Department started to education. As always,
the majority of the students were girls. Today, the English Language
Department gives ⁵ four-year education, also a preparatory class
for students whose English is insufficient.

I would like to compare the teachers in the university who
have ^{their} an academic career and the teachers in private highschools
^{in order to investigate}
in that, how they decided to be a teacher, their feelings of present,
and if they are regretful or content, ^{and} their ideas about their ^{professions} professions.

I have talked six teachers; three of whom are faculty teachers
and the others are private highschool teachers.

Question 1: Was Cukurava University your only choice?

Cukurava University was not the only choice of two of the

faculty teachers that I talked. They had never thought themselves earning their ^{life} from teaching English one day. One of them wanted to have education at the political science. And another one wanted to be educated at METU in architecture department, yet their false range of choice made them to be entered to that department. Unlike the two faculty teachers, third one always wanted to be an English teacher at a private school because of her affection of ^{to} children. After ^{of} nine-year teaching at a private school, she has chosen teaching at university.

On the other hand, private highschool teacher's aim, except one, was only the English Language department. They always wanted to be an English teacher. However, the ^{exceptional} teacher's aim was architectur, but her ^{in university} grade was ^{aim of} adequate for being an English teacher, so her being a teacher was a coincidence. The others had never thought another occupation, they like teaching and English as a foreign language.

Question 2: What was your aim (to teach at university or at highschool) when you were a student at the university? And was your aim same? at your first year and last year when you went for training and ^{came} met face to face with little students?

Two of ^{of} the ^{face} ^{with} faculty teachers had never thought teaching at a highschool. When they were students at the university, their aim was to have an academic career, whereas the others was to work at a private school.

On the other hand, none of the highschool teachers didn't aimed teaching at the university. Upon all the teachers/ that I talked, going to training didn't have a role to change their minds whether to stay at the university or not.

I ^{only} asked faculty teachers why people need to have an academic career, and related to this question, what they had expected from the academic career and what they had found. If they haven't found their expectations, ^{have} do they have done anything to train themselves?

The faculty teachers think that the reason why people need to have an academic career is ^{to} desire to learn more and more. Furthermore, the eagerness to learn ^{what is} happening around the world about their branch and ^{to} learn the depth of the language ^{lead} ~~make~~ them to have an academic career. Hence, only teaching won't be enough for one and by searching, reading, learning more people attain satisfaction.

They never have become disappointed for having an academic career. They think that one can't be perfect, there is always a minus, so they always study, search and try to make their minuses ~~to~~ pluses. Due to fact that one can't teach everything to another, 90% of their knowledge is gained by their own searching, reading and relationship with outside.

Question 4: Are you content with your life today? Or do you want another job that can be related to English language?

The faculty teachers are pleased in their life. The sense of teaching gives them a great happiness, whereas economical doesn't. One of the faculty teachers although "having the pleasure of teaching, he wants to be an educationalist abroad in the future."

Like faculty teachers, the private school teachers also like their professions, teaching. Neither are they regretful having chosen that job nor are they regretful not being a faculty teacher. They believe that being a teacher has a prestige in the society and being an English teacher is a popular job today. They like children and become happy when they help and solve the children's problems.

I asked private school teachers how they broaden their horizons, how they renew their knowledge. They said that they never contented with the knowledge that they graduated. To improve themselves they participate in seminars, read foreign books and publications.

They like working at a private school. Due to the fact that the lessons generally includes English and the students eager to learn English language, the teachers have the taste of

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THE ENGLISH TEACHERS

Çukurova University, today is set up on 2000 hectares, was founded in 1973 with a few faculties. After ten years, in 1982-1983, the English Language Department started education. As always, the majority of the students were girls. Today, The English Language Department gives a four-year education, also a preparatory class for students whose English is insufficient.

I would like to compare the teachers in the university having their academic career and the teachers in private highschools in order to investigate how they decided to be a teacher, their feelings at present, if they are regretful or content and their ideas about their professions. I have talked six teachers; three of whom are faculty teachers and the others are private highschool teachers.

Question 1: Was Çukurova University your only choice?

