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**THE EFFECT OF PORTFOLIO KEEPING ON YOUNG LEARNERS'  
WRITING ACHIEVEMENT AND THEIR MOTIVATION TOWARDS  
WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE**

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MASTER'S THESIS**

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## JÜRİ ÜYELERİ ONAY SAYFASI

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## ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmada; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.



Sevde Nur GÜMÜŞ

**To my husband, my parents, and my sisters**

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## ÖZET

### **İngilizcenin Yabancı Dil Olarak Öğretiminde Portfolyonun (Öğrenci Dosyasının) Çocukların Yazma Başarısı ve Yazma Motivasyonu Üzerindeki Etkileri**

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Yazma becerisi erken yaşta öğrenilirse dil edinimini hızlandıran önemli bir beceridir. Fakat yazma becerisi öğrenciler tarafından zor bir beceri olarak görülür ve çoğu öğrencinin yazma derslerindeki motivasyonları diğer derslere oranla oldukça düşüktür. Bu nedenle, öğretmenler öğrencileri yazma derslerinde motive etmek için yeni yöntemler aramaktadır. Öğrencilerin yazma becerisini geliştirmek ve onların motivasyonu artırmak için çok fazla çalışma yapılmıştır fakat portfolyo bu alanda oldukça yeni bir yaklaşımdır. Buna ek olarak Türkiye'deki devlet okullarında yazma becerisini artırmaya yönelik gerçekleştirilen portfolyo uygulamaları oldukça sınırlıdır. Bu nedenle bu çalışma İngilizcenin yabancı dil olarak öğretiminde, portfolyonun küçük yaştaki öğrencilerin yazma başarısı ve yazma motivasyonu üzerine etkisini araştırmayı amaçlamaktadır ve 2018-2019 eğitim öğretim yılında Denizli'deki bir devlet ortaokulunda gerçekleştirilmiştir. Katılımcılar 7. Sınıf düzeyinde 30 öğrencidir. Veri toplama yöntemlerine göre, çalışma deneysel bir araştırmadır çünkü deney grubuna 4 ay süreyle portfolyo uygulanırken, kontrol grubuna herhangi bir uygulama yapılmamıştır. Çalışma nicel bir çalışmadır fakat nitel verilerle desteklenmiştir. Öğrencilerden veri toplamak için yazma motivasyon anketi, ön test son test uygulaması ve röportajlar yapılmıştır. Anketler ve ön test son test uygulamaları istatistik programı SPSS ile, röportajlar ise içerik analizi ile analiz edilmiştir. Çalışmanın sonuçları, portfolyonun küçük yaştaki öğrencilerin hem yazma motivasyonunu hem de yazma becerisini artırmada kullanabileceğini göstermiştir. Çalışma ayrıca portfolyo kullanımının yazma alt becerilerini (odaklanma, detaylandırma, düzenleme, dil bilgisi ve kelime) geliştirebileceğini göstermiştir. Öte yandan çalışma portfolyo kullanımının, öğrencilerin en çok odaklanma ve detaylandırma becerilerini geliştirdiğini ortaya koyarken; en az geliştirdikleri becerinin dil bilgisi olduğu gözlemlenmiştir. Bu durum dil bilgisi kurallarını içselleştirmek için 4 aydan daha fazla bir zaman gerektiğinden kaynaklanmış olabilir. Diğer bir önemli bulgu ise çalışmadan sonra öğrencilerin portfolyo uygulamasına bakış açılarının olumlu olmasıdır.

Anahtar kelimeler: Motivasyon, yazma motivasyonu, portfolyo, yazma becerisi, yazma başarısı



## **ABSTRACT**

### **The Effect of Portfolio Keeping on Young Learners' Writing Achievement and Their Motivation towards Writing Skills in English as a Foreign Language**

GÜMÜŞ, Sevde Nur

MA Thesis in English Language Teaching  
Supervisor: Assoc. Prof. Dr. Recep Şahin ARSLAN  
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Writing is an important skill that accelerates language acquisition if learned at an early age. However, writing skill is seen as a difficult skill by students, and most students are less motivated in writing classes than they are in other skills. For this reason, teachers look for new methods to motivate students in writing classes. Much work has been done to improve students' writing achievement and increase writing motivation, but portfolio is a fairly new approach in this area. In addition, the use of portfolio to improve writing skill in public schools in Turkey is quite limited. Therefore, this study aimed to investigate the effect of portfolio on young learner's writing motivation and writing achievement in teaching English as a foreign language. This study was carried out in a middle school in Denizli during 2018-2019 academic year. Participants were 30 students studying at 7<sup>th</sup> grade. The present study was an experimental study because a four-month portfolio application was carried out with experimental group participants while there was no application to the control group. The study was a quantitative study but supported by qualitative data. To collect data from students, a writing motivation survey, pre and post tasks and interviews were conducted. Questionnaires and pre-post tasks were analyzed through SPSS statistics, and interviews were analyzed through content analysis. The results of the study indicated that the portfolio could be used to increase both writing motivation and writing achievement of young learners. The study also found that portfolio could improve writing sub-skills (focus, elaboration, organization, conventions and vocabulary). The present study also revealed that the portfolio keeping improved students' focus and elaboration sub skills most while convention sub skill was improved the least. This may be due to the need for more than 4 months to internalize grammar rules. Another important finding regarding students' writing motivation was that students' attitudes on portfolio application were positive at the end of the study.

**Key words:** Motivation, writing motivation, portfolio, writing skill, writing achievement

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# CHAPTER I

## INTRODUCTION

This chapter comprises the background to the study, statement of the problem, purpose of the study, significance of the study, research questions, and limitations of the study.

### 1.1 Background to the study

In recent years, there has been a great shift from traditional teaching and assessment methods towards alternative assessment. New era requires students to have some cognitive skills such as problem solving and reasoning. Dochy (2001) identifies that students need to have some cognitive qualities such as problem solving, critical thinking, analyzing data, and presenting them orally and written format. All these skills cannot be taught with traditional teaching methods and cannot be evaluated with multiple choice questions or true false questions because these tests are not interactive and they are not based on real life experiences. As traditional tests are insufficient to measure cognitive skills; alternative teaching and assessment tools have gained great acceptance for the last three decades. One of the alternative assessment and teaching types is portfolio keeping. The use of portfolio has increased in EFL context in worldwide as portfolio is thought to make learners more independent and autonomous. Redfern et al. (2002) allege that portfolio helps increasing students' self-efficacy and facilitate their progress in language learning. Portfolio is also considered suitable for different levels of students. Due to having a lack of L2 writing experience, young learners might benefit from portfolios a lot.

There is an increasing amount of research examining alternative assessment tools in EFL contexts; particularly for writing skill. Writing skill is an ongoing productive skill so it is not easy to assess it with standardized tests. Standardized testing is not compatible with process learning and has been criticized strongly not only in EFL, but throughout the field of education (Brandt, 1989). Because of the mismatch between information required and information obtained through standardized testing, educators have begun to look for alternative forms of student assessment. According to Flood & Lapp (1989), portfolio development can be shown as an applicable substitution to standardized testing. Another research issue in the present study is investigation of writing motivation of young learners. Motivation is a key term in EFL field because motivated students are more successful in

language classes. Summative assessment methods decrease writing motivation of many students in EFL classes. Many young learners also find writing tedious due to traditional methods like grammar translation method. Second or foreign language learning writing motivation is a multi-dimensional psychological issue that is claimed by many experts to be one of the most important factors in successful language learning. In the field of second or foreign language acquisition, there have been various attempts to define writing motivation and to determine the relationship between writing motivation and writing achievement. Many scholars and experts have claimed that learning a second language is different from learning other school subjects because of its social nature (Dörnyei, 2003). Considering the various factors that influence the motivation and attitudes of English learners, teachers have found that it is difficult to motivate students in the classroom especially for writing. This may be because most of the teachers spend more time teaching grammar, ignoring the communication between teachers and students and writing skill of students. For this reason, students have little chance to practice English in the class (Zeng & Murph, 2007).

On the other hand, students' beliefs, preoccupations and past experiences also play a vital role in students' attitudes and motivation for learning English. Horwitz (1987) states that learners' beliefs or notions about language learning might affect both their experiences and actions as language learners. Educational scholars consider that learners' self-beliefs are a determinant factor of their learning behavior (Bandura, 1986; Pintrich and DeGroot, 1990). Students who have high self-efficacy are likely to make more effort at a learning task and persevere even if they experience several failures. In contrast, students who do not believe in their ability to carry out a learning task will put in less effort and give up easily in the face of challenges. According to Bernat and Gvodenko (2005), beliefs have a great role in influencing the learners' motivation towards learning. It has been observed that successful learners develop insightful beliefs about language learning processes, their own capabilities, and the use of influential learning strategies, which have improved their performance in language acquisition. On the other hand, students can also have misbeliefs about language learning, which results in their reliance on less effective strategies and negative attitude towards learning and autonomy (Victori and Lockhart, 1995), classroom anxiety (Horwitz, Horwitz and Cope, 1986), and poor performance (Reid and Hresko, 1981).

In EFL classes, learner-centered approach is desired; therefore, teacher-centered methods have lost their popularity in recent years. The role of the teacher in a class with learner-centered approach is to become a facilitator, observer and guide. Therefore, student-centered teaching and assessment methods have been proved to be more rewarding while



teaching English. One of the alternative methods which helps students gain motivation and self-efficacy is keeping portfolios. Nunes (2004) specifies that by implementing portfolios in EFL classrooms, teachers can explore skills and competences of students and they also recognize their preferences, manners, tendencies, and learning strategies. Therefore, using portfolios ensures student-centered environment in the classroom. Portfolio can change students' beliefs by making given tasks easier. Fox (2007) states that it is not feasible to anticipate what knowledge our students will need to best prepare them for the future; however, teachers are able to make the students life-long learners who can adjust to the future alterations with ease. Furthermore; portfolio gives students the opportunity to take responsibility of their own learning. Contrary to what is believed by some teachers, portfolio is more than a simple folder of student work if it is implemented with a purpose. While creating portfolio; students need to reflect, collaborate, produce and present. Portfolio keeping may contribute a lot to the young learners' writing skills. For example, portfolio keeping can give the students necessary qualities that they need in their future lives because students learn to become organized, planned, collaborative, reflective and responsible individuals.

This research investigates learning and assessment roles of student portfolios in EFL classes. It tries to answer whether portfolio keeping affects a group of young learners' writing motivation in EFL classes. Secondly, the present study tries to explore the effect of portfolio on overall writing achievement and writing sub-skills of a group of young learners.

## **1.2. Statement of the Problem**

In Turkey, many young learners find writing in English very challenging at state schools. They believe that they cannot get high marks even if they study regularly. Writing in English looks complicated for them. The biggest reason of this false assumption is standardized tests which increase affective filter of students. Naturally; most of the students need help of English teachers in order to complete their assignments. They need guidance of their teachers at every step. Through portfolio assessment, learners realize their self-efficacy and they can gradually complete their duties by themselves. While implementing portfolio assessment in elementary school science classes, Lin (2000) has come up with five assessment items; knowledge building, data gathering, evaluation, creativity, and attitude. Through these stages, portfolio gives the students sense of accomplishment as they see their progress and they see their productions. By keeping portfolios, learners also understand that

they are able to write in English on their own. In short, students take the responsibility of their own learning with portfolio application.

It is known that most of the teachers around the world and also in Turkey prefer grammar translation method and standardized tests in their classrooms due to its being time-saving and objective. Standardized tests are easy to evaluate but they don't give much information on the progress of the students. Most of the traditional tests used by English teachers do not measure writing skills of learners. Furthermore; traditional tests are overwhelming for young learners with questions asking abstract grammar rules. Language teaching is completely different from other subjects such as science, math, geography etc. Learning English requires continuity, repetition, self-effort and constant exposure. Teacher-centered teaching and assessment methods are suitable for some subjects; however, they are not definitely appropriate for ELT classes. Due to these reasons, Turkish English teachers need to abandon teacher-centered methods. Instead, teachers ought to gather much more information regarding teaching and learning process through alternative assessment methods.

Formative assessment including alternative assessments gives detailed information about students. Language acquisition is a very long process which requires formative assessment. There are developmental stages during acquisition of a foreign language. Formative assessment can show these developmental stages; while summative assessment only shows the end of acquisition process. Students may not show their knowledge with standardized tests because of time restrictions and abstract, unreal questions. Furthermore, these tests increase the anxiety level of some students. Thus, learners think that the target language is very difficult and their motivation decreases.

Another problem in Turkey is that very few teachers apply alternative assessment and teaching tools to their students in their classes. Most of the English teachers are knowledgeable about portfolios or other alternative assessment tools such as journals, reflections. However, they don't use them in their classes. It is a well-known fact that most of the students cannot reach a desired English proficiency level in Turkey. They may be successful in reading but many students are not able to write in English or understand listening texts or authentic conversations. This mainly results from inappropriate assessment choice of English teachers. Teachers especially at state schools assess grammar, vocabulary or reading but writing skill is generally neglected in standardized tests. At private schools, English teachers use alternative assessment in their classes with the support of their institutions. The English level of students at private schools is therefore higher compared to

the level of students at state schools. Teachers working at state schools are disadvantageous due to lack of time and limited resources. Teachers working at state schools have to prepare all the materials themselves. In addition, the classes are very crowded at state schools. Alternative assessment requires plenty of time for evaluation and feedback. Furthermore, university preparatory classes show that there is a big problem with English education at primary and secondary level. Most of the students start their university education with beginner or elementary level of English and they claim they do not know how to write well in English, either.

It is obvious from conducted studies that there is not much research on portfolio assessment in EFL context at State Schools in Turkey. Thus, new research and changes are needed especially with young learners' classes. English teachers should implement new teaching and assessment methods in their classrooms. At this point, portfolio assessment can be seen as a solution in EFL classes. If students are evaluated with portfolio keeping, they may overcome the difficulties they encounter in writing thanks to ongoing learning during portfolio keeping process.

Students' negative attitude towards writing skill requires some research in classroom environment and portfolio application can be a good solution in order to cope with difficulties encountered by students while writing. Portfolios can enhance students' writing motivation as they are not time-restricted. In addition, they enable teachers to provide feedback on their students' progress regularly. Portfolio is also practical for teachers because they provide authentic information about their students. It is important to lead EFL teachers to the use of portfolios in their classes because portfolio application may increase writing motivation of students. Considering all these issues above, conducting a portfolio research with young learners on writing seems necessary and the present study is expected to be an example of portfolio application in a state school context.

