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THE USE OF PORTFOLIOS IN AN ENGLISH LANGUAGE WRITING
CLASS: STUDENT REACTIONS AND BENEFITS

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MASTER OF ARTS

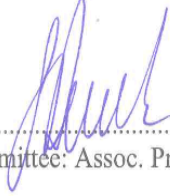
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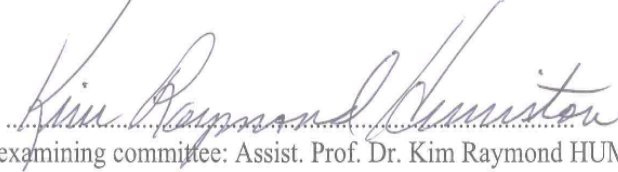
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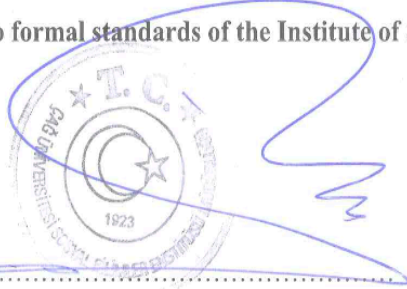


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Buğra KAŞ

DEDICATION

*To my beloved parents,
Berrin and Cavit KAŞ...*

ÖZET

PORTFÖYÜN İNGİLİZCE YAZMA SINIFINDA KULLANIMI : ÖĞRENCİ TEPKİLERİ VE FAYDALARI

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Bu çalışma portföy uygulamasının yazma alanlarına faydalarının olup olmadığını ve öğrencilerin portföye tepkilerini incelemeyi amaçlar. Bu çalışma Zirve Üniversitesi Hazırlık Okulunda C kurunda öğrenim gören 12 öğrenci ile yürütüldü. Çalışma 7 hafta sürdü. Bilgi toplamak amacıyla her öğrenci için bir puan kağıdı ve bir kapak mektubu kullanıldı. Puan kağıdından elde edilen bilgiler puan ortalamalarının alınması için excelde hesaplandı ve kapak mektupları içerik analizi yöntemi kullanılarak incelendi. Çalışmanın sonuçlarına göre, öğrencilerin bütün yazma alanlarındaki performansı açısından gözle görülebilir bir gelişme vardı. Kapak mektuplarının sonuçları ayrıca öğrencilerin portföye olumlu tepkilerinin olduğunu gösterdi.

Anahtar Kelimeler: Portföy, Yazım Portföyü, Yazma Alanları, Yazma Performansı, Yazmada Gelişim, Portföye Tepkiler

ABSTRACT

THE USE OF PORTFOLIOS IN AN ENGLISH LANGUAGE WRITING CLASS: STUDENT REACTIONS AND BENEFITS

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This study aims to investigate whether portfolio implementation has benefits to the areas of writing and to the students' reactions to portfolio. This study was carried out with 12 students studying in level C at Zirve University Preparatory School. It lasted for 7 weeks. A grade sheet for each student and a cover letter were used to collect data. The data acquired from grade sheet were calculated in excel to get the mean scores, and cover letters were analyzed by using content analysis method. According to the results of the study, there was a notable progress in terms of the students' performance in all the areas of writing. The results of the cover letters also demonstrated that students had positive reactions to the portfolio.

Keywords: Portfolio, Writing Portfolio, Areas Of Writing, Writing Performance, Progress In Writing, Reactions To Portfolio

ABBREVIATIONS

EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
L1	:	First Language
L2	:	Second Language / Target Language
M	:	Mean
P	:	Participant

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CHAPTER 1

1. INTRODUCTION

This research investigates the benefits of portfolio implementation in a preparatory school on such areas of writing as vocabulary, grammar and sentence, mechanical competence, content and coherence, and rhetorical organization. The research questions were prepared by the necessity that occurred from a real classroom atmosphere where portfolio keeping is implemented directly as both an assessment tool and a learning process device.

This first chapter presents the background to the study, statement of the problem, purpose of the study, significance of the study, research questions, and the limitations of it. This chapter will be finalized with the operational definitions in the study.

1.1. Background to the Study

Portfolios are used in writing classes for some specific reasons at preparatory schools across the world. A lot of research has shown that keeping portfolios for writing in foreign language classes enables the students to improve their writing skills. It also develops students' self-confidence for writing and lets them participate in writing actively. In addition, portfolio implementation helps the students see their mistakes' types and frequency during the process. The portfolio motivates the students to write in target language.

A qualitative research on portfolio keeping in English as foreign language writing was done by Aydin (2010) so as to draw attention to the positive effects of portfolio keeping on writing skill. He resulted in that "portfolio keeping in writing EFL has some beneficial effects on vocabulary, grammar, reading and research skills, organization of paragraphs and essays, punctuation and capitalization, giving and receiving feedback, paragraph and essay development methods and techniques, and the characteristics of paragraphs and essays" (p.11).

In a study, conducted by Bayram (2006), regarding the use of writing portfolios, she purposed to observe to what extent keeping portfolios in writing classes can increase the students' self-confidence for writing action and affect the students' attitudes towards writing. At the end of the study, she concluded that nothing changed in the context confidence in writing. However, she demonstrated that

“keeping a portfolio may have positive influence on students’ perceptions about writing” (p.100).

Sahinkarakas (1998) conducted a study related to the use of portfolios in writing classes and found similar results. She stated that writing portfolios assist students to improve their writing abilities since the students can see their mistakes in their drafts and learn from them. She also added that the students keep a folder for their drafts called portfolio, which make the students organized and planned in writing courses. In addition, she says that portfolios in a course are not used just as an assessment tool but as a fundamental part for learning process.

From the studies above, it can be concluded that portfolios affect the writing process positively. The portfolio has an important role in fostering the students’ performance in the areas of writing.

1.2. Statement of the Problem

There are not many studies related to the usage of portfolio in ESL classes as the portfolio originally appeared for L1 classes. This study will be totally based on using portfolio for ESL students in writing classes. This study may also show the benefits of writing portfolio on such writing areas as vocabulary, grammar and sentence, content and coherence, mechanical competence, rhetorical organization, and some others that can emerge apart from these areas.

Portfolios have been in use at Zirve University Preparatory School of English for four terms because the administration and the teachers pay much attention to writing skill in the process of learning English. The portfolio usage is aimed to enable the students to collect all their writings in a file from the beginning of each term to the end of each term and to see their improvement in process.

Although portfolio implementation is available at Zirve University Preparatory School of English, there is no study related to the benefits of this implementation. For this reason, this study may show the effectiveness and benefits of this implementation for Zirve University students.

1.3. Purpose of the Study

Portfolios are actively used as a self-assessment tool rather than an alternative assessment tool. The portfolio implementation includes all the drafts of the students and the feedback given by their writing teacher. The purpose of this study is to observe the benefits and effectiveness of the writing portfolio implementation at Zirve University Preparatory School of English and the student's reactions to portfolio.

1.4. Significance of the Study

There is not a study showing the benefits of portfolio implementation on writing areas at Zirve University Preparatory School of English. This study will be the first study on this subject. It can be a beneficial source for both the portfolio implementers and Zirve University Preparatory School.

1.5. Research Questions

The research questions of the study are:

1. What areas of writing does portfolio implementation help improve?
2. What are the reactions of the students to the portfolio implementation in writing classes?

1.6. Operational Definitions

Portfolio: Portfolio is used as an instructional tool that enables the students to develop their competence in areas of writing.

Writing Areas: Vocabulary, grammar and sentence, content and coherence, mechanical competence, and rhetorical organization of a draft are the areas of writing.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Writing in a Second Language

It is evident that writing is believed to be the most tedious job to do during the language learning process, and for that reason, the learners usually ignore it (Yalcin, 2006). The students do not want to write anything in English as a Second Language classes. It cannot be denied that writing in L2 is really more challenging than writing in L1 for the learners. Schoonen et al. (2003) and Wolff (2000) asserted that writing in a second language is a more difficult process than writing in one's native language because some sub-skills necessary for writing may not have developed adequately (as cited in Topuz, 2004).

“Writing is a complex skill, and its development involves much more than the accurate use of grammar and a good range of vocabulary. A comprehensive EFL Writing program requires the systematic treatment of a large number of interrelated elements”. (Gabrielatos, 2002, p. 12) Students need some abilities and strategies in order to write in L2 because writing is always a challenging process for the students in English as a Second Language (ESL) classes. Also, in either English as a Second Language or English as a Foreign Language (EFL) setting, writing classes let the students have the opportunity to practice their knowledge of English grammar and vocabulary while they are writing about given tasks.

Writing is also thought as an inimitable skill with its own features and conventions (Brown, 2001; Williams, 2003). It cannot be denied that writing ideas about a specific topic in a well-organized way in a second language is very difficult. Thus, learning to write coherent essays with rhetorical and discourse devices in a second language is a more complicated process (Schoonen et. al., 2003; Wolf, 2000, as cited in Ozmen, 2013).

Ozturk (2010) states that writing enables the students to learn a language, and the help of writing language learning process is explained by Raimes (1983) in three ways: First, while students are writing, they have the opportunity to reinforce the grammatical structures, vocabulary, and idioms which they have already learned. Second, students can learn more within the language and take risks to construct and convey the meaning they intend to communicate while they are writing. Third,

students have to put intensive mental effort into writing in order that they become very engaged with the new language that enhances learning.

“What is good writing? What makes a set of words or sentences a good writing?, Can we teach our students how to write in a good way?” As Uguten (2009) states that according to some people, these questions cannot be answered.

2.2. Areas of Writing

There are some areas which a text produced by the student in a writing class should include. As evaluators of the paragraphs written by the students, the teachers focus on these areas while giving feedback about the texts to the students. Alike their teachers, the students, of course, should take attention to these areas of writing.

As cited by Sahinkarakas (2010), Cumming, Kantor and Powers (2001) identified 12 areas of writing which might be available in a text in a writing class. However, the researchers aimed to categorize all the areas of writing under more specific areas. They combined these areas and defined 12 areas of writing as Rhetorical Organization, Content and Coherence, Sentence and Grammar, Vocabulary, and Mechanical Competence.

2.2.1. Rhetorical Organization

Lunsford (2003) define a paragraph as a group of sentences or a sentence that forms a unit. As it can be understood, there should be some sentences supporting each other and synchronizing with the topic of the paragraph. The sentences should be in a harmony with one another, so they need to be ordered in an organized way. As Savage and Shafiei (2012) state in their Academic Writing Book, a well-organized written paragraph includes a topic sentence, supporting sentences, and a concluding sentence. They also explain the requirements in detail below:

The topic sentence introduces the topic. It also tells what the writer will say about the topic.

The supporting sentences follow the topic sentence. They give more information to explain and support the topic sentence.

The concluding sentence often repeats the information in the topic sentence in a different way. It may also include what the writer has learned or why the topic is important. Sometimes the concluding sentence offers a prediction, a request, or a warning (Savage & Shafiei, 2012, p. 5).