Çukurova University was not the only choice of two of the faculty teachers that I talked. They had never thought themselves earning their lives from teaching English one day. One of them wanted to have education at the political science, another one wanted to be educated at METU in architecture department, yet their false range of choice, entering to the university, made them to be entered to that department. Unlike

the two faculty teachers, third one always wanted to be an English teacher at a private highschool because of her affection to children. After a nine-year-teaching at a private highschool, she has chosen to teach... at a university.

On the other hand, private highschool teachers' aim, except one, was only the English Language Department. They always wanted to be an English teacher. However, the aim of the exceptional teacher was architectur, but her grade in university exam was adequate for being an English teacher, so her being a teacher was a coincidence. The others had never thought another profession, they like teaching English. As I observed none of the teachers complaint about their lives although some of them were reluctant to enter that department.

Question 2 : What was your aim (to teach at the university or at a highschool) when you were a student at the university? And was your aim ^{the} same at your first year and last year, when you went for training and come face to face with little students?

Two of the faculty teachers had never thought teaching at a highschool. When they were students at the university, their aim was to have an academic career, whereas the other's was to work at a private highschool.

On the other hand, none of the private highschool teachers didn't aim teaching at the university. Upon all the teachers, whom I talked, going to traing didn't have a role to change their minds whether to stay at the university or not.

I only asked the faculty teachers why people need to have an academic career, and related to this question, what they had expected from the academic career and what they had found. If they have not found their expectations, have they done anything to train themselves?

The faculty teachers think that the reason why people need to have an academic career is the desire to learn more and more. Furthermore, the eagerness to learn what is happening around the world about their branch and to learn the depth of the language lead them to have an academic career. Hence, only teaching is not enough for one, and by researching, reading, learning more, one attain satisfaction.

They have never become disappointed in "having an academic career". They think that one can not be perfect, there is always a minus, so they always study, research and try to make their minuses to pluses. Due to fact that one can not teach everything to another, 90% of their knowledge is gained by their own researching, reading and relationship with outside.

Question 4 : Are you content with your life today or do you want another job that can be related to English language ?

The faculty teachers are pleased in their life. The sense of teaching gives them a great happiness, whereas satisfaction in economic doesn't. Although one of the faculty teachers has the pleasure of teaching, he wants to be an educational "attaché" in the United Kingdom.

Like faculty teachers, the private highschool teachers also like their professions, teaching. They are not regretful being a teacher because they believe that being a teacher has a prestige in the society; moreover, they like children and become happy when they help and solve the children's problems.

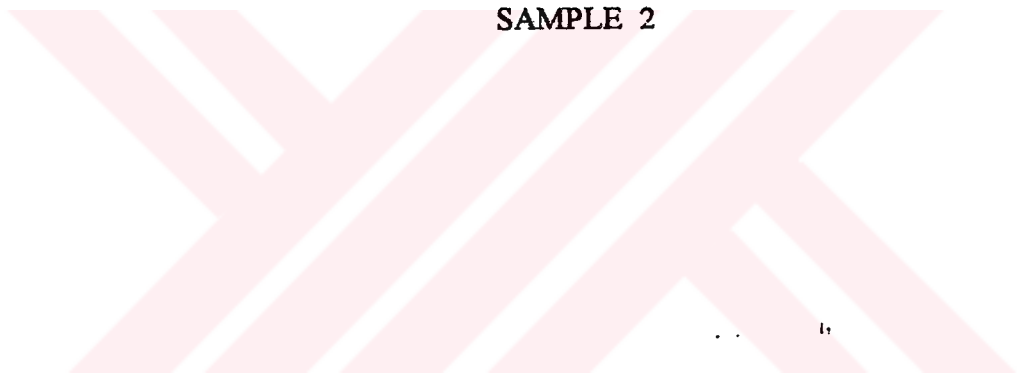
As I observed, the private school teachers are pleased, they have no regretfulness. I think the private school is a factor for this, such as its conditions. On the other hand, the faculty teachers have some complaints, such as their economical problems.

I only asked private school teachers how they broaden their horizon and how they renew their knowledge. They said that they were never contented with the knowledge that they had graduated. They participate in seminars, read foreign books and publications in order to improve their knowledge.