### **1.3. Purpose of the Study**

Since research regarding the effect of portfolio application on young learners in L2 writing classes in the Turkish context is scarce, the purpose of the study is to explore the effect of portfolio keeping on young learners' writing achievement and their motivation towards writing skill in EFL classes. The study also aims to eliminate prejudices against writing skill at early ages. It tries to show disadvantages of traditional methods and advantages of keeping portfolio while teaching writing skill. In addition, it aims to reveal that portfolio application motivates students to write in English. As autonomous learners are

desired at schools, students need to be turned into autonomous learners by means of portfolio application. Finally, the study tries to improve writing sub-skills of learners with portfolio implementation.

#### **1.4. Significance of the Study**

As noted above teaching writing is an indispensable component of EFL classrooms; however, little attention has been paid to the problems in writing. Writing instruction is neglected at primary and secondary education. Due to these reasons; Turkish students are not successful in writing classes. The reason behind the failure is that most of the teachers do not teach or assess students' writing skills or they do not allocate time for writing or they use inappropriate teaching and assessment tools. In order to get rid of prejudice against writing, teachers should apply new teaching and assessment tools like portfolios. An understanding of teachers' practices in their classes and students' attitudes towards portfolio use is crucial to change failure in writing classes. Students' negative attitude towards writing skill requires some research and implementations in classroom environment and portfolio keeping may be a good solution in order to cope with difficulties encountered by students while writing in L2 (Aydin, 2010). The result of the study will provide some data that could encourage EFL teachers to use portfolios in writing classes as well as motivating students for writing in English.

In the literature of language teaching, there is some research on the effect of portfolio keeping on learner autonomy and there is some research on writing motivation and achievement at secondary or tertiary levels; however, there is not much research on the practices of teachers who are using portfolios in their classrooms. There is also very little study searching the effect of portfolio keeping on writing motivation of young learners in Turkey, particularly at state schools. This study may show the effectiveness of portfolio keeping with young learners in EFL classes. If portfolio keeping and assessment may gain acceptance at state schools, just like private schools, the quality of English teaching may increase at state schools, too. The present study may also initiate a more use of portfolios in English classes at State Schools in Turkey by providing other teachers with information who consider implementing portfolio with their students. Finally, the study may contribute to the literature by indicating the effect of portfolio on young learner motivation and writing achievement.

### **1.5. The Research Questions**

1. What are the effects of portfolio keeping and assessment on the participants' L2 writing motivation in EFL classes?
  - 1a. Is there a difference between the pre-study and post-study results of the control group regarding L2 writing motivation?
  - 1b. Is there a difference between the pre-study and post-study results of experimental group regarding L2 writing motivation?
2. What are the effects of portfolio keeping and assessment on the participants' L2 writing achievement?
  - 2a. Does portfolio keeping affect the participants' overall L2 writing achievement?
  - 2b. Does portfolio keeping have an influence on the participants' L2 writing sub skills; focus, elaboration, organization, conventions and vocabulary?

### **1.6. Limitations**

The present study which aims to investigate the effect of portfolio keeping on L2 writing skills and writing motivation of the participants has some limitations. To start with, data were collected from a specific age group (12-13) attending seventh grades at a state school. The results can merely be generalized to the learners at these ages. Therefore, the results may not reflect the situation of different age groups of young learners.

The second limitation of the study is limited number of students. The number of students experiencing portfolio implementation and attending questionnaires may not be enough to generalize the results. In addition, the study merely investigated effect of portfolio on writing skill and writing motivation. Further studies may examine the effect of portfolio keeping on four skills: listening, speaking, writing and reading.

Finally, the researcher implemented the study throughout four months because of the limited time. A longer period of implementation process may yield different results. If the study had been conducted in eight months' period, it would have been more rewarding.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of two sections. The first section reviews theoretical framework of the study by focusing on the importance of writing in EFL learning, approaches to teaching writing, factors affecting EFL/ESL writing development, L2 motivation, writing motivation, theoretical background of the use of portfolios in language learning, and the use of portfolios in EFL writing. In the second section, the empirical studies on writing, writing motivation, portfolios in EFL writing, and the effect of portfolios on motivation in EFL writing will be presented.

#### **2.1. Writing**

Writing is seen as a significant tool through which people can communicate with each other by sharing ideas, convincing and persuading one another. For majority of the EFL learners, writing in a second language is a challenging task as writing skill requires learners to master various aspects of the target language. Therefore, the fundamental role of writing skill and its significance in showing students' learning ability cannot be underestimated in writing in the first or second language. Consequently, any studies that focus on writing skill and different methods regarding its teaching and learning would be very important. There have been various definitions of writing which are basically similar to one another. For example, Andrews (2001) sees writing as “a complex activity that draws on the imagination, feeling, state of mind, mood, cognitive state, capability with the medium, context and other factors” (p. 43). On the other hand, Abisamara (2001) defines writing as “a process of natural generation of ideas with focus on meaning and communication that precedes concerns about form and grammar” (p.1). According to Nunan writing is “an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously” (1989, p.36).

#### **2.2. The Importance of Writing in EFL Learning**

There are primarily four basic skills in language competence and production; reading, writing, listening and speaking. And these language skills are categorized as receptive and productive skills. Receptive skills are reading and listening and productive skills are writing and speaking. Productive skills are acquired after receptive skills as students need to be exposed to reading and listening to produce new language items. Krashen (1982) revealed

that humans acquire a language by understanding messages and receiving comprehensible input. Therefore, listening and reading are indispensable for writing and speaking as these skills serve as tools to provide the necessary input for writing and speaking. On the other hand, productive skills are considered as more complex compared to receptive skills because productive skills require high mental processes.

Listening is the process of hearing and acquiring or learning new information. Learners hear the message, try to comprehend it and then interpret the message in a meaningful context. Listening skill is often ignored as listening is thought to be innate and to progress automatically in the language by most of the learners. On the contrary; students spend most of their time on listening while practicing the language (Nunan, 1998). In short, learners have to allocate a great deal of time for listening in order to be successful in a foreign language.

Reading is a receptive skill which requires interpretative process comprising perception and understanding of written words, sentences and texts. The basic aim of reading is the ability to comprehend the message conveyed by the writer. Principally, reading can be separated as intensive and extensive reading. According to Harmer (2008) intensive reading includes reading passages from novels, poems, newspapers, magazines, Internet websites whereas the latter comprises the free reading outside classroom with the purpose of pleasure. Students who like extensive reading are more advantageous in terms of learning vocabulary and developing comprehension.

Speaking is the process of transmitting vocal messages involving speakers' ideas and emotions. Harmer (2007) states students speak for three reasons in the classrooms. First of all, students have the opportunity to practice real life speaking in a controlled environment. Secondly, students can recognize their performance level and teachers can realize problems that students come across during speaking activities so that they can take measures for these problems. Finally; various components in language which students store in their minds affect automatization process directly.

Writing skill is discussed in detail in this part since it is the relevant skill in this study. Writing is perceived as one of the most difficult skills by EFL learners. According to Allen and Corder (1974), writing is thought to be one of the most difficult skills for EFL learners because learners need to have syntax and morphology knowledge for writing even a piece of sentence. Mostly, learners at beginner level find writing difficult (Boscolo and Hidi, 2007). Furthermore; writing skill requires complex, higher level skills such as planning and

organization while it also necessitates some lower level skills such as spelling, punctuation, language use and word choice.

Writing can be defined as stating opinions, comments or feelings in an organized way in written form. In addition, writing is asking and answering complex questions and a way of constituting intimate and permanent social relations. While writing an essay, a letter, a story or even an e-mail; students encounter variety of difficulties which can be handled with lexical, grammatical, and syntactic knowledge. In order to be proficient writers, learners should activate their higher thinking skills. EFL or L2 writing is a complex skill; however, it is essential for learners for some reasons. Writing contributes to language learning process a lot as learners have the opportunity to revise vocabulary, grammar structures and cohesive devices. To support this view, Rao (2007) states that writing is rewarding in two aspects: Firstly, it contributes to students' thinking, organizing ideas, summarizing skills, analyzing and criticising; secondly, it empowers learning English language and reflecting on it.

In EFL learning, writing has played a fundamental role, yet teaching writing is different from listening or reading because it is utilized as a supporting skill in language learning because writing improves other language areas (Reid, 2002). Raimes (1983) claims that writing improves vocabulary and grammar knowledge and boosts students' thinking skills. Krashen and Lee (2004) claim that writing can contribute to the intelligence of a person because learners attempt to find better structures, vocabulary and opinions during writing process activate a person's brain. However; writing is ignored by many students and teachers, since it takes much time to evaluate and give feedback. Many students also consider that writing is not as useful as other skills.

In short, writing is a hard skill that is indispensable for second language learners' academic success. When second language learners have exactly made use of writing as a way of communicating with their teachers, peers, and the society; only then educators can announce that teaching writing to this group has been achieved. More studies are required to clarify the field of second language writing process. Therefore, there is a need to explore the historical development of process of writing.

### **2.3. Approaches to Teaching ESL/EFL Writing**

As each learner is unique and individuals vary, people go through different processes while writing. Therefore, the outcome will never be similar even if they have similar materials to write about similar topics. What the teacher ought to do is encourage students



to explore different possible strategies and guide them to experiment and search for one that is personally effective (Ur, 1996). In order to be able to choose and use appropriate procedures and materials, and assess their learners' needs and progress, teachers ought to be clear concerning the desirable outcomes of a writing program as well as the processes that are involved in good writing. The next part will discuss four basic approaches that have influenced the progress of ESL/EFL writing: the product approach, the process approach, the genre approach, and the post-process approach to teaching writing.

### **2.3.1. The Product Approach to Teaching Writing**

The product approach is based on behaviorist principals and associates language teaching to linguistic form, separate language skills and habit building. It is argued that language consists of sections that must be learned and dominated discretely in a graded style. The audio-lingual approach can be shown as an example for this approach because the learner's role is to receive and perform the teacher's instruction (Turuk, 2008). This approach puts emphasis on product of individual students mostly under time restraints and generally in silence. As it can be understood from its name, this approach concentrates on students' finished written products. Tribble (2009) claimed that product approach is a classical commonly used text-based approach and the focus is on form. It gives importance to linguistic knowledge by underlining proper usage of vocabulary, syntax and cohesive devices (Yang, 2005). Learners mostly imitate or copy writing models from textbooks or samples supplied by teachers and final products of learners are evaluated with an aim to teach punctuation, spelling and correct usage primarily. Teacher conducts exercises on mechanics and grammar within allocated time. Tasks require the students to write about their experiences. For example; students write their summer vacation or semester holiday. According to product approach a qualified writing is correct writing. Errors are seen as something that should be corrected or even erased. The teacher's fundamental role is to establish conception of correctness and uniformity. Pincas (1982b) views writing as being substantially about linguistic knowledge, proper usage of vocabulary, syntax and cohesive devices in product approach. Steele (2004, cited in Hasan and Muhammad 2010) and Pincas (1982a, cited in White and Richard, 2000) demonstrated that product approach consists of four stages. The first stage is called *familiarization* and it is the stage in which the features of genre are underlined and students work on model texts. To illustrate, while studying a formal letter, students' caution can be drawn to the significance of paragraphing and the language used to make formal requests. Stage two is called *controlled writing* and it

composes of controlled practice of emphasized properties, generally in isolation. While students are writing a formal letter, they might be expected to drill the language that is used to make formal requests. Stage three is called *guided writing* is the most significant stage in which the opinions are arranged. The order of the opinions is more significant than the opinions themselves and as much important as the mastery of language. Stage four is called *free writing* and it is the last product of the learning writing process. Personally, students utilize the skills, structures and vocabulary which they have been introduced before in order to bring out the product including letter, story or essay and thus they show how fluent and competent they are with usage of the language.

It can be deduced from the explanation above that the disadvantages of the product approach could be the fact that process skills like planning, drafting, editing etc. are attached little importance and because of this reason the knowledge and skills of the learners are underestimated. The good side of product approaches is that teachers are aware of the requirements learners need to be given about linguistic knowledge related to texts and they perceive modeling as a way of learning (Badger and White 2000).

### **2.3.2. The Process Approach to Teaching L2 Writing**

The new term process approach emerged in writing classes and several researchers began to emphasize it as a key element in writing in the 1970s and 1980s. Shih (1986) specified that process writing ensured the students gain some writing strategies by means of prewriting, drafting, and rewriting. Furthermore, process writing requires individual conferences between teacher and student during writing process. It was observed that individual conferences and revising phases have increased writing motivation of students. When written process has been examined, there are some micro- and macro skills for writing. Brown (2007) listed these skills and stated that micro skills include using acceptable grammatical systems, using appropriate words and writing at an influential rate of speed; while macro skills comprise using suitable cohesive devices, achieving communicative functions of written text, applying links and connections between events, differentiating between literal and implied meanings and finally using a series of writing strategies. Process writing advocates evaluation of writing processes instead of product.

Many educators find process writing more rewarding in language classes. Process writing comprises three stages; prewriting, drafting and revising. Harmer (2007) stated “by spending time with learners on pre-writing phrases, editing, re-drafting and finally producing a finished version of their work, a process approach aims to get to the heart of various skills

that most writers employ and which are, therefore, worth replicating when writing in a foreign language” (p.326). Prewriting stage is helpful for producing new ideas. If students do extensive reading, skimming, scanning, outside research, brainstorming or discussions before writing, they use various vocabulary, more complex structures or creative sentences. Editing stage is also fruitful for students. For example, students can check language use, punctuation, and spelling and correct their mistakes at editing stage. In addition, they can reorganize their ideas more systematically by means of guidance given by the instructor. Drafting is seen as very important but time consuming instruction. Peer reviewing, feedback given by instructor, correcting errors are several drafting strategies. Harmer (2007) claimed that writing process can be seen as a wheel where writers go around circumference or across the spokes.



Figure 2.1. The process wheel (Harmer, 2007, p.326)

The process approach assumes writing as a complicated cognitive process and it incorporates a number of multiple stages such as prewriting, drafting, revising and editing (Zeng, 2005). The process approach not only gives importance to production, it puts emphasis on phases of writing process as well. It especially analyses how learners produce new sentences, paragraphs or organize the sentences. Students strive for gaining features of a good writer with guidance of teacher. Students write first draft, second draft, rewrite and edit their writing according to given feedback. When process approach is compared to product approach; it can be observed that learners do much more writing in process approach. The teacher consistently helps the students and facilitates writing through feedbacks. Atkinson (2003) appreciates process writing and values phrases of pre-writing,

drafting, revising and editing activities. Moreover; students are able to improve their quantity and quality of writing with process writing.