The only thing that makes a paragraph a well-written paragraph is not the rhetorical organization of the paragraph. As I mentioned above, all the sentences are supposed to harmonize one another.

2.2.2. Content and Coherence

Kies (1995) describes the content and coherence of a paragraph as product of many different factors, which combine to make every sentence, every phrase, and every word contribute to the meaning of the whole piece. In other words, if a reader can move from one sentence to another one in a paragraph without any trouble following the writer's train of thought or explanation, the paragraph displays a whole coherence (Anson & Schwegler, 2010). In addition, in an article, it is stated that "a writer must control the content of every other sentence in the paragraph's body such that (a) it includes more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic sentence (Kies, 1995).

As we can conclude, a paragraph must also have content and coherence in addition to its rhetorical organization. This refers that the supporting sentences including details related to the main idea must be organized in a logical way. In order to do so, a writer generally uses time, space, and order of importance to present the supporting information sentences in a paragraph coherently (Savage & Shafiei, 2012).

2.2.3. Grammar and Sentence

One of the indispensable components in a paragraph is grammar/sentence subject for writers. There are some basic grammar rules in a written paragraph:

- A writer must write in sentences.
- Subjects and verbs in sentences must agree with one another.
- For a paragraph, the convenient grammatical structures like tenses, modals, passive voice, or etc. must be used by the writer. (Williams, 1918)

Via these basic grammar rules, a writer forms a sentence in order to reflect his/her thought or explanation. A sentence is a written statement that expresses a complete idea. That sentences form the building blocks of written communication is stated by Savage & Shafiei (2012). All the same, forming sentences including adequate and appropriate grammar in an organized and coherent way requires more to attain a well-written paragraph.

2.2.4. Vocabulary

During the process of forming sentences, a writer needs convenient words according to the topic. The writer uses these words in order to transfer his/her opinion or explanation related to the topic. For this reason, the words can be seen as tools in writing process (Kempton, 2004). However, a writer must use these tools in a suitable form and at the correct time. As it is mentioned before, the sentences combining together form a paragraph. Similar to this, words combining together in a meaningful way and a proper order form a sentence.

There are many kinds of vocabulary in English, and nouns, verbs, and adjectives are accepted as the most important parts of vocabulary study. A good writer is expected to know how to use nouns, verbs, and adjectives. He/she must choose the words in a paragraph so carefully because he/she wants the reader to understand the ideas and given information about a topic (Savage & Shafiei, 2012).

As stated, words form a sentence, and sentences form a paragraph. However, a writer needs more to create a well-written paragraph. Upon focusing on such elements in a paragraph as rhetorical organization, content and coherence, grammar/sentence, and vocabulary, a writer must have mechanical competence in order to organize a paragraph as well.

2.2.5. Mechanical Competence

Writing a well-organized paragraph requires a writer to have an effective mechanical competence that involves spelling, capitalization, and punctuation rules in writing. Like other languages, writing in English has some mechanical issues that a writer must know about. A writer must know how to spell each word in writing. He/she should be aware of where to use capitals and punctuation marks in order to produce a flawless writing task. As Shoebottom (1996) states, everyone who tries to write in English makes mechanical errors, whether a native or an ESL student.

Mechanical errors are the results of writing fast because the first aim is the content rather than the form (Shoebottom, 1996). However, the writer should focus on mechanical side of a paragraph. A paragraph is a totality that includes Rhetorical Organization, Content and Coherence, Grammar/Sentence, Vocabulary, and Mechanical Competence.

2.3. Approaches to Writing

Teachers apply many ways to direct their writing classes for EFL or ESL students. We cannot comment on the best or worst way since it depends on the conditions in the class. According to Uguten (2009), it is the teacher to choose the most suitable way depending on the type of the student, the subject, the curriculum and some other factors. Throughout the education history, there have been some approaches related to the writing classes according to the needs of both the teachers and the writing learners. Until the mids-1970s, the product approach to writing was popular among the people interested in writing. However, the perspective towards writing skill in EFL or ESL classes started to change under the light of process approach to writing in the mids-1970s.

2.3.1. Product Approach

Dubin and Olshtain (1994) stated that “the word ‘product’, in terms of writing skill, refers to the specification of the expected outcomes of a course study” (cited in Yalcin, 2006, p. 7). In other saying, the product is what the student creates until the end of a writing class. Since the product approach focuses on the outcome rather than the generation of a text, sentence based practices were of great importance as well as grammar exercises in this writing instruction (Yalcin, 2006).

The product approach to writing is defined by Grabe and Kaplan (1996) as a period during which students often did little writing and essays were written in just one draft. The situation is almost the same for ESL and EFL classes in Turkey. That is to say, the students in ESL and EFL classes in Turkey produce little writing in just one draft.

“During history, writing was seen as a supplementary tool for grammatical items and vocabulary. Learners were given a topic and just wrote about it. Product was very important, and learners were full of expectations for a perfect writing in only one draft” (Uguten, 2009, p. 15). Because of these reasons above, as Nunan (1995, p. 87) remarks, the product approach to writing causes imitating, copying, and transforming models of correct language.

On the other hand, writing is not something that can be based on only correct grammatical structures, vocabulary and combined sentences about a topic. Writing requires more than these elements and this idea made the people research for a new approach.

2.3.2. Process Approach

Many factors in 1960s resulted in a reaction to the product approach to writing. Of all these factors, one was about the aimed success in teaching, which was “the dissatisfaction of the teachers with the results they obtained by product approach to writing instruction in the USA and Australia” (Ozturk, 2010). Since the outcome of writing in an only one draft is not enough for writing class, the teachers were in need of finding a new approach that provides a broader perspective to writing.

Brown (2001) states that the process approach emerged as an attempt to take the advantage of the nature of writing code, which can be organized and edited unlimitedly, to enable the students to have the opportunity to think as much as they want while writing since writing is actually a thinking process. As we can conclude from Brown’s saying, the expected goal for writing class can not be obtained effectively by giving limited time to students for writing.

Williams (1998) states that the process approach helps students adopt and practice the universal features of writing while giving them opportunities to discover their individual processes and find the best working ones for them. The students witness their progress during the process on their own.

As Ozmen (2013) stated, in a regular class, writing starts when their teacher gives the students a topic. They have some ideas about the topic, and they start to write sentences about their ideas by putting them in a logical order. They need as many details as possible for the supporting ideas related to the topic. This is not an easy process, and it requires much concentration.

At the next stage, the students are the reader of their own writing and they are expected to revise their drafts in order to make the sentences more clear and meaningful. They are required either to add more information or to omit the irrelevant ideas for the topic. In addition, they need to get feedback from their peers and / or their teachers. Checking the draft in terms of grammar and sentence, mechanical competence, content and coherence, vocabulary, rhetorical organization is a requirement for editing stage. Under the light of such necessities for a writing class, the teachers need an approach that considers writing as process, not a linear activity (Ozturk, 2010).

According to Grabe and Kaplan (1996, p. 87), the approach seeing the writing activity as a process promotes the followings:

- Writers discover themselves and their own voice as an author,
- Writers have an opportunity to do meaningful writings on topics which are important or interesting to them,
- Writing is planned out as a goal oriented activity,
- Pre-writing tasks are performed and multiple drafts are written with feedback between drafts,
- Feedback can be obtained from various sources such as peers, small groups and / or the teacher,
- Content of the composition and personal expression are emphasized more than the grammar and usage in the final product,
- Students writers can repeat the tasks as many as they deem necessary,
- Student writers' awareness of writing process and notions such as audience, voice and plans is raised.

As it can be seen via the statements above, the ideal approach giving importance to the process of writing, not to the product, are required to be applied by the teachers in the instruction of writing in ESL classrooms. In another saying, process of writing is more important than the product of writing.

2.4. Portfolios

Since the portfolio was first implemented in writing, the researchers have asserted many definitions. All of these definitions are almost the same despite some minor differences according to the purpose of the portfolios used in writing classes. As mentioned by Bayram (2006) in her study, in order to have a more detailed look at the role of portfolio in a writing class and to understand the minor differences among the perceptions of portfolios, it is a necessity to comprehend what is meant by a portfolio.

2.4.1. Definition of Portfolio

As mentioned before, there are many definitions for portfolio in literature. A systematic and purposeful collection of writing work by a student, which is evaluated to observe the writing progress of a student over time, is defined as a portfolio (Ozturk, 2010).

In another study, Finch (1991) describes a portfolio as an informal collection of a student's work or a highly structured collection of performance samples related to the specific predetermined activities. Portfolio is also defined as a collection of work that has been collected over time (Johnson, Mims-Cox, & Doyle-Nichols, 2006).

To assert a more education-based description, portfolio is a purposeful collection of a student's work that demonstrates to students and others their progress, efforts, and achievements in given areas (Geneese & Upshur, 1996). As can be seen from all the definitions above, they are similar to each other, and they all must have the same characteristics.

Hamp-Lyons and Condon (2000) define nine required characteristics of a good portfolio. The first characteristic is collection of work. Portfolio naturally includes more than one performance. As a second characteristic, range is necessary for a good portfolio because it should involve a variety of forms, or genres written for different purposes and readers. The third characteristic is context richness. The performers' experiences are also assessed. Another characteristic is delayed evaluation which lets the students have opportunity to go back and revise the work. Student-centered control is another characteristic of a good portfolio. The students take the responsibility for success. Reflection and self-assessment are also characteristics of a good portfolio because these help the students control the progress and assess their own performance. Selection that enables the students to choose the

performances for assessment is another characteristic. The last characteristic of a good portfolio is development over time.

In this study, portfolio is accepted as an instructional collection of work that enables the students to develop their competence in areas of writing. In order to have a deeper understanding of portfolio, the types of portfolios should be analyzed.

2.4.2 Types of Portfolios

Even though the types and models of portfolios are named differently in literature, they have many similar features. Herman, Gearhart, and Aschbacher (1996) name three types of portfolios as the showcase portfolio, the progress portfolio, and the working portfolio. Similar to Herman et al., types of portfolios are named as showcase portfolio, assessment portfolio, and collection portfolio (O'Malley & Chamot, 1990). In another categorization, Calfee and Valencia (1991) name the types of portfolio as showcase portfolio which is student-focused, documentation portfolio which is student and teacher-focused, and evaluative portfolio which is teacher and administration-focused.

Despite named with different words, each type of portfolios have the same features in its own category. In showcase portfolio, only the best pieces are kept. The progress portfolios involve the documents that prove the growth over time. The working portfolio comprise of all the work done for a course. All the types of portfolios mentioned above are accepted as an instructional tool in writing classes.

2.4.3. Portfolio as an Instructional Tool

Portfolios used as an instructional tool are of many potential benefits in teaching writing (Grabe & Kaplan, 1996). Manning (2000) defines writing portfolios as an instructional tool that enables the students to take the responsibility for their learning.

There have been many studies over time to show that portfolios used in writing classes help the students develop ESL writing skills. Angew (1995) conducted a study in order to show the students' improvement in writing through portfolios.