As a result, generally the faculty teachers entered the English Language department by coincidence. As opposed to them, the private school teachers were eager to be an English teacher, and what I investigated is they do not regret not having an academic career. I think the reason why they like working at a private school is the conditions and their earning enough to live. On the other hand, it is faculty teachers that I became sad for. It is a fact that they dedicate their life to science, English language. They study, do research and contribute something to English, yet they hardly get what they deserve in terms of payment.

By that project, I made my decision stronger. Due to my affection to children and better conditions at the private schools, I would like to teach at a private school.

SAMPLE 2



Task 1
1st draft

FIRST SEMESTER

It is not easy to learn a foreign language. Writing is one of the important ways of learning a language. If you learn words by writing, you won't forget the word or you will understand what the word means.

Sometimes when you are angry, happy or sad, if you want to show your feelings there is a way to show your sadness, happiness: writing. Even if you don't show it others, I'm sure you'll feel better.

① Please think more deeply about the purpose of writing.

② Then rewrite this reflection.

Task 1
2nd draft

There are some reasons to learn writing: while learning a foreign language, taking notes during the lesson while studying at home, to express our feelings, desires and for communication.

While writing in a foreign language to choose the best words and to fit them in correct places can be difficult. If you write very often, this problem can be solved. You don't always have to use literal words in your writing. You can give your message by using simple sentences.

If you take notes, while listening your instructor, it will help you to understand the subject. When you forget them you can read and remember.

While studying at home, writing can help you to understand your other lessons. So writing activities and the tasks which your instructor gives in the class are very important to improve your ability of writing.

We can express our feelings, emotions, ideas, happiness, sadness by using writing. Some people keep diaries. They write their happiness, sadness so they feel better by writing their feelings. Some people want to share their ideas with other people by using writing so they can teach many people. While doing this they should express their ideas or opinions directly or clearly for the reader to understand.

Although technology has developed writing is still very important for communication because of expensiveness.

As a result it is very important to learn writing and to use it in our life.

Topic 2

Examples 1st draft

In order to be rich and famous a person doesn't have to win a lottery. Even if you are an extraordinary person you may be rich and famous by using your intelligence there are some ways to do this. You study many years then you can be a politician and become rich and famous by telling some lies. You can be a singer. For example Baran, two or three years ago he wasn't a singer but now he is one of the favorite singers in Turkey and ^{has} become a very rich person in a short time. Madonna was a poor family's daughter but became famous and rich using her voice and her appearance. S. Graf is a tennis player, she is one of the greatest players in the world and earns ~~to~~ much money in one match. Maradona is a footballer, even if he has many bad habits he is good at playing football and people made him famous and rich.

Place out a conclusion (1 sentence)
It's final

Examples
final

In order to be rich and famous a person doesn't have to win a lottery. Even if you are an extraordinary person you may be rich and famous by using your intelligence. There are some ways to do this. You study many years then you can be a politician and become rich and famous by telling some lies. You can be a singer. For example Tarkan, two or three years ago he wasn't a singer but now he is one of the favorite singers in Turkey and has become a very rich person in a short time. Madonna was a poor family's daughter but became famous and rich by using her voice and her appearance. S. Graf is a tennis player. She is one of the greatest players in the world and earns much money in one match. Maradona is a footballer: even if he has many bad habits he is good at playing football and people made him famous and rich. As it seems it is not difficult to become a rich and famous person.

Task 3

The average elderly household spends over three-fourths of its budget on the necessities of life. A family sets apart 34% for housing expenditures, it includes rent, electric, water taxes, oil etc. 21.4% for food, ~~It can be enough if it is not a large family, it is normal if a family has four members~~ 14.4% for transportation but if a family locates in a country it would be less than 14.4% for health care if a family has important health problems it would be more than this. It depends on the family's condition. 4.3% for recreation, families who like travelling abroad or night life would spend more than this but in normal condition it can be enough - 5% for clothing if a family doesn't fond of luxury and if they buy only what they need it will be enough - 2.6% for personal care a person, who loves life, looks after himself very well and he has to set apart some money for himself and 5.1% for other expenditure, especially for unexpected expenditures if a family can't know what will happen in the future so a family has to set apart some money for emergency situations.