Process approach underlines the cognitive aspect of learning and gives information about the contributions that the learners bring to the learning environment. This approach advocates that students should learn systematic thinking skills. For this reason, forming goals, drafting and producing opinions have become part of teaching strategies in L2 classes, especially in writing classes. Process approach is based on socio cultural theory (SCT) suggested by Vygotsky (1978) whose opinions have prominent effect on the area of educational psychology and the field of education. This theory is based on psychological theory of human consciousness suggested by L.S. Vygotsky (cited in Lantolf, 2011). How people acquire and use their second language is explained with the theory. The concept of Zone of Proximal Development (ZPD) is his most remarkable contribution to the education (Turuk, 2008). ZPD can be described as the difference between what a person can succeed alone and what the same person can achieve by getting help from someone else (Turuk, 2008). Stanley (2003) also argues that proficient writers plan and revise, reorganize and erase text, re-read and generate multiple drafts before completing their product.

In recent years, the process writing has been accepted as a development of the traditional methods in teaching writing. For example; Leki (1995) suggests that process approach to teaching writing gives importance to the phases of the writing process rather than on the final product. Pennington (1995) maintains that process writing is learner centered and it is not connected to exams. The rise of process approach can be seen as a breakthrough in academic writing as a consequence of the weaknesses of product approach as product approach focuses on linguistic knowledge while process approach focuses on linguistic skills. Process writing should be applied with collaborative writing in order to be successful. This is advocated by Alwasilah (2005) arguing that activities in process approach including collaborative writing, peer editing, drafting and teacher-student conferencing are strategies of boosting students that make students independent.

Although process approach is very popular around the world, it has some limitations. The first limitation is that it gives less importance to grammar and structure as well as paying little attention to the final products (Onozawa 2010). The next limitation is that writing can take time longer than expected as it puts too much emphasis on the process. Writing multiple drafts on a same topic can be tedious for students because they are aware that the reader is still the teacher. According to this approach, writing is a long term process and the product improves quite slowly. The final limitation is that process approach is not appropriate for

writing examinations and it cannot be implemented with all kinds of tasks (Caudery 1995, Horowitz 1986, cited in Cahyono 2001). Furthermore; Badger and White (2000) claim that process approach gives little attention to the types of texts and why such texts are written and it also provides the learners inadequate input especially about linguistic knowledge. They continue that the basic good side of process approaches is related to the importance of the skill in writing and notice the background knowledge that learners bring to the writing classroom.

### **2.3.3. Genre Approach to Teaching L2 Writing**

Genre approach is based upon Vygotsky's (1978) collaborative learning. Hyland (2003, p.23) identifies genre theory as "a socially informed theory of language offering an authoritative pedagogy grounded in research on texts and contexts, strongly committed to empowering students to participate effectively in target situations." On the other hand, Badger and White (2000) point out that genre writing emphasizes linguistic knowledge and learners imitate the text supplied by the teacher. Genre writing keeps writers, texts and readers in interaction which is hidden in discourse community. Genre approach sees both writing from a linguistic perspective and correlates various social contexts for some purposes such as writing letters, research articles and reports (Flowerdew, 1993). Furthermore, Hyland (2003) states that genre writing ensures some extraordinary teaching practices because genre writing places L2 writing in a contextual frame which emphasizes meanings and text-types in an exclusive circumstance. To sum up; students need to have information on the lexico-grammatical patterns which can normally be involved in while planning, writing or revising (Flowerdew, 2005). Genre approach is accepted as new among three approaches and there is strong resemblance with product approach (Harmer 2007) and in some aspects, genre approach can be considered as an expansion of product approach (Badger and White 2000). Paltridge (2004) reveals that genre approach to teaching writing concentrates on teaching specific genres including essays, assignments and other pieces of writing which students can produce.

### **2.3.4. Post Process Approach to Teaching Writing**

McComiskey (2000) remarks, in contrast to being a reaction to the process movement, the post process approach has shown up as its expansion. On the other hand, Matsuda (2003b) rejects the superiority of the process approach at the expense of other aspects of writing and distinguish the diversity of L2 writing theories. Furthermore; Badger

& White (2000) claim that product, process and genre approach are complementary for each other therefore, they envisaged an approach to teaching writing by combining three approaches. To make it clearer, when learners need guidance; the teacher can facilitate learning or examples of target genre can be utilized as resource. Learning writing may be difficult especially for lower level students because writing requires language knowledge, knowledge of context and language use skills. Due to its being challenging, learners need anything that supports writing, so multiplicity of techniques is of great advantage for the learners.

On the other hand, previous research on L1 and L2 writing have shown that in the assessment of L2 writing the differences between L1 and L2 writing have to be considered. Silva (1993) demonstrated that L1 writers are more effective in conveying goals and planned messages and L2 writers did less planning, utilized fewer words, made more mistakes. Therefore; it is essential for writing teachers to bear in mind that they have to choose appropriate approaches in their writing classes. As L2 writing is more challenging than L1 writing, teachers may apply student-centered approaches in order to motivate the students for writing in target language. There is countless research on L2 writing however; Cumming and Riazi (2000) state that the area is a deficient consonant perception of the exact process of writing in a second language and to what extent teaching contributes to writing.

## **2.4. Factors Affecting EFL/ESL Writing Development**

There are three types of factors affecting EFL/ESL students writing. The first one is learning related factors like students' proficiency level and their prior knowledge. The second types of factors are instructional related factors such as various strategies to teaching writing, feedback practices and evaluation. The final factors are related to socio-cultural factors.

### **2.4.1. Learning-Related Factors**

Learning related factors include psychological factors, EFL proficiency level and students' prior knowledge of writing topics. Students' motivation, self-confidence and writing anxiety play an influential role in students' EFL/ESL writing improvement. Bacha (2002) underlines that low motivation levels can be tedious and unrewarding for both teachers and students. Moreover, she adds that EFL writers are known to encounter problems in developing their writing skills at the university level. Self-confidence is another factor affecting students' writing progress. To exemplify, Tyson (1997) emphasized that teacher's

positive comments on content and organization helped them to write better compositions. In addition, Albertson (2006) alleged that students who had confidence in writing ability and try new techniques seemed to adapt themselves to writing practices easily compared to students who had less confidence in literary skills. Writing anxiety also affects learners' academic achievement and teachers' attitude towards writing skill. Some studies conducted so far revealed that students who have lower anxiety write more qualified compositions than those with high anxiety.

EFL proficiency level is another factor influencing L2 writing. Cumming (2006) demonstrated that L2 proficiency is a substantial factor in improving the overall quality of students' written work. Apart from L2 proficiency, L1 proficiency also affects English writing of students; for example, Lopez (2005) proved that L1 and L2 reading is highly correlated with L1 and L2 writing performance. It can be deduced that poor writers in L2 may be poor writers in their first language. On the other hand, there are some studies demonstrating that EFL proficiency level does not affect writing ability.

Finally, students' prior knowledge is important for producing new ideas because background knowledge activates students' minds. According to Myhill (2005) learners who have prior knowledge and past experiences about a topic write more confidently. As students reflect in their writing what they read before; writing tasks should be related to their interests. For example; pre-reading and pre-writing activities are fundamental to trigger students' prior knowledge in understanding a text and writing a composition (Anderson, 1984).

#### **2.4.2. Instructional-Related Factors**

There are also instructional-related factors which affect writing development of learners. Crowded classes influence both the students and teachers negatively in many ways such as classroom management, teacher student relationship, and teachers' use of time. According to Bourke (1986), crowded classes bring about some troubles such as noise, non-academic management and teacher lecturing. Most of the teachers who are teaching in large classes prefer lecturing in their classes because lecturing does not require much preparation time. Classroom size should be reduced so that teachers can help students individually and apply different teaching strategies in their classrooms (Roettger et al., 2007). The most negatively affected language skill due to large classes may be writing skill as the teachers cannot allocate enough time for assessing writing tasks and giving feedback.

Secondly; different teaching writing strategies used by teachers can affect writing skill positively or negatively. Teachers should recognize the characteristics of their students

and decide on the best method for them. Some strategies include explicit instruction, using literature and cognitive orientation. Portfolio application in writing classes can be a good choice for small size classes. Mattar (1989) remarked that an effective writing syllabus, a self-sacrificing teacher and motivated students constitute positive environment for writing improvement.

The other instructional-related factor affecting writing skill is feedback given by teachers. According to Ferris (2003) giving feedback on students' writing is indispensable for them to develop a quality and accurate writing. Studies examining the effect of feedback on learners' use of language demonstrate that feedback can develop grammatical accuracy in four or five months (Polio et al., 1998) and improve lexical complication (Storch and Tapper, 2007).

The final issue that needs to be mentioned is assessment challenges of writing. Both teachers and students need evaluation for writing skill due to the fact that teachers want to know to what extent their objective learning outcomes of their writing course have been achieved. In addition, students need to see their weaknesses and strengths in writing to empower their writing skill.

#### **2.4.3. Socio-Cultural Related Factors**

Socio cultural aspects of the target language are believed to play a major role in language acquisition process by some researchers. For example; Chen (1994) revealed that there was a substantial difference between American, South Korean, and Mexican students in their writing development in terms of cultural influence on content and writing style; however, there was no important difference in contextual influences or individual factors.

Secondly; L1 interference in L2 writing is one of the most important issues in writing development because most of the errors made by students in writing exams or tasks originate from L1 influence. In a study, Doushaq (1986) examined writing of 96 Arab university students and the results yielded that problems occur mostly in three major categories: sentence structure, paragraph structure, and content. Besides, it was specified that weakness in foreign language writing skills seemed related to weakness in mastery of Arabic writing skills.

### **2.5. Motivation**

Generally speaking, motivation is described as a need, desire or wish that activates or evokes behavior and direct action (Kleinginna and Kleinginna, 1981). With regard to foreign language learning, motivation incorporates attitudes and emotional circumstance



influencing desire to learn and amount of endeavor (Ellis, 1997). Many theories of language learning motivation are inclined to be social-psychological, among which the most influential is Gardner's socio-educational model, including attitudes, motivations and anxiety variables (Gardner, 1988; Gardner, Masgoret, Tennant and Mihic, 2004; Masgoret and Gardner, 2003). Gardner and Lambert (1959) conducted a study with high school students in bilingual Canada and they allege that motivation plays a vital role in learning an L2 (Dörnyei, 2011). Furthermore, Gardner and Lambert (1959) categorized motivation as integrative and instrumental in 1959. Integrative motivation involves the desire to learn in order to integrate into cross linguistic societies whereas instrumental motivation involves some objectives such as passing an exam, financial rewards or future career (Gardner and Lambert, 1959). In a study, it was found that integrative motivation was more influential than instrumental motivation (Gardner and Lambert, 1959). Burke (2004) found that integrative motivation is related to greater motivational effort as well as better language competence in learning a second language. An instrumental orientation is related to consequences such as job-seeking and social status.

On the other hand, Deci and Ryan (1985) divided motivation as intrinsic and extrinsic motivation. Intrinsic motivation was defined as “the innate, natural propensity to engage one’s interests and exercise one’s capacities” (p.41). Intrinsic motivation is originated in the individual’s mind and that motivation even can be obtained by the fulfillment of a task. Intrinsic motivation was said to be essential and to be positively affected by social factors like relationships with target language people in order to learn an L2 by major theories. Extrinsic motivation is affected by external factors such as getting reward or a good grade, applause of other (Dörnyei and Ushioda, 2011). Deci and Ryan (1985) claimed that extrinsic factors could demotivate students as they may constitute pressure on the individual and consequently inhibit their learning.

According to Keller (2004) to keep students stay motivated in the classroom; attention, relevance, confidence and satisfaction elements are fundamental. Considering the various factors that influence the motivation and attitudes of English learners, teachers have found that it is difficult to motivate students in the classroom especially for writing. In addition, most teachers spend more time teaching grammar and language points, ignoring the communication between teachers and students and writing skill, so students have little opportunity to practice English in the class (Zeng & Murph, 2007). Hence, there is clearly a need to examine how to increase writing motivation among students.

As previously discussed, motivation has caught many linguists' and psychologists' attention since Gardner and Lambert's (1959) study. Many researchers have searched for the ways of promoting writing motivation among students both in the classroom and outside the classroom. At this point, portfolios may become a concrete step to increase student motivation outside the classroom for writing skill. The relationship between writing motivation and portfolio keeping should be enlightened in practice. More classroom research is required in order to see the effects of portfolio on writing motivation. In order to reach generalizable conclusion, the number of portfolio studies on writing motivation of students should be increased.

### **2.5.1. Motivation in L2 writing**

It is widely agreed that motivation is an essential factor for comprehension that necessitates much cognitive endeavor in the course of the learning process (Chapelle, 2003). Accordingly, learners need enthusiasm to deal with writing. Pajares and Valiante (1997) claimed that writing is both a cognitive activity and a sensational activity. Motivation is accepted as the basic learner variable since a bit of pedagogical strategies can be achieved without motivation (Cohen and Dörnyei, 2002). Motivation is also concerned with learners' strategy preference, self confidence in learning the target language and self-regulation. With regard to L2 writing, there are many variables influencing motivation such as interest, topic and kinds of tasks. Firstly; as a factor, interest makes writing easier and desirable for language learners (Albin et al., 1996). In other words, for language learners writing is simpler if the writer has an interest in it. The second variable influencing motivation is the selection of the topic. Hidi, et al. (2007) revealed that learners who are into specific topics and have a great amount of self-efficacy for writing demonstrate better writing performance. When appropriate topics are chosen and integrated into syllabus, this can have a positive effect on writing. Finally; the last factor affecting learning is toughness of the writing task. According to Miller and Meece (1997), challenging writing tasks have negative impact on writing performance. A great number of students believe that they are not talented writers mostly due to studying under coercion of restricted time and context (Daoud, 1998).

Regarding student motivation in L2 writing, keeping portfolios in writing classes is favored due to a number of reasons. First, keeping portfolios in writing classes can enhance learners' motivation as they are involved in tasks more actively. Second, learners do not feel anxious as they write freely without the pressure of keeping up with traditional schedules of classes. This also boosts learner autonomy as well as facilitating the learning process by

reducing their concern. Third, in order to write a portfolio task, one should do research about the topic to be written. According to Krashen (1993), learners have to do some extensive reading which facilitates writing ability. Finally, portfolio keeping helps learners participate in the activities enthusiastically with collaborative studying skills. In addition, the students' creativity can also be increased with various writing tasks.

## **2.6. Theoretical Background of Portfolios**

In this part, the theory and approach connected with teaching through portfolios are explained in detail. These are constructivism dealing with the process of learners' making sense and closely associated with portfolios with regard to cognitive process, autonomous learning which fosters independence and self-learning.