In another research, Kowalewski, Murphy, and Starn (2002) conducted a study to improve overall writing skills of some certain grade students in Northern Illionis. The results of the project show that an incredible improvement in the students' writing skills has existed through the study.

All the studies conducted by different researchers demonstrate that portfolio is a versatile tool that is used for many purposes in many ways (Ozturk, 2010). For example, Sahinkarakas (1998) described portfolio as a file reflecting the students' efforts, development, and achievements during the instruction process given to the student. It is clear that portfolios have been used to improve writing skills. For this reason, it is important to know how to use portfolio in writing classes.

2.4.4. Usage of Portfolio in Writing Classes

Portfolios capitalize on the students' natural tendency to keep work and become an effective way to get them to have a second look and think about how they could improve themselves for their future work (Sweet, 1993). To provide this opportunity, teachers use portfolios in their writing classes.

While using portfolio in writing classes, teachers must pay attention to some principle in order to insure the growth and use of portfolio. Graves and Sunstein (1992) stated these principles below.

- Involve the students.
- Assist the students to keep portfolios of their own.
- Broaden the portfolios' purposes.
- Let instructional opportunities open.
- Reexamine elements in comparability.
- Observe the effect of school policy related to portfolio practice.
- Enlist the ingenuity of teachers (p. 3).

When portfolios are implemented and used in an appropriate way in a writing class, it is certain that portfolio plays an important role in terms of helping the students improve their writing. In another saying, portfolios have many benefits for both the students and teachers.

2.4.5. Benefits of Portfolios

As Ozmen (2013) states in her research about the implementation of portfolio system in a preparatory school, the portfolio is considered as a beneficial tool because it allows teachers and students to take active roles in assessment of writing process and foster learning for students. In another study, it is maintained that the use of portfolio as a method of assessment lets the students gain the confidence to write, develop their writing skills, and deal with their problems in writing (Nezakatgoo, 2011).

When writing is focused as a process through portfolios, students have the opportunity to write drafts, go back, revise, and rewrite. Thus the students have the responsibility for learning. Hirvela and Pierson (2000) express that students review their writing thanks to portfolios, so they can observe their own strong and weak points in writing.

From the studies related to the benefits of portfolio, it can be clearly stated that the portfolio can help the students develop self-reflection, critical thinking, responsibility and conscious for learning, and knowledge of writing. In addition, Fenwick (1996) prepares a list showing the benefits of portfolio as follows:

- Portfolio shows learner's improvement in writing over time.
- Portfolio includes learners directly in the learning and assessment.
- Portfolio indicates not only the outcomes of the process but also the process of learning.
- Portfolios build learner confidence. They have a powerful effect on student self-esteem.
- Portfolios are holistic measures of learning. They contain a diverse sample of work that demonstrates a variety of interconnected learner knowledge and skills.
- Portfolios are learning experience in themselves. To build a portfolio, learners must reflect on their learning, evaluate their own learning product, make selections representing their own competencies and rationalize their choices.
- Portfolios are advantageous for students seeking employment.
- Portfolios are useful indicators of gaps in the program. Curriculum and instruction can be evaluated by means of portfolios.
- Portfolios are an effective means for faculty development (p. 5-6).

The studies that have been conducted by the researchers up to now are about the general benefits of portfolio in writing. Most of them give information about the benefits of portfolio related to assessment, self-reflection, critical thinking, responsibility for learning, and etc. It observed that there are limited studies concerning the benefits of portfolio to such areas of writing as rhetorical organization, content and coherence, grammar/sentence, vocabulary, and mechanical competence in a written text.

In an research, Garcia, Meyer, and Walsh (2002) aimed to improve their students' poor writing skills through writing portfolio. The students' problems were documented through teacher observations and writing samples. Then, they revise the school's writing curriculum by adding portfolio into it. It is expressed that portfolio helped the students improve both the quantity and the quality of their writing.

Anderson, Mallo, Nee, and Wear (2003) made use of portfolio as an intervention tool to develop the poor writing areas of the participant. At the end of the intervention process, they observed an improvement in the quantity and the quality of the participants writing. Besides, this study is conducted to show the benefits of portfolio to the writing areas.

2.5. Summary

This chapter of the study has a review of literature related to writing in a second language and approaches to writing. It has also presented information about areas of writing. It is also aimed to discuss about some points of portfolio in terms of definition and types of portfolios, usage of portfolio in writing classes as an instructional tool, and benefits of portfolio to writing areas.

CHAPTER 3

3. METHODOLOGY

This chapter of the study presents the research procedure of the study. Detailed information related to the study setting, participants, the design of the study, data collection instruments, and data analysis methods are explained in this chapter.

3.1. Research Design

The main goal of this study was to show the benefits of portfolio system to the writing areas during the process and the students' reactions to portfolio at Zirve University Prep School. Case Study design was accepted as the most appropriate type of research to reach the aim of the study since it includes descriptive and explanatory analysis of a group.

As Thomas (2011) stated, case studies are the analyses of persons, events, decisions, periods, institutions, or other systems that are studied holistically by one or more method. For this study, a group of students was observed to answer the research questions.

3.2. Setting

The study takes place in an EFL writing class in Zirve University Preparatory School. Writing is studied in classes for six hours a week. During these writing classes, portfolio system is implemented as an instructional tool in order to help the students improve their writing ability.

Portfolio implementation in this institution includes preparing an outline for the topic and writing first draft. Upon getting feedback about the first draft from the teacher, the students edit the first draft and write a second draft. As a final step the students get feedback for the second draft from the teacher again.

3.3. Participants of the Study

The participants taking part in the study were 12 Level C (intermediate level) students from Zirve University Preparatory School. Eleven of the students passed the previous levels successfully and started Level C. The other participant was a repeater, which means that he failed at Level C, and he will study at the same level again. The participants were selected according to convenience-sampling method. As Marshall

(1996) stated, it is a statistical method of drawing representative data by selecting people because of ease of their volunteering or selecting units because of their availability or easy. This method was chosen because of the availability and quickness with which data can be gathered. The class was a group of individuals who were conveniently available for the research.

3.4. Data Collection Instruments

Qualitative research method was used in this study. As Fraenkel, Wallen, & Hyun (2012) state in their study, when a researcher is more interested in the quality of a particular activity than in how it happens or how it would otherwise be evaluated, qualitative research methods are implemented. The main data collection instrument was the grade sheet including teacher's comments prepared for each participant by the researcher (see Appendix 1). This sheet includes the student's grade for each area of writing and teacher's observations about the first and second drafts written by the participants each week. The researcher graded each area of writing and took notes about the first and second drafts of the students through a writing rubric (see Appendix 2). This instrument was used to answer the first research question in the study. The other data collection instrument was the cover letters written by the students at the end of the term (see Appendix 3). This instrument was to answer the second research question. This cover letter asked the students to answer some questions below:

1. Evaluate each piece of writing in your portfolio and write your strengths and weaknesses by giving examples from your writing to support what you say.
2. Which is your favorite piece of writing? Why?
3. What is your least favorite piece of writing? Why?
4. What still needs improvement?
5. What do you know now that you didn't know before?
6. What can you do that you couldn't do now?
7. What techniques seem to help you most? Why?
8. What do you think about the implementation and benefits of portfolio?

(Adapted from Bullock, 2009)

3.5. Procedures

This research was made in a regular writing class at Zirve University under the light of case study. The students had difficulty in writing a well-organized paragraph. Portfolio has been used to improve the students' performance in areas of writing. However, it was not certain that whether portfolio helped the students improve their performance in areas of writing because there were not any studies showing it.

This study was conducted at the third term of the year that was equal to Level C. The third term started on 20th January and finished on 15th March. The implementation process was observed by the researcher week by week during the term. The term includes a seven-week teaching term. There were six hours writing class each week. The students learnt the principles of a new kind of paragraph each week. They prepared an outline sheet upon brainstorming about one of the topics given by the teacher. After showing their outline to the teacher and getting general feedback about it, they started to write their first draft. After they finished their first draft, they showed their first drafts to the teacher and got individual feedback through error correction codes (see Appendix 4). The teacher gave feedback to each student in terms of rhetorical organization, content and coherence, grammar and sentence, vocabulary, and mechanical competence. Some feedback sheet samples were attached (see Appendix 5 and 6). As the teacher gave feedback about the first grade, the teacher graded the students' drafts through writing rubric by taking notes. And then, they wrote their second drafts and got feedback again. The teacher also graded the students' second drafts through the same rubric. When they covered the expected goals of the week with their second drafts, the second draft were their final draft for that week. At the end of the term, the students wrote a cover letter by answering the questions stated on the cover letter.

All the data acquired from the first instrument during the process were analyzed to get the mean scores in the light of descriptive statistics by the researcher. For the first part of the study, the results were reflected through tables and figures by supporting with teacher's observations. The data collected from the cover letters were content analyzed by the researcher and validated by two colleagues, including the supervisor of this study. The results were showed through citations from the cover letters.

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

4.1. The Overall Improvement Results of the Areas of Writing through Portfolio Implementation

A seven-week portfolio system was implemented to the students during the data collection process. Each week, the students were asked to write a well-developed paragraph about one of some specific topics given by the teacher. After they completed their first draft, each student got feedback from the teacher one by one. The teacher also graded the student's first drafts by taking notes about the draft. For feedback, the teacher used error correction codes. Upon getting feedback about their errors related to grammar and sentence, rhetorical organization, content and coherence, vocabulary, and mechanical competence, each student was required to edit the first draft and write a second draft. The student's second draft was graded again. The teacher's role was to take notes about the grades of the students' first and second drafts on the students' diary prepared for each student by the teacher.

The implementation stated above was done for each week during the data collection process. For the step of analyzing the data collected for seven weeks, the students' grades for all the areas of writing were analyzed, and a table for each area showing the students' grades for each draft in each week and the mean of the grades was prepared. The table for the related area shows the improvement of the students in time. To corroborate the teacher's comments related to the improvement seen in the tables, a line chart for each table was added. In the line chart, the mean for first and second draft in each week can be easily observed.

4.1.1. Grammar and Sentence

The students wrote two drafts including specific grammatical structures taught in that week. The teacher gave feedback about their grammatical errors to the students. The teacher also gave a grade out of 20 for their each draft in terms of the correct usage of the grammar and sentence forms in an expected way. During seven weeks, each student wrote seven first drafts and seven second drafts, and they got a grade for their first draft. After getting feedback about the grammar and sentence form errors via error correction symbols, they edited their first draft and wrote a second draft. The teacher gave another grade out of 20 for grammar and sentence area

in writing. This cycle repeated for seven weeks. At the end of the term, the grades were analyzed in an excel sheet. The mean of the grades for each week and each draft was calculated in excel. All the data can be clearly seen in Table 1.

Table 1. The grammar and sentence grades of the students for their 1st and 2nd drafts for each week and the mean scores for each draft in each week.