- rethink about ~~the~~ your own comments

TASK 3 STATISTICS

(rewrite)

(second draft)

The average elderly household spends over three-fourths of its budget on the necessity of life. A family sets apart 34% for housing expenditures. It includes rent, electric, water taxes etc. 21.4% for food, 14.4% for transportation but if a family locates in a country it would be less than 14.4%. A family should set apart 10.6% of their income for health care. 7.3% for recreation will be enough in normal conditions. 5% for clothing & 2.4% can be spent for personal care. Everyone needs to buy something which is necessary for himself or herself. ~~And~~ 5.1% for other expenditures which can be necessary for emergency situations.

Do the correction & make it ready
(Please use full sentences) for final

Final

The average elderly household spends over three-fourths of its budget on the necessities of life. A family sets apart 34% for housing expenditures. It includes rent, electric, water taxes etc. 21.4% is for food, 14.6% is for transportation. A family sets apart 10.4% of their income for health care. 7.3% is for recreation. It will be enough in normal conditions. 5% is for clothing. Everyone needs to buy something which is necessary for himself or herself so 2.4% can be spent for personal care. 5.1% is for other expenditures which can be necessary for emergency situations.

Task 2: ENUMERATION

1st D: 1)

There are several reasons why I would like to live in a country house. First of all the rents are reasonable. It is cheaper than city houses. Second, I can grow some plants and flowers in a big garden in front of the house. Another reason is the fact that there isn't any air pollution. Living in a house in the country is healthier than living in a city. You can breathe fresh air. Still another reason is that I like green places. My chief reason to live in a small house in the country is to be alone. I love silence and peace.

O.V. final

TASK 4 ENUMERATION

There are several reasons why I would like to live in a country house. First of all the rents are reasonable. It is cheaper than city houses. Second, I can grow some plants and flowers in a big garden in front of the house. Another reason is the fact that there isn't any air pollution. Living in a house in the country is healthier than living in a city. You can breathe fresh air. Still another reason is that I like green places. My chief reason to live in a small house in the country is to be alone. I love silence and peace.

Task 5 Biography (1st draft)

Yakup Karatas was born in Scharlevu - Belgium in 1972. His parents settled down in Belgium in 1965. His father (was) a miner. His mother (is) a housewife. He has four sisters and one brother. He is the only student in his family.

He finished primary school in Belgium. His father retired in 1982 and they came back to Turkey. He continued his education in Adana. After one year they immigrated to Antalya. His family stayed in Antalya for two years and came back to Adana. But he stayed there and finished Antalya Anatolian Technical High School in 1991. After he graduated from his school, he couldn't pass the university exam in his first year. He came back to Adana in 1992. The second year he managed to pass the exam. Now he is in Çukurova University - ELT department is second class.

He works in a marketing company. He earns his own money. He works in touristic places in summer, especially in Antalya. He can speak two languages & English and French. He likes ^{speaking} to speak to foreigners.

He loves his family and girl friend so much. He likes watching football, playing folk dance. He is a careful driver but he likes driving very fast. He likes cooking and eating fish.

He is clever but he doesn't like studying his lessons. He doesn't like politics. He gets angry if somebody puts pressure on him. He doesn't like people who are spoiled and he hates people who tell lies.

His fears are to lose any person whom he loves so much and to hurt someone's feelings.

He is a quick tempered person. He loves helping people. His desire is to live in a foreign country.

Since this is a biography, not a description, you don't need to write about his personality so long. You can shorten it.

too much of about his personality

Task 5: Biography
Final

Yakup Karotkis was born in Sclouvies - Belgium in 1972. His parents settled down in Belgium in 1965. His father His father was a miner. His mother was a housewife. He has four sisters and one brother. He is the only student in his family.

He finished primary school in Belgium. His father retired in 1982 and they came back to Turkey. He continued his education in Adana. After one year they immigrated to Antalya. His family stayed in Antalya for two years and came back to Adana. But he stayed there and finished Antalya Anatolian Technical High School in 1991. After he graduated from his school, he couldn't pass the university exam in his first year. He came back to Adana in 1992. The second year he managed to pass the exam. Now he is in Gukurova University - ELT Department in second class.