### **2.6.1. Constructivism**

Behaviorism was accepted as unfruitful in the explanation of complexity of teaching and learning process and lost its popularity among educationalists. Upon failure of behaviorism, constructivism has been welcomed by educationalists. Constructivism has been defined by Piaget, Vygotsky, von Glasersfeld and some other educationalists. The most well-known pioneers of constructivism are Piaget and Vygotsky, and von Glaserfeld. Constructivism can be described as constituting new knowledge by using existing knowledge briefly. Lock (1947) pointed out that the mind can combine the ideas it has, and put together new complex ones. On the other hand, von Glassersfeld (1995, p. 18) stated "(K)nowledge, no matter how it be defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he or she knows on the basis of his or her own experience." Piaget (1967) dealt with personal constructivism while Vygotsky (1978) engaged in social constructivism and von Glasersfeld (1995) embraced radical constructivism and so on. According to Piaget, students construct meaning by using their prior knowledge because Piaget believes that learning happens when new knowledge is assimilated and accommodated into prior knowledge. In addition, Piaget (1967) continued "... all knowledge is tied to action, and knowing an object or an event is to use it by assimilating it to an action scheme..." (pp. 14-15). According to Vygotsky learners need help of people around to construct meaning. This is because the learner and others are in the persistent interplay which is called as the zone of proximal development (ZPD) (Vygotsky, 1978). Constructivism gives teachers useful ideas about the learning process, therefore; teachers can design their instructional process by taking students' prior knowledge conceptions or misconceptions and beliefs into consideration.

### **2.6.2. Learner Autonomy**

Learner autonomy is defined as learners' ability to learn independently and being aware of their capabilities and deficiencies. Ellis (2008) defined autonomous learners as having a range of strategies they use with the ability of selecting appropriate strategies to use in long term aims. In addition, Chan (2001) referred to some features of autonomous learner. According to Chan (2001), autonomous learners have high motivation; they are curious and determined, take responsibility for their own learning and have good organization skills.

To the question of how teachers can foster autonomy in learners; Brajcich (2000) suggested a number of techniques to increase learner autonomy. For example; being patient and giving students some time, assigning projects, giving students to do self and peer assessment and creating a positive environment for communication in English. Furthermore, Harmer (2007) states that teachers should make the students conscious of their own learning and how this learning can be made more influential.

The most eye catching feature of autonomous learners is motivation. Motivated students utilize every opportunity for learning and they do not expect a reward in order to complete a task. When learners do not expect an extrinsic motivation to learn, they can become autonomous learners. Actually, motivation and learner autonomy are highly related conceptions. Dörnyei (1998) emphasizes that motivation and learner autonomy nurture each other. Previous studies demonstrated that autonomous learners are more successful compared to dependent learners and motivated learners accomplish tasks better than the others. Although motivation and autonomy are connected with each other whether autonomy increases motivation or motivation enhances autonomy is not certain yet. It should be underlined here that portfolios may increase learner autonomy with enriched tasks and outside classroom activities. In short, portfolios can be implemented in classrooms for both increasing motivation and learner autonomy.

## **2.7. The Use of Portfolios in EFL Writing**

The use of portfolios has gained importance in the last three decades. Especially, L2 teachers have started to use portfolios in writing classes in order to decrease pressure on students. Therefore, there is a need to investigate what portfolio is and how it should be implemented in different contexts.

### 2.7.1. What is a Portfolio?

In the light of constructivism, learners have been placed in the center of education both in the world and in Turkey. New era requires solution oriented individuals who can easily solve problems. Educators have started to seek new methods and applications. Alternative assessment types are seen rewarding considering all these issues. Hancock (1994) described portfolio assessment as follows:

Portfolio assessment is an ongoing process involving the student and the teacher in selecting samples of student work for inclusion in a collection, the main purpose of which is to show the students' progress. The use of this procedure is increasing in the language field, particularly with respect to the writing skill. It makes intuitive sense to involve students in decisions about which pieces of their work to assess and to assure that feedback is provided. Both teacher and peer reviews are important (p. 2).

Portfolio has been defined by many researchers. Paulson, Paulson and Meyer (1991) define portfolio as “a purposeful collection of student work that exhibits the students' efforts, progress, and achievements in one or more areas” (p. 60). Richards and Renandya (2002) state that a typical portfolio involves the students' total writing output to represent his or her overall performance or students' work from the beginning of the term to the end, giving both the teacher and student the opportunity to assess how much the students' writing has improved. On the other hand, Valeri-Gold, Olson and Deming (1991) underline that portfolios are alternative assessment instruments by which students become active learners and question thinkers. As it can be seen, portfolios can include anything that reflects the student's strengths, growth such as self-assessments, teacher observations, meta cognitive interviews, samples of writing as well as samples of the student's best work. Finally, Coombe and Barlow (2004) state that if portfolios are defined in writing assessment, a portfolio is a goal oriented collection of student writing over time demonstrating the phases during writing process in which a text has gone through and the stages of the writer's development.

It is obvious from the definitions above that portfolio can be defined variously in terms of aim and its usage areas. Portfolios are not files which are filled randomly; in contrast, portfolios should be implemented systematically and purposefully. For instance; teachers can make use of portfolios to collect students' writing samples, classroom tests, work in cooperative group projects, teacher observations, interviews, and think-aloud protocol (Cohen, 1990, 1998). Apart from these descriptions some portfolio types have been identified. Tierney et al. (1991) classified portfolio as process and product portfolios. While creating a process portfolio, students are expected to collect their work over a period of time

and they get feedback and revise. Product portfolios include collection of students' performance outcomes and students are evaluated with these products (Tierney et al., 1991). Yurdabakan (2011) stated that portfolios may consist of different kinds of student work. For example; essays, letters, projects, journal pages and entries or reflections can be compiled in a portfolio (Baron and Boschee, 1995). Furthermore; portfolios can also contain audial and visual records of presentations, demonstrations or poetry and creative prose (Brown, 2004; Mabry, 1999). From a different aspect, speaking portfolios might be really motivating for learners as they can enjoy while watching themselves and new generation also find technological devices interesting and charming.

Hamp-Lyons and Condon (2000) believed that a qualified portfolio should have the following features: collection, range, context richness, delayed evaluation, selection, student-centered control, reflection, improvement and development. Portfolio should include some samples of student work and should gauge developments of students over a time. In addition, portfolio should include variety of topics or genre. With portfolio implementation, students' experiences may be explored. It is also important that students should be given another opportunity to look over their work at the end of portfolio process. Teachers should attach importance to giving the students the right of choosing their own work or topics. Portfolio implementation gives to the students their own responsibility because students are able to make self-assessment on their work and write reflections by evaluating them. As it comprises a long process, portfolio can show students' progress after some time. In other words, portfolio indicates the progress of every step after the assessment process.

### **2.7.2. Why Should Teachers Implement Portfolios in Their Classes?**

The use of portfolios in education has been increasing in recent years owing to the fact that common use of traditional assessment and teaching methods prevents exploring students' real skills and their developmental potentials (Baki and Birgin 2002). A number of studies showed that portfolio implementation contributes to the cognitive developments of students. According to Brown and Hudson (1998) portfolio application fosters learning by enhancing learners' attention, motivation and involvement in their learning processes, and promoting student-teacher and student-student collaboration and encouraging students to learn the meta language essential for students and teachers to talk about language growth.

Moreover, previous studies showed that application of portfolio contributed a lot of skills which meet the requirements of new society to the students. For example; portfolios

may help students to become independent learners because students can learn how to work collaboratively through peer critiques, take over responsibility for their own learning, and become independent learners throughout portfolio assessment (Paulson et al., 1991). Independent learners are autonomous learners who can cope with encountered problems easily in their education life or in daily life.

Portfolio offers teachers countless advantages in their classes. For example; Murphy and Camp (1996) underline the fact that keeping a portfolio gives the learners opportunity to learn to judge their own work, monitor their own progress, set goals for themselves, and present their work to others. In addition, portfolios constitute a thriving link between teaching and assessment as they indicate genuine capacity or competence of students. The ultimate advantage of keeping portfolio is that portfolios may develop students' reflection skills. Students have the opportunity to reflect their own learning and their abilities by means of portfolio keeping.

Besides advantages, keeping portfolio can be disadvantageous at some points. Brown and Hudson (1998) listed the difficulties of using portfolios under five categories that can affect portfolio keeping process: design decision, logistics, interpretation, reliability and validity. Bushman et al. (1995) state that time management is the biggest challenge of portfolio assessment. Furthermore; Gottlieb (2000) thinks that teachers need long term professional development to support portfolio implementation. Finally, O'Malley et al. (1996) point out that there might be a possibility of subjectivity and lack of consensus with other teachers because portfolio assessment is based on teacher judgment to produce a score.

### **2.7.3. The Role of Portfolios in Writing**

The teaching of writing has shifted with student centered approaches. Traditional assessment types focus on writing product however; alternative assessment types focus on writing process. Assessment is an “interactive and collaborative process in which information is collected in natural classroom instructional encounters” (Hedge, 2000, p.395). Process approaches to ESL/EFL writing point out that “it is unnatural for a learner to write a draft of composition and submit for a grade” (Cohen, 2001, p. 534). Students are not able to produce an excellent composition in an hour for an exam and they may not show their real capacity. For this reason, a change of assessment paradigm is immediately demanded (Hamp-Lyons & Condon, 2000). Portfolios are thought to be rewarding for non-native English students since they “provide a broader measure of what students can do, and because they replace the timed writing context, which has long been claimed to be particularly

discriminatory against non-native writers” (Hamp-Lyons & Condon, 2000, p.61). Through portfolio practice, both teachers and students see the overall language progress as the time passes.

Portfolio assessment can also improve students' autonomy, critical thinking and linguistic competence. In addition, it supports the conception that writing is a process involving growth, development, and learning as well as a product (Weiser, 1992). Portfolios can also be used to help weak writers to gain self-confidence. Considering writing as a process gives the students self-confidence to maintain writing and cope with their problems in writing. Song and August (2002, pp. 49-50) state that portfolio assessment “can accommodate and even support extensive revision, can be used to examine progress over time, and can encourage students to take responsibility for their own writing.” Portfolios also provide teachers with extra hours for teaching writing. Due to its complexity and being a time consuming activity, teachers cannot allocate adequate time for writing in class hours. At this point portfolios may solve time management problem by providing the students extra hours outside the classroom. In addition, portfolios can also decrease writing anxiety level of students because students know that they won't be assessed with only one performance. Portfolios reduce writing anxiety of learners therefore; they can motivate the students to write and produce in target language. Teachers have to bear in mind that writing develops much more easily on a topic that is familiar than one that is unfamiliar (McCutchen, 2000). Therefore, initial tasks of portfolios should include common topics and the following tasks can include less known subjects.

Another important issue for writing skill is receiving feedback especially from the instructor. Giving feedback during writing process is more beneficial for language learners than after the paper has been graded. Regarding this issue, Lee (2007) remarked “students need feedback that consists of concrete, specific information about their progress with reference to the learning goals/success criteria so that they know how to proceed with their writing” (p. 114). Feedback given on a writing task gives the students a chance of noticing their deficiencies on punctuation, word choice, language use and so on. EFL learners are able to revise their linguistic knowledge and solve their composition problems when they receive feedback. Writing skill contributes to linguistic accuracy of the learners. Linguistic accuracy indicates the absence of errors. It is supposed that second or foreign language learners write more accurately, or make fewer errors in their writing, as they become more proficient (Wolfe-Quintero et al., 1998).



Finally, it is significant to mention writing portfolio assessment criteria. Portfolio assessment requires evaluators be trained to agree and to score papers based on a universal rubric that defines numerical points. Rubrics should contain development and organization, fluency of idea (problem) description, and mechanics (O'Malley and Pierce, 1996). In order to accept scores as valid sufficient high rate of reliability is expected from teachers or instructors. Portfolios can be used to prove the objectivity of assessment or even determine a grade when a well described scoring guide or rubric is developed by both the teacher and the learner (Defina 1992).

### **2.8. Alternative Assessment**

'Assessment' is a term used for all kinds of testing and assessment. When testing is referred, generally formal or standardized testing comes to mind first. 'Assessment' and 'alternative assessment' are used to mention more informal methods often, but not merely, used in classrooms (Brown 2004, Brown 2005). Traditional assessment methods do not always supply real information about students' knowledge or their levels. The problems relevant to traditional testing generally conceal students' real levels or, in the event of L2 what the student can achieve in her second language (Huerta-Macias, 1995). Alternative assessment yields information which is not difficult for students and teachers to interpret and comprehend. Furthermore; alternative assessment gives students more responsibility for their learning and allows them to observe and appreciate their own accomplishments (Rief, 1990). Both the learner and the instruction can be evaluated by using alternative assessment. Alternative assessment gives the teachers necessary information about students' progress and enables a framework for organizing student activity and making decisions about their students and classrooms. Previous studies showed that children try to fulfill expectations of their teachers. Cameron (2001b) specified "expectations are perhaps more clearly revealed through assessment practices than anywhere else" (p.240).

According to Aschbacher (1991) alternative assessment necessitates problem solving and higher level thinking. It was also continued that alternative assessment concentrates on processes, products and encourages public disclosure of standards and criteria. On the other hand, Tsagari (2004) listed types of alternative assessment as observations, portfolios, self-assessment, peer-assessment, projects, story re-telling, dramatization, games, diaries/journals, demonstrations, exhibitions, conferences, think-aloud and debates. Brown and Hudson (1998) specified that Alternative Assessment gives the students chance of

performing, creating and producing. Students can see language in authentic contexts. Portfolios make the tasks more meaningful for students. Portfolio assessment does not only focus on products but also on process. It was also claimed that students are assessed on their ceaseless performance throughout portfolio process and they are able to utilize higher level thinking and problem solving skills. Therefore, portfolios are continuous classroom and outside activities. Finally, Brown and Hudson (1998) stated that teachers carry out new instructional and assessment roles and can see the strengths and weaknesses of students through portfolios.

According to Hamayan (1995) teachers change their opinions and practices of teaching and instructional activities when they change their assessment methods. Additionally, Hamayan (1995) remarked “more holistic and integrative views of language, and the push toward the development of higher-order skills, have given rise to alternative approaches to assessment” (p. 213).

When all these benefits are taken into consideration, alternative assessment methods may motivate students to write in English. Cameron (2001b) highlights that, “the process and outcomes of assessment can motivate learners” (p.220). To sum up, alternative assessments such as portfolios, self-assessment, peer-assessment, projects and teacher observation can support and motivate young learners to foster the interaction between instruction and evaluation through continuing feedback. Therefore, like many areas of teaching English to young learners, the implementation of alternative assessment could benefit from more classrooms based empirical research.

