

REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**ROLE OF PORTFOLIO TECHNIQUE IN YOUNG LEARNERS' WRITING
SKILLS AND THEIR ATTITUDES TOWARDS PORTFOLIO**

THESIS BY

Begüm ETİZ

SUPERVISOR

Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

MASTER OF ARTS

MERSİN, APRIL 2014

REPUCLIC OF TURKEY

ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES


We **certify** that thesis under the title of “**ROLE OF PORTFOLIO TECHNIQUE IN YOUNG LEARNERS’ WRITING SKILLS AND THEIR ATTITUDES TOWARDS PORTFOLIO**” is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

.....
Supervisor- Head of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

.....
Member of Examining Committee: Assist. Prof. Dr. Erol KAHRAMAN

.....
Member of Examining Committee: Assist. Prof. Dr. Hülya YUMRU

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.

.....


11 / 04 / 2014

Assist. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

ACKNOWLEDGEMENTS

It is a great pleasure to thank people who have contributed this study. I wish to thank all of those who supported and assisted me during this journey of discovery and learning. First, I would like to express my greatest gratitude to my knowledgeable supervisor, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ, for her generous time, endless support, constructive feedback, endless patience for me, and wonderful guidance that led to a change in my academic life. Throughout my MA work she encouraged me to develop independent thinking and research skills. She continually stimulated my analytical thinking and showed me the ways of being autonomus. She encouraged and supported me throughout this hard period. Thank you very much.

I am also very grateful for having an exceptional jury and wish to thank Assist. Prof. Dr. Erol KAHRAMAN, Assist. Prof. Dr. Hülya YUMRU, and Assist. Prof. Dr. Kim Raymond HUMISTON who have generously given their time, valuable remarks, and expertise to better my work. I thank them for their contribution and their good-natured support.

Especially I would like to express my deepest love and thanks to my family which gave unbelievable supporting, deepest love and their understanding. A very special thank you I owe my family for their endless patience, constant understanding and trust through the years of my education. I love them so much.

My special thanks go to my head of department, Angela MATHESON, for her constant understanding, endless patience, kindness and trust throughout this MA program. Thank you so much.

I would also like to express my thanks to the participants of this study my lovely students who gave me their valuable time for this process. I am greatly indebted to the students who participated in my study for undertaking the responsibility of the requirements of this study. Without them, this study would not be possible.

11.04.2014

Begüm ETİZ

ÖZET

ÇOCUKLARIN YAZMA BECERİLERİNDE DOSYALAMA TEKNİĞİNİN ROLÜ VE ONLARIN DOSYALAMAYA KARŞI OLAN TUTUMLARI

Begüm ETİZ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

Nisan 2014, 96 Sayfa

Bu çalışmada dosyalama tekniği uygulamasının öğrencilerin yabancı dilde yazma becerileri ve onların dosyalama tekniğine karşı olan tutumları üzerindeki etkisini görmek için dosyalama tekniği çalışmasını yürüttük. Bu çalışmada amaç özel okulda ilköğretim öğrencilerinin dosyalama tekniğini kullanarak yazma becerilerinin gelişim sürecini araştırmaktır. Çalışma aynı zamanda öğrencilerin uygulama sonucunda geçirdikleri değişikliklerle ilgili tutumlarını araştırmaya çalışıyor.

Bu çalışma özel bir okulun ilköğretiminde 2013-2014 akademik yılında 5. sınıfa kayıtlı 26 öğrencisi üzerinde yürütülmüştür. Data; tutum anketi, dosyalama tekniğini değerlendirme anketleri ve öğretmen notlarından elde edildi. Bu çalışmada elde edilen datalar hem niteliksel hem nicelikseldir. Niceliksel data açık uçlu sorular aracılığıyla tutum anketinden, portfolyo tekniğini değerlendirme anketi B bölümünden ve öğretmen notlarından elde edilmiştir. Öğretmen notları sayesinde araştırmacı öğrenciler hakkında ki düşüncesini açıkça kağıt üzerinde ifade etmiştir. Bu çalışmada niteliksel data dosyalama tekniği kısım A aracılığıyla elde edildi çünkü öğrenciler beş puanlık bir ölçekte seçeneklerin kullanılabilirliğine göre fikirlerini belirttiler.

Çalışmanın amacına ulaşmak için öğrencilerin çalışma öncesi yabancı dilde yazma becerileri hakkındaki düşünceleri ve çalışma sonrası düşünceleri ortaya çıkarıldı. Dosyalama tekniğinin rolünü görmek için özerkliği artırıcı faaliyetler uyguladık ve data toplama araçları vasıtasıyla öğrencilerin yabancı dilde yazma becerileri ve onların dosyalamaya karşı olan tutumlarındaki gelişimi üzerinde yoğunlaşmaya çalıştık.

Bu çalışmanın sonuçları dosyalama tekniğinin öğrencilerin yabancı dilde yazma becerilerine yardımcı olduğunu ortaya çıkarmayı amaçlamaktadır. Çalışmanın sonuçları aynı zamanda ortaokulda İngilizce yazma derslerinde dosyalama tekniğinin yabancı dilde yazma becerilerini artırdığı ve öğrencilerin dosyalama tekniğine karşı olan tutumlarını geliştirdiği yönünde önemli anlamlar ortaya çıkardı.

Anahtar Sözcükler: Dosyalama Tekniği, Bilişsel Gelişme, Otonom öğrenci, Yabancı Dilde Yazma Becerisi

ABSTRACT

ROLE OF PORTFOLIO TECHNIQUE IN YOUNG LEARNERS' WRITING SKILLS AND THEIR ATTITUDES TOWARDS PORTFOLIO

Begüm ETİZ

Master of Arts, Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

April 2014, 96 Pages

In this study we implemented portfolio technique to see the role of this technique on the development of young learners' second language writing skills and to discovered students' attitudes towards portfolio. In this respect, this study aimed to search the improvements of the writing skill of the fifth grade students in a private school by using portfolio technique in Process Approach. The study also attempted to explore students' attitudes of the change they underwent as a result of the implementation.

The study was conducted on 26 participants from 5th grade students studying in a private primary school in the academic year of 2013-2014. Data were obtained from a set of attitude questionnaire, portfolio questionnaires (section A and B) and teacher's field notes. The data obtained in this study were both quantitative and qualitative in nature. In this study qualitative data was obtained through the open-ended questions in the attitude questionnaire, portfolio questionnaire, section B, and field notes. By the help of field notes, the researcher was able to express her ideas about the students clearly on the paper. The quantitative data was primarily obtained through portfolio questionnaire, section A because the students marked the strength of their agreement of the usefulness of the items on a 5-point scale.

In order to achieve the aim of the study, the students' beliefs about writing in L2 were elicited at the beginning of the implementation and at the end of the implementation. To see the role of portfolio technique we applied autonomy enhancing activities and through the data collection tools we made a tremendous effort in order to focus on the improvement in students' writing skills and their attitudes towards portfolio.

The results of this study aimed to reveal that portfolio technique in process approach helps students to develop their writing skill in a foreign language. Furthermore, the findings of the study may have important implications for the use of portfolio to enhance writing skill in L2 and develop students' attitudes towards portfolio technique in middle school.

Key Words: Portfolio Technique, Metacognitive Skills, Learner Autonomy, Writing Ability In Foreign Language.

ABBREVIATIONS

- ELT** : English Language Teaching
ESL : English as a Second Language
L2 : Second Language

LIST OF TABLES

Table 1. Features of Dependent and Autonomous Learner	28
Table 2. The frequency of the items in Section A.....	42
Table 3. The Frequency of the Items in the Portfolio Questionnaire B.....	44

LIST OF FIGURES

Figure 1. A cycle of the writing process.....	16
Figure 2. Sample webs. (a) Brainstorm web (b) More organized web	18
Figure 3. Possible steps to lifelong learning.....	53
Figure 4. The positive and negative attitudes of the students towards the portfolio technique.....	56

LIST OF APPENDICES

Appendix 1.Attitude Questionnaire..... 68
Appendix 2.Portfolio Questionnaires 69
Appendix 3.A Sample Portfolio 71

TABLE OF CONTENTS

COVER.....	I
APPROVAL PAGE.....	II
ACKNOWLEDGEMENTS	III
ÖZET	IV
ABSTRACT.....	V
ABBREVIATIONS	VI
LIST OF TABLES	VII
LIST OF FIGURES.....	VIII
LIST OF APPENDICES	IX
TABLE OF CONTENTS	X

CHAPTER I

1. INTRODUCTION	1
1.1. Background of the study.....	1
1.2. Problem Statement	3
1.3. Aim of the study	4
1.4. Research Questions	4
1.5. Operational Definitions	4

CHAPTER II

2. LITERATURE REVIEW	6
2.1. Introduction	6
2.2. Teaching Language Skills to Young Learners	7
2.3. Writing in L2 Classroom.....	10
2.4. Types of L2 Writing.....	11
2.5. An Overview of the Process Approach to Writing Instruction	12
2.6. Cycles of the Writing Process.....	15
2.6.1. Pre-Writing	16
2.6.2. Drafting.....	19
2.6.3. Post-writing (Revising-Editing-Proofreading)	21
2.6.4. Conferencing (Assessment).....	23
2.7. Portfolio Technique.....	24

2.7.1. Advantages of Portfolio Technique.....	26
2.7.2. Disadvantages of Portfolio Technique	29

CHAPTER III

3. METHODOLOGY	31
3.1. Context of the Study	31
3.2. Research Design	31
3.3. Participants	32
3.4. Data Collection Tools	32
3.5. Data Analysis.....	33
3.6. Data Collection Procedures.....	35
3.7. Implementation of the Portfolio.....	36

CHAPTER IV

4. RESULTS	39
4.1. Introduction	39
4.2. The Results of the Attitude Questionnaire	39
4.3. Portfolio Questionnaire Section A.....	41
4.3.1. Portfolio Questionnaire: Section B.....	43
4.4. Teacher’s Field Notes	47

CHAPTER V

5. CONCLUSION AND DISCUSSION.....	50
5.1. Introduction	50
5.2. Summary of the Findings	50
5.3. Discussion of the Findings	56
5.4. Limitations of the Study.....	57
5.5. Implications and Suggestions	58
6. REFERENCES	60
7. APPENDICES	67
7.1. Appendix 1: Attitude Questionnaire	68
7.2. Appendix 2: Portfolio Questionnaire	69
7.3. Appendix 3: A Sample Portfolio	71

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Writing is much more than just putting words on paper. Even before your first words, you need to use language in order to express needs, wants and opinions. The information to be communicated is the more likely the need to write it down because communication increasingly requires written language instead of spoken words. Raimes (1983) argues that the main aim in learning a language is to communicate and in real life situations, one can find himself in a position that she or he must communicate a message in a written form. Thus, in communicative level, it is considerably significant to equip language learners with writing skills. In this respect, writing allows accurate communication of learners' feelings, views, desires, and voice. By its very nature, writing is a series of steps that writers need to think, revise, reflect, start over, and repeat earlier steps. Harmer (1998) stresses on the essentiality of the writing skill saying "the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right" (p. 79). Therefore, writing is a necessary not only in our daily life, such as writing e-mail, or business letters overseas but also in school settings. Reid (1993) also indicates that in addition to drastic increase in textbook writing, conference presentations, and published research and commentary about L2 writing, the inclusion of direct tests of writing on standardized tests of English proficiency such as the TOEFL Test of Written English proves the recognition of the importance of L2 writing. Thus, one can conclude that writing is the most prominent skill that each student needs to learn.

Writing process needs to be an ongoing cycle in every writing classroom. Most of the research suggests that the process has been important for the last two decades. Badger & White (2000) emphasize that process approach regards writing as the exercise of linguistic skills and writing development as an unconscious process that happens when teachers facilitate the exercise of writing skills. Therefore, writing is an ongoing process in which both student revision and teacher response have become central at all stages. Actually, portfolio technique has an enormous role in process-oriented writing instruction. Establishing portfolio-based writing necessitates careful planning

and continuous checking. In her study, Nunes (2004) focuses on two main principles in developing portfolios. The first principle is that a portfolio needs to be dialogic and facilitate an on-going interaction between the teacher and students. It can include teacher feedback and revised, edited and rewritten forms of student writing samples. The second principle is that portfolios document the reflective thought of the students. Therefore, through reflective thinking in writing, students can develop a more responsive relationship with their own learning process.

Harris & Graham (1996) state that the objective in process approach is to develop a community of learners who share and help each other, who make personal choices about what they read and write, who take ownership and responsibility for their learning, who take risks in their reading and writing and are able to monitor their learning, and who collaborate in evaluating their efforts and progress. Thus, it is the teachers' responsibility to develop such a community of learners. In order to do this, teachers are required to provide students with opportunities for extended writing and stress student ownership of writing. Portfolios allow a more detailed look at a complex activity since they include several samples collected over time and texts written under different conditions. Therefore, they are generally considered to be more valid than traditional assessment methods (Hamp-Lyons, 1991). In this respect, portfolios are considered not only as a source of examples of student work to be assessed but as a "self-contained learning environment with valid outcomes of its own" (Paulson, Paulson, & Meyer, 1991, p. 62). Many students might have a feeling that they have mental block against writing in a foreign language. The reason of this might not be that they cannot write but that they are not aware of their own abilities. At this moment a question needs to be raised: "What is metacognition?" Metacognition is being aware of one's cognitive abilities and products. With the help of metacognition, one is able to control his/her cognitive process and as a result, achieve to do self-control and self correction (English Language Arts: 10, 2004, p. 4). Thus, it is important to note that while improving the writing skill, students are able to improve their metacognitive skills and become autonomous learners. Lee (1998) indicates that by understanding the value of autonomous learning, the learners are able to seek the habit of learning outside the classroom even after they have completed their formal studies. Consequently, autonomy is the ability that learners are able to be responsible for all the decisions concerned with their own learning.

1.2. Problem Statement

Writing skill allows the students to use the language in all ways. Thus, the students have the chance to use the structure and vocabulary in order to express their ideas and thoughts freely. In the history of language teaching, there have been numerous approaches to teaching of writing which “have evolved with the development of different approaches to teaching in general, which have in turn contributed to the changing role and the status of writing within English language syllabuses and the English as a Foreign Language Classroom” (Holmes, 2003, p. 1). Among these, process-oriented approach is the most popular one because it can immediately meet the students’ needs and provides teachers with perspective in the way of teaching. Boughey (1997) states that process-based approaches are well-known tools for writing instructors to teach L2 writing because learners are able to learn how to compose writing in L2. Instructors guide them during the whole process of their writing tasks by providing them feedback and opportunity through peer and teacher review so that learners can improve their writing step by step. O’Brien (2004) defines the concept of this approach as an activity that teachers give learners an incentive to view writing not as grammar exercise, but as the discovery of meaning and ideas. Thus, teachers need to enable learners to explore their thoughts and develop their own writing during the writing process. Thus, process approach is an important factor for the students to learn in a cyclic process and it gives students time in order to be better writers.

Hedge (2000) asserts that writing is a complex process for many second language learners and involves different activities including generating ideas, selecting appropriate language, organizing information, making a draft, reading and reviewing, and revising and editing. Therefore, process-based writing can be viewed as ongoing cycle that writers need to work on their writing tasks from the beginning stage to the end of the written product. At this point, portfolio technique has an enormous role in process-oriented writing. Grabe & Kaplan (1996) indicate that the “process” movement in writing instruction was linked to portfolio considerations. They emphasize that one of the major impacts of the writing process approach has been the rethinking of responses to students writing. Therefore, both teacher response and student revision has an enormous role in all stages of the writing process: pre-writing, first drafting, revising, and final-draft writing. As a result, portfolios provide detailed data for the integration of student learning. Thus, portfolio technique accelerates students’ process-based writing.

1.3. Aim of the Study

Writing has a tremendous role in foreign language education due to its importance in communicating information and ideas. It is a complex process of language communication and it requires creative thinking process. Process oriented approach increases the status of writing as a skill. Being in line with process-oriented approach, writing portfolios have an enormous role in accelerating students' writing practice. This role is even more important when young learners are taken into consideration because portfolios can foster their development in writing which can even be observed in the long term. This study aims to search both the improvements of the writing skill of the fifth grade students and attitudes of students to portfolio technique in a private school. It is expected that portfolio use makes an enormous contribution to students' learning process.

1.4. Research Questions

This study seeks to answer the following questions:

- 1) What is the role of portfolio technique in young learners' writing skill?
- 2) What are the attitudes of the students to portfolio technique?

1.5. Operational Definitions

Below are the definitions of the terms used throughout the study.

Young Learners: Young learners mean “children from the first year of formal schooling (five or six years old) to eleven or twelve years of age” (Phillips, 2000, p.3).