He works in a marketing company in Adana. He earns his own money. He works in touristic places in summer especially in Antalya. He can speak two languages: English and French. He likes speaking to foreigners.

He loves his family and his friend so much. He likes watching football, playing folk dance. He is a careful driver but he likes driving very fast.

He doesn't like studying and telling lies. His fear is to lose any person whom he loves so much. His desire is to live in a foreign country.

info

Where were you born? Sartova - Belgium

When were you born? in 1972

When did your family go to Belgium: in 1965

What are your father's and mother's jobs? My father was a miner, my mother is a housewife. Father retired 1982 and they came back to Turkey 1982.

Do you have any sisters or brothers? Four sisters and one brother. I'm the only student in my house.

Can you tell me about your education? I finished primary school in Belgium, High school in Antalya, University in Adana. (ELT Department in Cukurova Univ.) First year I couldn't pass Univ. exam. I lived lonely because my family came back to Adana.

What do you do in your spare time and holidays? I work in a marketing company, work in Antalya in summers. I know two languages.

What do you like: love my family and good friend. watching football, playing folk dance, driving fast, cooking and eating fish.

What don't you like: Studying my lessons. I don't like politics, being put pressure on me, spoiled people and liars.

What are your fears? to love any person whom I love and to hurt someone's feelings.

Have you got any desires? To live in a foreign country

TASK 1
(First Draft)

India finds its program for limiting rate of growth. ^{Chinese} Government proposes to use marriage bans, sterilization and abortion to improve the quality of the Chinese population

At the current rate of growth, India will have 1 billion people within four years and 1.5 billion by around 2035, when it will challenge China as the world's most populous nation. In India there are 27 million births a year against 8.4 million deaths. In China its low current growth rate of about 1.4% a year - down from a peak of more than 3% in the middle of 1960. The population will double in the next century.

India finds a program to keep control population. India's government propose some sanctions: People having more than three children would be barred from government jobs and women who marry before the age of 18 and men before 21 would face the same restrictions.

Similarly China has some population control programs for families not to have more than one child.

Both China and India educate their people with some programs. In that way they keep the rate of growth and reduce the number of birth of seriously sick and disabled children.

Elsewhere in India, international aid groups are coming up with new methods for getting family-planning information to the public. On the other hand Chinese tend to agree that a healthy population is more important than personal freedom.

- 1- Introduction
- 2- examples are not enough.
- 3- cons.

Both China and India are trying to educate their people with some programs such as TV programs, some international aid groups. In that way they want to keep the rate of growth and reduce the number of birth of seriously sick and disabled children.

Elsewhere in India, international aid groups are coming up with new methods for getting family-planning information to the public. On the other hand, Chinese tend to agree that a healthy population is more important than personal freedoms. your own comment.

intro:

- ② → proposal to decrease pop.
- ③ → how to put the pop. into process
- ④ → education
- ⑤ → family & sex

ASK 1
Draft

Articles?

The two countries - India and China - which have different social structures have some problems about population. They have both similarities and differences. In terms of China's government proposes to use marriage bans, sterilization and abortion to improve the quality of the Chinese population. In contrast India's government is set to debate a new population policy that suggests the creation of a population commission to oversee the \$375 million-a-year program. The scheme aims to work through the existing network of village councils and community groups.

India will have 1 billion people within four years and 1.5 billion by around 2035 similarly Chinese population will double by around 2000.

Until now India has been reluctant to impose the kind of mandatory limits on family size set by China. The proposal includes some sanctions: people having more than three children would be barred from government jobs and women who marry before the age of 18 and men before 21, would face the same restrictions. Similarly China has some population control programs for families not to have more than one child.

^{Both} Likewise, Chinese and Indians prefer to have sons. Because they need sons to help farm the land. Similarly ~~in~~ China, ~~and~~ in India, farming ~~is~~ also an incentive to produce larger families which translate into more working hands.

Both China and India are trying to educate their people with some programs such as TV programs, some international aid groups etc. In that way they want to keep the rate of growth and reduce the number of birth of seriously sick and disabled children.