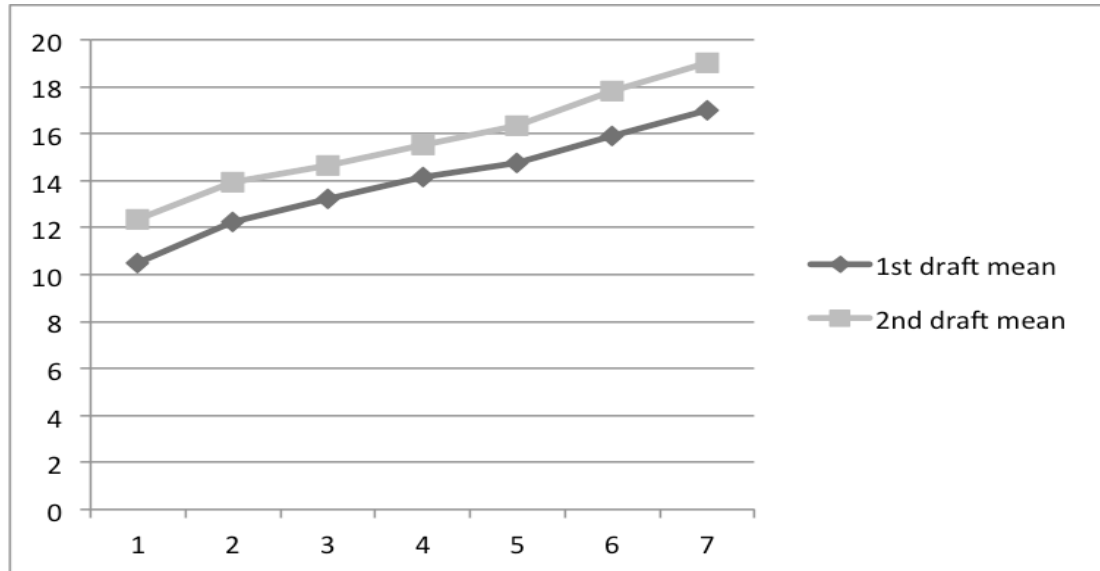
Weeks	1		2		3		4		5		6		7	
	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
P1	11	13	13	16	13	16	14	15	14	16	15	18	16	19
P2	12	15	12	14	14	15	14	16	14	15	16	19	16	20
P3	8	11	10	13	11	13	15	16	16	19	17	20	18	20
P4	9	12	10	12	11	12	13	15	15	17	15	18	17	19
P5	8	10	9	12	9	11	11	13	12	15	15	17	16	19
P6	9	12	11	15	12	14	13	16	14	15	17	19	18	20
P7	7	11	9	12	11	13	13	15	15	16	17	18	17	20
P8	9	11	11	13	12	15	14	15	14	17	15	17	16	20
P9	13	16	13	15	14	16	15	17	16	17	17	20	17	19
P10	10	15	11	14	11	13	13	15	15	18	17	19	18	20
P11	11	14	11	13	13	16	15	18	16	17	18	20	18	20
P12	14	16	15	17	17	18	17	19	17	19	18	19	19	20
M (1st)	10.08		11.2		12.3		13.9		14.8		16.4		17.1	
M (2nd)	13		13.8		14.3		15.8		16.7		18.6		19.6	

P= Participant

The students got higher grades for their first drafts in terms of grammar and sentence in time. The first week mean of the class for the first draft was 10.08 out of 20.00. However, as they wrote regularly, they increased the mean of the class. At the end of seven-week process, the mean of the class for the first draft was 17.1. The same increase in overall can be clearly seen for students when a student is individually observed. For instance, when the P1's grades were investigated, the improvement can be understood. The first draft's grade was 11 at the beginning of the process. However, at the end of seven-week portfolio implementation, the grade of

the first draft for grammar and sentence was 16. To observe the improvement in grammar and sentence area in writing, the Figure 1 can be seen below.

Figure 1. The overall increase in grammar and sentence area grades



What helped them make fewer errors and got higher grades in time was probably the portfolio system. As a teacher, I observed that all the errors made by them before in the portfolio made them not repeat the same mistakes again and again. They decreased the number of errors related to the areas of writing. Even the most chronologic errors like subject verb agreement or misuse of the tenses were dried up in time. The students consciously did their best to avoid repeating the same errors by checking their errors in their former drafts. That they had the chance to see their errors made by them before was provided by portfolio system implementation in writing class.

4.1.2. Rhetorical Organization

In Level C, the students are supposed to write a well-developed paragraph. They are required to write all the parts of a paragraph. They write a topic sentence about the topic given by the teacher. In the paragraph, three supporting ideas should be included. The students also support the supporting ideas with enough details. As the last part of the paragraph, the students are asked to finalize their paragraph with a concluding sentence. In addition, the students are supposed to indent at the beginning of the paragraph.

For the seven-week portfolio implementation, the students wrote paragraphs including a topic sentence, three supporting ideas with enough details, and a concluding sentence. At the beginning of the process, most of the students didn't write a topic sentence. The students who wrote a topic sentence was not very successful because the topic sentences were either irrelevant or too specific to start the paragraph. For supporting ideas, almost all the students were not capable of developing supporting ideas. When they wrote three supporting ideas, they were not able to support them enough details. They had the same difficulty in writing concluding sentences to finalize the paragraph. Some of them forgot it, and the others wrote irrelevant sentences.

After each first draft, the teacher gave feedback about the rhetorical organization. The teacher also graded the students' both first and second drafts out of 20. At the end of the portfolio implementation process, all the grades were calculated in excel, and mean table was prepared to observe the rhetorical organization improvement. Table 2 shows the rhetorical organization grades of the students for their first and second drafts for each week and the mean rates for each draft in each week.

Table 2. The rhetorical organization grades of the students for their 1st and 2nd drafts for each week and the mean scores for each draft in each week.

Weeks	1		2		3		4		5		6		7	
Drafts	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
P1	11	13	14	16	14	15	15	16	15	17	16	18	16	18
P2	13	15	15	16	16	17	16	18	17	18	17	19	17	18
P3	9	11	10	12	12	14	14	15	15	16	16	19	18	20
P4	11	12	12	13	12	13	13	14	14	15	16	17	17	19
P5	10	13	13	15	15	16	15	15	15	17	17	19	17	18
P6	7	9	10	11	11	13	13	15	14	16	15	17	17	18
P7	10	11	12	14	12	14	13	14	14	15	14	17	16	19
P8	12	13	12	13	14	15	14	15	15	16	16	18	17	19
P9	10	12	13	14	14	15	14	16	14	16	16	17	18	20
P10	9	11	11	13	11	13	14	16	15	17	15	17	17	20
P11	11	13	12	15	14	15	14	15	14	16	16	18	16	19
P12	13	15	13	15	14	16	15	17	15	17	17	18	18	20
M (1st)	10.5		12.2		13.2		14.1		14.7		15.9		17	
M (2nd)		12.3		13.9		14.6		15.5		16.3		17.8		19

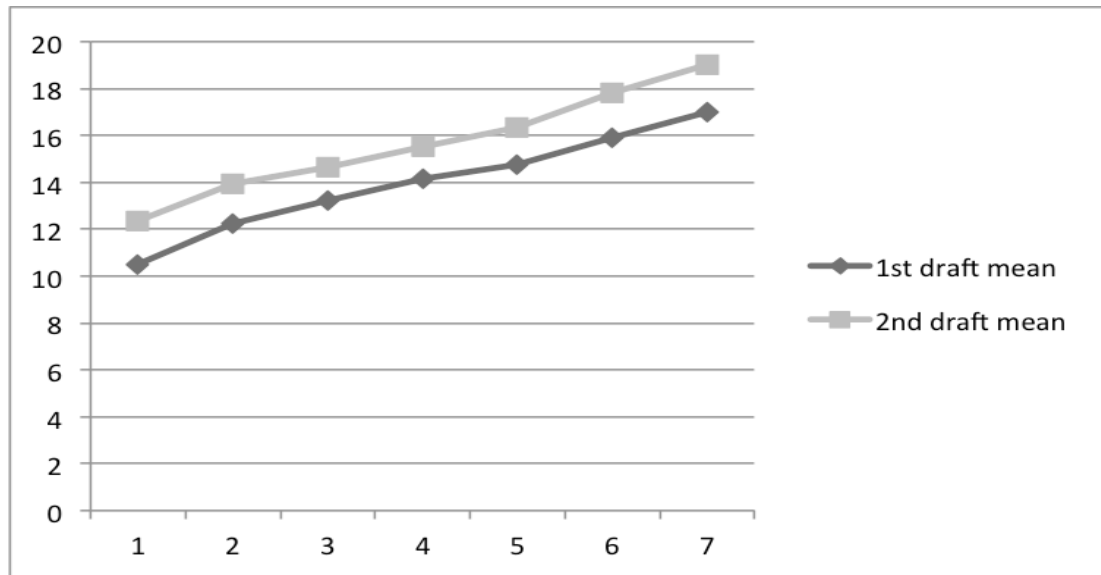
P= Participant

The students made huge progress as they wrote during the process. The mean of the class for rhetorical organization at the first week was 10.5, but at the end of the seven-week portfolio implementation, they scored 17. The grade difference between the first week and the last week shows how the students improved themselves in terms of rhetorical organization.

When each student's grades were investigated, it can be clearly concluded that each student made progress in an increasing way. For instance, When P3's grades are observed, the first draft's grade in the first week is 9. However, in the last week, P3 scored 18 out of 20 for the rhetorical organization area.

For the sake of providing another figure to show the progress visually, a line chart was prepared. Figure 2 shows the increasing overall rhetorical organization mean of the class.

Figure 2. The overall increase in rhetorical organization area grades



The progress examples above are evidences for the constructive assistance of the portfolio system. The portfolio system let the students see their rhetorical organization errors during the process. They did their best not to repeat the same errors by checking their portfolio and looking at the written feedback about the errors. For example, the students having difficulty in writing topic sentence wrote suitable topic sentences after they wrote a few drafts. Another example is related to the students who could not write details about supporting ideas. As they wrote more drafts, they managed to provide more details for their supporting sentence.

4.1.3. Content and Coherence

As Savage and Shafiei (2012) state that a writer generally uses time, space, and order of importance to present the supporting information sentences in a paragraph coherently. The sentences are also supposed to be related to one another. In a well-coherent paragraph, the written explanations by the writer support the main idea of the paragraph.

In the writing class, the students wrote paragraphs during the seven-week portfolio implementation process. At the beginning, the sentences were irrelevant. They wrote topic sentences for the topic. However, the supporting sentences did not coherently support the main idea. The sentences were not related to the topic. As they wrote and got feedback about coherence, they managed to write more coherent paragraphs.

In terms of content, the first sentences at the beginning of the process were not satisfying because they used simple and meaningful sentences. They did not write main idea focused sentences. As they wrote sentences in the paragraph, they digressed from the topic. Upon getting feedback about the errors related to how to write sentences proper to the content, they improve themselves about content and coherence.

For this area of writing, the teacher also graded all the drafts written by the students. Each draft was graded out of 20. All the grades were calculated in excel, and mean was calculated for each draft. Table 3 shows the participants' grades and the mean scores for the class during the process.