Process Approach: Process approach focuses on the writer as an independent individual and lays particular stress on a cycle of writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text (Tribble, 1996).

Process Writing: Process writing is an approach to writing that throughout the phases of the writing process, students are required to work with the whole class, in pairs, and in small groups, brainstorming ideas, focusing their topics, considering ways to express themselves, revising their papers, getting ready for publication, and sharing their polished pieces with the entire class. Therefore, the process approach requires group collaboration and support at every phase: prewriting, writing (drafting), revising, editing, and publishing (Peregoy & Boyle, 2005).

Portfolio Technique: Portfolio technique is described as follows:

A portfolio is a purposeful collection of student work that exhibits the students' efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selecting, the criteria for judging merit and the evidence of student self-reflections. (Paulson, Paulson, & Meyer, 1991, p.60)

Learner Autonomy: Learner autonomy as being responsible for the learning and involvement in all aspects of learning process such as planning, implementing and evaluating (Little, 2004).

Metacognition: Metacognition is defined as follows:

Awareness of one's own thinking, awareness of the content of one's conceptions, an active monitoring of one's cognitive processes, an attempt to regulate one's cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their method of attack on problems in general. (Hennessey, 1999, p.3)

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

Writing plays a fundamental role in language communication and requires a creative thinking process. Writing is an essential part of discourse that is depicted as the orderly expression and presentation of connected thought. Being one of the language skills, writing has today constituted an important place in language education. Wolff (2000, cited in O'Brien, 2004) emphasizes writing as an important tool for learning a language by regarding writing as “probably the most efficient L2 learning tool we have” (p. 1). Therefore, its dual function in communication and language learning makes writing as one of the indispensable part of language education. Writing and thinking are intertwined. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Thinking is the foundation of writing and because thinking is central to learning, students who are able to make their thought process concrete through writing enhance their learning capabilities (English Language Arts, 2002, p. 1). From this view it can be stated that writing is a process of exploring one's thought and these thoughts need to be written in order to develop one's mind and stimulate one's thinking.

Writing, as one of the four basic language learning skills, is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English it is important to note that writing is a process not a product. Villanueva (1972, cited in Murray, 2003) states the process writing in the following way:

What is the process we should teach? It is the process of discovery through language. It is the process of exploration of what we know and what we feel about what we know through language. It is the process of using language to learn about our world, to communicate what we learn about our world. (p.4)

Based on this view, writing gives an incentive to communication, explores thought and makes thoughts available for reflection. Writing has always been regarded as an important language learning skill because it involves a wide range of thinking skills and language abilities. Hamayan (1989) emphasizes “writing activities must focus on communication and expression of meaning rather than on the form of languages the students are mostly interested in writing as a means rather than as an end itself” (p.1).

Therefore, it can be concluded that writing skills are an important part of communication. With the help of writing practice, students are able to develop information and ideas in logical sequences. Otherwise, students face difficulty in achieving the goal of any writing exercise. Chastain (1988) regards writing as “a basic communication skill and a unique asset in the process of learning a second language” (p.244). He notes that as a means of communication and language learning tool, writing is quite crucial both in the typical language classroom and for a wide range of ideas and thoughts. With regard to connection between writing and language learning process, Raimes (1983) lists three main reasons in order to illustrate significance of writing.

- 1- Writing reinforces the grammatical structures, idioms and vocabulary taught to the learners.
- 2- Writing provides the learners with a chance to be adventurous with the language. When students write, they may go beyond what they have learned and discover the language on their own.
- 3- While writing, learners feel a real need to find the right word or a new way of expressing their idea, which leads learners to be really involved with the target language. (p. 3)

All these advantages of writing, therefore, contribute to the language learning process. When considered from these points, writing instruction is viewed as an indispensable part of language education programmes as it contributes to the linguistic, communicative and cognitive growth of language students (Kirby & Liner, 1981; Smith, 1982; Farris, 1997).

2.2. Teaching Language Skills to Young Learners

Young learners are quite different from the other groups of learners. Therefore, the elements that affect their learning process are really significant. In recent years, demand for learning English has increased, especially for the young learners. Because we are in the Innovation Age, we are more aware of the fact that learning English is a must and it can be fulfilled best in the early childhood. Therefore, there is a growing interest in the approaches for young language learners. In education, young learners’ age, level, needs, expectations and learning styles need to be taken into consideration. Otherwise, learning cannot occur truly. Phillips (2000) indicates that young learners are regarded as children from the first year of formal schooling (five or six years old) to eleven or twelve years

of age. Learning a foreign language is distinguished from learning the first language because the mother language is already a huge system that a child has in place. Furthermore, the child comes across a small amount of the foreign language, and this language belongs to people in distant and strange culture. Cameron (2001) states foreign language learning as follows:

Learners need to notice the details of how the foreign language works, from the inside of words up to the large units of stories or descriptions. They need to incorporate this knowledge through use, and to be able to use the knowledge in their own communication. (p.242)

One can conclude that the major characteristic of foreign language learning is strongly related to how frequently a student is being exposed to that language. The more he/she is being subjected to target language, the more he/she accelerates his/her foreign language learning.

Brumfit, Moon, & Tongue (1991, p. 2) offers a list of young learners' characteristics that is going to be a vital forteachers to establish a good working relationship. It is as follows:

- Teachers have a great opportunity to fulfill their expectations in school because young learners are at the beginning of their school life.
- Young learners are more differentiated than adults and new to the conformity imposed across cultural groupings by the school.
- Young learners don't have inhibitions which older children bring to school. They are keen and enthusiastic learners.
- Learning can be linked with young learners' development of ideas since it is close to their initial experience of formal education.
- Young learners need physical movement and activity and stimulation for their thinking.

According to Krashen's Critical Period Hypothesis, young children can learn a second language effectively before puberty because their brains are still capable of using the mechanisms assisting first language acquisition. In this respect, the hypothesis claims that if native-like proficiency in a second language is the goal, the learning benefits from an early start, and this explains why young learners are more successful than adults in foreign language learning (Cameron, 2001). At this point, teaching English to young learners is different from teaching adults. Children can be considered

as more enthusiastic learners. Thus, young learners tend to get and use the new language in any context more than adults.

While teaching young learners, words are not enough. There need to be something that is going to trigger children's interest in English. Therefore, activities for young learners need to include movement and senses. What is more, senses give children an incentive to learn but they are not enough alone. There need to be various pictures to work with children. Moreover, teacher need to give priority to the use of rhymes, songs, stories and drama activities since children are really good at learning language through play and other activities. Wilkins (1972) claims "teaching must be well planned so that learning becomes an interesting and entertaining process. Enjoyable activities such as songs, games and puzzles make the process of learning more interesting at the same time motivating learners" (p. 183). With the help of enjoyable activities, teacher is able to keep young learners' interest alive.

Obviously, teaching young learners and teaching adults are different tasks that require different approaches because they have needs, interests, expectations and developments at varying levels. For instance, young learners can acquire language unconsciously through games, songs and activities. Grammar rules seem meaningless to them because of their cognitive development level whereas adults need to be aware of the rules definitely in order to learn a language. Pinter (2009) asserts "it is natural for children to make mistakes and acquire grammatical forms only partially at first" (p. 85). Thus, grammar teaching needs to be given in minimum level. In order to introduce grammar, the best time is probably when a child asks for an explanation about some grammar. It is important to note that explanations need to be as little confusing as possible in order to encourage pupils to benefit from it. A very important way of helping young learners' progress in learning foreign language is to encourage them to communicate meaningfully in the classroom. Children need to be let convey the meaning by body language instead of using their mother language. With the help of simple phrases such as 'I don't understand' and 'I'm sorry' children can easily express themselves in the foreign language. Another important point is that a teacher needs to make an effort to speak English as much as possible. Scott & Ytreberg (1990) emphasize that encouragement needs to be obtained through the other ways. As they enjoy the feeling of belonging, an atmosphere of involvement and togetherness work well with young learners. Therefore, being involved in a group encourages them.

Through group activities they can enjoy cooperation. Moon (2000, p. 3) states that children learn a foreign language as follows:

- In a natural way, the way they learn their own language.
- Through being motivated. It depends on the teacher's style. They would learn fast or quicker.
- By listening and repeating.
- By imitating the teacher. They want to please the teacher.
- By doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose.

2.3. Writing in L2 Classroom

Writing, as one of the four basic language learning skills, is a crucial part of academic life. Each of us has an individual pattern of writing. Therefore, there is no correct way for all writers. Not only coherent arrangement of words, clauses but also sentences and structures play a central role in writing. In this view, learning to write in a foreign or second language primarily involves linguistic knowledge, vocabulary choices, and syntactic patterns all of which contribute to L2 writing. L2 students need an understanding of appropriate grammar and vocabulary while learning to write in English. Nevertheless, writing is not only this. Leeming (1997) points out that writing effectively is not purely a matter of choosing vocabulary and mastering grammar and memorizing rhetorical forms. It is a process that requires writers to gather ideas, provide coherence between ideas, have an argument, and address a prospective reader's questions, objections or expectations. Therefore, writing effectively not only depends on being good at linguistic patterns but it also gives an incentive how to come up with ideas for creative writing. Writing is a complex activity in which the writer demonstrates a range of knowledge and skills. This complexity makes it unlikely that the same individual will perform equally well on all occasions and on all tasks (Hyland, 2003). At this point, an appropriate way of assessing L2 writing can more accurately reflect this complexity. In fact, moving away from traditional standardized testing towards portfolio technique types makes a tremendous contribution to writing in the L2 classroom. Cumming (2001) states "research in L2 writing has focused on 3 main dimensions: "a) features of the texts that people produce; b) the composing processes

that people use while they write, c) the socio-cultural contexts in which people write” (p. 3). He maintains that in respect to text features, second language learners’ proficiency increases, and learners become more competent in organizing their ideas according to appropriate genre forms. Research on the composing processes shows that when people learn to write in a second language, they are able to plan, revise, and edit their text effectively. With regard to the influence of socio-cultural contexts in L2 writing, Cumming (2001) states that “L2 writers are required to write in various contexts such as universities, colleges, community settings, working environments. They become aware of the ways of cooperating with people from different discourse communities” (p.8). In their report, the National Council of Teachers of English (NCTE, 2004) regards writing as a medium of thought and claims that through the practice of writing, students can be supported in higher-order skills like “solving problems, identifying issues, constructing questions, reconsidering something one had already figured out” (para. 13). As a result, learning to write in a foreign language is not only preceded by keen thinking because good writing is good thinking but also it requires necessary syntactic patterns. Therefore, free imagination is the major feature of good writing.

2.4. Types of L2 Writing

Various types of writing plays central role in writing in a second language. Depending on the writer’s purpose it is very possible that a report, for example, could be expository, persuasive, or technical in nature. Likewise, a research paper may begin by relating an anecdote in the narrative mode; then it can move into the expository mode to explain information, and then shift again into the persuasive mode to argue for a solution. Swales (1990) asserts that a list of types of writing is almost without limit, including labels, lists, letters, reminder notes, bulletin board announcements, banners, songs, editorials, novels and declarations. Writing types can vary from a traditional, primary school inventory of narrative, expository and persuasive writing styles to sophisticated analysis of academic genres. Therefore, all of these types of writing can be seen as practice exercises in various handbooks on the teaching of L2 writing. Many of these appear as possible writing types and they make an enormous contribution to writing portfolio.

Hasan & Akhand (2010) state that genre-based approach regards writing as social and cultural practice. Therefore, the aim of this writing involves the context where the

writing occurs. In fact, relevant genre knowledge needs to be taught in the language classroom. Paltridge (2004) claims the teaching of particular genre students need for later social communicative success. The focus needs to be the language and discourse features of particular texts and the context in which the text is used. Consequently, the genre needs to be appropriate in which the writing occurs so that students are exposed to purposeful communicative activities within the writing context. According to Byrne (1982), the introduction and practice of some form of writing enable language teachers to provide for different learning styles and needs. It helps learners who do not feel secure in oral skills to develop a sense of language. Besides, writing provides variety in classroom activities and, because of its being extended to out-of-class, writing increases the amount of language contact. With regard to pedagogical dimension, writing is viewed as an important aid.

2.5. An Overview of the Process Approach to Writing Instruction

With the help of writing process, learners are able to come to understand themselves more and find how to work through the writing. Onozawa (2010) indicates that process writing is an approach to writing, where language learners devote their attention to process so that they are able to produce their written products by themselves. In process approach, learners can be regarded as central in learning. Therefore, learners' goals, expectations, needs, learning styles, knowledge and skills are taken into consideration. White & Arndt (1991) suggest that in process based writing instruction, producing a text involves six recursive procedures: pre-writing, drafting, reviewing, editing, revising and evaluating. Since the main aim in process approach is to guide the students through these stages, multiple drafts, feedback between drafts and sharing what has been written have gained a special emphasis. Grabe & Kaplan (1996) list basic principles of process-oriented writing instruction. Process approach encourages:

- Self-discovery and authorial 'voice'
- Meaningful writing on topics of importance (or at least of interest) to the writer
- The need to plan out writing as a goal-oriented, contextualized activity
- Invention and pre- writing tasks, and multiple drafting with feedback between drafts

- A variety of feedback options from real audiences, whether from peers, small group, and/or the teacher, through conferencing, or through other formative evaluation
- Free writing and journal writing as alternative means of generating writing and developing written expression, overcoming writer's block
- Content information and personal expression as more important than final product grammar and usage
- The idea that writing is multiply recursive rather than linear as a process-tasks are repeated alternatively as often as necessary
- Students' awareness of the writing process and of notions such as audience, voice, plans, etc... (p. 87).

These principles contribute to the practical application of process approach in the classroom. Even though the activities for process writing may vary from classroom to classroom according to time available, number of students, and experience and skills of the students, it is possible to picture some common characteristics of process based writing instruction implemented in the language classroom. Heald-Taylor & Gail (1994, cited in Jarvis, 2002) describe the process writing in the following way:

Process Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literary skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar and punctuation. (p. 1)

Process writing makes a tremendous contribution to develop handwriting, spelling or grammar because with the help of regular writing opportunities, students are able to gain control of these subskills. Montague (1995) asserts the process oriented approach as “the process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning” (p. 1). Therefore, writing is an ongoing process that it helps learners to convey their own thoughts or feelings in different ways. Raimes (1983) indicates “in the process approach, students do not write on a given topic in a restricted time and hand in composition...rather, they explore a topic through writing” (p. 10). In this respect, through the process approach teachers emphasize that the writing is a process of discovery for the students so that it

lets students discover new ideas in order to express those ideas. On the one hand, Brown (2004) claims that process approach is beneficial to students in language learning because students are the creators of language so that they need to focus on content and message, and their own intrinsic motives are valued. As a result, learners' own intrinsic motives give an incentive to learn the language skill in the best way. The process approach opens the door for students to manage their own writing by providing students a chance to think as they write. On the other hand, Matsuda (2003) offers a more elaborate definition of process approach as it is an approach with an emphasis on "teaching writing not as product but as process; helping students discover their own voice; allowing students to choose their own topic; providing teacher and peer feedback; encouraging revision and using student writing as the primary text of the course" (p. 67). Therefore, process approach gives priority to the learner and learner's needs in order to make the students better writers. Gillet & Beverly (2001) point out process writing as follows:

As its name implies, the emphasis is on the *process* of writing, not on the final *product*. Students learn to write not from exercises and textbooks, but by actually writing. Direct instruction occurs frequently if not daily, but is based on the issues students are struggling with, not on the scope and sequence of a composition text. (p. 5)

The first common point of writing process programs is that instruction is focused on the writing process. Mol (1992) elaborates on this feature as:

Not only are the students initiated into the same process that writers go through in a manner that allows them experience the stages (pre-writing, drafting, revision, editing) in a conscious, orderly way, but also the teacher is prepared to intervene in the process with suggestions of useful strategies to help students overcome difficulties encountered in each of the stages. (p. 25)

At this point, the main aim in doing this is to help students to gain control of their writing process. Emphasis is on the process, not the product of writing so that students are able to learn to write by writing. What's more, instruction is based on what students need to learn at the time.

2.6. Cycles of the Writing Process

Writing process includes several steps that need to be followed in order to write in the best way. Montague (1995) states “the process oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing” (p. 3). As a result, the writing process needs to be an ongoing cycle in every writing classroom. Therefore, students need to be engaged in pre-writing, drafting, revising, editing, and publishing. In other words, each writer has a preferred way of approaching the writing process, from simpler to more complexes based on the level of the learners, and the purpose of writing. Onozawa (2010) asserts that the writing process usually involves several steps. A typical sequence is composed of three steps: pre-writing, drafting, and revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, whereas others use five steps, pre-writing, drafting, revising, editing, and evaluating. Actually, the process can be viewed as a recursive process that students pass through at different rates. Thus, sometimes they move on and at other times revisit earlier steps in the cycle. Learners can achieve their writing goals through the process in different ways. Consequently, students who experience process oriented writing skills can produce polished pieces of writing.