Although the two governments try to educate their people with some programs, people are ~~so~~ ignorant and illiterate; therefore, they don't know the importance of these population policies. They still insist on having more than three children or having sons, for they need children to help farm the land. Similar to China, in India farming is also an incentive to produce larger families which translate into more working hands.

Elsewhere in India, international aid groups are coming up with new methods for getting family-planning information to the public. On the other hand, Chinese tend to agree that a healthy population is more important than personal freedoms. To me, the first step to keep the rate of growth is to educate people. ~~In my opinion~~ ^{fact,} the two governments have a more serious problem than population; ~~the problem~~ ^{is ignorance.} ~~Firstly,~~ ^{Firstly,} they should educate their people; then the other problems can be solved easily.

fire!

TASK 1
(Third Draft)

POPULATION

The two countries - India and China - which have different social structures have some common problems about population. These articles were taken from TIME magazine. The title of the first article is "Ordering Up Better Babies" and the second one is "Racing Against Time". They have both similarities and differences.

India will have 1 billion people within four years and 1.5 billion by around 2035 similarly Chinese population will double by around 2000.

Chinese government ^{gives a} proposal to ^{limit} ~~use~~ marriage ~~bars~~, sterilization and abortion to improve the quality of the Chinese population. In contrast, India's government is set to debate a new population policy that supports the creation of a population commission to oversee the \$ 375 million-a-year program. The scheme aims to work through the existing network of village councils and community groups.

Until now India has been reluctant to impose the kind of mandatory limits on family size set by China. The proposal includes some sanctions: people having more than three children would be barred from government jobs and women who marry before the age of 18 and men before 21, would face the same restrictions. Similarly China has some population control programs for families not to have more than one child.

Final
TASK I

POPULATION

The two countries, - India and China - which have different social structures have some common problems about population. The title of the first article is "Racing Against Time" and the second one is "Ordering Up Better Babies". These articles were taken from Time Magazine. They have both similarities and differences in terms of population.

The articles state that India will have 1 billion people within four years and 1.5 billion by around 2035. Similarly Chinese population will double by around 2000. Regarding this, Chinese government gives a proposal to limit marriages, sterilization and abortion to improve the quality of the Chinese population. In contrast, India's government is set to debate a new population policy that suggest the creation of a population commission to oversee the \$ 345 million a year program. The scheme aims to work through the existing network of village councils and community groups.

The articles mention that until now India has been reluctant to impose the kind of mandatory limits on family size set by China. The proposal includes some sanctions: people having more than three children would be barred from government jobs and women who marry before the age of 18 and men before 21, would face the same restrictions. Similarly China has some population control programs for families not to have more than one child.

The articles say that both China and India are trying to educate their people with some programs such as TV programs. In that way, they want to keep the rate of growth and reduce the number of birth of seriously sick and disabled children.

Although the two governments try to educate their people with some programs, people are very ignorant and illiterate; therefore, they don't know the importance of these population policies. They still insist on having more than three children or having a son, for they need children to help farm the land. Similar to China, in India farming is also an incentive to produce larger families which translate into more working hands.

As a conclusion I believe we can say that elsewhere in India, international aid groups are coming up with new methods for getting family planning information to the public. On the other hand, Chinese tend to agree that a healthy population is more important than personal freedoms. To me, the two governments have a more serious problem than population: ignorance of people. Therefore, the first step to control population is to educate people; then the other problems can be solved easily.

TASK 2 - Definition
First Draft)

UNIVERSITY

It is thought that the meaning of the university is an easy concept which is known by everybody, in fact; it is not a well-known concept. Its meaning changes from one person to another.

The dictionary meaning of university is an institution for advanced teaching and research. According to the dictionary meaning, university is only a place where the students is thought and have a chance to research on their subjects.

The meaning of university changes from a successful student to a lazy one. The successful student can say: University is a place in which I can be educated and have a chance to improve my knowledge and research on my department. A lazy student can say: university is a place where the parties are arranged.

Even the teachers can give different definitions about this concept, some can say the university is a place where I teach my students, some can say: university means to teach ~~and~~ to educate and to prepare them for their future.