Table 3. The content and coherence grades of the students for their 1st and 2nd drafts for each week and the mean scores for each draft in each week.

Weeks	1		2		3		4		5		6		7	
	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
P1	8	9	10	12	10	13	11	13	12	14	15	16	16	17
P2	9	11	11	14	13	15	13	14	15	16	16	17	16	18
P3	7	9	9	11	10	12	11	14	12	14	14	16	16	18
P4	7	8	8	10	8	11	11	13	13	16	15	17	17	19
P5	8	11	8	10	10	12	12	13	13	15	14	16	16	18
P6	8	10	10	13	11	13	13	14	13	15	15	17	15	17
P7	9	13	11	12	11	13	13	14	15	17	16	17	16	18
P8	11	13	12	13	14	16	14	16	15	16	15	17	16	17
P9	10	14	12	14	13	14	14	17	16	18	17	18	17	19
P10	9	11	10	12	11	13	13	14	14	16	15	17	17	20
P11	7	9	9	11	9	12	11	13	13	15	15	17	18	20
P12	12	13	13	14	14	15	14	17	15	17	16	17	18	20
M (1st)	8.7		10.2		11.1		12.5		13.8		15.2		16.5	
M (2nd)	10.9		12.1		13.2		14.3		15.7		16.8		18.4	

P= Participant

The participants improved their performance of content and coherence area in writing in time. As they wrote paragraphs about the topics and got feedback in terms of content and coherence, they became more capable of writing sentences proper to content and coherent paragraphs.

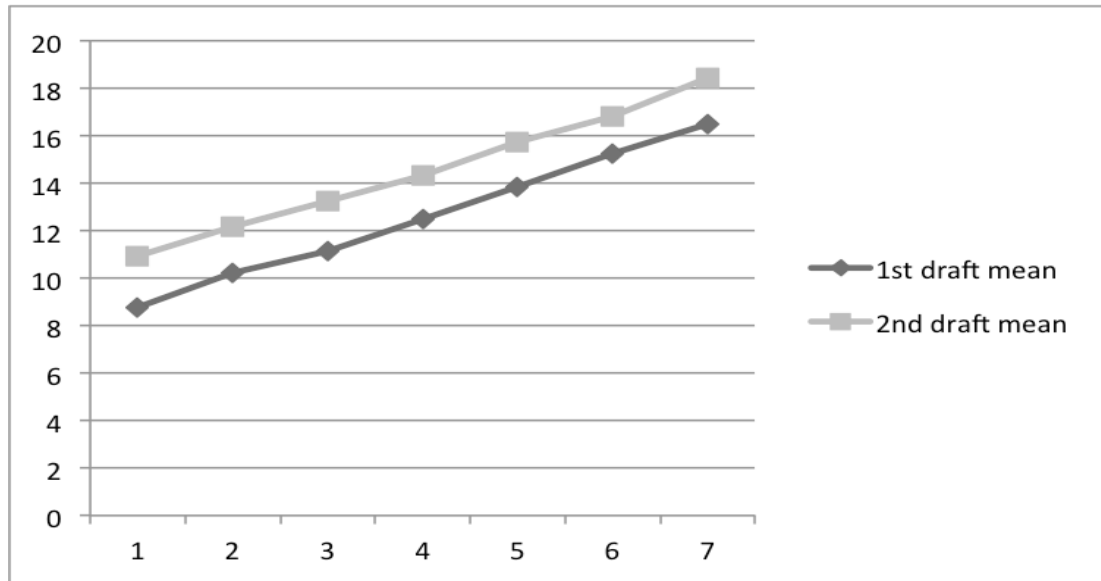
In the first week, the students' first drafts' score mean was 8.7 out of 20, and it was very low. However, they learnt from their former mistakes and made use of them. They paid more attention to content and coherence while they wrote paragraph. As a consequence of this strategy, they scored 16.5 out of 20 at the end of the process. As it can be easily understood, they doubled their first content and coherence mean.

When the students with lowest grade for the first draft in the first week are observed, the progress in content and coherence area can be seen. For example, the first week grades of the P3, P4, and P11 were 7 out of 20. They improved themselves

via portfolio system. P3 scored 16; P4 scored 17; and P11 scored 18 at the end of the process.

In Figure 3, the overall grade mean for each week of the students in terms of content and coherence demonstrates the progress made by the students. Figure 3 shows the overall increase in content and coherence area grades.

Figure 3. The overall increase in content and coherence area grades



Portfolio system lets the students have the chance to keep their all drafts together. So, they can easily observe their previous errors, and avoid the same errors in a following draft. The participants in this study did so, and they developed their performance in writing more coherent paragraphs.

4.1.4.Vocabulary

A well-developed paragraph includes adequate and well-chosen vocabulary for the content. To support the main idea, all the vocabulary necessary for the writer should be used at the suitable place at the correct time. A writer creates the writing by combining the meaningful words together.

In this study, the students were supposed to use proper and necessary vocabulary for the main idea. Most of these words were taught to the students in Reading and Vocabulary classes during the process. The writing topics were tempered to the Reading and Vocabulary courses, which aimed to help the students not have difficulty in finding necessary vocabulary for the content. However, the students had some problems about choosing the proper vocabulary. It took some time for the students to learn the word functions. Some students used an adjective as a noun. Some chose a noun for a verb. As they wrote drafts, they learnt how to use a vocabulary in a correct function.

Similar to the other areas, the teacher graded the vocabulary used by the participant in their each draft. The teacher gave feedback to the students about the errors related to the vocabulary usage. The grades were noted in an excel sheet. At the end of the process, the grades were calculated and the mean scores were taken for the drafts in each week. Table 4 illustrates the vocabulary grades of the students for their first and second drafts for each week and the mean scores for each draft in each week in terms of vocabulary area in writing.

Table 4. The vocabulary grades of the students for their 1st and 2nd drafts for each week and the mean scores for each draft in each week.

Weeks	1		2		3		4		5		6		7	
Drafts	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
P1	11	13	13	14	13	15	14	15	16	17	16	17	17	19
P2	13	14	14	14	14	15	16	18	16	17	16	17	17	18
P3	10	12	12	14	14	15	14	16	15	16	16	17	16	19
P4	9	10	10	12	13	15	14	15	16	17	17	18	18	19
P5	7	8	9	11	10	13	11	12	11	13	11	12	13	15
P6	10	11	10	13	12	15	13	14	15	16	16	18	16	18
P7	9	10	10	12	13	14	13	15	14	15	15	17	16	17
P8	11	13	10	11	13	14	14	15	14	15	16	17	16	19
P9	9	11	10	12	11	12	13	15	15	17	16	18	17	18
P10	11	12	10	12	13	14	13	14	14	15	16	19	16	18
P11	10	11	10	11	13	15	15	17	16	18	16	17	17	19
P12	13	14	13	15	14	15	16	17	16	17	17	18	17	19
M (1st)	10.2		10.9		12.7		13.8		14.8		15.6		16.3	
M (2nd)	11.5		12.5		14.3		15.2		16		17		18.1	

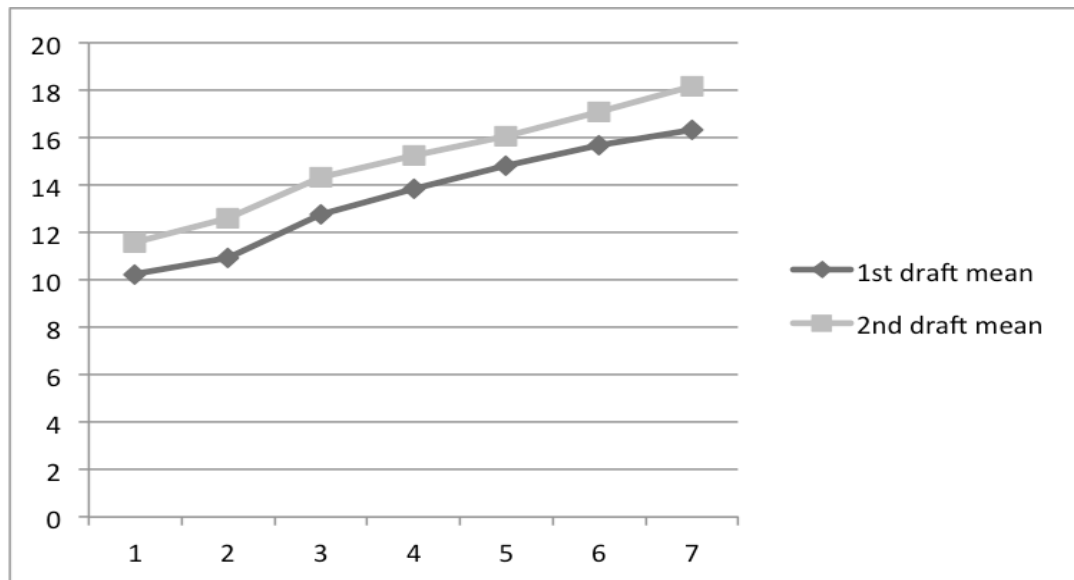
P= Participant

When the first week's first draft mean is investigated, it is seen that the mean score is 10.2 for the class. The students got feedback for each draft from the teacher, and they improved their vocabulary performance in time. At the end of the portfolio implementation process, their mean score for the first draft was 16.3.

When each participant is observed one by one, it can be clearly concluded that each participant got higher grades as they wrote drafts. As an example, P5's grades can be investigated. The first draft's vocabulary grade in the first week of the P5 whose grade is the lowest score in the class is 7. Nevertheless, the participant made a significant progress during the process. P5's first draft's grade in the last week is 13. The difference between the two grades shows the progress of the student in vocabulary area in writing.

The mean scores are also illustrated in another chart to show the progress of the students during the portfolio implementation process. A line chart was used to demonstrate the improvement by giving each week's mean score. Figure 4 shows the overall increase in vocabulary area grades.

Figure 4. The overall increase in vocabulary area grades



Portfolio assists the students to see the vocabulary used by them and the errors about the vocabulary whenever they want. As they see the errors, they avoid making the same mistakes again and again. Having all the drafts including the vocabulary enables the students to memorize the words easily, and portfolio makes the vocabulary learning more permanent. The students have a wider vocabulary bank for the following drafts via portfolio.

4.1.5. Mechanical Competence

Mechanical Competence is one of the areas of writing a paragraph. It includes punctuation, spelling, and capitalization. Writing a paragraph correctly in terms of mechanical competence is as important as the content of the paragraph. The students in ESL classes write fast, and they do not pay enough attention to mechanical competence. They think that content is more important than the mechanical parts in a writing.

The participants in this study had such common errors as using comma where necessary, spelling, and capitals. For each error, they got feedback. The teacher also graded all the drafts out of 20. Table 5 shows the mechanical competence grades of the participants during the process.

Table 5. The mechanical competence grades of the students for their 1st and 2nd drafts for each week and the mean rates for each draft in each week.