Meriwether (1997) indicates that there is now widespread recognition that writing is a process which involves several steps. She maintained as since writing is mainly about organising information and communicating meaning, generating ideas is evidently a crucial part of the writing process. Thus, it provides learners with opportunity to convey or reconsider their own thoughts in a meaningful way. Learners are able to understand themselves more, and find how to work through the writing. In fact, it can be difficult to sit down in front of a blank page, to begin at the beginning and write through to the end, with no planning, break, editing or changes. Therefore, good writers need to plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. Villanueva (1972,cited in Murray, 2003) states “instead of teaching finished writing, we should teach unfinished writing, and glory in its unfinishedness. We share with our students the continual excitement of choosing one word instead of another, of searching for the one true word” (p. 4). Therefore, learners need to work with language in action. It needs to be process of exploration about what

we know through the language. They are always in search of generating new ideas in order to improve their writing skill. In this study, process approach to teaching writing involves three cycles; pre-writing, drafting and post-writing. As process approach has evolved, the stages that a writer goes through while writing are determined certainly. Figure 1 is an illustration of these conceptual stages:

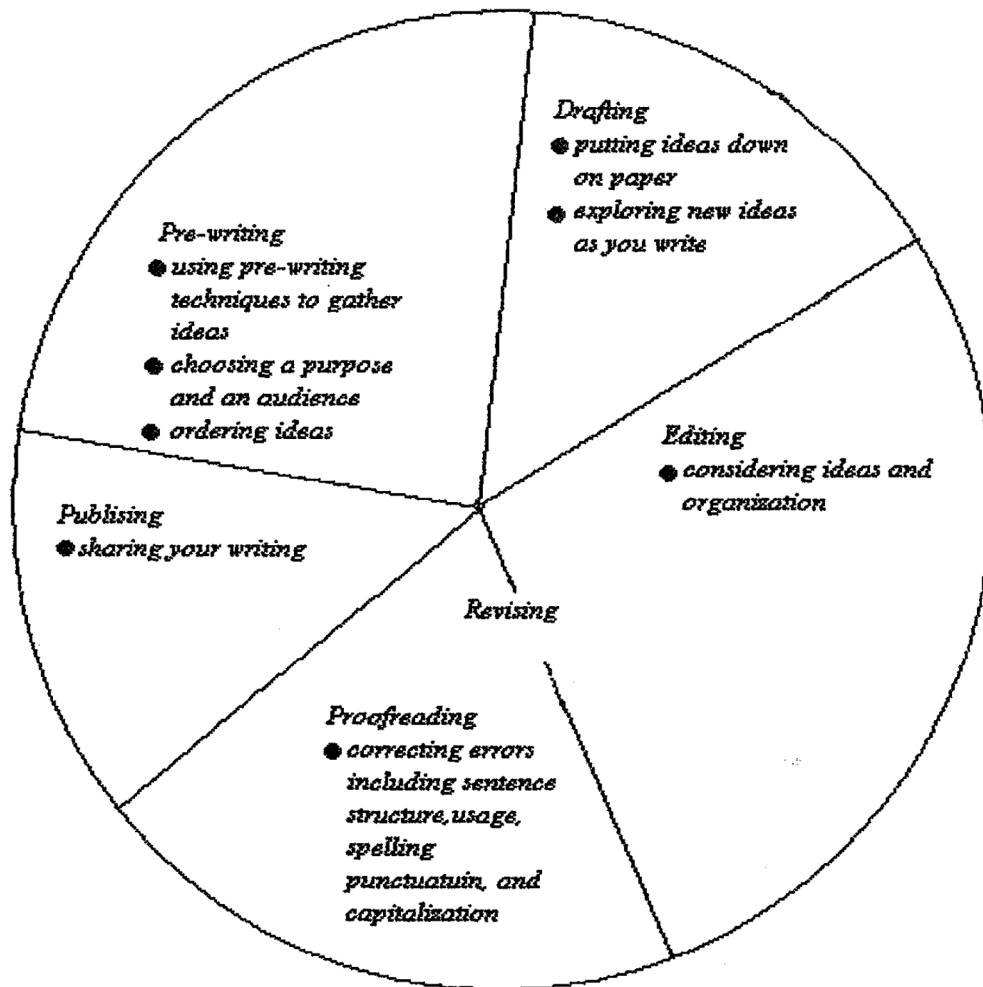


Figure 1. A cycle of the writing process (English Language Arts 10, 2004, p. 3)

2.6.1. Pre-Writing

Pre-writing is the first stage of the writing process and it usually begins with motivation and audience awareness. Pre-writing exercises can help writers to focus on their ideas, determine a topic, and develop a logical structure for their paper. Therefore, pre-writing exercises provide meaning to students' topic and research before they begin to write a draft. With the help of pre-writing, students are able to put their thought onto

the paper on what they want to write about. Thus, using prewriting strategies makes an enormous contribution to organize and generate ideas about the target topic. Murray (1982) states pre-writing, or planning out what is going to be written, is a necessary step in the writing process and should account for 70 percent of the writing time. Therefore, students need to devote their attention to thinking and planning in order to express their thoughts before writing them down. According to Simpson (2004) in process writing, the first thing that a writer needs to do is to find something to write about. When a subject is chosen, the audience, purpose, and tone of the writing need to be considered. When we look at Gould, Di Yahni, & Smith (1943) pre-writing is defined as “the complex network of initial mental sequences we undergo when we write a paper” (p. 106-107). As a result, pre-writing exercise gives students an incentive to come up with an idea about the related subject. Thus, each student discovers the useful ways of what they want to say and how they want to say in this stage. Danesh & Mihçioğlu (2002) emphasize pre-writing as follows:

The subject of a paragraph or an essay is the general topic which the writer intends to focus on. However, since in most cases the subject deals with a broad issue, you need to move from a general subject to a more specific topic—a process known as narrowing down. (p. 7)

Therefore, before a student tries to wrestle with great ideas, he/she needs to master some of the holds, one of which is an outline making process. Brainstorming has a fundamental role in pre-writing stage. Gould et al. (1943) point out brainstorming “is a problem solving strategy” (p. 108). It encourages emptying the brain to generate information and ideas on particular topic. In brainstorming we do not pay attention to spelling, punctuation, grammar; instead we just focus on the flood of information of thoughts, feelings and ideas. What is more, brainstorming gives student an incentive in order to be more relaxed and confident in the target language. It is believed that to make a brainstorm sharpen can be viewed as a mind-sharpening experience. White & Arndt (1991) indicate brainstorming as “brainstorming is a widely used and effective way of getting ideas flowing. These ideas may be ideas for actual content or ideas for organising the content” (p. 18). It solves the problems by practicing a series of steps. Hence, one major topic generates new ideas rapidly. Figure 2 represents sample webs.

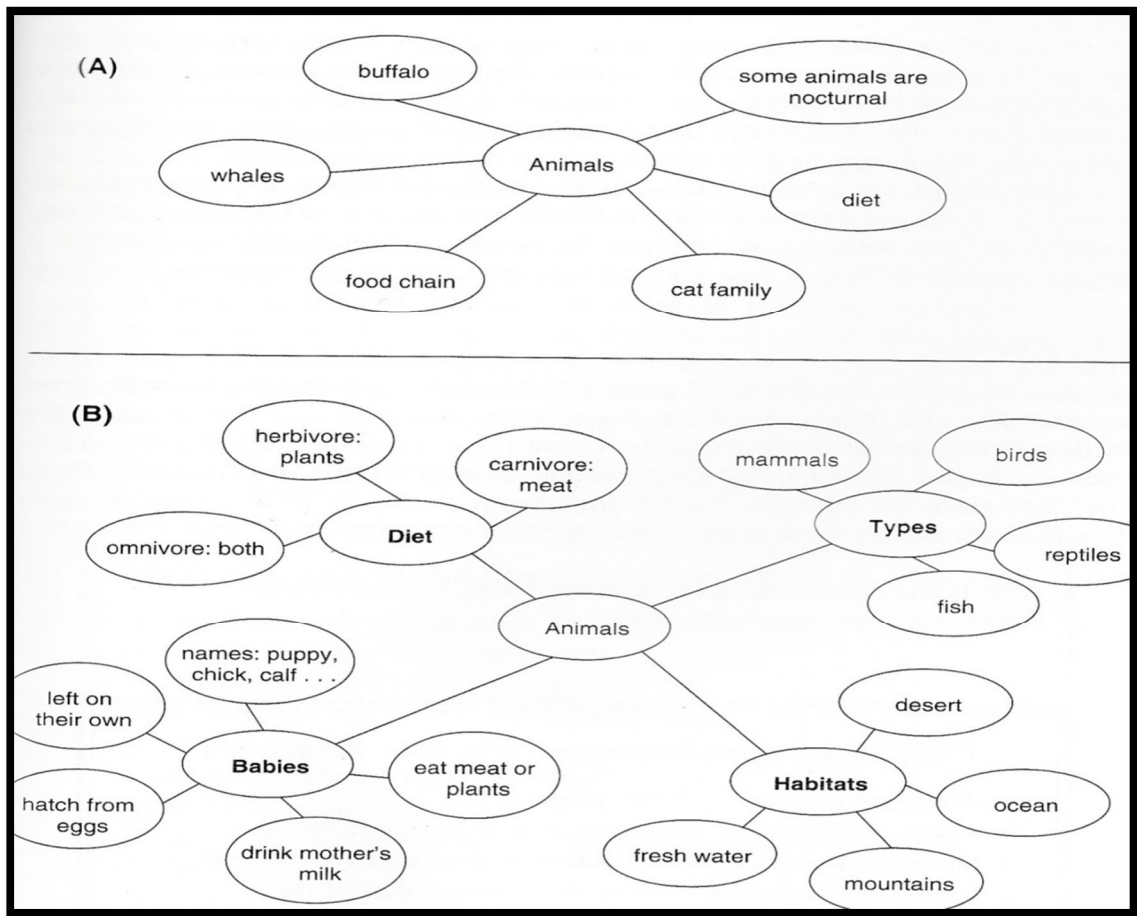


Figure 2. Sample webs. (a) Brainstorm web (b) More organized web (Gillet & Beverly, 2001, p. 71).

An effective way to help students generate ideas is to review with the students how to make a web. Therefore, Figure 2 is like a puzzle in which all the pieces are necessary to complete the idea. One student's web on animals can be divided by types, diet, habitats, and offspring, whereas another may list all the animal things in a more random manner. The webbing process from start to finish has a positive role in brainstorming since the end result is not the finished web, it is definitely the beginning. Besides, brainstorming encourages students to record their ideas by compiling a list on a topic. This can be conducted in small groups, whole class or individually. According to Steele (2004) brainstorming can become real through group discussions. Students generate an idea, and make an effort to find answers for a problem and list the reasons as follows:

- Brainstorming involves thinking quickly and without inhibition, which can ultimately lead to an interesting piece of writing.

- The teacher should remain in the background during this phase, only supplying language support when students need it, so as not to inhibit students in the production of their ideas.
- Evaluating ideas during brainstorming can be intimidating, and can have a negative effect, designed to promote (p. 1-3).

Listing is another way of doing pre-writing stage since it provides writers with the structures of sentences, paragraphs or the spelling words. In listing strategy various types of patterns such as circles, clusters, diagonals, or tree diagrams enable them to keep pace with their thoughts. Therefore, the objectives of listing can be stated as follows:

- to reflect, clarify and explore ideas
- to express understanding
- to explain, inform, instruct, report
- to describe
- to retell and narrate
- to state an opinion, and evaluate
- to experiment (adapted from Şahinkarakaş, 1998).

Pre-writing is the getting ready to write stage in the writing process. This step is fundamental to the writing process. Therefore, this stage can be regarded as a rehearsal for the performer because pre-writing sets the stage for what the writer wants to write about.

2.6.2. Drafting

After gathering sufficient ideas, the next stage in process writing is drafting stage at which the learners begin the writing production. The students concentrate their attention on development of meaning at flow of thought in their writing at drafting stage. Focusing on the content, students do not pay much attention to the surface structure or grammatical accuracy. It is obvious that in drafting stage the most prominent goal is on the content and meaning rather than the form. Drafting is a series of stages during that the student focus their attention on getting ideas on paper. Hudson (1998) states what is needed to do during drafting is “to think hard to make sure that you have jotted down everything you can pull out of your mind, even though some things may seem trivial or uninteresting” (p. 5). Emphasis needs to be on content rather than mechanics. The

writers generate their thoughts, ideas, and feelings without considering the form of writing. Therefore, short phrases, sentences or paragraphs contribute to this part. In this part the writers need to consider how to arrange the information they get in the pre-writing stage so as to lead their audience through the text that they are going to present. When students have a tendency to begin their first drafts, they need to use one of their pre-writings to lead them. Students need to be aware of that much of their work is already accomplished in their pre-write. Therefore, pre-writing tool accelerates much of students' ideas through the writing process. Furthermore, not all drafts will be published because the majority of them can be regarded as rehearsals for final. Badger & White (2000) indicate that at the composing/drafting stage learners devote their attention to select and structure the result of the brainstorming session to provide a plan of a description of a house. This would lead the first draft of a description of a particular house. After discussion, learners are able to revise the first draft working individually or in groups. Therefore, learners get ideas that they have got from the previous stage to express what they want to convey in their writing. In fact, the processes that the writers need to follow in the drafting stage are as follows:

a) To produce a first draft: The writers need to be able to write freely and know that whatever is put down on paper can be changed and adjusted. The writers convey their ideas so as to express what they have to say.

b) To write following drafts: Based on the comment of peers and teachers, learners are able to alter their previous draft by revising, adding and rearranging ideas.

c) To revise the draft for content: Students sequence relevant ideas and reorganize. Moreover, they add or delete details in order to make the meaning clear. The students need to reread what they have written since it helps students to enlighten the meaning.

d) To edit the draft for mechanical circumstances: In this writing stage, students need to focus their attention on the appropriate use of vocabulary, layout, grammar, capitalization. Therefore, students proofread for accuracy and correctness in this stage. As a result, Badger & White (2000) claim “writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure” (p. 154). The content and meaning rather than the form is the most outstanding target during the drafting stage. Hence, students need to learn how to convey ideas without thinking the form of writing.

2.6.3. Post-writing (Revising-Editing-Proofreading)

Revising is the common post-writing procedure that contains editing-revising for ideas and form, and proofreading-revising for sentence structure; spelling punctuation, and capitalization. During the revision stage the writer must be interested in content and organization whereas correcting grammar, sentence structure, and spelling need to be done in proofreading stage. Oshima & Hogue (1980) indicate the next step is revising after you write the rough draft. By revising, you can check it for content and organization including unity, coherence and logic. Moreover, you can add, delete, change or rearrange of your thoughts more evidently and effectively. In revision process, the students devote their attention to check for general logic and coherence because they need to be certain that the audience can easily follow their ideas and understand what they have written. Thus, revising is picking places where writing can be clearer, more informative, more convincing and more interesting. During the revision stage students can add details, substitute words and phrases. Moreover, they can delete and rearrange the major pieces of text. Winterrowd & Murray (1985) state that the redrafting and revising stages could last for six or seven weeks because students redrafted and revised their paper as many times as they wished to “polish” it. Therefore, in the paper-revising stage, students were required to keep rereading their paper to see whether there was any change needed to improve it. Revising requires time and practice because it is necessary to add some details to help readers understand the paper. During revising, teacher should make sure that students are really revising their works, not simply recopying them. Useful strategies for revising ideas include:

- Teacher can collect and keep students’ drafts and ask them rewrite.
- Students in pairs can read aloud each other’s drafts before they revise.
- Students can read compositions aloud and tape them. Listening may make students resee and rethink what they have written.
- Students can refer to a checklist to revise their work properly (Hyland, 2003).