### **2.8.1. Portfolios as an Alternative Assessment Tool**

Teachers mostly prefer portfolios in their classrooms as alternative assessment. Portfolios have been defined in various ways but these definitions are similar in terms of their goals. For example; Richards and Renandya (2002) state that a portfolio may include students’ all written products to reflect their overall performance or students’ work throughout the term, which gives information about the progress of students to both the teacher and students. Valeri-Gold and Olson and Deming (1991) claim that portfolios help students become active learners and question thinkers and they are alternative assessment instruments. According to Coombe and Barlow (2004) portfolios are described in writing assessment as portfolios demonstrate the stages in writing process and the stages of the writer’s development with collection of students writing. It can be understood from the definition that Coombe and Barlow (2004) underline the importance of portfolios in showing

students' progress. According to Gallehr (1993) no system of assessment is as excellent as portfolio assessment as students are free to select the topic, readers, responders and revision strategies while writing.

The definitions above have a lot in common because they all highlight that portfolios show students' progress during teaching and learning process and portfolios are very effective both in teaching and assessment area. In spite of many alternative assessment types, portfolios are the most well liked assessment instruments by EFL/ESL teachers. Hamp-Lyons (1996) claim that portfolios are seen as alternative assessment types by the scholars no matter what the influence of portfolios on students is. In addition, portfolios ensure a great deal of opportunities for assessment purposes in that they are continuous, longitudinal assessment (Bailey1998). Furthermore, portfolio implementation does not restrict the learners with time constraints whereas traditional tests are applied in one-shot.

Gottlieb (1995) clarifies developmental scheme of portfolios and forms the acronym CRADLE comprising "collecting, reflecting, assessing, documenting, linking and evaluating". In collecting, learners narrate their lives and identities. In reflecting, learners compare their current level with their previous level. In assessing, students participate in self-assessment and watch their own development. In documenting, students include a variety of data sources such as writing assignments, handouts, exercises and pictures. In linking, portfolios constitute a link between learner and instructor, parents etc. In evaluating, students supply summary of data or their best work with the teacher for judgment. Gottlieb (1995) emphasizes that each phase is equally important.

To summarize, portfolios are the most preferred alternative assessment types because they reflect the level and progress of learners clearly. They also give much more information about the students compared to traditional tests. Moreover, portfolios give the students flexibility of choosing topics or materials. And the most important point about portfolio assessment is reflections written by the students; otherwise, it becomes just a simple folder.

## **2.9. Related Studies**

As portfolio is relatively a new term and claimed to be very fruitful in language classes, it has been the concern of many scholars in the last three decades. Writing is also an important and problematic issue among teachers and students and this field requires more research. Considering advantages of portfolios; many researchers investigate whether portfolios can motivate students to write in English in order to eliminate prejudice against writing. In this part, studies on the educational use of portfolios around the world, studies on

the educational use of portfolios in Turkish context, studies on effect of portfolio on writing skill in the world and studies on writing motivation in Turkey will be presented.

### **2.9.1. Studies on the Educational Use of Portfolios around the World**

Many studies have investigated the educational use of portfolios in different contexts. The following section will discuss the portfolio studies conducted in primary and secondary school levels as well as introducing some other studies conducted in ELT contexts. These studies will shed some light on the effectiveness of portfolio keeping depending on different levels and contexts.

**2.9.1.1. Studies conducted at primary and secondary level.** In a study, Perclová (2006) investigated the effect of European Language Portfolio (ELP) pedagogy on primary and lower-secondary school teachers and learners. In her study, beliefs and attitudes of participants towards ELP were handled. The participants were a group of 53 teachers of English, German and French and their 902 learners and a group of 53 potential ELP teacher trainers. The study began in 1999 and it was completed in 2002. The teachers met at seminars organized by the Czech Ministry of Education to share their experience with each other. Data were collected through questionnaires and interviews, class observations, study of documentation and field notes. Their beliefs and attitudes varied and indicated that the ELP promoted their work but they found it challenging as well. Sharing ideas during seminars motivated teachers as they found the sessions beneficial. Furthermore; most of the learners found their work with the ELP both interesting and useful.

In another study, Nassirdoost and Mall-Amiri (2015) investigated the effect of portfolio assessment on vocabulary achievement and motivation. The participants were 60 intermediate EFL learners from a language school in Maragheh, Iran. The participants were determined by a preliminary English test (PET). The vocabulary pre- and post- tests were prepared by the teacher for the treatment. The last data collection instrument of the study was motivation questionnaire. Throughout the study the control group participants were assessed with traditional assessment and the experimental group participants were assessed with portfolio assessment. After the treatment, the participants were expected to complete a vocabulary test and motivation questionnaire. Data gathered through questionnaires and vocabulary achievement test showed that portfolio assessment had a significant influence on EFL learners' vocabulary achievement however; it had not a significant impact on EFL learners' motivation level.

In a recent study, Jafarpour (2016) searched the impact of portfolio assessment on Iranian EFL learners' L2 writing proficiency. 30 female EFL learners who were learning English at a language institute in Rasht, Iran participated in the study. To designate the levels of learners, Oxford Placement Test (2004) was used as pre-test of the study. The participants were separated into two groups randomly but equally. The experimental group was assessed with portfolio assessment while the control group was assessed with traditional methods in writing classes. After 22 sessions, two IELTSs writing tasks were given to the both groups as pre and post -tests. The researchers compared the mean scores by running independent and paired t-test to investigate participants' writing proficiency. The results showed that the experimental group outperformed the control group in the post-writing test although they were more or less equal before the portfolio implementation.

**2.9.1.2. Studies conducted at ELT department.** In a study, Huang (2012) conducted a study in Xuchang University in China in the academic year of 2011-2012. Portfolio was implemented in the Integrated English Course (it was a basic course for the students) with the aim of helping students improve their receptive language skills, language knowledge. The data were gathered through questionnaires, weekly field notes kept by the researcher, students' portfolio and student teacher's conference. The portfolio tasks comprised all the work that shows students' ability to use English in any of the four skill areas: listening, reading, writing, or speaking and the development in cross-cultural awareness. The sample of the works comprised audio or videotapes of student's free speech, story retelling, or other kinds of dialogue or a discussion on a given topic related to the text learned; PPT of a reading report or cultural information relevant to the text learned; word document summary of listening material. The results of the study showed that portfolio implementation promotes students' learning motivation. Composing a portfolio created collaborative learning environment. The results also indicated that students develop positive attitude toward the use of the portfolio assessment, and also the portfolio assessment improved students' language competence, developed their cross-cultural knowledge and enhanced their learning autonomy and motivation.

## **2.9.2. Studies on the Educational Use of Portfolios in Turkish Context**

Many studies have also investigated the educational use of portfolios in different contexts in Turkey. The following section will discuss the portfolio studies conducted in primary and secondary school levels as well as introducing some other studies conducted

in ELT contexts. Moreover, some studies conducted in Prep School contexts will be addressed. These studies will shed some light on the effectiveness of portfolio keeping depending on different levels and contexts.

**2.9.2.1. Studies conducted at primary and secondary level.** In a study, Erdoğan (2006) investigated the effect of portfolio assessment on achievement and attitudes of students in a high school preparatory class. He conducted the study with 44 students at Maltepe Military High School for 12 weeks. It was conducted in two similar classes in terms of achievement level. One of them was experimental group and the other one was control group. At the end of the study, it was observed that portfolio implementation did not make much difference on attitudes of the students and student achievement. It can be concluded from the study that portfolio implementation contributed to the writing skills of the students. In addition, it was found that the students found portfolio evaluation useful and fair.

In another study, Koyuncu (2006) also conducted a study with the sixth grade students in order to examine the effect of the European Language Portfolio (ELP) on learner autonomy. First of all, the researcher investigated the effect of traditional assessment tool on learner autonomy and concluded that they are not sufficient in developing learner autonomy with the participants. Secondly, the effect of ELP on learner autonomy was investigated. During the study, the students' use of the ELP in the lesson was observed and data collection instruments were their portfolios. At the end of the study, the interviews done with the participants indicated that ELP assisted the participants to become autonomous.

In another study, Özek (2009) conducted a study with 32 seventh grade students in Ankara University Educational Development Foundation Private Primary School. The effect of portfolio application was investigated on seventh grade students' reading comprehension skills and their attitudes towards English. The researcher preferred experimental study and the experimental and control group consisted of 16 participants. The effectiveness of the portfolio implementation was discussed through data collected. The results of qualitative data indicated that the portfolio implementation affected participants' success in a positive way. In addition, pre and post tests results indicated that portfolio implementation increased students' reading comprehension level. Finally, it was found out in the study that the portfolio implementation increased the motivation level of participants towards English lesson.

Demirel (2015) investigated the effect of portfolio on student achievement and motivation. The participants were 31 eighth grade students in a state school in Ankara city

center. They were divided into two similar groups in terms of achievement level. Pre-tests and post-tests were conducted before and after the portfolio implementation. The researcher also gave an attitude scale at the beginning and at the end of the study. The study lasted twelve weeks. The students were also asked 5 open ended questions to gather their opinions about portfolio. The results revealed that portfolio had positive effect on student achievement, however; it didn't affect opinions of students towards English lesson. The study also showed that portfolio had positive effect on writing, listening and reading but it had no effect on speaking skills. The interview carried out with the students revealed that they like portfolio activities.

**2.9.2.2. Studies conducted at elt department.** In a study, Atay (2003) conducted a study with ELT students at Marmara University. 48 student teachers prepared portfolios during school experience period. They were expected to write diaries throughout school experience period and to share their experience with other student teachers at the meetings organized by the researcher regularly. The study showed that portfolio implementation increased the capabilities of student teachers' teaching skills and they understood teaching and learning stages better. It was also found that the student teachers felt that they learnt new teaching skills from each other during meeting sessions.

In another study, Ozturk and Cecen (2007) looked into the effect of portfolio keeping on writing anxiety of students. Participants were from the preparatory class of English Language Teaching Department of a foundation university, in Istanbul, Turkey. Because they failed in the proficiency exam prepared by texting office of the university, they had to take preparatory courses for a year in order to begin their undergraduate program. Data were collected through Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004), a background questionnaire and two reflective sessions. The study was conducted in the first term of 2006-2007 academic year. The results of the study showed that portfolio keeping is rewarding for overcoming writing anxiety. The study also revealed that portfolios might affect the participants' future teaching practices positively.

In another study, Arslan (2014) searched the effect of blogging and portfolio keeping on a group of pre-service teachers' writing skill. The study was conducted in a compulsory writing course at a tertiary level English Language Teaching (ELT) program in Pamukkale University. The study especially investigated impact of receiving feedback from course instructor and peers in writing and giving feedback to peers writing through blogging and portfolios. The participants were 59 student teachers and they were divided into two groups

as portfolio group and blog group. The study lasted 28 weeks. Blog group students were expected to post their written work on personal blogs whereas portfolio group students were expected to keep personal portfolios. Both groups received feedback from course instructor and their peers. They also gave feedback to their peers' writing. The results of the study yielded that blogs and portfolios can be influential tools to combine feedback practice into writing process. In addition, the results indicated that the process of blogging and portfolio keeping, receiving and giving feedback improved writing skills of the students in terms of process, organization, content, language use, vocabulary, mechanics and accuracy. Finally, students preferred receiving feedback from the instructor.

Ok (2014) investigated the opinions of freshmen learners at an ELT department in Turkey on the portfolio process in the Advanced Reading-Writing Course regarding their progress in language and vocabulary use. The participants were 46 freshman learners attending the Department of English Language Teaching in Pamukkale University. Data were gathered through the reflective essays and unstructured interviews. The findings indicate that the portfolio-keeping process as part of the Advanced Reading-Writing Course helped students to improve their level in writing in terms of language and vocabulary use. The students also stated that the portfolio-keeping process helped them build their self-confidence in language and vocabulary use. It can be deduced from the study that portfolio keeping increased self-confidence of the students in writing and speaking skills. Furthermore; portfolio keeping helped to create a positive attitude towards writing in the target language.

**2.9.2.3. Studies conducted at preparatory schools.** In a study, Erden Burnaz (2011) investigated the perceptions of EFL learners towards the benefits and the challenges of keeping a portfolio. The study also aimed to find out the students' perceptions towards the effect of keeping a portfolio on learner autonomy. The participants were 21 intermediate level students at Galatasaray University Foreign Languages School. The researcher conducted pre- portfolio survey and open ended question survey before portfolio implementation and post portfolio survey and in-depth interviews with the students after the implementation. The study lasted thirteen weeks and the results showed that perceptions of students towards portfolio assessment were positive before and after the implementation. Most of the students preferred portfolio implementation to traditional assessment. The participants specified that they became more autonomous by means of keeping portfolio.



In another study, Goctu (2016) examined perspectives of students on portfolio assessment of EFL writing. The participants were 11 Preparatory School students who had failed in language study during one year at preparatory school at International Black Sea University. These students were thought that they needed a new radical approach to teaching writing. The students took two-month summer course with the application of portfolio formative assessment. After portfolio application, the participants became successful in language test. The participants were interviewed to discover students' opinions about the efficiency of portfolio assessment. The results of the study revealed that portfolio assessment is rewarding for students. Although they faced some problems during implementation process; they developed their problem solving skills and took their own responsibility for learning.

### **2.9.3. Studies on Effect of Portfolio on Writing Skill in the World**

Many studies have investigated the effects of portfolio keeping on writing skill in different contexts all around the world. The following section will discuss the portfolio studies conducted in primary and secondary school levels as well as introducing some other studies conducted in ELT contexts. These studies will shed some light on the effectiveness of portfolio keeping on writing skill depending on different levels and contexts.

**2.9.3.1. Studies conducted at primary and secondary level.** Taki and Heidari (2011) conducted a study in order to see the effectiveness of portfolio based writing in EFL learning. 40 pre- intermediate young learners studying English in a language center in Iran participated in the study. The study was in experimental design and the control and experimental group were determined randomly. The experimental group was assigned to write on five pre-determined topics in line with their course books. Their writing achievement and writing sub skills were assessed by two raters. On the other hand, the control group only did an assignment on writing and received feedback from their teacher. Data collection tools were questionnaires and self-assessments. The results of the study revealed that portfolio based writing affected language learning and writing ability positively. In addition, it was also found out that students developed a positive attitude toward portfolio assessment.