Weeks	1		2		3		4		5		6		7	
	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
P1	11	13	13	14	13	14	14	16	14	16	16	17	18	19
P2	10	12	10	11	12	14	14	15	14	17	15	16	17	19
P3	7	9	9	11	9	11	11	12	12	14	14	17	17	20
P4	6	9	7	9	8	10	11	13	11	14	12	15	15	16
P5	7	8	9	10	10	11	11	12	12	14	14	16	16	18
P6	9	10	11	12	11	12	13	14	13	15	14	16	17	19
P7	8	11	9	11	11	12	11	13	13	14	14	17	15	18
P8	10	11	11	12	13	14	14	15	15	16	15	16	17	19
P9	9	10	9	10	11	13	12	13	14	16	15	17	17	20
P10	9	11	10	11	11	12	11	12	13	16	14	17	16	19
P11	10	12	11	13	11	14	13	15	15	16	15	16	18	20
P12	11	12	13	14	13	15	14	15	15	17	16	18	18	20
M (1st)	8.9		10.1		11		12.4		13.4		14.5		16.7	
M (2nd)	10.6		11.5		12.6		13.7		15.4		16.5		18.9	

P= Participant

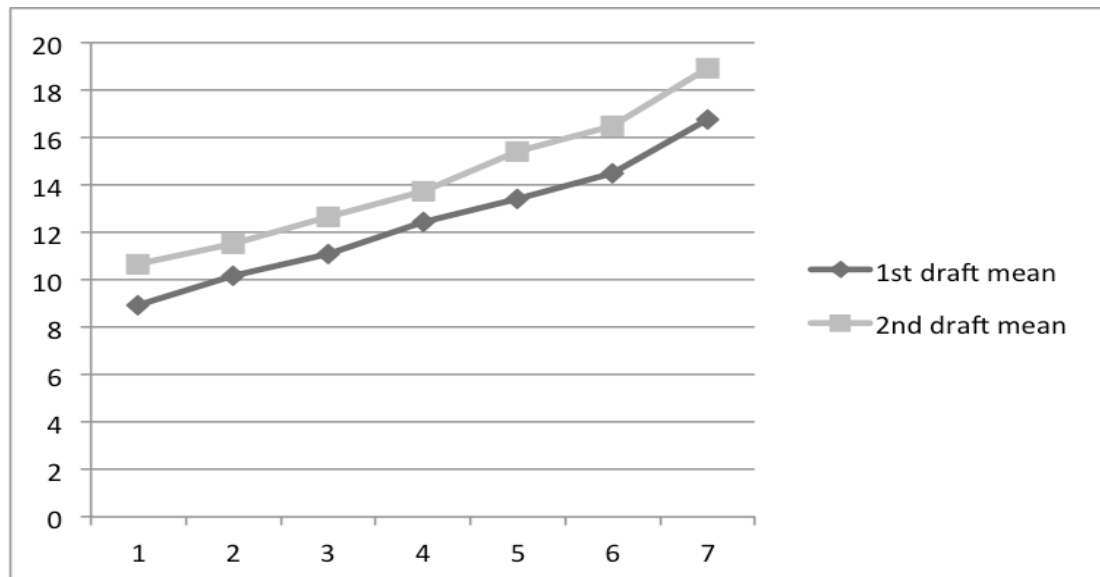
At the beginning of the process, almost all of the students made so many mechanical errors. They all made mistakes about using comma, spelling, and capitals.

When the table is investigated, the low grades are seen for all the students. The mean score for the first week is 8.9 out of 20. However, the last week's mean score is significantly high. The participants scored 16.7 grade out of 20.

As the process is individually observed, the lowest grade is up to P4 in the first week. P4's mechanical competence grade for the first draft in the first week was 6 out of 20. The student did not use almost any commas in the first draft. There were so many spelling errors, and the student started some of the sentences with a lower case. During the process, he took the feedback given by the teacher into consideration and observed the portfolio. For the last first draft, the participant scored 15 out of 20. He had just a few errors about punctuation and spelling. The participant did not made any mistakes related to capitalization.

The overall progress of mechanical competence in writing can be seen in another chart prepared by the mean scores of each week during the process. It can be clearly observed that the students showed a noticeable improvement at the end of the process. Figure 5 demonstrates the overall increase in mechanical competence grades.

Figure 5. The overall increase in mechanical competence area grades



Portfolio plays an important role in learning process of writing. It guides the students by providing their previous errors. Portfolio system enables the students to take the advantage of their former errors and not to make the same mistakes again.

4.1.6 Total

A paragraph has a total grade consisting of grammar and sentence, rhetorical organization, content and coherence, vocabulary, and mechanical competence area grades. In this study, each area was graded out of 20. Upon grading all the areas one by one, all the grades were summed to obtain a total grade. Table 6 indicates the total grades of the students for their first and second drafts for each week and the mean scores for each draft in each week.

Table 6. The total grades of the students for their 1st and 2nd drafts for each week and the mean scores for each draft in each week.

Weeks	1		2		3		4		5		6		7	
	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
P1	52	61	63	72	63	73	68	75	71	80	78	86	83	92
P2	57	67	62	69	69	76	73	81	76	83	80	88	83	93
P3	41	52	50	61	56	65	65	73	70	79	77	89	85	97
P4	42	51	47	56	52	61	62	70	69	79	75	85	84	92
P5	40	50	48	58	54	63	60	65	63	74	71	80	78	88
P6	43	52	52	64	57	67	65	73	69	77	77	87	83	92
P7	43	56	51	61	58	66	63	71	71	77	76	86	80	92
P8	53	61	56	62	66	74	70	76	73	80	77	85	82	94
P9	51	63	57	65	63	70	68	78	75	84	81	90	86	96
P10	48	60	52	62	57	65	64	71	71	82	77	89	84	97
P11	49	59	53	63	60	72	68	78	74	82	80	88	87	98
P12	63	70	67	75	72	79	76	85	78	87	84	90	90	99
M (1st)	48.5		54.8		60.5		66.8		71.6		77.7		83.7	
M (2nd)	58.5		64		69.2		74.6		80.3		86.9		94.1	

P= Participant

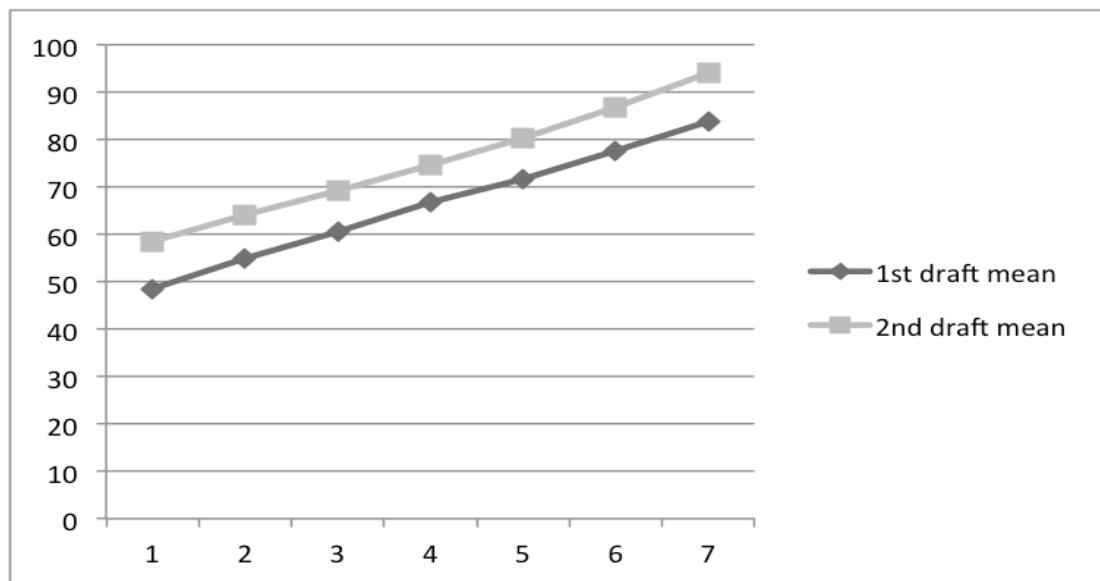
Almost all the participants' grades for the first week were lower than the teacher expectation. The writing topics were about introducing someone. Even though the topics were simple for them, there were so many mistakes in terms of different areas of writing.

The first week mean score was 48.5. This mean score is far below the pass grade that is 70 out of 100. However, the students followed the portfolio system during seven-week process and managed to perform a substantial progress. They scored 83.7 out of 100 at the end of the implementation.

When the table is individually observed in detail for each participant, it can be evidently seen that each student advanced regularly thanks to the assistance of portfolio system. For instance, P9 scored 51 out of 100 at the first week. However, the participant's last week score was 86 out of 100. The difference between the two grades proves the effective and irrefutable contribution of the portfolio system.

A line chart was also prepared to illustrate the progress of the students during the process. When the chart is observed in detail, it cannot be denied that the students made an impressive improvement. Figure 6 demonstrates the overall increase in the total grades of the students during the process.

Figure 6. The overall increase in total grades



Portfolio creates a sense of achievement for the students because they have the awareness of the work they do via portfolio. The portfolio encourages the students because it shows the students where they were, how they progressed, and where they are now. The portfolio shows the students' weaknesses and strengths, which helps them to focus on what they need. In addition, portfolio system enables the students to have self-confidence for writing because it reflects their own improvement.

4.2. Students' Reactions to Portfolio Implementation

The participants were asked to write a cover letter answering eight open-ended questions in order to observe the portfolio system from the perspective of the students. All the cover letters were content analyzed by the researcher of the study and validated by two other colleagues, including the supervisor of this thesis. The analysis of the cover letters was classified under the themes deduced from the cover letters.

4.2.1. Students' Positive Reactions to Portfolio Implementation

All the students seemed to show positive reactions to portfolio implementation. The positive reactions of the participants are clearly observed when the cover letters are read. The students' responses related to the positive reactions to portfolio implementation were classified under different topics below.

4.2.1.1. Attitudes towards Portfolio

All the participants in the study mentioned that they liked the portfolio system in writing class because portfolio presented data about their progress. They were satisfied of seeing their own improvement in writing thanks to portfolio. They had the chance to see their errors in their previous drafts, which enable them not to repeat the same mistakes in the following drafts. When all the drafts of the participants are observed, it is evidently understood that the students made fewer errors as they wrote. The following statements prove this assumption.

Participant 1: *Portfolio is very useful for writing. I liked it very much. It showed my development. I saw my mistakes. I tried not doing [not to do] them again.*

Participant 4: *Portfolyo [Portfolio] is good. It helped me very much. It was very very useful. I want the portfolio [portfolio] in Level D again.*

Participant 7: *I decreased my mistakes when I wrote more and more writings. I saw my mistakes whenever I wanted to see them. I love portfolio.*

Some of the participants liked the feedback sessions given by the teacher after each draft during the portfolio implementation process. They stated that although feedback was given through the error correction codes, getting feedback enabled them to see all the mistakes in the drafts. They had the chance to edit it. When they edited their first drafts according to the feedback and wrote a second draft including fewer errors, they became happy and motivated for the following drafts. The responses of the students below promote this thought.