Revising is looking at writing from a different point of view and making decisions about how to improve writing. On the one hand, revising is making changes based on feedback from the teacher or other students during conferences. The conferencing will include each person rereading and sharing ideas that will improve and clarify the writing process. On the other hand, it is important to note that revision is not editing for mechanics and spelling. Oshima & Hogue (1980) assert “during the first revision, do

not try to correct grammar, sentence structure, spelling or punctuation” (p. 12). Revising does not mean that you can spell-check and call it complete. Therefore, revision does not mean editing. Revising is one part of the writing process while editing is another. It is a complex process in which students are engaged in the act of changing, deleting, adding and retaining. It is done to improve overall content and organization of ideas so that the writer’s interest is made clearer to the reader (Seow, 2002, p. 317). The important point is that writer must be concerned with content and organization in revision process. However, correcting grammar, spelling and sentence structure will be done in proofreading stage. Proofreading is the stage of the writing process that gives students an incentive to correct spelling, punctuation, and grammar in preparation for publication. In order to help the students in editing, a simple checklist reminding them of common surface structure errors found in students writing may be produced and students can be asked to edit their works according to that checklist before submitting them to the teacher for evaluation. Moreover, using checklists for assessing student performance on numerous language tasks is one basic form of alternative assessment. Checklists are used to observe student performance and work over time. They are also used to determine whether a specific criterion is presented. (Tedick & Klee, 1998). In this respect, a checklist needs to be offered so as to sharpen students’ editing skills. Furthermore, proofreading can be done with the help of peers or the teacher or by the individual writer in order to achieve correctness. Spandel & Stiggins (1990) indicate the questions for editing and proofreading as follows:

a) Ideas/Content

‘Do my ideas work together to make my message clear?’

‘Do I have enough information?’

b) Organization

‘Does my paper have an effective introduction and conclusion?’

‘Do my words, phrases and sentences tie my ideas together logically?’

c) Voice/Tone/Flavour

‘Is there evidence that I am sincere and concerned about my audience?’

‘Is my paper an example of my best effort?’

d) Word Choice

‘Are my words accurate; concise and well chosen?’

‘Do I feel the need to experiment with any new words?’

e) Syntax/Sentences

‘Are my sentences varied?’

‘Does my writing flow naturally?’

f) Writing Conventions

‘Are my paragraphs effective?’

‘Does my punctuation enhance the meaning?’

‘Have I checked my spelling?’

‘Are my capitals where they belong?’

‘Do I have subject/verb agreement?’ (p. 13).

As a result, the questions above provide students with a chance to follow all the details both in their drafts and in their final works so that they can immediately correct them if they do something wrong. It is important to know that revision is distinguished from proofreading because in proofreading process the writer needs to tackle with grammar, spelling and sentence structure. However, students need to concentrate their attention on content, organization and coherence during the revision stage.

2.6.4. Conferencing (Assessment)

Conferencing can be defined as assessing the writing process. Therefore, conferencing plays a vital role in students’ educational progress. “A conference is a meeting to discuss work in progress. As teachers listen to students’ talk about writing, they can learn how to help students through the process” (English Language Arts: 10, 2004, p.1). A conference can happen at various points of the writing process. Teachers’ questions give students an incentive to discuss what they know or what they find confusing. By organizing conferencing sessions, the teacher is able to clarify on meaning by resolving any probable ambiguities and provide students with the opportunities of raising questions about written feedback and forming a revision plan (Hyland, 2003). Furthermore, assessment influences student motivation by providing them with clear goals and by giving feedback about language progress. Seow (2002) asserts that responding to student writing has an important role in the successful implementation of process writing. Therefore, assessment also promotes feedback about educational efficacy so that students are able to realize methods and instructional goals. Hattie & Timperley (2007) argue that “the main purpose of feedback is to reduce the

gap between current understandings and performance and a goal” (p. 86). In this model, feedback must therefore be addressed to three questions:

- Where am I going? (What are the goals)
- How am I going? (What progress is being made towards the goal)
- Where to next? (What activities need to be undertaken to make better progress)

(adapted from Hattie & Timperley, 2007, p.86).

Feedback is an important part of the learning cycle because it promotes student progress. Spiller (2009) states “feedback will demonstrate appropriate ways of enhancing the performance on the task, and offer strategies that invite more learner responsibility to improve” (p. 8). Thus, in an effective classroom, students need to be eager to actively seek feedback and consider that their own learning will become part of the feedback process. Hyland(2003) underlines the significance of response in process approach as:

Writers typically intend their texts to be read, a response from readers provides opportunities for them to see how others respond to their work and to learn from these responses. This kind of formative feedback aims at encouraging the development of students writing and is regarded as critical in improving and consolidating learning. Feedback/response, therefore emphasizes a process of writing and re-writing where the text isn’t seen as self-contained but points forward to other texts the students will write. (p. 177)

Planning the draft check dates and feedback conferences is a major step that helps keep students on task in the writing productions. Evaluation conferences need to be held between teacher and student, student and a peer, or in a small writing group. Assessment of language performance, in other words performance assessment, requires the learner to create written or oral language products or performances (Council of Europe, 2001). Hence, teachers need to arrange regular conferences with the students because written products require to get feedback. Therefore, to implement process writing successfully, both teachers and students need to be integrated into the assessment process.

2.7. Portfolio Technique

Portfolio technique and process writing are associated with each other, since both show struggle and progress very clearly. Erice (2009) asserts “portfolios focus on

process rather than the product, development rather than achievement, and self-assessment rather than other than self-initiated assessment” (p. 797). Therefore, portfolios give students an incentive to display their writing abilities in a more natural and less stressful way. Arter (1989) defines portfolio as “a purposeful collection of student work that tells the story of a student’s efforts, progress, or achievement. It must include student participation in the selection of portfolio content, criteria for selection, criteria for judging merit, and evidence of student self-reflection” (p. 27). Actually, portfolio is a growing collection of student’s work that each of them is selected by the student for specific purposes. Hence, portfolio makes contribution to students’ learning and progress. Hyland(2003) states that portfolios represent multiple samples of student writing abilities and can include drafts, reflections, readings, diaries, observations of genre use, teacher or peer response, as well as finished texts. Consequently, portfolio can be regarded as sources of examples student work.

There are two types of portfolio models:portfolios that contain every work that the student has generated and portfolios that contain any selected samples of student work. Santos (1997) states that some works in portfolios can be assigned, others may be self-initiated; some are long-term projects, some are one page writings. Therefore, the overall aim of the portfolios is to demonstrate students’ effort and achievement in writing over a period of time. Portfolios can represent language performances in different genres with or without drafts revisions and finished products (Hyland, 2003). Daiker, Sommers, & Stygall (1996) state that a single writing performance cannot fairly reflect or measure a skill as complex as writing ability. Thus, the portfolio contents typically include multiple samples of writing from a number of occasions, a variety of kinds or genres of writing, and students’ reflections on their portfolios, writing processes, and on themselves as writers (Daiker et al., 1996). Brown (2004) gives a list of some materials included in portfolios:

- several drafts and final forms of essays and compositions
- reports, project outlines,
- poetry and creative prose,
- artwork, photos, newspaper or magazine clippings,
- audio and/or video recordings of presentations, demonstrations,
- journals, diaries and other professional reflections,
- tests, test scores, and written homework exercises,

- notes on lectures, and
- self- and peer-assessments—comments, evaluations and checklists (p. 256).

Portfolios may include copies of writing assignments, students' responses to each other, reflection papers and final summative essays (Douglas, 2000). The major value of portfolios is that students become active participants in the learning process and its assessments. The key characteristics of portfolio technique are as follows:

- A portfolio is a form of assessment that students do together with their teacher.
- A portfolio is not just a collection of student-work, but a selection that the student must be involved.
- A portfolio provides samples of the student's work which shows growth over time. By reflecting on their own learning (self assessment), students begin to identify the strengths and weaknesses in their work. These weaknesses then become improvement goals.
- The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students at the outset of the process (De Finna, 1992, p.1).

2.7.1. Advantages of Portfolio Technique

Portfolio technique offers a number of benefits for both teachers and students. Portfolios can be regarded as a powerful technique since they give an incentive to re-shape the roles of teachers, students and the assessment process in a positive way. The main advantages are as follows:

a) Increases school accountability for all students

At the state level, assessment information is often collected to ensure that the educational system addresses the needs of all students (O'Malley & Valdez-Pierce, 1996).

b) Improves teacher and student learning:

Brown & Hudson (1998) assert that portfolio assessment enriches student learning by increasing learners' attention and involvement in their learning process and supporting student-teacher and student-student collaboration. Using assessment portfolios not only provides improved information about student achievement but also has a positive impact on teaching and student learning. Tierney (1992) says that the use of portfolio-based assessment helps students to reflect, interpret and set future learning goals by choosing samples from different areas to be included. Therefore, implementation of

such assessment can be considered as ongoing assessment that promotes student independence.

c) Teaches Organization

Portfolios play a vital role in teaching organization because portfolio process assists the students learn to be organized that helps them to correct and revise their work quite easily. On the one hand, student has the responsibility to choose the content of the portfolio for their writing that also promotes learner autonomy, critical thinking and motivation. On the other hand, using portfolio technique not only proves student interest and individual learning styles but also teacher or school-based standards.

d) Improves students' metacognitive skills and learner autonomy

Portfolios play a central role in improving students' metacognitive skills. Wolf (1989) emphasizes that portfolio technique helps the students to improve their metacognitive skills since they learn to create new things and to take their own responsibility as the activities that they do and save in their folder encourage them to be autonomous learners because they learn how to deal with their own learning in time. Therefore, revisions, drafts, and advice need to be done during the process since they contribute to improve students' metacognitive skills so that they learn how to create new things and solve problems. Ruiz (2005) believes that people learn best when they are involved in the learning process actively and when they take responsibility for their learning. These ideas have led to the advent of concept 'learner autonomy' that broadly refers to process of having control over one's own learning. Mynard (2003) distinguishes autonomous learners from dependent learners as follows:

Table 1.

Features of Dependent and Autonomous Learner (taken from Mynard, 2003, p. 66)

<i>Dependent Learners</i>	<i>Autonomus Learners</i>
<ul style="list-style-type: none">•rely heavily on the teacher• cannot make decisions about their learning• do not know their own strenghts and weaknesses• do not connect classroom learning with the real world• think that the teacher that wholly responsible for their learning• do not possess metacognitive and metalinguistic awareness• are not able to plan their learning• need extrinsic motivators such as grades or rewards• do not reflect on how well they are learning and the reasons• are not able to assess their own learning	<ul style="list-style-type: none">• are self-reliant• can make informed decisions about their learning• are aware of their strenghts and weaknesses• are able to transfer classroom learning with the real world• take responsibility for their own learning• possess metacognitive and metalinguistic awareness• plan their learning and set goals• are instrinsically motivated by making progress• often reflect on the learning process and their own progress• possess the ability to self-assess

In short, learner autonomy is based upon the idea that if learners are engaged with their own learning and are aware of their learning process (what they do while learning, what are their deficiencies, which teaching materials work best for them and what else they need to do to be successful), it is possible that there will be more efficient and effective learning. Therefore, promoting learner autonomy is regarded as one of the desired goals of education. In the realization of this goal, teachers occupy an important place because it is the teacher who needs to clear the paths that learners have to follow to attain autonomy. In order to realize this duty, teachers are tended to behave as a facilitator, mediator of the learning process, advisor and helper. Actually, the benefits of using portfolio technique have a central role in the process of developing the students' writing skill. Hence, students are able to write better in English and find their own

solutions to their problems in a different way. By the help of the portfolio technique, students are aware of their own learning process so that they are able to become autonomous learners. In this respect, portfolio use enhances both metacognitive skills and learner autonomy.

2.7.2. Disadvantages of Portfolio Technique

Although there are many advantages to having a portfolio, there are disadvantages as well. Since portfolios are evaluated in a process, evaluators make an enormous effort to reread the revised drafts. Therefore, it takes a lot of time. Actually, portfolios are based on more authentic feedback, but it needs to be continual. Otherwise, portfolios can be messy. Moreover, the establishment of an objective scoring rubric might be challenging. The establishment of the scoring criterion needs to be done by both the teacher and the students in accordance with the goals and objectives of the course. The main disadvantages are as follows:

A) Loadwork for teachers

Portfolios can sometimes be loadwork for the teachers. Oğuz (2003) states portfolio assessment is time-consuming and increases the workload of teachers. Teachers have to devote their attention to read more in portfolio technique and they need to reread drafts in order to see whether there is a progress. Furthermore, they have to allocate their time for each student in conferences. The more teachers' give feedback, the more students are aware of their weaknesses. Bushman & Schnitker (1995) point out that time management was the most prominent obstacle in implementing portfolios. Teachers are required to support students in their planning, editing and revising stages. Continuous interaction between teacher and students is required during the portfolio development process. Therefore, teachers devote themselves to spend more time so as to strengthen this process.

B) Scoring

Both setting the standards in grading and providing fairness to each student is an important issue that needs to be challenged. Therefore, developing and scoring criteria requires intense training and staff discussion. Gearhart & Herman (1998) state that a portfolio rater needs to be familiar with the student and the classroom context to score a student's portfolio collection. Moreover, scoring must be designed to evaluate content

knowledge and language proficiency. Apart from these, Elbow & Belanoff (1991) indicate other disadvantages of portfolio technique as follows:

- It puts more pressure on teachers because if a student fails, the teacher might feel s(he) has failed.
- Some teachers feel that it dominates the course too much.
- The emphasis is on revising can make lazy students trust too much on the help they receive from their teachers and peers (p. 14).

As a result, although portfolio technique has some positive ways, it has negative ones as well. Portfolio technique makes a huge contribution to students' process writing whereas it can sometimes be very time-consuming and exhausting both for the teachers and for the students during the process of improving the students' writing skill.

CHAPTER III

3. METHODOLOGY

3.1. Context of the Study

The study was conducted at a private primary school, Gündoğdu College, in Adana, Turkey with 26 5th graders. During students' English language education, they took 14 hours of English per week. These 14 hours were divided into five skills such as, grammar, reading, writing, listening, and speaking. The students were taught by both native speakers and Turkish English teachers. At the beginning of the semester, the students were subjected to 5th grade levelling exam and this exam was prepared and administered by 5th graders' English language teachers. Therefore, each student was structured to attend appropriate levelling classes as a result of the exam. Actually, levelling classes were divided into three groups such as, levelling A, B and C. Level A is the highest one, B is the middle and C is the lowest among all the levels. The students who participated in this study were in the group of levelling C. It is important to note that all of the students were aware that they were going to participate in a study. They agreed by giving their verbal consent before we started to implement the study.

3.2. Research Design

The data of this study was collected through the use of Case Study. This study was conducted to reveal 5th grade students' writing skills and foster learner autonomy with the help of portfolio implementation. Among thirteen fifth grade classrooms only one of the fifth grade classes was selected in order to maintain the study. Fraenkel, Wallen and Hyun (2000) describe case studies as follows:

A case comprises just one individual, classroom, school, or program. Typical cases are a student who has trouble learning to read, a social studies classroom, a private school, or a national curriculum project. In hopes of gaining insight into why this is the case, one such student could be observed on a regular basis to see if there are any noticeable patterns or regularities in the student's behavior. The student, as well as his or her teachers, counselors, parents, and friends, might also be interviewed in depth. (p. 434)

As it is clear from the explanation the researcher's goal in case studies is to focus on the particular individual, event, program, or school being studied. Fraenkel et al. (2000)

emphasize that a detailed study can be made of a single school. The researcher may visit the school on a regular basis, observing what goes in classrooms, during recess periods, in the hall ways and lunchroom, during faculty meetings, and so on. Furthermore, faculty members, administrators, support staff, and counselors could be interviewed so that much information such as school activities, parental involvement, teaching strategies, attitudes of faculty and staff toward students, classroom and other activities would be collected. Therefore, the study of a single case would be gained. In this respect, researchers who conduct such studies are more interested in just one specific case.

3.3. Participants

The study was conducted at a private secondary school, Gündoğdu College, in Adana, Turkey with about 26 5th graders. The number of participants remained constant throughout the study. Since this was an already existing group of students, no random selection had been feasible to implement. All students were in the age range of 10-11 years. Among 26 participants, 14 of them were male and 12 of them were female.

3.4. Data Collection Tools

In this study, the data were obtained from three different sources: (1) attitude questionnaire, (2) portfolio questionnaire (section A and B), (3) teacher's field notes. In order to choose the best way to teach the writing skill an attitude questionnaire was designed by the researcher and distributed to the students before the implementation (see Appendix 1). The basic aim of this attitude questionnaire was to get students' general ideas about the writing. The attitude questionnaire can be considered as the central part of the study since by the help of this attitude questionnaire, students were able to indicate their goals. The second instrument was a portfolio questionnaire given to the students (see Appendix 2). They were asked to be as honest as possible while completing it. The portfolio questionnaire was composed of two sections. In section A, the students marked the strength of their agreement of the usefulness of the items written by utilizing from a 5-point scale. The main aim of this section was to investigate the students' ideas on the usefulness of the portfolio technique. In section B, the students marked whether they agreed (yes) or disagreed (no) with the statements given. The aim of this section was to reveal the students' opinions of the scoring sessions of

the portfolio technique. The students were also asked to give their reasons for their choices. By answering the questions in section B, they wrote the process that they pass through writing. Moreover, they were aware of their strong and weak points and they could mention their own ideas. By the help of these questions, they wrote the weak and strong points of the portfolio system as well. Furthermore, they stated where they were able to improve themselves and where they had still problems. Teacher's field notes were another instrument that it helped the researcher to keep notes regularly so as to interpret students' behavior more closely. Field notes are just what their names imply the notes that the researcher took in the field. They are the researcher's written account of what she hears, see, experience, and think in the course of collecting and reflecting on her data. The researcher took in the classroom while observing what was going on. With the help of field notes, the researcher was able to shape her mind about the progress of the students within the class. Consequently, data were collected from different sources during the implementation process of the study.