Tabatabaei and Assefi also (2012) aimed to find out the effect of portfolio assessment on writing performance and the writing sub skills of EFL learners in an English language institute. The participants were forty upper intermediate levels of Iranian EFL learners. The

participants were divided into two homogenous groups as control and experimental groups. Experimental group participants were assessed with portfolio assessment while control group participants were assessed with traditional assessment types. Data were collected through TOEFL test and Standardized Writing Test. The compositions were scored by three competent raters according to a rating scale. Portfolio group participants had one to one conference after each class. At the end of term, the experimental group students selected their best three writings for assessment. The results of the study showed that experimental group participants were more successful in their writing performance when compared to their control group participants' writing performance.

In a recent study, Saeed Ali and Hadidi (2017) investigated teachers' opinions about the impact of writing portfolio assessment in improving students' writing skills and how it facilitates their motivation to learn efficiently. 100 English teachers at Khartoum State participated in the study and they were consulted to give their views about the suitability of Writing Portfolio Formative Assessment (WPFA) in terms of students writing skills and writing motivation levels. Considering the participants' answers, some important results were reached. According to the study, writing portfolio can be accepted as a rewarding tool for improving students writing skills and it allows teachers to provide sudden clear and efficient written feedback to students. Moreover, WPFA develops students' meta-cognitive strategies, such as critical thinking and discussion. Portfolio assessment was also found to motivate students to learn and made students more confident and reflective. Finally, the study revealed that portfolio assessment facilitated learner autonomy.

**2.9.3.2. Studies conducted at ELT department.** In a study, Nezakatgoo (2010) aimed to find out the effect of portfolio assessment on final examination scores of EFL students' writing skill in College of Insurance in Iran. It was a quasi-experimental research as 40 university students were chosen and divided into control and experimental groups. Students had no portfolio experience before. The same teacher taught both groups in order to provide uniformity of instruction. All students were applied Comprehensive English Language Test (CELT), and Trinity's ISE (Integrated Skills in English) Writing Test. Instructional methods, course books and assignments were the same for both groups. The study lasted 16 weeks. During the study non portfolio group submitted their assignment and the instructor marked and commented each essay. Portfolio group submitted their assignment and got feedback on title, mechanics, sentence combining and conjunctions etc. At the end of term, portfolio group students brought their portfolio and selected best two

representations of their work. All pre-writing and drafts were included in the portfolio. Data analysis was done by SPSS 16 statistical program. The results of the study indicated that the portfolio group students had improved their writing skill and got higher scores on final examination. It can be concluded from the study that portfolio assessment could be applied as complementary to traditional assessment.

In another study, Qinghua (2010) investigated whether portfolio based writing assessment (PBWA) can contribute to the EFL writing improvement of Chinese university students in terms of accuracy, complexity, fluency and coherence. The participants were students of two sophomore English classes. One class was determined as experimental group and the other class was control group. Therefore, the study was in quasi experimental design. Both classes were taught by the same teachers and the writing teacher had 4-year teaching experience. Both groups consisted of 34 students and most of them had been learning English for eleven years. Two groups took the same assignments with the same teaching methods. The researcher applied essay tests before and after the PBWA project in both classes. The study yielded that PBWA developed EFL writing ability especially with regard to accuracy and coherence.

Ghoorchaei, Tavakoli and Ansari (2010) also searched the effect of portfolio assessment on Iranian EFL students' English writing skill. 61 undergraduate EFL students at University of Isfahan participated in the study. They completed general courses such as reading comprehension, speaking and paragraph writing successfully. They were divided into two groups according to a writing test. Experimental group was 30 students and control group was 31 students. In order to determine whether there existed any differences between the writing performance of the groups before and after the treatment, Mann-Whitney U test and T-test were used. Data collection tools were a writing test and interviews. During the study 'classroom portfolio model' was taken into consideration. The control group was evaluated traditionally with final exams while experimental group was evaluated with their portfolios. The results of the study indicated that portfolio group participants outperformed control group participants in their overall writing ability in terms of focus, elaboration, organization and vocabulary. The study also emphasized that portfolio implementation strengthened student learning of English writing.

In another recent study Farahian and Avarzamani (2018) aimed to find out the role of portfolios in EFL writers meta-cognition and their writing skills. The participants were divided into two groups as control and experimental group. The participants of the study were 69 undergraduate TEFL students studying in a university in Kermanshah, Iran. The

data collection instruments were meta-cognitive writing questionnaire (MWQ), essay tests, reflection sheets, students' attitude questionnaire. The teacher was one of the researchers and the study lasted 12 weeks. At the end of the study it was found out that the portfolio writing group outperformed the control group. The study revealed that portfolios promote the meta-cognition and writing proficiency of EFL learners. The study also showed that experimental group students had a positive attitude towards formative assessment and teacher/peer feedback. The study put forward that portfolios can be used in order to assess writing achievement of students.

#### **2.9.4. Studies on L2 Writing Motivation in Turkey**

There is dearth of research on writing motivation at primary and secondary level because little attention has been paid to the problems in writing classes at primary level. There are not any studies focusing on writing motivation of young learners. The following section will introduce some studies conducted in ELT contexts.

**2.9.4.1. Studies conducted at ELT department.** There have been some studies on writing motivation at university level in Turkish context. For example Aydın (2010) investigated the problems encountered and contributions of portfolios to the writing skill of EFL pre-service teachers. The participants were 39 pre-service teachers and data collection instruments were a background questionnaire, interviews, a survey, and essays. The study revealed that portfolio application can increase writing motivation and contribute to writing skills of students. It was suggested that teachers and teacher trainers should use portfolios as a teaching and learning tool.

In another study, Özdemir (2015) conducted a study in order to find out the effects of the use of blogs on writing motivation among Turkish EFL learners. The participants attended four week detailed process-based writing instruction. Participants were 48 pre-service teachers studying at the English Language Teaching Department of Balıkesir University. They were advanced level of students and were taking writing classes as a first time at university. Data collection tools were a background questionnaire, a motivation questionnaire and a writing achievement pre-test and post-test. The participants in the control group completed their tasks in traditional pen-paper writing process while experimental group participants completed their tasks with blogs. It was found out that blogging itself does not increase motivation and promote writing achievement but the process-based writing

instruction affects students' their achievement and motivation positively in traditional and blog environments.

In a recent study, Savran Çelik (2016) investigated the use of wikis on EFL writing motivation and writing achievement. Data were collected through a writing achievement test, a background questionnaire and a motivation questionnaire. 42 participants were assigned to the groups randomly; therefore, it was experimental study. The participants attended detailed process based instruction for four weeks. Control group participants completed their tasks in pen-paper writing process while experimental group participants performed their tasks via wikis. Results of the study revealed that wiki based online writing environment leads learners to get higher scores compared to traditional pen-paper writing environment. On the other hand, both traditional and wiki based environments improve participants' writing skills. According to the study, it can be concluded that wikis should be integrated into EFL learning process in order to increase EFL learners' writing motivation.

## CHAPTER III

### METHODOLOGY

In this chapter, research design, participants, data collection instruments, data collection procedures and data analysis methods are presented. According to Dörnyei (2007) a mixed methods study combines both qualitative and quantitative data in only a study with some attempts to integrate stages of the research process. The present study seeks answers for the following questions:

1. What are the effects of portfolio keeping and assessment on the participants' L2 writing motivation in EFL classes?
  - 1.a. Is there a difference between the pre-study and post-study results of control group regarding their L2 writing motivation?
  - 1.b. Is there a difference between the pre-study and post-study results of experimental group regarding L2 writing motivation?
2. What are the effects of portfolio keeping and assessment on participants' L2 writing achievement?
  2. a. Does portfolio keeping affect the participants' overall L2 writing achievement?
  2. b. Does portfolio keeping have influence on the participants' L2 writing sub skills: focus, elaboration, organization, conventions and vocabulary?

#### 3.1. Research Design

The present study employed mixed method approach involving qualitative interviews with students and pre-post writing tasks as well as quantitative pre-post surveys. Mixed method approach enables researchers to check the validity of their findings by comparing qualitative and quantitative data. Mixed method approach includes four different types one of which is embedded research design. The embedded strategy of mixed methods can be identified by its use of one data collection phase, during which both quantitative and qualitative data are collected simultaneously (Creswell, 2007). The researcher aimed to gain perspectives from different types of data or from different levels within the study therefore, she preferred embedded research design. Namely, a control group and an experimental group were involved in the study.

The present study was carried out at Baklan Cumhuriyet Middle School in the province of Denizli in 2018-2019 academic years. The study had quasi experimental design since it aimed to show whether there would be any differences in the participants' L2 writing achievement and their motivation towards L2 writing by comparing the experimental group and the control group after the portfolio-keeping process ended. The participants' L2 writing motivation level and their L2 writing achievement were compared through quantitative data collection instruments. In other words, pre-post writing task results and pre-post questionnaire results were compared to determine if there would be any changes in the results.

### **3.2. Sampling**

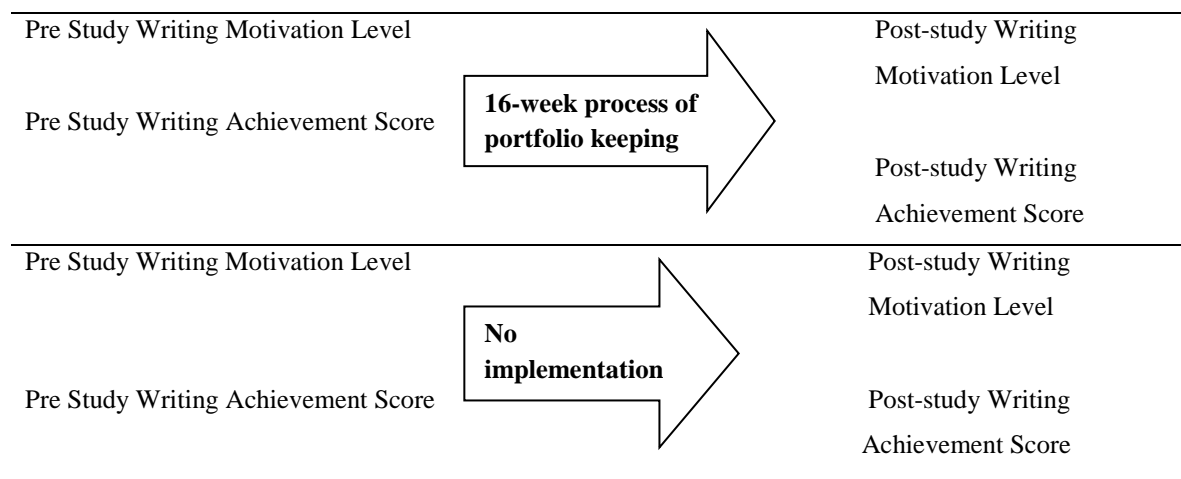
The study was conducted with 30 7<sup>th</sup> grade students at a state school in a district of Denizli province. Class 7/A was selected as the control group while class 7/B was selected as experimental group randomly; therefore, the study was quasi experimental in design. The English teacher of two the classes was the same teacher. Therefore; the two groups received the same English education with the same teaching methods, materials, and sources. The only difference between the two groups was the portfolio implementation. These similarities between two groups increased the reliability of study. The teacher was also the researcher so she had a chance to observe the developments closely and follow the phases of study. 7/B class had a 16-week portfolio implementation in their writing classes whereas 7/A class only followed the curriculum and the course book throughout these 16 weeks. The writing topics were chosen from the course book so that students could have ideas and some information about the portfolio tasks. The course books are prepared by taking CEFR into consideration by experts. For this reason, portfolio topics were also compatible with A1 and A2 CEFR levels.

The participants consisted of 30 7<sup>th</sup> grade students who were studying at Cumhuriyet Middle School. Their age ranged from 11 to 13 years old. Their English proficiency levels varied between A1 and A2 levels. Both the experimental group and the control group were taught English by the same teacher (the researcher), with the same topics and methods except for the portfolio implementation. At the very beginning of the study, the L2 writing motivation of the experimental and control group of students was measured by Academic Writing Motivation Questionnaire (AWMQ), (See Appendix 1 for both English and Turkish versions) adapted by Ashley Payne (2012). All writing tasks (See Appendix 2) were assessed through Writing Scoring Rubric, which was modified from Wang and Liao (2008), (See

Appendix 3). Pre and post writing tasks were evaluated weekly and analyzed with SPSS 22.0 statistical program at the end the of study. Lastly, first and last writing task results of the students were compared in order to see the effect of portfolio at the end of the study.

The participants in the portfolio group kept portfolios for 16 weeks while the participants in the control group had their usual L2 writing classes at the same period. At the end the of portfolio implementation process, the participants filled in the same writing motivation questionnaire (See Appendix 1). Pre and post questionnaire results were analyzed through SPSS 22.0 statistical program. Both groups had writing tasks (See Appendix 2) for 16 weeks but the experimental group kept their written works in their portfolios and they wrote second drafts according to the feedback given by their teacher. On the other hand, the control group received feedback and continued writing on the same topics in parallel with the experimental group. The writing results of the experimental and control group were assessed based on the same rubric (See Appendix 3). This part was the quantitative part of the study. In order to see the validity of quantitative results, the researcher had interviews (see Appendix 4) with the participants in experimental group. The researcher asked the following three questions in order to find out the opinions of the participants on the portfolio keeping process. The questions were: 1) Did you like portfolio activities in writing classes? 2) Did you benefit from the portfolio activities in writing classes? 3) Did you encounter any difficulties while completing your portfolio tasks in writing classes?

These three questions were prepared based on the writing motivation questionnaire to get more in-depth responses from the participants. All of the participants in the experimental group were interviewed individually at the end of 16-week portfolio keeping period. The participants' responses to the interview questions were recorded and analyzed to find out their views and opinions on the portfolio process.



*Figure 3.1.* Research process of the experimental group and the control group



### **3.2.1. The Control Group**

The Control group was determined by the researcher. It was 7/A class in Cumhuriyet Middle School and consisted of 15 students. Their ages ranged from 11 to 13 and their English proficiency level was considered A1 and A2 level based on the course books they study in their English classes. The participants in class 7/A (i.e. control group participants) were regarded as almost equal with the participants in class 7/B in terms of their English proficiency levels. Their English education had been very limited in primary level and their exposure to English had been limited as they had only two hours of English in a week. When they came to Middle School, the English lesson hours were increased to four hours based on to the curriculum. They were rarely engaged in writing activities in English classes due to insufficient lesson hours. During the study they had six hours of English lesson including Elective English lesson. Finally, it is important to note that they had never experienced a portfolio implementation before and they had no portfolio implementation during the present study, either.