Participant 3: *I like feedback in the portfolio. The teacher gave feedback after our drafts. I saw my mistakes. I corrected them and wrote second draft. It is very helpful.*

Participant 8: *Feedback is very useful because I see the errors. I corrected them in the second draft. The second draft is better than first draft. I feel happy when I see a better second draft. It is very enjoyable.*

4.2.1.2. Self-Confidence

Portfolio implementation increases the students' self-confidence in writing. They have the opportunity to match their drafts in the beginning weeks and the drafts in the last weeks. They witness their progress in process, which makes them self-confident.

In the cover letters, the students emphasized some statements about self-confidence in writing. The examples below show that portfolio encourages them and lets them feel confident for writing.

Participant 3: *I saw my development in the portfolio. My drafts were very simple, and they had many mistakes. I wrote better writings later because I saw my mistakes. Writing was difficult for me before. Now, I enjoy it.*

Participant 5: *I was afraid from [of] writing. It was very very difficult for me. I am laughing now when I look my first writing. It is very comic. I can write paragraphs easily now because I know writing. I believe this.*

Participant 9: *I can write paragraph very well. I learnt it from portfolio because it helped me. I trust myself. It is very useful. I am not afraid of writing now.*

4.2.1.3. Awareness

One of the crucial benefits of portfolio system is to help the students see their weakness and strength in writing. The portfolio is a mirror that illustrates all the data about the students' writing performance. The students try to regulate their weaknesses by checking their portfolio including their errors in the previous drafts.

The students experienced the benefit of the portfolio in terms of being aware of their weaknesses in writing. They faced with their poor aspects in writing a paragraph. Seeing their weakness in writing thanks to portfolio makes the students enhance self-control mechanism. It is evidently concluded that all the participants were glad to find out their weaknesses when the explanations below are observed.

Participant 1: *Portfolio is a big advantage. For example, it helps you. You see your mistakes in portfolio. Then, you correct them. I didn't make my mistakes again. Thank you, PORTFOLIO.*

Participant 2: *I saw my weakness [weak] sides in the portfolio. In the first, second, and third week, I didn't write good sentences. They weren't good. Knowing weakness is important. So, you correct and develop yourself.*

Participant 3: *As the advantage of portfolio system, I saw my development. It is very important for me. When you see your development, you are happy.*

Participant 4: *It is useful for seeing [to see] my bad parts. Portfolyo (Portfolio) showed my bad parts. I studied them very much. It is good now.*

Participant 8: *I saw my weak parts. For example [,] I couldn't write details for supporting idea. The drafts in the past didn't have enough details. I am ok now. I can do it.*

4.2.1.4. Improvement in Writing

During the seven-week portfolio implementation, all the students made a notable progress. They corrected their errors by checking their first drafts in the first two or three weeks. The students did their best not to do the same mistakes. They improved their weak performance in all the areas of writing.

4.2.1.4.1. Rhetorical Organization

The students improved most their performance in the rhetorical organization of the paragraph. They could not write a well-organized paragraph in the beginning weeks of the process. Some of them wrote paragraphs without a topic sentence. Some did not present enough details for the supporting ideas in the paragraph. A few students did not finalize the paragraphs with a concluding sentence. During the process, they improved their weaknesses. The following responses prove this observation.

Participant 3: *My paragraphs were very short. There weren't detail sentences, but then [,] I wrote detail sentences. My paragraphs are long now. There are many detail sentences.*

Participant 6: *I had problems about the elements of the paragraph. I didn't write topic sentence in the first and second week. Later, I learnt it. I didn't write many details. I learnt it later.*

Participant 10: *My problem was concluding sentence. I couldn't write it. My teacher warned three times. Later, I did it. I can write good concluding sentences now.*

4.2.1.4.2. Mechanical Competence

Some of the students made significant progress in terms of mechanical competence. The main problem was related to punctuation. They were not capable of using correct punctuation marks at correct places. The teacher gave adequate feedback about these errors many times during the process. Upon getting feedback and witnessing their errors about punctuation, they managed to correctly punctuate their paragraphs. The sentences of the students below show this assumption.

Participant 5: *I had problems about punctuation because I didn't know. I looked my mistakes in the portfolio before. I learnt to use comma. Now, I can use it when it is necessary.*

Participant 7: *My punctuation was very very bad in two weeks. I didn't use comma. Later, I learnt it. I didn't made mistakes.*

4.2.1.4.3. Vocabulary

Portfolio also let the participants develop vocabulary. Some of them stated that they memorized so many words thanks to portfolio. They repeated the words as they checked their drafts in the portfolio. The explanations below demonstrate the beneficial effect of portfolio on vocabulary.

Participant 5: *Vocabulary is very important. I didn't know many vocabularies in the past. I used dictionary while I was writing paragraph. I looked my paragraphs in the portfolio, and I looked the vocabulary. I memorized them.*

Participant 9: *I used the same vocabulary in my first week paragraphs, my second paragraphs, and my third paragraphs. I learnt many new words. I looked the portfolio, and I repeated them. I can use many different vocabularies now.*

4.2.1.4.4. Grammar and Sentence

Portfolio helped the students improve their performance in grammar and sentence area. They saw their errors related to grammar in their first drafts, and they avoid making the same mistake again in their second drafts. As they wrote more drafts, they reduced their grammar errors. It is evidently seen when the following explanations are read.

Participant 4: *I made many grammar mistakes in week 1 and in week 2. I saw and corrected the mistakes in the portfolio. I didn't repeat them. It is very good.*

Participant 8: *When I get feedback about my grammatical mistakes, I learn them. I always look my first drafts. I learnt some grammar rules from my mistakes in the portfolio.*

Some of the students made a significant progress in sentence structure in English. At the beginning of the process, some students had difficulty in forming sentences. In a few weeks, the students improved their performance in forming sentence. They wrote some sentences on their cover letters to illustrate their progress in sentence structure.

Participant 1: *My sentences were wrong in the past. I learnt to write sentence in the portfolio. It is Subject + Verb + Object + Place + Time ☺*

Participant 2: *I wrote short sentences in the first, second, and third week. I started to write long sentences in the fourth week. I can write long sentences now.*

4.2.1.4.5. Content and Coherence

Content and coherence area was one of the areas improved by the students thanks to portfolio. The drafts including irrelevant and incoherent sentences at the beginning of the process turned into paragraphs with relevant and coherent sentences through the portfolio implementation process. The following statements affirm this assumption.

Participant 4: *Firstly, I wrote different things in a paragraph. I didn't find detail sentences. Later, I learnt to write many sentences about the topic.*

Participant 7: *I was off topic in the first week and second week. They were very bad paragraphs. I developed myself about off topic. I was more careful.*

4.2.2. Students' Negative Reactions to Portfolio Implementation

There were not any negative reactions focusing directly on the portfolio implementation. However, from the perspective of the students, the only disadvantage of portfolio is the difference between writing a paragraph in the class and in an exam.

The portfolio system is used as an instructional tool at Zirve University, but they don't get a grade for portfolio. They get the writing grade from their visa and final exams. In portfolio system, they write a second draft after they see their errors in their first drafts. However, the situation is different in an exam. The management

applies summative assessment for writing in prep school, so they write only a draft and submit it. This situation challenges the students. The students demonstrate this disadvantage through their responses below.

Participant 2: *Writing paragraph is difficult in an exam. We write two drafts in the class. We write one paragraph in the exam. So, I am stressful in the exam. This is a disadvantage.*

Participant 6: *There is a disadvantage. I can correct my mistakes in the portfolio because I write second draft. But, I can't correct mistakes in the exam.*

Participant 8: *The disadvantage is the paragraph in the exam. We write one draft in the exam. We write two drafts in the portfolio. We can correct mistake. It is impossible in the exam. It is very difficult.*

Participant 11: *Portfolio doesn't have a disadvantage. The exam has a disadvantage. I can't correct mistakes in the exam. I don't like it.*

CHAPTER 5

5. CONCLUSIONS

Portfolio has been used in different purposes in writing classes in many preparatory schools up to now. There are many articles, academic dissertations, and journals researching the benefits of portfolio to the areas of writing. This study aims to be one of these publications by showing the progress of the students' writing grades and reactions of the students to the portfolio implementation. When the benefits of portfolio can be illustrated in detail through many studies about this field to the teachers, portfolio implementation can take attention of more teachers.

5.1 Summary

This part of the study includes the highlights related to the purpose, methodology, and the findings. Portfolio is used in writing classes at Zirve University Preparatory School. However, there have not been any studies in this institution showing its effect on writing performance, which initiated this study.

This study was conducted in order to comprehend whether portfolio helps the students improve their areas of writing, and what reactions the students show to the portfolio implementation. In other words, it was aimed to understand the benefits of portfolio in terms of areas of writing.

The study was conducted in a writing class including 12 students at Level C at Zirve University Preparatory School. The portfolio was implemented in this class for a term lasting for seven weeks. One of the two instruments used during the process was a grade sheet prepared for each student. The researcher graded all the drafts written by the students during the process through a writing rubric including areas of writing, and the data for each area of writing acquired from the grade sheet were calculated in excel to get the mean scores for each draft in each week. Also, at the end of the process, a cover letter was used as the other instrument. The students wrote a cover letter by answering the questions on it. The data collected from the cover letters were content analyzed.

When the mean scores acquired from the grade sheet were investigated, it was clearly observed that there was a progress in terms of each area of writing. All the students made a remarkable progress as they wrote drafts during the portfolio implementation process. All the cover letters were content analyzed, and it was

understood that all the participants had positive reactions to the portfolio. They made comments in terms of their attitude towards portfolio, awareness in writing, self-confidence in writing, and improvement in areas of writing. There was only a negative reaction related to the assessment of writing. The students complained about the difference between writing a paragraph in portfolio and writing a paragraph in an exam.

5.2. Discussions

This study revealed many data related to the students' improvement in writing via portfolio. In terms of areas of writing, the students made an important progress during the portfolio implementation process. They all improved their grammar and vocabulary knowledge in writing to some extent. As it was concluded through this study, Aydın (2010) stated in his study that portfolio implementation in EFL writing classes fostered the students' vocabulary and grammar knowledge. The participants were also more capable of forming their drafts by using more coherent sentences. Similar to other areas of writing, the students' performance in mechanical competence and rhetorical organization areas were improved via portfolio. The participants learnt to punctuate their drafts by investigating their previous errors in their previous drafts. At the end of the portfolio implementation process, all of the participants managed to write a well-organized paragraph including almost all the principles in rhetorical organization.

The students' positive attitude towards portfolio was one of the important results. All the students were glad to experience portfolio in writing class. In another study, Caner (2010) concluded the same results as in this study in terms of students' views on using portfolio. It was observed that portfolio implementation was accepted as a beneficial tool by the students because portfolio contributed to their English learning process.