3.5. Data Analysis

The data obtained in this study were both quantitative and qualitative in nature. Fraenkel et al. (2000) describe qualitative data as follows:

Qualitative data are collected in the form of words or pictures rather than numbers. The kinds of data collected in qualitative research include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people. In their research for understanding, qualitative researchers do not usually attempt to reduce their data to numerical symbols, but rather seek to portray what they have observed and recorded in all of its richness. (p. 427)

As it is clear from the explanation that qualitative data deals with how people's attitudes are translated into certain words and actions. Hence, the main aim in qualitative studies is to investigate the quality of relationships, situations or activities. In this respect, qualitative research is commonly led with discussion around certain concepts or ideas with open questioning. Attendees are encouraged to explain their reasons for having certain responses that can reveal underlying behavioural triggers. In this study qualitative data was obtained through the open-ended questions in the attitude

questionnaire and portfolio questionnaire, section B. Both attitude questionnaire and portfolio questionnaire, section B gave students a chance to convey their own words because both of them were mainly based on open-ended questions that's why students forced them to generate their own sentences so as to answer those questions. Similarly, qualitative data was obtained through the only open-ended questions in the field notes. Actually, teacher's field notes gave the researcher an incentive to record students' actions in detail. By the help of field-notes, the researcher has a chance to express her ideas about the students clearly on the paper. Therefore, attitude questionnaire, portfolio questionnaire, section B, field notes were entirely based on qualitative data because all of them cope with actual words or actions of people. Fraenkel et al. (2000) elucidate that quantitative research is a more logical and data-led approach which provides a measure of what people think from a statistical and numerical point of view. Quantitative methodologies based heavily on assessment of validity through a variety of procedures with reliance on statistical indices. In other words, much attention to assessing and improving reliability of scores obtained from instruments. Therefore, quantitative data relies heavily on statics and numerical symbols. Quantitative research mostly uses methods such as questionnaires and surveys with a set of questions and answers that respondents tick from a predefined selection. Answers can be measured in strengths of feeling such as 'strongly agree' 'disagree' or numbers such as scales out of 10. In this study the quantitative data was primarily obtained through portfolio questionnaire, section A because the students marked the strength of their agreement of the usefulness of the items written by utilizing from a 5-point scale. Portfolio questionnaire, section A did not investigate the quality of situations rather it made an effort to assess scores obtained from the instrument. Hence, quantitative research looks at "to what extent" or "how well" something is done. Fraenkel et al. (2000) point out the difference between data analysis in qualitative research and quantitative research as:

In qualitative research, interpretations are made continuously throughout the course of a study. Whereas quantitative researchers usually leave the drawing of conclusions to the very end of their research, qualitative researchers tend to formulate their interpretations as they go along. (p. 431)

It is important to note that unlike quantitative research that relies on numbers and data, qualitative research is more focused on how people feel, what they think and why they make certain choices. Qualitative data are usually obtained from interviews,

observations, and focus groups that's why data analysis in qualitative research tend to be used in a descriptive rather than an inferential sense. In order to analyze the data we looked at the correlation between the attitude questionnaire and teacher's field notes to make sure whether the students were able to achieve their goals that they had mentioned in the attitude questionnaire. Furthermore, we analyzed portfolio tasks and the results of the portfolio questionnaire to see students' reactions about portfolio technique. The data was going to be collected from the students in the school so that variations in the responses to questions were examined. Besides, descriptive statistics would be used in this study.

3.6. Data Collection Procedures

In this study, the analysis was based on the data obtained from three different sources: (1) attitude questionnaire, (2) portfolio questionnaire, (3) teacher's field notes. First of all, attitude questionnaire was given to the students and the main aim of this attitude questionnaire was to adjust writing into my English lesson. Moreover, it gave students an incentive to reveal their general ideas about the writing at the beginning of the semester. Actually, at the beginning of the course the students wanted to save all their written works in a folder regularly so as to evaluate their improvement from the beginning till the end to see whether process approach with portfolio technique in the writing skill worked. Then, the portfolio questionnaire was distributed to the students and it was made up of two sections. In section A, the students circled the strength of their agreement of the usefulness of the items from a 5-point scale whereas in section B, the students marked whether they agree (yes) or disagree (no) with the statements given. In fact, the fundamental aim of this section is to expose the students' opinions of the scoring sessions of the portfolio system. Furthermore, the students were asked to state their reasons for their choice. Thus, they depicted their own ideas by creating their own words. In this regard, portfolio questionnaires were distributed to students because the researcher desired to make sure about the students' progress throughout the semester. They were able to state the poor and strong way of the portfolio technique owing to the contribution of these questions. In this respect, they pointed out where they were able to improve themselves and where they had still problems. Finally, teacher's field notes encouraged the researcher to analyse portfolio on students' writing in detail.

3.7. Implementation of the Portfolio

The very first and most important part of organizing portfolio technique is to decide on the teaching goals. In order to do this, a teacher needs to ask herself/himself ‘what do I want the students to learn?’ and choose his/her goals accordingly. This stage is so significant because teachers have to know what their goals are in terms of what the students will be able to do. Moreover, students have to know what they need to show evidence of in their portfolios.

Introducing the idea of portfolio to the class has a tremendous role in implementation of the portfolio technique. In this part, the teacher needs to present the idea of a portfolio to the class. It is a good idea to show samples of portfolios and they can be regarded as a role model to prove student’s work and progress in different areas. It is important to note that in this study the students had to deal with the tasks within the main course book. There are totally ten units in the book and each unit is based on different topics. At the end of the each unit there is writing for your portfolio section to develop students’ writing skill based on target subjects. Moreover, students were required to write each task on the book throughout the portfolio implementation. The followings are the tasks that the students had to cope with them so as to complete portfolio process. Task 1 required from students to write a short description of how they feel during the week in order to use words for feelings in their tasks. Task 2 required from students to describe their messy desk with prepositions of place. Task 3 encouraged students to describe their ideal room by using there is/are. Task 4 aimed to teach to describe people so that it demanded from students to describe themselves or their friends. Task 5 necessitated that students describe their eating habits with adverbs of frequency. Task 6 demanded that students describe their daily routines by telling the time on their drafts. Task 7 mostly interested in vocabulary about clothes and it required from students to describe the clothes they like to wear. Task 8 taught students can for ability and it demanded from students to talk about their abilities on their drafts that’s why they were responsible for producing can/can’t related sentences. Task 9 was based on present continuous and it necessitated from students to write a postcard with present continuous. Task 10 devoted its attention to past simple of be and it required from students to write a short text about their day yesterday. The researcher devoted the first weeks of first the semester to introducing the system to the students since this was new to them. The students got excited for having to be exposed to a new system. Therefore,

they constantly asked a lot of questions about the system, and the teacher had to answer the same questions over and over again until she was sure that every detail of the system was clear to the students.

The inquiry continued while they were writing their drafts and getting feedback from the teacher. The students were not sure what to do with feedback they had received on their drafts. In other words, they did not know whether they would rewrite and receive a second feedback or not. An important element of portfolio technique is that the teacher should have short individual meetings with each student in which progress is discussed and goals are set for a future meeting. In this way student-teacher conferences play a vital role in the formative evaluation of a student's progress. Throughout the study, the researcher gave them both written and oral feedback that encouraged them to reveal both their weak and strong points. The students worked on their weak points about grammar, vocabulary, ideas and so on. By the help of feedback session, students were aware of their own problems and made an effort to find several solutions. Support and encouragement are required by both teacher and students at this stage. The students will get it from the understanding teacher. The teacher will get it by applying portfolio technique as teamwork in their staff. Hence, giving support and encouragement together with guiding feedback is very important but it is a good idea to get regular dates at which time portfolio-ready items will be handed in. In this study, portfolio technique required from students handing papers on time. Therefore, deadlines are so important during the study. The teacher explained students the significance of deadlines numbers of time and the students tried to submit their folders on time. By this way, students know whether they are on the right track. On the basis of the observations on the whole system and the problems encountered after the first 2 months, all the students were very confident about the system and they knew what to do and what not to do.

Another frequently asked question was about how to organize the tasks in their folders whether they were required to put all the drafts or only the final ones. The researcher explained this a few times to the whole class and sometimes to individuals in conferences. The researcher explained that all the drafts needed to be in the folders so that she could see their improvements from the first to the last drafts. During the portfolio implementation, the students who were in this study could easily monitor their own progress because portfolio technique required students' earlier drafts and later drafts and they were able to compile all their work in the same folder. As a result of

this, they had a chance to go over their process whenever necessary. By the end of the semester all the students perceived the significance of portfolio technique clearly.

CHAPTER IV

4. RESULTS

4.1. Introduction

This chapter illustrates the way the data were analyzed. In section 4.2 the results of attitude questionnaire were presented. We tried to investigate whether our students achieved the goals that they had defined at the beginning of the semester by means of the attitude questionnaire that the students had written. In 4.3 the data obtained from portfolio questionnaire, section A and B, that the students had written were analyzed. In 4.4 self-evaluation papers the students had written were analyzed together with the teacher's field notes to find out the students' attitude towards the portfolio technique as a whole.

4.2. The Results of the Attitude Questionnaire

The first goal of this study was to help the students improve their writing skills. To elicit, we asked them to write a paragraph expressing the purpose of their doing such an activity through attitude questionnaire. Analysis of these paragraphs revealed that they had three main reasons to learn writing: for communicational and professional purposes, for writing improvement purposes, for cognitive purposes.

a) Communicational and professional purposes: Out of 26 students 19 students indicated that writing activities would help them to find a good job in the future. They indicated that they had to improve their English writing skill because it would be important for their career in the future. Moreover, they would use writing in their daily lives, while they were writing letters to their friends or relatives living abroad. The following statements show that the students wanted to learn writing for their social lives, while they were writing letters to their friends or relatives living abroad:

ST1: *Numerous tourists are going to visit into our country or I will go abroad in the future. Actually, I desire to have English friends and I'm looking forward to write wonderful letters and send text messages in English for them.*

ST2: *If I learn how to write in English, I believe that I will be able to communicate with my environment influentially. Furthermore, I have to improve my English writing skill because our relatives live in New York. In order to be able to communicate with them, I have to write and speak in English very well.*

We can conclude that communication in second language has an enormous role in the vast majority of students' lives that's why students desire to develop their English writing skill because they are looking forward to go abroad in the future and they want to communicate with their environment in English so that they need to learn how to read and write in foreign language.

ST3: *I believe that I will be able to write in English because I love English as well as my native language. According to me, English language is so pretty and enjoyable.*

ST4: *I desire to go abroad in my future life. Moreover, I will probably live in England or America that's why I have to learn English very well.*

b) For writing improvement purposes: All the students stated that they would be able to improve their writing skills by doing various activities. They thought that they would be able to be better writers in time. The more they wrote, the better abilities they would get and as a result, they would produce more accurate sentences and paragraphs by utilizing various kinds of writing activities. Therefore, they indicated they would have a wide range of methods in order to be able to develop their writing skills. In fact, each student has unique method to improve his/her own writing skill. The following statements reveal that how the students would be able to develop their writing skills by dealing with several activities.

ST5: *I can develop my English writing skill by reading foreign books and studying English constantly.*

ST6: *I can improve my English writing skill by revising the vocabulary that I have learned everyday.*

ST7: *I devote my attention to do more activities about the target topic in order to improve my English writing skill.*

It is entirely clear that the ST5, ST6 and ST7 are keen on doing various activities so as to improve their writing skill in English. Hence, they believe that the more activities they expose, the better writing skills they will have in the near future.

ST8: *I can develop my English writing skill by speaking in English and listening English songs. Moreover, I need to learn huge vocabulary in order to generate meaningful sentences in English. Therefore, all of them will make an enormous contribution to improve my English writing skill.*

ST9: *I can improve my English writing skill by visiting to America or England or I can watch videos from the Internet because there are lots of videos on the internet and*

most of them teach how to read and write words in English. Therefore, all of them will contribute to develop my English writing skill.

According to ST8 and ST9 we can easily conclude that students would be able to develop their writing skill by doing several activities. They focus their attention on improving their English writing skill by dealing with other skills such as speaking or listening. It is important to note that they believe that both speaking and listening will make a huge contribution to develop their writing skill in English. Moreover, surfing on the web or going abroad contribute definitely to their English writing skill.

c) For cognitive purposes: Three students pointed out that they needed to develop their cognitive skills by means of writing activities. The following statements are an example of students who claimed that with the help of the writing skill activities, they would be able to learn how to organize their ideas more deeply while writing.

ST10: I need to develop my English writing skill because I can't express my ideas in English fluently and I also mistype lots of English words. Moreover, I can't keep in my mind how to type English words.

ST11: I need to develop my English writing skill because I desire to produce meaningful sentences and paragraph in English. Furthermore, I devote my attention to write a topic in a clearly identifiable way. Thus, I need to express my ideas in English clearly on the paper.

ST12: I need to improve my English writing skill because I cannot express myself while I'm writing in English. I need to learn how to put my ideas together while I'm writing something about the target issue.

As stated above, students desire to produce meaningful sentences in the target language because they need to express themselves in English clearly but most of the time they are not able to do it so that they devote their attention to generate appropriate sentences in English. After being a part of such a study for a long time, students get aware of their strengths and weaknesses and start to reflect upon them. These kinds of reflections lead them to set goals for their future studies.

4.3. Portfolio Questionnaire: Section A

This section of the questionnaire contained five sentences which were rated on a five point scale by 26 students. The main aim of this section was to elicit students' opinions about the procedure we followed during our portfolio technique and Table 2 presents

their opinions through the frequency of the words that they used in their portfolio questionnaire.

Table 2.

The frequency of the items in Section A

No	Items	Very useful	Useful	Neutral	Not very useful	Useless
1	Getting feedback from the teacher	24	2	-	-	-
2	Improving vocabulary	24	2	-	-	-
3	Improving the grammar	21	3	2	-	-
4	Using dictionary	19	4	3	-	-
5	Being aware of the audience and the reason	21	3	1	1	-

As seen in Table 2, twenty-six students believed that getting feedback from the teacher (Item 1) is useful. (24 very useful, 2 useful). We can easily conclude that all of the students wanted to get feedback from the teacher in order to learn their problems and possible solutions to be better writers. Responding to student writing has a tremendous role in the successful implementation of process writing. Therefore, teacher feedback is highly valued by second language writers. Twenty-six students found the portfolio system useful in terms of improving their vocabulary (Item 2) (24 very useful, 2 useful). From this we can easily conclude that by means of portfolio technique the students were able to improve their vocabulary level.

Twenty-four students mentioned that the portfolio technique improved their grammar (Item 3) (21 very useful, 3 useful). Two students were neutral on this issue. The vast majority of the students showed us that an awareness occurred on them in seeing their own errors and they improved themselves step by step. Thus, we can clearly conclude that the students started to make fewer mistakes which made their writing better as they were able to write what they wanted to more freely.

Twenty-three students (19 very useful, 4 useful) regarded the portfolio system as useful from the point of using dictionary (Item 4). Three students were neutral. From this we can easily conclude that the majority of the students were able to learn how to

use dictionary and improved their vocabulary skills which was one of our goals in this study. Actually, in most of the schools ‘using dictionary’ issue is mostly ignored and the students are not able to learn how to use a dictionary. Becoming intimate with the dictionary is also a necessary way of becoming an autonomus learner since the students are able to learn lots of things from the dictionary when they are on their own. Becoming autonomus does not mean letting the students on their own without teacher help and instruction. Yet, they may not always be in the supervision of a teacher. Therefore, autonomy has an enormous role in such a situation. Being able to use the necessary equipment in a useful and appropriate way will lead them to autonomy. Consequently, they have difficulties in finding the word they want to. By means of portfolio technique we tried to solve this problem and students started to feel change in dictionary use.

Twenty-four students found portfolio technique useful from the point of being aware of the audience and the reason (Item 5) (21 very useful, 3 useful). One student was neutral on this issue and one student found it not very useful. Hence, from this we can definitely conclude that the majority of students indicated that they started to consider their readers while writing their drafts with the portfolio technique. Briefly, the students started to grasp the significance of attracting people’s attention to what they wrote.

Analysis of the first section of the questionnaire, Section A, revealed that most of the students were contented with the portfolio technique and they improved their writing abilities. It is clear that students would enjoy this more when they got older as they were just fifth graders when the study was conducted.