### **3.2.2. The Experimental Group**

Experimental group was randomly assigned by the researcher as there were only two classes available for the study. It was 7/B class in Cumhuriyet Secondary School and consisted of 15 students. Their ages varied from 11 to 13 and their English proficiency level was considered A1 and A2 level. They were regarded as almost equal with 7/A in terms of their English proficiency levels. Their English education was in primary level and their exposure to English had been limited as they had only two hours of English in a week. When they came to Middle School, the English lesson hours were increased to four hours based on the curriculum. They were rarely engaged in writing activities in English classes due to insufficient lesson hours. During the study they had six hours of English lesson including Elective English lesson. Finally, they had never experienced portfolio implementation before. The participants in the experimental group were required to keep portfolios in which they had to keep their writing assignments and other tasks. Traditional portfolios were preferred due to the participants' socioeconomic levels. In other words, most of them may not have computers available in their homes.

## **3.3. Instruments**

In order to reveal the effect of the use of portfolio on the participants' motivation towards L2 writing and their writing achievement in secondary level EFL classes; various writing

tasks, a questionnaire (See Appendix 1) on writing motivation, semi-structured interviews (See Appendix 4) and a writing rubric (See Appendix 3) handling focus, elaboration, organization, conventions and vocabulary were used.

### **3.3.1. Writing Tasks**

Writing tasks were prepared by the researcher by taking curriculum and students' level and ages into consideration. While preparing writing tasks, the teacher took students' interests into consideration. Some portfolio tasks were prepared based on the participants' ideas and desires.

### **3.3.2. Questionnaire**

The questionnaire (See Appendix 1) was adapted from Payne's (2012) Academic Writing Motivation Questionnaire (AWMQ). In the questionnaire, there are 35 items in total and the scales are between 1 and five. The valuables were determined as follows: 1=Strongly disagree, 2=Disagree, 3=Uncertain, 4=Agree and 5=Strongly Agree. Our questionnaire measured the following factors: Intrinsic motivation (enjoyment), extrinsic motivation (recognition), and self-efficacy. Firstly, it was translated into Turkish in order to prevent any misunderstandings about items. Then, the items were simplified by considering young learners. We only changed the words from university to primary because the target group was young learners. As we did not change the core of the items, the items were measuring the same points as the original one, so the validity of the questionnaire was to remain the same. Nevertheless, the researcher got the opinions of two academicians and one lecturer working at Pamukkale University to ensure the validity of the questionnaire. Finally; reliability of questionnaire was measured by SPSS statistical program and it was found out to be quite high 0.89.

### **3.3.3. Pilot Study**

The researcher had conducted a pilot study with a different group (8<sup>th</sup> grades) before she applied the questionnaire to the experimental and control group in order to remove ambiguous items. At the end of the pilot study, it was understood that two items were not clear for young learners; therefore, they were clarified with examples. The first item was "05. Being a good writer will help me do well in my English lessons." and it was changed into "05. Being successful in writing English will help me be successful in my English classes. The second item was "16. I like to participate in English creative writing

assignments.” and it was changed into “16. I like to participate in creative English writing assignments such as completing an incomplete story or describing an unreal character.”

### 3.3.4. Rubric

The researcher used Writing Scoring Rubric (See Appendix 3) modified from Wang and Liao (2008) in order to grade all writing tasks. In the rubric, there were five criteria; focus, elaboration, organization, conventions and vocabulary. The assessment scores change from 1 to 5. The values were determined as follows: 1=very poor, 2=poor, 3=average, 4=good and 5=very good.

### 3.3.5. Reliability of Questionnaire

Soon after the pilot study, reliability of adapted questionnaire was measured with SPSS 22.0 statistical program Cronbach Alfa. Reliability of questionnaire was found out to be 0.89 which was highly reliable.

Table 3.1. *Reliability Statistics of Academic Writing Motivation Questionnaire*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.89	.89	35

### 3.3.6. Interviews

At the end of the study, semi-structured interviews (See Appendix 4) were conducted with the participants in the experimental group to get their opinions regarding portfolio keeping process. Interviews aim to understand the message given by the interviewees (McNamara, 2009). An open-ended question provides participants with more options for responding while a closed-ended question ensures a present response (Cresswell, 2012). Regarding this issue, semi-structured interviews were conducted with the participants in the control group. The researcher asked the following three questions in order to find out opinions of students about portfolio keeping. The questions were: 1) Did you like portfolio activities in writing classes? 2) Did you benefit from portfolio activities in writing classes? 3) Did you encounter any difficulties while completing your portfolio tasks in writing classes?

## 3.4. Data Collection Procedures

In the fall term of 2018-2019 academic year, with the permit of Provincial Directorate of National Education (See Appendix 5), the teacher distributed Academic Writing

Motivation Questionnaire (See Appendix 1) to the participants to gather their opinions about writing skill before portfolio keeping process. Then, the researcher started to implement portfolio keeping on 26<sup>th</sup> November and completed the study on 15<sup>th</sup> March. The results of writing tasks were evaluated by the researcher, another English teacher in the institution and also an instructor. Then the data collected through Writing Attitude Questionnaires were analyzed with SPSS 22.0 statistical program.

### 3.4.1. Procedure for the Experimental Group

The portfolio assessment model used in this study was based on the classroom portfolio model and consisted of three procedures: collection, selection and reflection, as suggested by Hamp-Lyons and Condon (2000).

Table 3.2. *Procedure for the Experimental Group*

Students		Teacher
1. Write up first draft	Repeat procedures for all writing tasks	1. Reflect upon all final drafts
2. Submit first draft to the teacher		2. Grade final drafts
3. Teacher's comments		
4. Revise first draft		
5. Write up final draft		
6. Conference with the teacher		
7. Do self-assessment		
8. Write up the final draft		
9. Collect final draft in portfolio		

The experimental group consisted of 15 students and the study lasted for 16 weeks. The participants in the portfolio group were supposed to keep personal portfolios during the sixteen-week period and to keep their classroom practices and assignments in their personal portfolios. Before the study, the stages of study were specified for the participants.

As the first step, the pre-study writing motivation questionnaire was applied to the students on 19<sup>th</sup> November, 2018. Next, the researcher explained portfolio teaching and assessment system with examples. The teacher said that a portfolio can contain anything that has a purpose such as writing, reading passages, worksheets, handouts, introduction page and content page. In the first week, the teacher distributed content page to all portfolio group participants and assigned students to write an introduction page by sticking pictures. Students wrote an introduction page and put it on the first page in folder and put content page on second page. The topics of portfolio tasks were determined based on 7<sup>th</sup> grade curriculum (See Table 3.3). Considering their levels, the participants were supposed to write

short passages in line with the syllabus. They were also engaged in grammar and vocabulary exercises so that they could produce better writings. While doing their home assignments they were free to do some search on the Internet regarding the relevant topics. The participants kept all their related assignments in their portfolios. Furthermore, they were free to keep any personal school work in the portfolios. For example; some participants included a picture of an animal that they described in writing, and sometimes put the picture of their favorite football player or artist. In order to monitor their portfolios closely, the teacher asked the participants to bring their portfolios to the class on a certain day regularly. Due to inadequate lesson hours, the teacher had one to one conference with each participant in the portfolio group for an hour each week. The participants received feedback for both pre-tasks and post-tasks and wrote second drafts of these tasks. Then, they put their first and second drafts in their portfolios so that they could see their errors and track their progress. At the end of the study post-study questionnaires and semi structured interview were conducted with the participants.

*Table 3.3. Steps of the Research Process for the Experimental Group*

STEP	DATE	PROCEDURE
1	19 <sup>th</sup> November, 2018	A pre-study questionnaire was applied to the students.
2	23 <sup>rd</sup> November, 2018	Portfolio keeping was introduced to the students and some samples were shown by the researcher.
3	Last week of November, 2018 (from 26 <sup>th</sup> to 30 <sup>th</sup> November)	Students were taught how to write an autobiography and were assigned to write an autobiography, stick their pictures on autobiography and finally put it on the first page of portfolios. Students were taught how to describe animals and they wrote a composition describing an animal as pre-task. The teacher gave feedback and students wrote a second draft. The students got feedback on second draft and put it into portfolio. Some worksheets and handouts were distributed by the teacher and students completed them and put them into portfolios. Finally, the students wrote compositions describing a different animal as post-task and got feedback. The students wrote a second draft and put them into their portfolios.
4	1 <sup>st</sup> week of December (from 3 <sup>rd</sup> to 14 <sup>th</sup> December)	
5	3 <sup>rd</sup> week of December (from 17 <sup>th</sup> to 28 <sup>th</sup> December)	Students were taught how to write biographies and they wrote a biography as pre-task. The teacher gave feedback and students wrote a second draft. The students got feedback on second draft and put it into portfolio. Some worksheets and handouts were distributed by the teacher and students completed them and put them into portfolios. Finally, the students wrote biography of a different person as post -task, got feedback and put them into their portfolios.

(continued)

Table 3.4. *Steps of the Research Process for the Experimental Group(continued)*

STEP	DATE	PROCEDURE
6	1 <sup>st</sup> week of January (from 2 <sup>nd</sup> to 11 <sup>th</sup> January)	Students were taught how to write their past experiences and they wrote a composition describing their last holiday as pre-task. The teacher gave feedback and students wrote a second draft. The students got feedback on second draft and put it into portfolio. Some worksheets and handouts were distributed by the teacher and students completed them and put them into portfolios. Finally, the students wrote compositions narrating their last holiday as post-task, got feedback and put them into their portfolios.
7	3 <sup>rd</sup> week of January (from 14 <sup>th</sup> to 31 <sup>st</sup> January)	Students were taught how to describe their interests and they wrote compositions about their interests and hobbies. The teacher gave feedback and students wrote a second draft. The students got feedback on second draft and put it into portfolio. Some worksheets and handouts were distributed by the teacher and students completed them and put them into portfolios. Finally, the students wrote compositions about their interests and hobbies as post-task, got feedback and put them into their portfolios.
8	1 <sup>st</sup> week of February (from 4 <sup>th</sup> to 15 <sup>th</sup> February) 3 <sup>rd</sup> week of	Students were taught how to describe people and they wrote compositions describing their best friend. The teacher gave feedback and students wrote a second draft. The students got feedback on second draft and put it into portfolio. Some worksheets and handouts were distributed by the teacher and students completed them and put them into portfolios. Finally, the students wrote compositions describing one of their family members as post task, got feedback and put them into their portfolios.
9	3 <sup>rd</sup> week of February (from 18 <sup>th</sup> to 28 <sup>th</sup> February)	Students were taught how to write invitation cards. They were shown sample invitation cards. The students wrote invitation cards to their best friends. The teacher gave feedback and students wrote a second draft. The students got feedback on second draft and put it into portfolio. Some worksheets and handouts were distributed by the teacher and students completed them and put them into portfolios. Finally, the students wrote invitation cards to their friends, got feedback and put them into their portfolios.
10	1 <sup>st</sup> week of March (from 4 <sup>th</sup> to 15 <sup>th</sup> March.	Students were taught how to write their predictions. They wrote about their future predictions (the world after a hundred years). The teacher gave feedback and students wrote a second draft. The students got feedback on second draft and put it into portfolio. Some worksheets and handouts were distributed by the teacher and students completed them and put them into portfolios. Finally, the students wrote compositions describing the world after a hundred years as post-task, got feedback and put them into their portfolios.
11	18 <sup>th</sup> March 2019	A post-study questionnaire was applied to the students.
12	25 <sup>th</sup> March 2019	The researcher interviewed 15 experimental group participants.

### 3.4.2. Procedure for the Control Group

The control group consisted of 15 participants who had never experienced portfolio keeping before this study. The pre-study writing motivation questionnaire was applied to the participants in the control group on 19<sup>th</sup> November, 2018. The teacher followed the

curriculum with course book and supported the course book with extra handouts, worksheets and presentations. The participants in the control group also completed writing tasks based on the syllabus and received feedback from their teacher. However, unlike the participants in the experimental group, they did not keep their works in portfolios. In addition, control group did not write second draft for their tasks. At the end of the study post-study questionnaires were applied to them; however, semi-structured interviews were not conducted with the participants in the control group.

*Table 3.5. Steps of the Research Process for the Control Group*

STEP	DATE	PROCEDURE
1	19 <sup>th</sup> November, 2018	A pre-study questionnaire was applied to the students.
2	1 <sup>st</sup> week of December (from 3 <sup>rd</sup> to 14 <sup>th</sup> December)	Students were taught how to describe animals they wrote a composition describing an animal as pre- task. The teacher gave feedback. Finally, the students wrote compositions describing a different animal as post- task and got feedback.
3	3 <sup>rd</sup> week of December (from 17 <sup>th</sup> to 28 <sup>th</sup> December)	Students were taught how to write a biography and they wrote a biography as pre-task. The teacher gave feedback. Finally, the students wrote biography of a different person as post task and got feedback.
4	1 <sup>st</sup> week of January (from 2 <sup>nd</sup> to 11 <sup>th</sup> January)	Students were taught how to describe their past experiences and they wrote a composition describing their last holiday as pre-task. The teacher gave feedback. Finally, the students wrote compositions narrating their last holiday as post-task and got feedback.
5	3 <sup>rd</sup> week of January (from 14 <sup>th</sup> to 31 <sup>st</sup> January)	Students were taught how to describe their interests and they wrote compositions about their interests and hobbies. The teacher gave feedback. Finally, the students wrote compositions about their interests and hobbies as post- task and got feedback.
6	1 <sup>st</sup> week of February (from 4 <sup>th</sup> to 15 <sup>th</sup> February)	Students were taught how to describe people and they wrote composition describing their best friend. The teacher gave feedback. Finally, the students wrote compositions describing one of their family members as post-task and got feedback.
7	3 <sup>rd</sup> week of February (from 18 <sup>th</sup> to 28 <sup>th</sup> February)	Students were taught how to write invitation cards. They were shown sample invitation cards. The students wrote invitation cards to their best friends. The teacher gave feedback. Finally, the students wrote invitation cards to their friends, got feedback.
8	1 <sup>st</sup> week of March (from 4 <sup>th</sup> to 15 <sup>th</sup> March.	Students were taught how to write their future predictions. They wrote about their future predictions (the world after a hundred years). The teacher gave feedback. Finally, the students wrote compositions describing the world after a hundred years as post-task and got feedback.
9	18 <sup>th</sup> March 2019	A post-study questionnaire was applied to the students.

To sum up, the participants in both the experimental and control group were exposed to the same L2 writing practices based on the same curriculum. However, unlike the

participants in the experimental group, the participants in the control group did not keep portfolios and did not write second drafts during the study. As a result, they did not have the opportunity to track their progress in writing classes.