University also has a different meaning among the people. People think that university is a place where the students become communist.

People shouldn't think that university is only a place (room), or a place where the communism is taught. ^{secondary} to me university means: where the students are taught and have chances to be well-educated people.

CHECKLIST

Yes / No

- | | | | |
|----------|----------|-----|---|
| <u>Y</u> | --- | 1. | Does it make sense? Is it interesting? |
| <u>Y</u> | --- | 2. | Does it have an introduction? |
| <u>Y</u> | --- | 3. | Does it have a conclusion? |
| --- | <u>N</u> | 4. | Did s/he always use the most appropriate or interesting words? |
| <u>Y</u> | --- | 5. | Did s/he use any word too often? <i>And. university</i> |
| <u>Y</u> | --- | 6. | Do all sentences in a paragraph relate to one idea? |
| --- | <u>N</u> | 7. | Are the sentences varied in length, pattern and beginnings? |
| <u>Y</u> | --- | 8. | Do the sentences tell a complete thought? |
| <u>Y</u> | --- | 9. | Are capitals used where necessary? |
| --- | --- | 10. | Did s/he use apostrophes, commas, quotation marks, periods, question marks where needed? <i>Sometimes</i> |
| <u>Y</u> | --- | 11. | Are all words spelled correctly? |
| --- | --- | 12. | Are paragraphs indented? |

TASK 2. DEFINITION
(Second Draft)

UNIVERSITY

It is thought that the meaning of the university is an easy concept which is known by many people; however, it is not well-known. Its meaning changes from one person to another one.

The dictionary meaning of university is "an institution for advanced teaching and research". According to the dictionary meaning, university is only a place in which students are taught and have a chance to research on their subject.

When you ask a successful student about university, he would say "university is a place in which I can be educated and have chances to improve my knowledge and research on my department ^{subject}". On the other hand, when you ask the same question to a lazy one, s/he would say "university is a place where the parties are arranged."

Even the teacher can give different definitions about this concept. Some teachers can say: University is only a place to teach students; on the contrary, some can say: University means to teach, educate and ^{prepare} prepare them for future.

University has also a different meaning among people. They think that university is a place where the students become communist ^{believe}.

People shouldn't think that university is only a place (building), or a place where the communism is taught. To me, university means ^{place} where the students are taught on their subjects and have chances to research and to be well-educated people.

→ Conc. yutaridatelen acahi uilebili-

ASK 2 - DEFINITION
Third Draft)

UNIVERSITY

It is thought that the meaning of the university is an easy concept which is known by many people; however, it is not well-known. Its meaning changes from one person to another.

The dictionary meaning of university is "an institution for advanced teaching and research". According to the dictionary meaning, university is only a place in which students are taught and have a chance to research on their subject.

When you ask a successful student about university, he would say "university is a place where I can be educated and have chances to improve my knowledge and research on my courses". On the other hand, when you ask the same question to a lazy one, s/he would respond "university is a place where the parties are arranged". Even the teachers can give different definitions about this concept. Some teachers can say: "university is only a place to teach students; on the other hand, some can say: it means to teach, educate and prepare them for future. University has also a different meaning among people. They think that it is a place where the students become communist.

I believe people shouldn't think that university is only a place where the communism is taught. To me university means where the students are taught on their subject to prepare them for their future and to make them well-educated people for their country.

DEFINITION

UNIVERSITY

It is thought that the meaning of the university is an easy concept which is known by many people; however, it is not well-known. Its meaning changes from one person to another.

In Oxford dictionary, the meaning of university is "an institution for advanced teaching and research". According to the dictionary meaning, university is only a place in which students are taught and have a chance to research on their subjects.

When you ask a successful student about university, he would say "university is a place where I can be educated and have chances to improve my knowledge and research on my courses". On the other hand, when you ask the same question to a lazy one, s/he can respond "university is a place where the parties are arranged". Even the teachers can give different definitions about this concept. Some teachers can say "university is only a place to teach students"; on the contrary, some can say "it means to teach, educate and prepare them for future". University has also a different meaning among people. They think that it is a place where the students become communist.