4.3.1. Portfolio Questionnaire: Section B

This section of the questionnaire contained four statements considering the evaluation of the portfolios. The students were asked to express their agreement or disagreement to these statements, providing a reason for each of their responses (see Table 3). Table 3 presents whether the students agreed that portfolio technique was useful or not. The frequency of the items given in the table revealed us that the majority of the students found the portfolio technique useful.

Table 3.

The Frequency of the Items in the Portfolio Questionnaire B

No	Items	Yes	No
1	The activities done in the course help me enjoy the lesson.	26	-
2	The activities done in the course motivate me.	25	1
3	The activities done in the course improve my writing abilities.	24	2
4	Sharing ideas with the teacher is very useful.	26	-

All of the students stated that they enjoyed the activities (Item 1) they had performed during the portfolio process. Even though they sometimes got bored of reviewing the drafts again and again, they were very excited about learning to write in English that was an important factor for their motivation. The following statements are taken from students' portfolio questionnaires, clearly shows their reasons of their choice. For instance:

ST13: *The activities done in the course were so enjoyable that's why I can easily devote my attention to the lesson.*

The same issue is dealt with by another student where she says:

ST14: *We did useful activities during the lesson in order to improve our English skills. The activities that we done throughout the lesson encourage us to use our knowledge beneficially. Consequently, we were amused with fun activities throughout the English lesson.*

It is significant to note that all of the students regard activities as highly motivating because they all believe that all of the activities are amusing and interesting that's why they can definitely focus their attention on the lesson. Therefore, students found out that their writing skills improved as a result of such activities, since they were the central point in these activities.

Twenty-five students accepted that the activities done motivated them (Item 2). Only one student said "no" and he/she mention his/her reason by stating that he/she got bored doing the same things over and over again while the other twenty-five students stated that the activities were so enjoyable and and they were able to learn lots of beneficial knowledge with the help of this technique. In fact, the majority of the students' choices showed us that an awareness occurred in themselves so as to increase their writing level. To illustrate,

ST15: *I love English lessons and the activities that we done during the lesson were so enjoyable so that I can easily concentrate my attention on lesson. Moreover, learning a second language is automatically motivating me towards the lesson.*

ST16: *The more I write same things over and over again, the better I focus my attention on the lesson. Thus, writing the same things two times or three times increase my attention span to the English lesson.*

ST17: *I have to pay attention to the lesson because we have learnt useful knowledge so far.*

As a result of such reflections, all of the students are happy with the activities done in the course because they accepted that activities gave them an incentive to devote their attention to the lesson. While students deal with their activities, they are also aware of their own improvements. They are monitoring themselves and since they are aware of their weak points they know how far they have progressed as a result of portfolio implementation. Therefore, they know the exact benefit of each activity.

Twenty-six students at of twenty-four stated that the activities improved their writing skill (Item 3). They explained their reason that they started to write better step by step in time they were able to see their errors by themselves and consequently, made an effort not to do them in their other drafts. Only two students stated that they were not able to develop their writing skills because they found doing the same things over and over again was unnecessary. Although they sometimes got bored of reviewing the drafts again and again, the rest of them were very excited about learning to write in English. Actually, the reasons of their choice proved us that they were able to see their improvement by the help of the portfolio process so that they had a chance in order not to repeat same mistakes again. For example:

ST18: *At the beginning of the semester, I was not able to produce a sentence in English but now I can write meaningful sentences in English.*

ST19: *I made spelling mistakes and I couldn't write the vast majority of English words appropriately four months ago whereas I make fewer mistakes while writing in English at the moment. Therefore, I totally understand that I can write in English.*

Here are another students talking about the improvement they gained:

ST20: *Thanks to portfolio our English improved especially there has been a great progress in our writing skills in English. Before portfolio my writing was poor, I could not write in English. But now, it improved.*

ST21: *When I first started to the school, our teacher informed us about the content of the portfolio process. I was a little bit scared because I haven't written something in English before. I just know I have some kind of disability because I can't write what I want no matter how hard I try. However, as time passed, I can easily create my own sentences in English.*

We can completely reach at conclusions that as time passed students were able to form their own sentences in English and they were aware of their own progress that is the most important point we can arrive. Students saw the portfolio implementation as a very complicated process at the beginning. Yet, when they started to deal with it, they understood that they would benefit much from it in the course of time. Moreover, it is great to witness their own progress because portfolio technique boosts their own confidence in time.

ST22: *The activities done in the course not only improve my English writing skill but also it made an enormous contribution to my reading skill. With the help of writing activities, I also developed my English reading skill. I can easily understand what the passages try to mean but in the past I couldn't understand anything. Hence, I'm grateful the activities done in the course because they gave me a chance to improve my writing and reading skill in English at the same time.*

ST23: *Writing the same issue over and over again made me a tremendous contribution to review my mistakes and consequently tried not to do them in my other drafts. In this respect, it is reasonable to say that the more they wrote, the better abilities they got and as a result, they gained to produce more accurate sentences by regarding various kinds of writing activities.*

Twenty-six students indicated that when they shared their ideas with the teacher (Item 4) they were able to explain better what they meant both from the point of structure and content that they have used in drafts. Furthermore, they stated that this factor created close relationship between the teacher and themselves that helped them feel more confident. They pointed out their own ideas about the issue in this way:

ST24: *Sharing ideas with the teacher is so useful because our teacher corrects our errors and we make an effort in order not to do same mistakes again.*

ST25: *I started to get high marks from the English exams by sharing my ideas with the teacher.*

Similarly,

ST26: *Sharing ideas with my teacher relieves me and it definitely contributes my success.*

ST27: *I can easily express my ideas to my teacher so that I started to reduce my errors while writing in English.*

ST28: *I have a chance what I try to mean while looking at the portfolios with my teacher because it triggers my attention to the lesson.*

As can be seen from the reflections of these students, the more the students share their ideas with the teacher, the better they can write in English. Sharing ideas with the teacher provides some of the students get better marks from their exams while the rest of them feel confident when they shared their ideas with the teacher.

To sum up, analysis of the data of the questionnaire in Section B showed that the students were contented with portfolio process. Actually, findings revealed us that our students liked the portfolio technique. Some of the students emphasized that getting high marks from their English exams were a proof to themselves that they had developed their writing skill positively. Furthermore, the vast majority of students stated that they liked the process of the portfolio system and enjoyed what they have done that helped them to be better writers.

4.4. Teacher's Field Notes

The researcher's observations and the field notes based on these observations show three main roles of portfolio on students' writing: *motivation, vocabulary knowledge, and grammar.*

It was clearly observed that students' grammar increased by the help of portfolio writing. For example, on October 10th, the teacher observed that almost all students had difficulty in the word order of a sentence in English. While doing reordering activities, the students formed English sentences as Verb+Subject+Object instead of Subject+Verb+Object. They made the same mistakes over and over again and the teacher understood that they had a serious problem while constructing English sentences. In time the students started to realize that problem and make sentences using the correct order. A similar case was recorded on January 3rd. The vast majority of the students were making mistakes while forming sentences in present continuous; they were missing to add 'to be' in the sentences. In feedback sessions, the teacher drew a big heart on the students' drafts and wrote 'to be' in the centre of the heart. The teacher

realized that students started to remember using 'to be' and make fewer mistakes. Likewise, on the 9th of January the teacher recognized that almost all students made a mistake while writing past simple of 'to be' in their sentences. Their writings also revealed that they had difficulty in the past time expressions. They were making sentences like "I at home" or they were writing sentences such as "I at the cinema today" when they meant "I was at the cinema yesterday." In time, they started to identify the usage of past simple of 'to be' with past time expressions and constructed sentences with fewer mistakes related to this.

The second role of portfolio on students' writing was on their vocabulary improvement in different aspects. For example, some of the students were able to enrich their vocabulary. To field notes, on October 16th the student who was trying to participate in the lesson used the structure that she had just learnt. One of her friends asked "Where is my pencil?" in the lesson and she responded to the question by saying "It's on the floor". The teacher was pleased with that answer because they had just learnt the word 'floor'. Moreover, on October 20th, the teacher asked the time in English and one of the students looked at his watch and responded the teacher's question as "it's five past three". The teacher was quite happy with that answer because they had learnt how to ask and tell the time three days ago. It was also clear that the students learned how to use dictionary effectively which made a huge contribution to students' vocabulary knowledge. The teacher's aim to encourage them to use the dictionary was to help them work independently as well. The students would learn how to encounter problems without depending on the teacher all the time. It seemed that most of the students adopted using dictionaries. For example, on November 25th one of the students constantly asked the meaning of the word in English to the teacher in the lesson and some of his friends warned him to look it up in the dictionary instead of asking to the teacher.

Aside from the above mentioned two roles of portfolio, the biggest was on students' motivation. There were some students who had got behavioral disorders and could not focus their attention on the lesson easily. They usually had a tendency to move around the classroom or they tried to say something without raising their hands. Therefore, they did not have much interest towards the English lesson. The field notes revealed some changes in some of those students' behaviours. For example, on November 20th one student was eager to participate in the lesson. The topic of that lesson was "have got/has

got” and the student did all the activities correctly and he was keen on generating sentences with have/has got throughout the lesson. That student also had a problem in the order of a sentence in English but after he started to participate in the lesson, he was able to construct appropriate English sentences. Similarly, on 7th of January the student who usually tried to interrupt the lesson by asking unnecessary questions or chatting with his friends volunteered to do the activity and he was able to complete the story with the past forms of the verbs.

Getting feedback from the teacher also made a huge contribution to students’ motivation in writing. One of the field notes taken on December 8th may illustrate this. The teacher was looking for her boardmarker and one student suddenly said in English “It is under the book.” The students had learned the prepositions three weeks ago, and the teacher focused on the correct use of them in feedback sessions. That performance of the student might be an indicator of the positive effect of the feedback on students’ are being motivated to utter sentences even when they are not asked to do. In the feedback sessions, the teacher commented on students’ mistakes in each draft and wrote encouraging brief notes on their papers in order to boost their confidence and interest to do their best. It is important to mention that after giving constructive feedback, the vast majority of the students seemed to be more motivated as they were able to identify their problems and produce accurate sentences, which helped them to put more effort in their writings.

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

The aim of this chapter is to illustrate a summary of the findings and connect them to the research questions we have started up with. Moreover, in this chapter we will associate the findings of this study with the findings in the literature whenever possible. Limitations of the present study and further comments along with our reflections will be touched upon in this chapter.

5.2. Summary of the Findings

The first research question of the study, *What is the role of portfolio technique in young learners' writing skill?*, aimed at finding out whether and how the portfolio technique would help the young learners' writing skills. The researcher observed that portfolio technique has a positive impact on students' writing performance. During the study, the researcher gave the students both written and oral feedback that helped them to see both their weak and strong points. The students worked on their weak points about grammar, vocabulary, ideas and so on. With this feedback, students became aware of their problems and tried to find several solutions to them as they had the chance to discuss with the teacher. Since portfolio is a tool that evaluates the process, students had the opportunity to go over their process whenever necessary. They had a concrete proof of their progress. This contributed them to monitor their progress and went back to strengthen the weaknesses they encountered.

During the analysis of the portfolio questionnaires and teacher's field notes, the researcher saw glimpses of learner awareness regarding students' attitudes, beliefs, motivation, and responsibility. According to Scharle and Szabo (2000), learner awareness refers to learners being aware of themselves as learners mainly in terms of attitudes, beliefs, motivation, needs, and learning styles. Benson (2001, p. 69) states that "by taking control over their learning, learners develop motivational patterns that lead to more effective learning". The young learners in this study realised the change in their attitudes toward learning and through this realization they became aware of their needs and felt the responsibility for their own learning. In this respect, awareness is a relative concept. Being aware does not absolutely mean understanding. Yet, at least if people

become aware of what they are doing, at which point they are standing, they might take their future steps accordingly.

Motivation is another issue that was raised as a gained attitude. Different issues throughout the implementation increased students' motivation. From students' questionnaires we found out that having the opportunity to write the same things two times or three times motivated students highly. Likewise, getting feedback from the teacher built students' motivation up because they felt confident and learned what they needed to do for the next step. Also being in the state of assessing themselves was another reason that increased their motivation. Motivation leads students to getting more and more involved in their own work. Ormrod (2003) asserts that there is a strong emphasis put on motivation in education since it has various effects on students' way of learning and behaviour towards subject matter. He concludes that motivation can:

1. Direct behaviour toward particular goals
2. Lead to increased effort and energy
3. Increase initiation of, and persistence in, activities
4. Enhance cognitive processing
5. Determine what consequences are reinforcing
6. Lead to improved performance (p. 55).

Most of these features, if not all, were seen in the students of this study. The motivation that they gained as a result of the activities especially led to increased effort and energy. As Vallerand (cited in Benson, 2001, p.69) states "learners who are intrinsically motivated carry out learning activities for the pleasure of learning, for the satisfaction of achievement or to experience stimulation." At the initial stages of the implementation, the motivation of the students developed extrinsically. Knowing the fact that their portfolios will be assessed motivated them to use their performance to the utmost. Towards the end of the implementation, they expressed their willingness for learning for their own improvement, as they gained intrinsic motivation. In this regard, motivation led the students to taking more responsibility of their own learning.

Responsibility, an important element of portfolio technique, started to reveal itself at the end of the implementation. This was due to different activities and students benefited not only from the activities themselves, but also from the things the activities required like handing them on time, giving page numbers, writing the dates on each draft. Students believed that the portfolio implementation helped them to organize their

time and become responsible students who are able to hand in their works on time. The reason of this was the strict rules that were given about the deadlines at the beginning of the implementation. Since we were implementing a process to see the outcome, deadlines were of great importance in the portfolio. These small things resulted in big issues like organisation and responsibility as can be seen from the reflections of the students. The category labelled responsibility emerged as a result of students' starting to take initiatives and their feeling of ownership towards what they have done and learnt. When they started to do their work mostly by themselves without much help from the teacher or anybody else, it gave them a strong feeling of responsibility. Thus, as a result of the portfolio technique, there was an obvious increase in students' responsibility.

The analysis of the data also shows that students in this study started to become more confident owing to the implementation. There is a direct relationship between self-confidence and autonomy. Benson & Voller (1997, p. 2) elucidate that the term autonomy has come to be used in at least five ways:

- a) for *situations* in which learners study entirely on their own;
- b) for a set of *skills* which can be learned and applied in self-directed learning;
- c) for an inborn *capacity* which is suppressed by institutional education;
- d) for the exercise of *learners' responsibility* for their own learning;
- e) for the *right* of learners to determine the direction of their own learning.

Confident students start to take more responsibility for their actions, in our case for their learning. In this respect, portfolio technique is a kind of motivation for students. Portfolio questionnaires as well as field-notes results revealed students' feelings in regard to responsibility. Benson (2001, p. 69) states that "by taking control over their learning, learners develop motivational patterns that lead to more effective learning." In this study we found out that taking control over their learning was what almost all students agreed to. Then it is possible to assume that trying to reach their goals might have built a feeling of responsibility within the students and achieving specific goals led them to confidence, all of which are to some extent related to learner autonomy. From all these we can conclude that awareness may initiate metacognitive development which stimulates students' taking more responsibility of their own actions that leads to learner autonomy and lifelong learning (Figure 3).



Figure 3. Possible steps to lifelong learning

In short, as can be seen from Figure 3, there are many advantages to using portfolio technique. The role of portfolio technique is not limited to help students improve their language but it also enhances their cognitive and metacognitive skills. Pinter (2009) asserts “portfolios link teaching and assessment very clearly since they offer concrete evidence of what a learner can do. This method of assessment can also motivate learners by getting them to focus on what they are good at and develop ownership of the learning process, thus promoting learner independence” (p. 137).

Analysis of the study shows that implementation of the portfolio technique has positive impact on students’ writing skill. The problem a researcher face is that students cannot write in L2. Therefore, a researcher makes an attempt to deal with the problem. She decided to use portfolio implementation technique to improve the students’ writing performance. Such an emphasis on writing process, students learn how to develop their writing, how to solve the problems and how to think about writing critically. It is

significant to note that this thesis has provided a general description of portfolio affecting on the students' writing performance. It has demonstrated how effect of portfolio developing the students' writing on the development cycle. Then, they can write the paragraph on the topic which is set to develop the writing performances including vocabulary, grammatical and ideas for collecting on the portfolio. This thesis focuses on the impact of portfolio which helps the student writing performance as much as they can. The researcher encourages students to do the best they can with mechanics, grammar, and spelling while they get their ideas down. They can write their own ideas in target language. Furthermore, they apply the varieties of vocabulary in the sentence. They realize about the grammatical structures on their work. The portfolio is influenced to the students' writing ability through the writing activities which motivate them to give the reflective writing by the help of feedback sessions. The feedback is necessary for portfolio to realize their own work and also the student can comment to solve the problem occurring on the works. Hence, the portfolio has effected to the writing performance well.