In addition, portfolio implementation also resulted in awareness in writing. The students were aware of their weaknesses and strengths at the end of the portfolio implementation process. In another study aiming to investigate the effect of writing portfolios on the writing skills of the Turkish EFL students in tenth grade at a state school and the students' perceptions of portfolio, Ozturk (2010) indicated that portfolio was very effective in improving the participants' writing skills, and it helped the participants to increase their awareness of writing in EFL classes. This awareness

enabled the students to focus more on their weak areas. They themselves observed their continuous errors in portfolio, and they paid attention not to repeat the same errors in their following draft.

The ultimate goal of teaching English is to create autonomous learners. Learner autonomy enables the students to take the responsibility of learning. They are directly engaged in the process of learning. To promote learner autonomy, self-study methods are used in EFL classes. These methods let learning occur without a teacher's presence. Portfolio is one of these methods, which can be used to foster learner autonomy. Portfolio allows the students to learn by checking the previous errors made by them. They can acquire the correct aspect of knowledge through portfolio. In this study, it was observed that the participants decreased their errors by learning from their mistakes. Portfolio minimized the teacher's role in the process of learning.

5.3. Limitations of The Study

The study was conducted for a term including 7 weeks, and portfolio implementation requires a longer process. This may be one of the limitations of the study.

Twelve students participated in the study, so the results can be generated for only one class. Also, all the students studied at Zirve University. This may be another limitation for the study.

5.4. Implications and Suggestions for Further Studies

This study disclosed some implications in terms of teaching writing in EFL classes despite its limitations. One of these implications is that portfolio is an effective technique to increase the students' awareness and self-confidence in writing. Portfolio also gives an opportunity to the students to have positive attitudes towards writing. Another implication is that portfolio is a beneficial instructional tool to improve areas of writing. It enables the students to write a more well-developed and well-organized paragraphs. For these implications, more attention should be given to portfolio implementation in writing classes, and teachers should be encouraged to make use of portfolio in their classes.

This study reveals the results of research including 12 students studying in the same university. They all had the same conditions in terms of teaching and classroom environment. Another study can be conducted with more participants studying in different universities. It can show the results of the same implementation for a wider participant group. Also, it can be understood that whether and to what extent teaching style or classroom environment affects the benefits of portfolio.

Another suggestion can be in terms of process. This research was conducted in a term including 7 weeks. This study can be carried out in a longer process. Thanks to such a longer time period, the long-term benefits of the portfolio implementation can be investigated in another study.

A final suggestion can be the observation of the progress in two groups one of which includes portfolio implementation in writing class, the other one of which does not have portfolio implementation. Through such a study, it can be seen that to what extent the students in the classes with portfolio implementation and the students in the classes without portfolio implementation advance in their areas of writing. That is to say, matching these two groups' results can reveal the benefits of portfolio implementation.

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7. APPENDICES

7.1. Appendix 1: Grade Sheet Prepared for Each Student

GRADE SHEET

NAME / SURNAME:

AREAS OF WRITING	GRAMMAR and SENTENCE		RHETORICAL ORGANIZATION		CONTENT and COHERENCE		VOCABULARY		MECHANICAL COMPETENCE	
TASK NUMBER										
TASK 1	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft
TASK 2	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft
TASK 3	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft
TASK 4	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft
TASK 5	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft
TASK 6	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft
TASK 7	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft	1 st Draft	2 nd Draft

7.2. Appendix 2: Writing Rubric Used to Grade the Drafts

WRITING RUBRIC

(Level C)

Mechanical Competence	Content and Coherence	Rhetorical Organization	Grammar and Sentence	Vocabulary
<ul style="list-style-type: none"> -<u>Spelling</u> -<u>Punctuation</u> -<u>Capitalization</u> 	<ul style="list-style-type: none"> - <u>Content</u> - <u>Coherence</u> 	<ul style="list-style-type: none"> -<u>Introduction</u> -<u>Body</u> -<u>Conclusion</u> -<u>Paragraphs</u> -<u>Indents</u> -<u>Title</u> 	<ul style="list-style-type: none"> -<u>Grammar</u> -<u>Sentence Structure</u> 	<ul style="list-style-type: none"> -<u>Transitions</u> -<u>Connectors</u> -<u>Vocabulary</u>
<p><u>10-20 points</u></p> <p>has the right number of the items above.</p>	<p><u>15-20 points</u></p> <p>content is appropriate to the topic. Ideas are coherent.</p>	<p><u>15-20points</u></p> <p>has a clearly stated topic sentence, supporting sentences, details, and concluding sentence.</p>	<p><u>15-20 points</u></p> <p>uses language efficiently with almost/no mistakes.</p>	<p><u>15-20 points</u></p> <p>has a creative and correct use.</p>
<p><u>1-9 points</u></p> <p>does not have the enough number.</p>	<p><u>10-14 points</u></p> <p>content is almost appropriate to the topic. Ideas may/may not be coherent.</p>	<p><u>10-14 points</u></p> <p>has slight problems with topic sentence, supporting sentences, details, and concluding sentence.</p>	<p><u>10-14 points</u></p> <p>uses language efficiently with slight mistakes and still comprehensible.</p>	<p><u>10-14 points</u></p> <p>has the level-specified use.</p>
<p><u>0 points</u></p> <p>has no paragraph format.</p>	<p><u>1-9 points</u></p> <p>content has serious problems. Ideas are not coherent.</p>	<p><u>1-9 points</u></p> <p>has so many problems with topic sentence, supporting sentences, details, and concluding sentence.</p>	<p><u>1-9 points</u></p> <p>has so many problems and interferes with the meaning.</p>	<p><u>1-9 points</u></p> <p>not enough use.</p>
	<p><u>0 points</u></p> <p>there is nothing written.</p>	<p><u>0 points</u></p> <p>there is nothing organized.</p>	<p><u>0 points</u></p> <p>has nothing correct.</p>	<p><u>0 points</u></p> <p>has nothing correct.</p>

7.3. Appendix 3: Cover Letter

COVER LETTER

Please write a cover letter answering the following questions:

1. Evaluate each piece of writing in your portfolio and write your strengths and weaknesses by giving examples from your drafts to support what you say.
2. Which is your favorite piece of writing? Why?
3. What is your least favorite piece of writing? Why?
4. What still needs improvement?
5. What do you know now that you didn't know before?
6. What can you do that you couldn't do now?
7. What techniques seem to help you most? Why?
8. What do you think about the implementation and benefits of portfolio?

7.4. Appendix 4: Error Correction Codes

SYMBOL	KIND OF ERROR	EXAMPLE	CORRECT SENTENCE
Sp	Spelling mistake	My <u>freind</u> is here Sp	My friend is here.
WO	Word order	I like <u>very much</u> music w.c.	I like music very much.
Gr	Grammar	You're <u>gooder</u> than me at maths. Gr She talked to <u>he</u> in the pub. Gr	You're better than me at maths. She talked to him in the pub.
A	Article (a/the)	I like <u>the</u> cheese A	I like cheese.
Prep	Preposition	Don't laugh <u>of</u> me Prep	Don't laugh at me.
LW	Linking word	There was no bus, <u>although</u> she walked home. LW	There was no bus, so she walked home.
WF	Word form	She works <u>slow</u> WF The exercise is <u>bored</u> WF	She works slowly. The exercise is boring.
Voc	Wrong word (lexical mistake)	Don't <u>worry</u> me. I'm <u>making</u> the homework Voc Voc	Don't disturb me. I'm doing the homework.
Tns	Verb tense	Last week I've <u>been</u> to Madrid. Tns	
Agr	Agreement	He never <u>get</u> angry Agr	He never gets angry.
		I need <u>that books</u> over there. Agr	I need those books over there.
▽	Missing word	After she kissed him, <u>▽</u> took a shower and left for work	After she kissed him, she took a shower and left for work.
()	Word not needed. Delete	I'm going (to) shopping	I'm going shopping.
	Punctuation	She said <u> yes </u> thank you.	She said: "yes, thank you".
~~~~~	Rewrite everything (unclear meaning, syntactic error)	<u>I very often trying new</u> <u>Music likes me</u>	I often try new things. I like music.
!!!	Very serious mistake	I <u>is</u> angry !!! I <u>have</u> 21 years old. !!!	I am angry. I'm 21 years old.
?	I don't understand meaning or handwriting		
[ ] s s	Sentence is too long. Split it up		
{ — } { — }	Alternative word or expression	I go { home } { to my house } after school	Both sentences are correct.

## 7.5. Appendix 5: Feedback Sheet Sample 1

Week 4 First Draft

Topic:

Cap.

# DIFFERENT VACATION

Index

→ I want to go on holiday in summer because the summer has holiday time, relax, schedule, stress. firstly if you want to relax you sleep too much. if you don't go work you can make a holiday for be calm. Secondly, your schedule is important for vision, if your vision not good, people's doesn't like your schedule, I want go holiday in summer because some big hotels prepare party. so I prepare go on holiday in summer. if I go to in winter, I make only sleep in a hotel, also the weather was cold in winter. so I don't go out. finally, in summer I have't any work, any school, so I feel relax, if you in summer don't have any stress, if your life condition doesn't good, you will have stress. if you have a problem, you will have stress a lot of because problem's not good your life. To sum up, I want to go on holiday in summer because I want to go for stress.

→ Capitalization

→ Pay more attention to content

→ Punctuation

→ Organizational errors.

→ SVA

→ WF

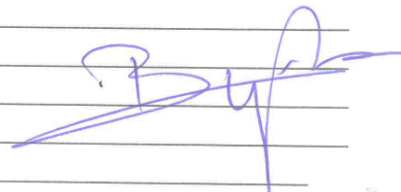
→ Missing Words

→ Grammar

26.02.2014

→ Prepositions

→ Sentence Fragment



## 7.6. Appendix 6: Feedback Sheet Sample 2

27.02.2014

Thursday

### Week 4 First Draft

Topic: what do people like to do during their vacation?

#### Vacation Time

People spend very busy time in a year, so they go to the holiday. They do ^{WV} visiting, rest and some other activities. First of all, people visit most place. People discover different place. For example, There are ^{WV} historical place. It is very old, and people learn new information. They recognize different personalities because there are variety customs. They can watch sea, and people are relaxing. People trip nature, and they do picnic ⁽ⁱⁿ⁾ there. As a second, people rest in the holiday. They reduce ^{WV} themselves stress because people don't work ⁽ⁱⁿ⁾ there. People do many activities ^{WV} for rest. For instance, some people do walking in the morning, sleeping, listen to music, reading a book and to walk around. Finally, people do some other activities in vacation. They spend enjoyable time with ^{WV} own family or ^{WV} own friends. People ^{WV} hiking in the mountains, climbing, water sports, take a ^{WV} photographs. They can try ^{WV} a lots of type sports. Some people can go holiday ^{WV} village, and they be ^{WV} peaceful. There are organic foods ⁽ⁱⁿ⁾ there. ^{!!!} Holiday village is quiet, and it has nature view. People spend the most comfortable of all place. As a conclusion, people need to spend good time at holiday. If people have a beautiful ^{WV} they will be more successful.

→ Grammar

→ Prepositions

→ WV

→ Punctuation

→ MV

→ Pay attention to your vocabulary

05.03.2014