I believe people shouldn't think that university is only a place where the communism is taught. To me university means where the students are taught on their subjects to prepare them for their future and to make them well-educated people for their country.

I am sure that it must be very difficult to teach a course which one hadn't taken. I think we will have that kind of problems in future because for example we have listening and speaking course but I believe it is very boring and inadequate. We haven't got even a foreign teacher or a laboratory to practise.

Question 5: How long did you have probation and was it enough for you?

They said they had probation for only one month. One of them said that one month probation was enough for him, but the others didn't agree with him. Since the methodology course was very inadequate, they didn't feel ready to be a teacher. To me probation should be three or four months because I don't believe I can learn everything in one month. One can learn more in three or four months and feel more ready to be a teacher.

This mini-project shows that fifteen years ago the education system was not good enough for students to be teachers. They lacked of practice and research. The most negative side of their education system was taking inadequate methodology courses. Today we have much more chances about methodology, probation, researching, practicing, but it doesn't mean that our education system is perfect. Despite all these I believe that we are luckier than our teachers.

English department was set up in 1978 in Tunis. Five years later it was moved to Adana. Approximately one hundred students graduate every year. While preparing this project my aim was to find out if the education system was adequate to be a teacher. I interviewed with four teachers. I asked them some questions.

Question 1: What was the aim of your department?

One of my teachers said that their department didn't have a clear aim. Another one said they were prepared as a teacher. One said they were prepared to find a job in a private company as a translator. And the last one told me that they were educated to enter to the tourism sector. Their responses were interesting and different from one another. I think they were not motivated enough.

Question 2: Was three year education enough for you?

Two of them said that it was enough and the others said 'no' because they didn't feel ready to be a teacher. I agree with the majority because it is a very short time. I believe that a student can't be well educated in three years after they graduate this dep. became four years; therefore, they had to attend one more year.

Question 3: Can you tell me something about your education system?

All of them agree that practice was not adequate. They had only class activities and hadn't had enough chance to research on their subjects. They said that they took some courses which are not necessary. Education courses were not very important. In contrast they took the commerce course, the course of typing. I believe that one should have chances to practice what s/he learns to be more successful.

Question 4: When you first became a teacher did you have any difficulties while teaching a course which you hadn't taken?

Two of them said that they didn't have any difficulties.

because they believe they improved their knowledge on those courses. One of them said she didn't take translation course so when she was in master she had some difficulties. The other said that when he was a student the literature courses were very inadequate so he thinks he still has some problems while teaching this course. I am sure that it must be difficult to teach a course which one didn't take.

Question 5: How long did you have probation?

They said they had probation for only one month. One of them said one month probation was enough to be a teacher. But the others didn't agree with him. Since the methodology course was very inadequate - they didn't feel ready to be a teacher.

This mini-project shows that the education system was not good enough for students to be a teacher. They lacked of practice, research. Today we have much more chances about education, probation, researching, practicing and so on. I think we are luckier than our teachers.

ÖZGEÇMİŞ

Şehnaz Şahinkarakaş; 1960 yılında Adana'da doğdu. İlköğretimini Adana Cebesoy İlkokulu ve orta öğretimini Adana Özel Ayas Lisesinde tamamladı. 1982 yılında Çukurova Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili ve Eğitimi Anabilim Dalı'ndan mezun oldu. Mezuniyetinden hemen sonra Adana Özel Ayas Lisesinde 9 yıl boyunca İngilizce öğretmenliği yaptı. 1991 yılında Çukurova Üniversitesi Yabancı Diller Eğitimi Merkezinde okutman olarak göreve başladı. Katıldığı hizmet-içi eğitim programında Cambridge Üniversitesi tarafından verilen CEELT yeterlik sertifikası almaya hak kazandı. 1992-93 akademik yılında Bilkent Üniversitesinde Yüksek Lisans eğitimini tamamladı. Daha sonra Çukurova Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümünde doktora programına devam etti. 1993-94 akademik yılından bu yana Çukurova Üniversitesi Yabancı Diller Eğitimi Merkezinde Test Ölçme ve Değerlendirme koordinatörü olarak çalışmaktadır.

T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