Our second research question was "*What are the attitudes of the students to portfolio technique?*" In order to gain an attitude, there should be a change in this attitude. Attitude change is described as:

The gradual or sudden transformation of attitude toward the attitude object: an idea, person, any tangible object, concept, etc. brought about by new information learned, or by events, natural or otherwise, or commercials etc. The change can be either positive or negative: from hating the object to liking it (positive change) or from liking to hating (negative change) (Wikipedia, the free encyclopedia).

Through this question the researcher aimed to find the kinds of attitudes towards portfolio writing. The results obtained from the data revealed that as they knew what to write and how to write it in the best way, students showed positive reactions to the portfolio technique. Through the use of portfolio questionnaires (Section A and B) and teacher's field notes it was observed that students gained the following attitudes: awareness, responsibility, confidence, monitoring progress, self-study, and willingness for their own improvement. To exemplify, when asked about their opinions about the contributions of portfolio technique to their English writing skills, almost all of the students stressed that they could reflect on their work.

Another issue taken into consideration in this process is monitoring progress. Monitoring progress, another subcategory of change in writing, revealed how students became aware of the change in their writing. Since portfolio is a tool that evaluates the process, students had the opportunity to go over their process whenever necessary. They had a concrete proof of their progress. This helped them to monitor their progress and went back to strengthen the weaknesses they came across. Students were in this study could easily monitor their progress because portfolio technique required students' earlier drafts and later drafts. Through compiling all their work in the same folder, students were able to see their progress. This made them aware of the progress they accomplished so that their self-confidence emerged automatically. The findings of the questionnaires and fieldnotes gave us a clear insight into the changes students perceived in themselves throughout the implementation. In this respect, change in their feelings can be regarded as self-confidence. Also when Candy (1991, pp. 459-466) listed more than 100 competencies associated with autonomy in learning, he included the item "the learner capable of autonomous learning will characteristically show confidence and have a positive self-concept." This also strengthens our point in including confidence as one of the gains. Hence, portfolio technique helped the students to boost their confidence notably. They no more accepted portfolio as workload but as a tool to improve themselves in various skills and attitudes. Besides, if students feel a sense of ownership about their portfolios, their effort will be more meaningful and motivating (Tierney, Carter,& Desai, 1991). The results of data revealed that almost all students preferred to use mostly positive words than to the negative ones towards portfolio. From this we can conclude that portfolio technique is favoured in great length by the students despite it's sometimes being tiring and boring. The phrases were mostly used by the students are shown in Figure 4.

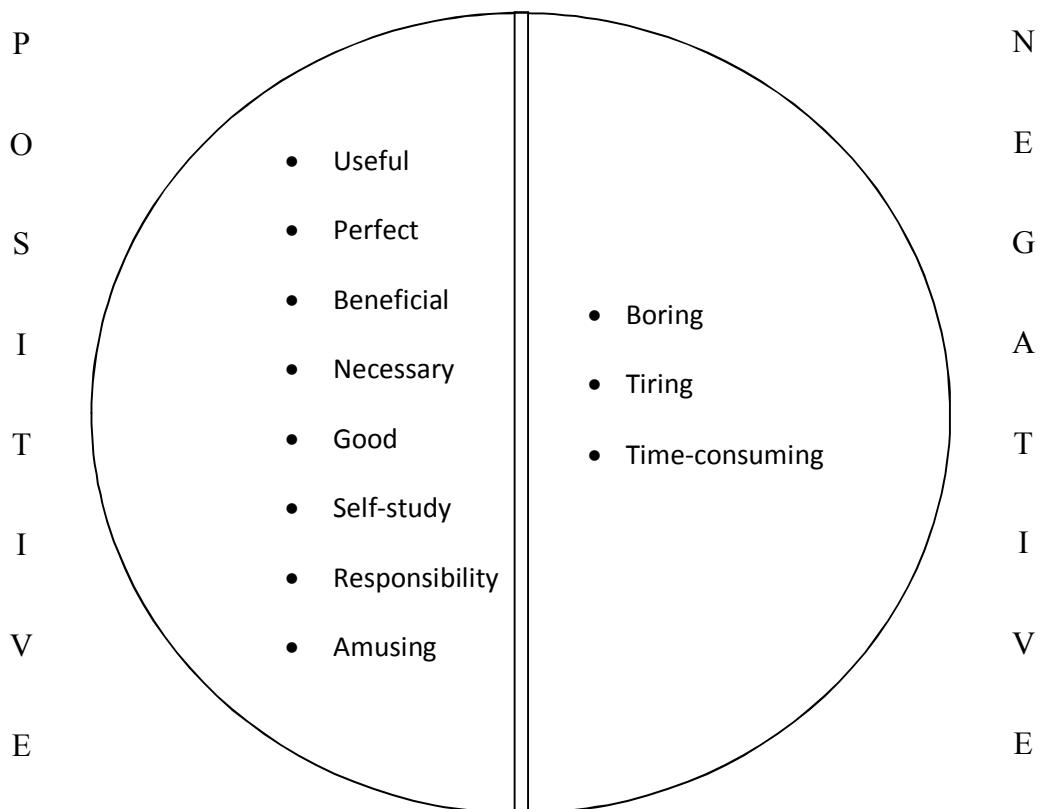


Figure 4. The positive and negative attitudes of the students towards the portfolio technique

In conclusion, portfolio technique gave students' an incentive to gain different attitudes and qualities like awareness, self-study, confidence, responsibility, monitoring progress and the ability to writing in L2. From the results of the attitude questionnaires (see Appendix I) and portfolio questionnaires (see Appendix II) together with the teacher's field notes, we are able to find a clean answer to our second research question.

5.3. Discussion of the Findings

This thesis aimed to observe whether portfolio technique in Process Approach is beneficial in order to improve students' writing skills in a clearly identifiable way. Campbell, Melenyzer, Nettles and Wyman (2000) elucidate attributes of a portfolio in the following way:

Students come to realize that a portfolio is not a scrapbook of college course assignments and memorabilia. Rather, we characterize a presentation portfolio as an organized documentation of growth and achievement that provides tangible evidence of the attainment of professional knowledge,

skills, and dispositions. Each portfolio is goal-driven, original, and reflective. (p.13)

This technique has numerous advantages in the field of language education. At first, it emphasizes what the students already know rather than what they do not know. Furthermore, it shows efforts so as to improve and develop, and proves progress over time. Since portfolio technique is open-ended, students are able to show work on their own level and because there is choice, it caters to different learning styles and allows expression of different strengths. In addition, it makes a tremendous contribution to develop social skills as they are also on work done together, in pairs or groups, on projects and assignments.

Another significant advantage of portfolio technique is that it enables students to develop their metacognitive skills. Throughout the process of portfolio writing students need to get the responsibility of collecting data, monitoring progress, justifying portfolio choices and setting learning goals. There is a broad agreement in the theoretical literature that learner autonomy grows out of the individual learner's acceptance of responsibility for his or her own learning (Holec, 1981; Little, 1991). As it is clear from the explanation that learner autonomy is a matter of conscious intention that we cannot accept responsibility for our own learning unless we have some idea of what, why, and how we are trying to learn. In this respect, the learner must take at least some of the initiatives that give shape and direction to the learning process, and must share in monitoring progress and evaluating the extent to which learning targets are achieved. By the help of portfolio technique, they are able to raise their own awareness, create new ideas, analyze and synthesize that makes them become active participants in their performance and feel confident about themselves.

5.4. Limitations of the Study

The aim of this study as has been explained in section 1.3 was to reveal improvements of the writing skill of the fifth grade students and attitudes of students to portfolio technique in a private school. Portfolios can be implemented only through a process. However, this study was conducted for only one semester. Since our aim is to find out whether or not portfolio technique contributes to display a change in students' writing skill, this might be limitation. Process need to be observed for a longer time. For further research, the process might be observed throughout a year.

This study is limited with only the fifth graders to see a change in students' writing skills by the help of portfolio technique. For further research, implementation of portfolio technique can be conducted with several fifth grade classes in order to compare their results with each other and to see the changes students experience with the process.

Portfolio tasks only from the book limited this study because this study is entirely dependent on the main course book that's why students are required to follow the tasks within the book.

Time is another factor that limits this study as portfolio technique is time-consuming both for students and teachers. Students spend a lot of time to perform the assigned task. Naturally, they sometimes get bored and tired of this system. In this study, students are responsible for rewriting drafts by hand numbers of time so that they can easily feel exhausted as a result of repeating the same issue over and over again.

5.5. Implications and Suggestions

Teaching and evaluating writing in general is already tiring and time consuming since teachers have to read students' writing samples many times during the process of writing. Teachers might suffer from the system as well. With this solution, students get used to the system at the very beginning.

Implementation of this technique in large-scale programmes can bring two main problems:

(a) The extra workload of the writing teachers and (b) the objectivity of the evaluating portfolios. These problems might be lessened in the following way:

(a) The workload that writing teachers have doubled in portfolio technique since teachers have to spend extra time for feedback and evaluating the portfolios. In order to lessen the workload, teachers can spend 1-2 hours of their lessons to giving feedback and scoring sessions.

(b) Objectivity of evaluating portfolios is already a difficult issue. In order to be objective, students and teacher can work collaboratively. Moreover, peers and an outsider can mark the portfolios so that the subjectivity of the class can be minimized.

Another possible research topic might be the implementation of e-portfolios in writing courses. To be able to do this, students should have access to the internet and they need to be familiar with using computers.

Another significant factor that needs to be taken consideration for further research is students' level. The teacher should choose the drafts according to the students' level. Furthermore, if the students are young learners the teacher should choose such subjects that these won't make them feel bored. Otherwise, students may get bored and don't want to do activities that will lessen their motivation and performance.

As a final remark, if portfolios become an integral part of the classroom assessment in language classes with explicit guidelines and student involvement at all stages such as decision-making and reflecting, assessment would fulfill its mission meeting the long-term curricular goals.

6. REFERENCES

- Arter, J.A. (1989). *Assessing Communication Competence in Speaking and Listening: a consumer's guide*. Portland. OR: Northwest Regional Educational Laboratory.
- Badger, R. & White, G. (2000). A process genre approach to teaching writing. *ELT Journal* 54(2), Oxford University Press, p. 152-154.
- Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. Pearson Education: England.
- Benson, P. & Voller, P. (1997). *Autonomy and Independence in Language Learning*. London: Longman.
- Bouhey, C. (1997). Learning to write by writing to learn. *ELT Journal* 51(2): 126-134.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. NY: Longman.
- Brown, J. D. & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32, (4), 653-675.
- Brumfit, C. & Moon, J. & Tongue, R. (Eds) (1991). *Teaching English to Children From Practice to Principle*. London: Harper Collins Publishers.
- Bushman, L. & Schnitker, B. (1995). Teacher Attitudes on Portfolio Assessment, Implementation, and Practicability. (ERIC Document Reproduction Service No. ED 388 661)
- Byrne, D. (1982). *Teaching writing skills*. UK: Longman Group Ltd.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Campbell, D. M., Melenyzer, B. J., Nettles, D. H. & Wyman, R. M. (2000). *Portfolio and Performance Assessment in Teacher Education*. USA: A Pearson Education Company.
- Candy, P. C. (1991). *Self-direction for Lifelong Learning*. San Francisco: Jossey-Bass.
- Chastain, K. (1988). *Developing second language skills theory and practice*. (3rd Ed.). USA: Harcourt Brace Javanovich, Inc.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.

- Cumming, A. (2001). Learning to write in a second language: Two decades of research. In Rosa M. Manchon (Ed.) *International Journal of English Studies*.1, 2, 1-23. (ED 465286)
- Daiker, D. A. Sommers, J. & Stygall, G. (1996). *The pedagogical implications of a college-placement portfolio*. In Edward M. White, William D. Lutz and Sandra Kamusikiri (Eds.), *Assessment of Writing: Politics, Policies, Practices*, 257-270. New York: The Modern Language Association of America.
- Danesh, P. & Mihçioğlu, Z. (Eds). (2002). *The ultimate integrated skills course for critical thinking and academic writing*. Atılım University Publication: Ankara.
- De Finna, A. (1992). *Portfolio assessment: Getting started*. Scholastic Longman: Addison Wesley.
- Douglas, D. (2000). *Assessing Language for Specific Purposes*. Cambridge: Cambridge University Press.
- English Language Arts 6-9: (2002). Teaching and learning strategies, p. 1-4.
- English Language Arts 10: (2004). Teaching and learning strategies. Writing: writing as process, p. 1-13.
- Elbow, P. & Belanoff, P. (1986). Portfolios as a substitute for proficiency examinations. *College Composition and Communication*. 37(3), 336-339.
- Erice, D. (2009). Portfolio Use in Foreign Language Learning. *GÜ, Gazi Eğitim Fakültesi Dergisi*, 3, 793-814.
- Farris, P. J. (1997). *Language arts: Process, product and assessment*. Madison, WI: Brown & Benchmark.
- Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2000). *How to Design and Evaluate Research in Education*. (8th Ed.). New York: McGraw-Hill.
- Gearhart, M. & Herman, J. L. (1998). Portfolio assessment: Whose work is it? Issues in the use of classroom assignments for accountability. *Educational Assessment*, 5, (1), 41-55.
- Gillet, J. W & Beverly, L. (2001). *Directing the Writing Workshop. An Elementary Teacher's Handbook*. The Guilford Press: New York London.
- Gould, Di Yahni & Smith (1943). Teaching and learning strategies. Writing: writing as a process. *English Language Arts*: 10, 106-108.
- Grabe, W. & Kaplan, R. B. (1996). *Theory & Practice of Writing: An Applied Linguistic Perspective*. UK: Longman.

- Hamayan, E. (1989). Developing literacy in English as a second language: Guidelines for teachers of young children from non-literate backgrounds. Silver Spring, MD: *National Clearinghouse for Bilingual Education*, (p. 1).
- Hamp-Lyons, L. (1991). Scoring procedures for ESL contexts. In Liz Hamp-Lyons (Ed.) *Second Language Writing*, 241-266.
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Edinburgh Gate, Harlow, England: Addison Wesley Longman.
- Harris, R. K. & Graham, S. (1996). *Making the writing process work: Strategies for composition and self regulated learning*. Massachusetts: Brookline Books.
- Hasan, K. M. D & Akhand, M. M. (2010). Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level. *Journal of Nelta*, Vol.15 No. 1-2 December 2010, p. 81.
- Hattie, J. & Timperley, H. (2007). The Power of feedback. *Review of Educational Research*, 77, 81-112.
- Hedge, T. (2000). *Learner autonomy and learner training*. Oxford: Oxford University Press.
- Hennessey, M. G. (1999). *Probing the dimensions of metacognition: Implications for conceptual change teaching-learning*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.
- Holec, H. (1981). *Autonomy in Foreign Language Learning*. Oxford: Pergamon.
- Holmes, N. (2003). The use of a process-oriented approach to facilitate the planning and production stages of writing for adult students of English as a foreign or second language.[On line]. Available at <http://www.developing teachers/A: Process writing.html>
- Hudson, R. (1998). Is grammar teachable? pp. 11-14. [On line]. Available at <http://www.phon.uel.ac.uk/home/dick/papers.htm>
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- Jarvis, D. J. (2002). The process writing method. *The Internet TESOL Journal*, [Electronic Journal]. Vol 3, No. 7, July 2002, from <http://iteslj.org/Techniques/Jarvis-writing.html>
- Kirby, D.& Liner, V. (1981). *Inside out*. Montclair, NJ: Boynton / Cook.

- Lee, I. (1998). Supporting greater autonomy in language learning. *ELT Journal*, 54 (4), 282-288.
- Leeming, S. (1997). Incorporating alternative assessment in the teaching of EFL writing: Responding to multiple drafts. In Priscilla Butler (Ed.) *Issues in Alternative Assessment: The Japanese Perspective*. Kwansei Gaijun University, Nishinomiya (Japan) Language Center, 50-55.
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues, and Problems*. Dublin: Authentik.
- Little, D. (2004). Learner autonomy, teacher autonomy and the European language portfolio. Retrieved September 21, 2006 from <http://www.utc.fr/~untele/2004/ppt/handouts/little.pdf>
- Matsuda, P. K. (2003). Process and post-process: A discursive history. *Journal of Second Language Writing*, 12 (1), 65 - 83.
- Meriwether, N. W. (1997). *Strategies for writing successful essays*, NTC PUBLISHING., 1-10.
- Moon, J. (2000). *Children Learning English*. Hong Kong: Macmillan Publishers Limited.
- Mol, A. M. (1992). *A comparative case study of implementation of writing as a process*. Unpublished Master's Thesis, University of British Columbia, England.
- Montague, N. (1995). The process approach to teaching writing to second language learners. *The Journal of New York State Association for Bilingual Education*. 11 (10), 1-24.
- Murray, D. H. (1972). The process approach to teaching writing to second language learners. *The Journal of New York State Association for Bilingual Education*. 11 (10), 1-24.
- Murray, D. H. (1982). *Learning by teaching*. Montclair, NJ: Boynton/Cook.
- Mynard, J. (2003). *Synchronous computer-mediated communication and learner autonomy in female Emirati learners of English*. Unpublished Doctoral Dissertation, University Of Exeter, England.
- National Council of Teachers of English. (2004). *Beliefs about teaching of writing*. Retrieved March 20, 2005, from <http://www.ncte.org/prog/writing/research/118876.htm>

- Nunes, A. (2004). Portfolios in EFL classroom: disclosing an informed practice. *ELT Journal*, 58, (4), 327-335.
- O'Brien, T. (2004). *Writing in a foreign language: Teaching and learning*. *Language Teaching*, 37, 1 - 28.
- Oğuz, Ş. (2003). *State University Preparatory Class EFL Instructors' Attitudes Towards Assessment Methods Used at Their Institutions and Portfolios as a Method of Alternative Assessment*. Unpublished Master's thesis, Bilkent University: Ankara.
- O'Malley, J. M. & Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Addison-Wesley Company, Inc.
- Onozawa, C. (2010). A Study of the Process Writing Approach. –*A Suggestion for an Eclectic Writing Approach*-. 153-155.
- Ormrod, J. E. (2003). *Educational Psychology: Developing Learners*. (4th Ed.). Merrill Prentice Hall.
- Oshima, A. & Hogue, A. (1980). *Writing academic English: A writing and sentence structure handbook*, pp. 2-13. Addison-Wesley Publishing Company, Inc.
- Paltridge, B. (2004). Approaches to teaching second language writing. 17th Educational Conference Adelaide 2004. Retrieved on 20th September 2010 from http://www.Englishaustralia.com.au/ea_conference04/proceedings/pdf/Paltridge.pdf
- Paulson, F. L., Paulson, P. R., & Meyer, C. A. (1991). What makes a portfolio a portfolio? *Educational Leadership*, 48 (5), 60-63.
- Peregoy, S. F. & Boyle, O. F. (2005). *Reading, Writing, and Learning in ESL*. A Resource Book for K-12 Teachers. Pearson. (3rd Ed.). 215.
- Phillips, S. (2000). *Young Learners*. Hong Kong: Oxford University Press.
- Pinter, A. (2009). *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Raimes, A. (1983). *Techniques in teaching writing*. New York: Oxford University Press.
- Reid, J. M. (1993). *Teaching ESL writing*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Ruiz, N. (2005). *Learner autonomy in computer assisted language learning. A comparative case study of learners' behaviour in the English as a foreign language context*. Unpublished Doctoral Dissertation, Universitat Jaume, Spain.

- Santos, M. (1997). Portfolio-based assessment. In Priscilla Butler (Ed.) *Issues in Alternative Assessment: The Japanese Perspective*. Kwansai Gaikun University, Nishinomiya(Japan) Language Center, 23-50.
- Scharle, A. & Szabo, A. (2000). *Learner Autonomy. A Guide to Developing Learner Responsibility*. Cambridge: CUP.
- Scott W. A. & Ytreberg L. H. (1990). *Teaching English to Children*. Great Britain: Longman.
- Seow, A. (2002). The writing process and process writing. In J.C. Richards & W.A. Renandya (Eds.). *Methodology in language teaching: An anthology of current practice*, pp. 315 - 320. Cambridge: Cambridge University Press.
- Simpson, A. (2004). *A process approach to writing*. İstanbul: Bilgi University.
- Smith, F. (1982). *Writing and the writer*. New York: Holt. Rinehart & Winston.
- Spandel & Stiggins (1990). Teaching and learning strategies. *English Language Arts*: 10, p. 10-13.
- Spiller, D. (2009). *Assessment: Feedback to Promote Student Learning. Teaching Development*, p. 5-8.
- Steele, V. (2004). Teaching English.[On line]. Available at:
[www.google.com/file://e:/Documents Settings Owner/Desktop/BBC/British.html](http://www.google.com/file://e:/Documents%20Settings%20Owner/Desktop/BBC/British.html)
- Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Şahinkarakaş, Ş. (1998). *Portfolio assessment in writing classes: Implementation and assessment*. Published doctoral dissertation. Adana: English Language Teaching.
- Tedick, D. J. & Klee, C. A. (1998). *Alternative Assessment in the Language Classroom*. Washington, DC: Center for applied linguistics. (ERIC Document Reproduction Service No. ED 433720).
- Tierney, R. (1992). *Setting a new agenda for assessment learning*, 62-64.
- Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher Gordon Publishers.
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- White, R. & Arndt, V. (1991). *Process writing*, pp. 18-19. Longman: UK Group Limited.
- Wikipedia the free encyclopedia (2001-2006) Retrieved June 17, 2004 from
http://www.reference.com/browse/wiki/Attitude_change)

- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Cambridge, MA: MIT Press.
- Winterrowd, W. R. & Murray, P. Y. (1985). *English Writing and Skills*. CA: Coronado Publishers.
- Wolf, D. F. (1989). Portfolio assessment: Sampling student work. *Educational Leadership*, 46,(7), 35-39.

7. APPENDICES

7. APPENDICES

7.1. APPENDIX 1: ATTITUDE QUESTIONNAIRE (TUTUM ANKETİ)

Please answer following questions with your own words.

(Lütfen aşağıdaki soruları kendi cümleiniz ile cevaplayınız.)

1) Do you believe you can write in English?

(İngilizce yazı yazabileceğinize inanıyorsunuz?)

2) Do we need to have good writing skill? Why?

(Sizce iyi yazma becerisine ihtiyacımız var mı? Neden?)

3) Does writing in English well will provide you with an opportunity? If yes, what sort of?

(Sizce İngilizce iyi yazı yazmak size bir yarar sağlayacak mı? Evet ise, ne gibi?)

4) How to improve your English writing skills?

(İngilizce yazma becerinizi nasıl geliştirirsiniz?)

7.2. APPENDIX 2: PORTFOLIO QUESTIONNAIRES (DOSYALAMA TEKNİĞİNİ DEĞERLENDİRME ANKETLERİ)

A) Below is a ranking of the phrases in English of the course. Please tick the option that you think best helps you improve your English.

(Aşağıda verilen derecelendirilmiş cümleleri İngilizce dersinin kendinizi geliştirmedeki faydalarını düşünerek size en uygun olan seçeneği işaretleyiniz.)

(5) çok faydalı, (4) faydalı, (3) belirsiz, (2) çok faydalı değil, (1) faydasız

1) Getting feedback from my teacher for the tasks is helpful: **5 4 3 2 1**

(Aktiviteler için öğretmenimden dönüt almak faydalıdır).

2) Tasks improves my vocabulary knowledge: **5 4 3 2 1**

(Aktiviteler kelime bilgimi geliştirir).

3) Tasks improves my grammar knowledge: **5 4 3 2 1**

(Aktiviteler dilbilgimi geliştirir).

4) Tasks improves my dictionary use: **5 4 3 2 1**

(Aktiviteler sözlük kullanmamı geliştirir).

5) Tasks help me be aware of the audience and the reason: **5 4 3 2 1**

(Kime ve ne için yazdığımın farkına varmama yardımcı olur).

B) For the following situations, please refer to “yes” or “no”, please choose one of the options and the causes of your symptoms.

(Aşağıda verilen durumlar için lütfen “evet” yada “hayır” seçeneklerinden birini seçiniz ve nedenlerini belirtiniz.)

1) The activities done in the course help me enjoy the lesson:

(Derste yapılan etkinlikler dersten keyif almam için yardımcı olur)

Evet:

Hayır:

Neden:

2) The activities done in the course motivate me:

(Derste yapılan etkinlikler beni motive eder)

Evet:

Hayır:

Neden:

3) The activities done in the course improve my writing abilities:

(Derste yapılan etkinlikler İngilizce yazma becerilerimi geliştirir)

Evet:

Hayır:

Neden:

4) Sharing ideas together with the teacher is very useful:

(Düşünceleri öğretmen ile paylaşmak çok yararlı.)

Evet:

Hayır:

Neden:

7.3. APPENDIX 3: A SAMPLE PORTFOLIO

Writing for ~~my~~ Portfolio

well-done ☺

08/10/2013

1- On Monday I'm not tired. I'm excited. ✓



2- On Tuesday I'm not excited. I'm bored. ✓



3- On Wednesday I'm not bored. I'm angry. ✓



4- On Thursday I'm not angry. I'm happy. ✓



5- On Friday I'm not tired. I'm excited. ✓




6- On Saturday I'm not bored. I'm tired. ✓



7- On Sunday I'm not tired. I'm nervous. ✓

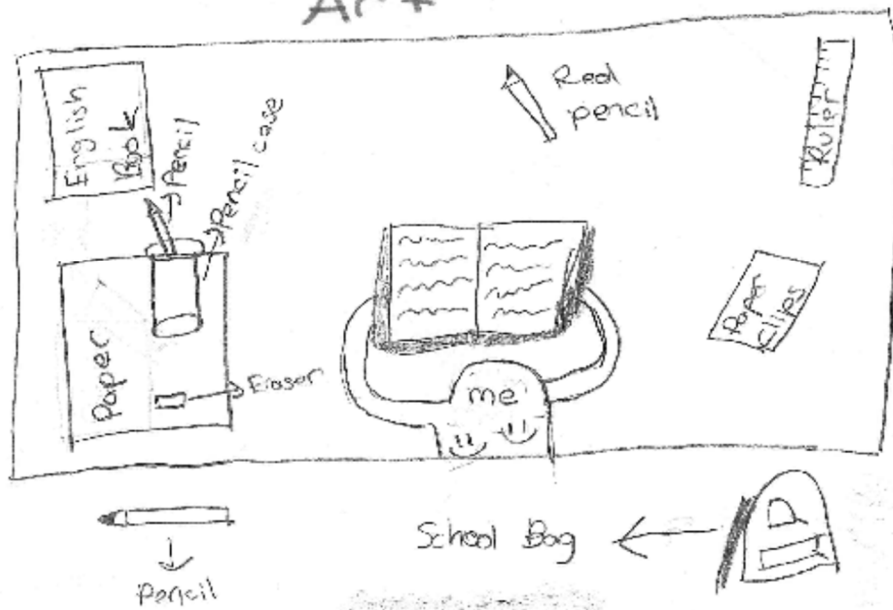
Writing for my Portfolio

Excellent  08/10/2013

My desk is really messy! My pen is in my pencil case. My pencil case is on my paper. My school bag is next to desk. My english book is behind my paper. My ruler is on the desk. My eraser is on my paper. My pen is under my desk. Where is my paper clips? No idea!

★ The End ★

Art



Writing For My Portfolio 26/10/2013

1st Draft There are several errors in grammar (there is family pictures) and some spelling errors (curtians, painting). Be careful!

In my ideal room (there is my bedroom?)
There are pink and white urtians. There
is a big bed. There are two small purple
bookshel. There are one small and one big
wardrobe. There is family pictures. There
is a desk. There is a purple chair. There
are two small whiteboard. There
is a black computer. There is a white
american door. There are lovely toys.
(My bedroom wor war good sterea)?



My bedroom
Unit → 3





2nd Draft well Done!!! 27/10/2013
In my ideal room there are
pink and white curtains. There
is a big bed. There are two small
purple bookshelves. There are one small and
one big wardrobes. There are family
pictures. There is a desk. There is a
purple chair. There are two small
whiteboards. There is a black
computer. There is a white
american door. There are lovely
toys. In my bedroom there is a
good stereo.

Writing For My Portfolio

1st Draft

There are several errors in grammar
(the Turkey flag red, my favourite food
Adana kebab). Try harder next time!

02/11/2013

Hi, My name is Eggi. I'm ten. I'm from Turkey - Adana. I have got curly hair. I have got brown and hair. I have got small small ears I have got small nose. I have got brown eyes. I have got small eyes. I have got white teeth.  My  favourite colours are blue, purple and pink. The Turkey flag  red and white. My favourite foods  are Adana kebab and pizza. My favourite teacher is Begüm Etiz.

The End

2nd Draft

Excellent 😊

04/11/2013

Hi my name is Ezgi. I'm ten. I'm from Turkey - Adana. I have got curly hair. I have got brown and yellow hair. I have got small ears. I have got small nose. I have got small eyes. I have got white teeth. My favourite colours are blue, purple and pink. The Turkey flag is red and white. My favourite foods are Adana kebab and pizza. My favourite teacher is Begüm Etiz.

Writing For My Portfolio

13/11/2011

Excellent 😊

I always have milk for breakfast. I usually have coco-pop. I sometimes have sausages. I always have fruit. I eat chocolate three times a week. I eat hamburgers or hot dogs once a month. I eat vegetables three times a week. I eat ice-cream once a week. I eat fish once a week. I eat chicken once a week. I eat rice once a month. I eat bread every day. I eat juice once a month. I drink coffee once a month. I never eat borlotti beans. I eat pasta once a week. I drink water every day. I drink tea once a week.

Writing For My Portfolio

1st Draft there are several errors in grammar (I finish to school) and some spelling errors (there). Try harder next time. 20/11/2013

I get up at half past six.

I have breakfast twenty to

seven. I go to school half

past eight. (I finish to school)

half past there. In the

afternoon I read or I listen to

music. Then I do my homework

I often watch TV (from) six o'clock.

At nine o'clock I play (with my toys)

At ten o'clock I go to bed.

♥ The End ♥

2nd Draft writing For My Portfolio 26/11/2011
Well Done! (U)

I get up at half past six. I have breakfast at twenty to seven. I go to school at half past eight. It finishes at half past three. In the afternoon I read a book.

I listen to music. Then I do my homework. I often watch TV from six o'clock to nine o'clock. I play with my toys. At ten o'clock I go to bed.

Writing
1st Draft

For ~~my~~ Portfolio

27/11/2013

there are several errors in
grammar (my favourite jeans blue) and
some spelling errors (trainers, sweater).
Your next steps might be grammar and spelling!

Hi, I'm Eggi. I often wear jeans,
blue socks and blue white ~~trainers?~~
trainers

my favourite ~~sweater?~~
sweater? grey and pink.

~~(colours)~~ My favourite T-shirt ~~is?~~
pink

and black. My favourite jeans ~~are?~~
blue.

My favourite skirt ~~is?~~
red and white.

I like skirt and dress. I don't like
jacket.

The End

2nd Draft Writing For ~~My~~ Portfolio 29/11/2013
!! well done

Hi, I'm Ezgi. I often wear jeans, blue socks and blue white trainers. My favourite sweater is grey and pink. My favourite T-shirt is pink and black. My favourite jeans are blue. My favourite skirt is red and white. I like skirt and dress. I don't like jacket.

Writing For ~~my~~ Portfolio 09/12/2013

!! well done

~~AD~~

Hi. I'm Esgi. I can speak Turkish,
English and German. I love singing.
I can play the piano, the guitar,
and the drums. I love playing
music. I can swim. I can ride
a horse. I can climb a tree.
I can't wiggle my ears. I
can play computer games. I love
listening to pop music. It is
fantastic !!!

The End

Writing For ~~My~~ Portfolio ^{18/12/2013}

18/12/2013

☺ Good Job

Dear Ezgi,

I'm sitting in a coffee and I'm drinking hot chocolate. It's nice and warm in here. It is very cold outside. It is snowing. Milay's snowboarding. Mum and Dad are skiing. We're having fun. See you soon. Rebeca.



↓
Hot chocolate

Writing For My Portfolio

1st Draft

06/01/2014

(Unit 11) - (A busy day)

There are several errors in grammar
("I was go to park, I was hungering"
Try harder next time!

Yesterday was very busy. At 9 am I was in the kitchen. I was hungry and breakfast was good. From 11 am to 1 pm I was watching TV. From 2 pm to 3 pm I was ^{in the} go to park. I was at ~~the~~ home at 4 pm. I was hungry again. I was ^{hungry} ~~hungering~~ and dinner was very ~~very~~ good and very ~~very~~ beautiful!!! At 11 pm I was in my bed.

THE END

2nd Draft Writing For My Portfolio. 08/01/2014
well-done

Yesterday was very busy. At 9am I was in the kitchen, I was hungry and breakfast was good. From 11 am to 1 pm I was watching TV. From 2 pm to 3 pm I was in the park. I was at home at 4 pm. I was hungry again, I was hungry and dinner was very good and very beautiful. At 11 pm I was in my bed.

!!! The End !!!