### **3.5. Data Analysis**

In the present study, both quantitative and qualitative data collection instruments were used. Quantitative data were collected through pre-application questionnaire and post-application questionnaire. The questionnaire consisted of 35 five-point Likert scale items in total and the variables were between one and five. The valuables were determined as follows: 1=Strongly disagree, 2=Disagree, 3=Uncertain, 4=Agree and 5=Strongly Agree. These data were analyzed through the SPSS 22.0 statistical program. Apart from the questionnaires, pre and post writing tasks of both control group and experimental group were graded by using Writing Scoring Rubric modified from Wang and Liao (2008). In the rubric, there are five criteria; focus, elaboration, organization, conventions and vocabulary. The assessment scores change from 1 to 5. The values were determined as follows: 1=very poor, 2=poor, 3=average, 4=good and 5=very good. The results of pre and post tasks were also evaluated by SPSS 22.0 statistical program by looking at weekly development of the participants and pre-post writing task differences. Writing tasks were evaluated in terms of five criteria; focus elaboration, organization, conventions and vocabulary. The researcher herself, another English teacher working at a Middle School and an instructor working at Pamukkale University examined each criterion delicately and separately. The researcher investigated the effect of portfolio keeping on focus, elaboration, organization, conventions and vocabulary respectively.

As the last step, interviews were conducted with the participants in the experimental group to gather qualitative data for the present study. The interview consisted of three open ended questions. The researcher transcribed and analyzed the interviews thematically. Next, the data was analyzed through pattern-coding process (Miles & Huberman. 1994) to determine recurring themes. Finally, the statements were coded and similar codes were grouped whereas nonrecurring codes were omitted. In order to ensure the reliability of the analysis, a colleague also analyzed quarter of the data as supported by Creswell (2007). No major differences were observed and we reached an agreement on the recurrent themes in our analyses.



## CHAPTER IV

### RESULTS

This chapter presents the results of data analyses obtained from the two questionnaires applied to the participants before and after the portfolio application. The results of pre and post tasks which were performed throughout the study are also presented along with the results of the semi-structured interviews conducted with the participants at the end of the study. The analyses were interpreted based on both the quantitative and the qualitative data and were explained in order to answer the research questions. The results of the study are presented on the basis of the following research questions:

1. What are the effects of portfolio keeping and assessment on the participants' L2 writing motivation in EFL classes?

1. a. Is there a difference between the pre-study and post-study results of control group regarding L2 writing motivation?

1. b. Is there a difference between the pre-study and post-study results of experimental group regarding L2 writing motivation?

2. What are the effects of portfolio keeping and assessment on the participants' L2 writing achievement?

2. a. Does portfolio keeping affect the participants' overall L2 writing achievement?

2. b. Does portfolio keeping have influence on the participants' L2 writing sub skills; focus, elaboration, organization, conventions and vocabulary?

The quantitative data were analyzed by using the SPSS 22.0 statistical program. The descriptive statistics of the questionnaire and writing tasks were interpreted through the SPSS 22.0 program. The level of significance was accepted as  $\alpha=0.05$ , and the mean value for the significant difference was specified as  $p<0.05$  in the present study. The hypotheses for the questionnaire and the writing tasks were decided as follows:

The Null Hypothesis:  $H_0$ : There is no significant relation between the variables.

The Alternative Hypothesis:  $H_1$ : There is a significant relation between the variables.

The interpretation of these hypotheses will be as: "If  $p>0.05$ , then  $H_0$  is accepted, but if  $p<0.05$ , then  $H_0$  is declined and  $H_1$  is accepted."

#### 4.1. Distribution of Values for Writing Motivation Questionnaire

In order to decide whether the data parametric or non-parametric; normality test was applied. The distribution of data was decided based on the Shapiro-Wilk test as the number

of the participants was below 30. The results of the Shapiro-Wilk test indicated that the data were parametric ( $p > 0.05$ ). As the study had two groups, paired sampled T-test was applied to compare motivation levels of groups before and after the study.

**R.Q. 1.** What are the effects of portfolio keeping and assessment on the participants' L2 writing motivation in EFL classes?

**R.Q. 1a.** Is there a difference between the pre-study and post-study results of control group regarding L2 writing motivation?

#### 4.2. Pre-study and Post-study Results of Writing Motivation

The first sub research question R.Q.1a aimed to find out the differences between pre-study and post-study results of the participants in the control group in terms of their writing motivation level. The participants' pre- and post- survey writing motivation levels were compared by using Paired Samples T-test. Table 4.1 shows the results of the Paired Samples T-test for the control group.

Table 4. 1. *Comparison of the Pre-study and Post-study Results Regarding Writing Motivation Scores of Control Group*

Variable	Category	N	Mean	SD	T	P
Writing	Pre	15	3.24	.76	0.08	0.93
Motivation	Post	15	3.22	.91		

Table 4.1. demonstrates the results of Paired Samples T-test regarding the pre- and post-study writing motivation level of control group. The mean value of the participants' pre-study writing motivation level was  $\bar{x}=3.24$  and the mean value of the participants' post-study writing motivation level was  $\bar{x}=3.22$ . This meant that their writing motivation level was not too high or too low before and after the study. By examining the results of Paired Samples T-test analysis, the null hypothesis was accepted. In other words, there were statistically no significant differences between the pre-study and post-study mean values of the control group with regard to their writing motivation level ( $t= 0.08$ ;  $p=0.93$ ,  $p > 0.05$ ). It meant that writing motivation level of the control group did not seem to change much after the study.

**R.Q. 1b.** Is there a difference between the pre-study and post-study results of experimental group regarding L2 writing motivation?

The sub question R.Q.1.b aimed to discover the differences in the pre-study and post-study results of the participants in the experimental group in terms of their writing motivation level. As the students' pre-study and post-study results were to be compared; Paired Samples T-test was conducted. The participants' pre- and post-study writing motivation levels were compared through Paired Samples T-test. Table 4.2 shows the results of the Paired Samples T-test for the experimental group.

Table 4.2. *Comparison of the Pre-study and Post-study Results Regarding Writing Motivation Scores of Experimental Group (Portfolio Group)*

Variable	Category	N	Mean	SD	T	P
Writing	Pre	15	3.00	0.52	-2.12	0.42
Motivation	Post	15	3.47	0.68		

Table 4.2 demonstrates the results of Paired Samples T-test in terms of the pre- and post-study writing motivation level of experimental group (portfolio group). The mean value of the participants' pre-study writing motivation level was  $\bar{x}=3.00$  and the mean value of the post-study writing motivation was  $\bar{x}=3.47$ . According to the results of Paired Samples T-test analysis, there was not a statistically significant difference between the pre-study and post-study mean values of the participants' writing motivation level ( $t=-2.12$ ;  $p=0.42$ ,  $p>0.05$ ). However, at the end of sixteen-week portfolio keeping process, the mean value of the participants writing motivation level increased from 3.00 to 3.47. Therefore, it can be concluded from Table 4.4 that writing motivation level of experimental group was positively affected by portfolio application to a certain extent.

### 4.3. Pre-Post Results of Writing Tasks

The results of writing tasks were evaluated based on Writing Scoring Rubric (See Appendix 4) modified from Wang and Liao (2008). The rubric consists of the sections: focus, elaboration, organization, conventions and vocabulary. The values range from 1 to 5 and the scoring for the answers is as follows: very good=5, good=4, average=3, poor=2, very poor=1. In order to decide whether the data were parametric or non-parametric; normality test was applied. The distribution of data was decided by looking at Shapiro-Wilk test as the number of the participants was below 30. The results of the Shapiro-Wilk test indicated that the data were parametric ( $p>0.05$ ). As the study had two groups, T-test was applied in order to compare writing achievement of both groups before and after the study.

**R.Q. 2.** What are the effects of portfolio keeping and assessment on the participants' L2 writing achievement?

**R.Q. 2a.** Does portfolio keeping affect the participants' overall writing achievement?

The second research question aimed to find out the differences between pre-study and post-study results of the control group and experimental group in terms of their writing achievement. In an experimental study, if the groups are independent from each other and variations are homogenous, T-test must be used (Ravid, 1987). According to Ravid (1994), T-test is a strong statistic; therefore, if there is not a third variation, t-test can be used confidently. Especially with small groups, size of two groups is desired to be similar. As each group consists of 15 students and there were two independent groups, T-test was preferred in order to compare results of first writing tasks and results of final writing tasks.

The comparison of the control group's pre- and post- tasks results is related to their overall writing achievement. The participants' means of first writing tasks and means of final writing tasks were compared through T-test. Table 4.3 shows the results of T-test for the control group.

Table 4.3. *Comparison of the First Writing Task and Final Writing Task Results Regarding Writing Achievement Scores of Control Group*

Variable	Category	N	Mean	SD	T	P
Writing	Pre Writing Task	15	2.02	.85	-.89	.37
Achievement	Post Writing Task	15	2.37	1.22		

Table 4.3 demonstrates the results of T-test regarding the first and final writing task of control group. The mean value of the participants' first writing task was  $\bar{x}=2.02$  and the mean value of the participants' final writing task was  $\bar{x}=2.37$ . This meant that there was a change but it was not significant. Considering Table 4.3, the null hypothesis was accepted. In other words, there were statistically no significant differences between the first and final writing task values of the control group with regard to writing achievement ( $t= -.89$ ;  $p=.37$ ,  $p>0.05$ ). It meant writing achievement of control group was almost the same at the beginning and at the end of the study.

The comparison of the experimental group's pre- and post- tasks results are related to their overall writing achievement. The participants' means of first writing tasks and means of final writing tasks were compared through T-test. Table 4.4 shows the results of T-test for the experimental group.

Table 4.4. *Comparison of the First Writing Task and Final Writing Task Results Regarding Writing Achievement Scores of Experimental Group*

Variable	Category	N	Mean	SD	T	P
Writing	Pre Writing Task	15	1.94	.82	-4.65	.00*
Achievement	Post Writing Task	15	3.49	.98		

\* $p < 0.05$

Table 4.4 demonstrates the results of Paired Samples T-test in terms of the pre- and post-writing tasks of experimental group (portfolio group). The mean value of the participants' first writing task was  $\bar{x}=1.94$  and the mean value of participants' final writing task was  $\bar{x}=3.49$ . According to the results of Paired Samples T-test analysis, there was a statistically significant difference between mean values of participants' first writing tasks and final writing tasks with regard to writing achievement ( $t=-4.65$ ;  $p= .00$ ,  $p < 0.05$ ). According to Table 4.4, it can be said that the alternative hypothesis was accepted and the null hypothesis was declined ( $p < 0.05$ ). At the end of sixteen-week portfolio keeping process, the mean value of the participants' writing achievement increased from 1.94 to 3.49. It can be concluded from Table 4.4 that writing achievement of experimental group was positively and significantly affected from portfolio keeping. In other words, portfolio keeping considerably increased overall writing achievement of the participants in the experimental group.

**R.Q. 2b.** Does portfolio keeping have influence on the participants' L2 writing sub skills; focus, elaboration, organization, conventions and vocabulary?

This research question is related to sub-skills of writing. The question aimed to demonstrate the differences of sub-skills between first writing task and final writing task. The participants' writing achievement was examined in terms of focus, elaboration, organization, conventions and vocabulary. In order to compare sub-skills of writing, Paired Sampled T-test was used with the control group. The participants' pre- and post- writing sub-skills were compared separately. Table 4.5. indicates the results of writing sub-skills of the Paired Samples T-test for the control group.

Table 4.5. Comparison of the First Writing Task and Final Writing Task Results Regarding Writing Sub-skills of Control Group

Variable	Category	N	Mean	SD	T	P
Focus	Pre Task	15	2.33	1.17	-.40	.68
	Post Task	15	2.53	1.50		
Elaboration	Pre Task	15	1.86	.91	-1.04	.30
	Post Task	15	2.26	1.16		
Organization	Pre Task	15	1.73	.79	-1.46	.15
	Post Task	15	2.26	1.16		
Conventions	Pre Task	15	1.86	.74	-.79	.43
	Post Task	15	2.13	1.06		
Vocabulary	Pre Task	15	2.33	.97	-.74	.46
	Post Task	15	2.66	1.44		

Table 4.5. shows the results of Paired Sampled T-test regarding the first and final writing task of control group regarding writing sub skills. At the beginning of the study, the mean value of the participants' focus sub-skill was  $\bar{x}=2.33$  and at the end of the study the mean value of the participants' focus sub-skill was  $\bar{x}=2.53$ . This meant that focus sub-skill of writing of the participants did not change after study. By examining the results of Paired Samples T-test analysis, it can be concluded that there were statistically no significant differences between the first and final writing task values of the control group with regard to focus sub-skill ( $t= -.40$ ;  $p=.68$ ,  $p>0.05$ ). Secondly, the pre-task mean value of the participants' elaboration sub-skill was  $\bar{x}=1.86$  and post-task mean value of the participants' elaboration sub-skill was  $\bar{x}=2.26$ . This meant that there were statistically no significant differences between the first and final task values of control group with regard to elaboration sub skill ( $t= -1.04$ ;  $p=.30$ ,  $p>0.05$ ). Thirdly, the pre-task mean value of the participants' organization sub-skill was  $\bar{x}=1.73$  and post-task mean value of the participants' organization sub-skill was  $\bar{x}=2.26$ . This meant that there were statistically no significant differences between the first and final task values of control group with regard to organization sub-skill ( $t= -1.46$ ;  $p=.15$ ,  $p>0.05$ ). Next, the pre-task mean value of the participants' conventions sub-skill was  $\bar{x}=1.86$  and post-task mean value of the participants' organization sub-skill was  $\bar{x}=2.13$ . This meant that there were statistically no significant differences between the first and final task values of the control group with regard to conventions sub-skill ( $t= -.79$ ;  $p=.43$ ,  $p>0.05$ ). Finally; the pre-task mean value of the participants' vocabulary sub-skill was  $\bar{x}=2.33$  and post-task mean value of the participants' vocabulary sub-skill was  $\bar{x}=2.66$ . This meant that

there were statistically no significant differences between the first and final task values of control group with regard to vocabulary sub-skill ( $t = -.74$ ;  $p = .46$ ,  $p > 0.05$ ). Table 4.5 shows that writing sub-skills of the control group were not affected by the present study because they did not keep portfolios or any other implementation. There were very few differences between pre- and post- tasks and this may stem from the teacher feedback they received on their writing tasks.

Table 4.6. *Comparison of the First Writing Task and Final Writing Task Results Regarding Writing Sub- skills of Experimental Group*

Variable	Category	N	Mean	SD	T	P
Focus	Pre Task	15	2.06	1.09	-5.80	.00*
	Post Task	15	4.13	.83		
Elaboration	Pre Task	15	1.93	.96	-4.56	.00*
	Post Task	15	3.66	1.11		
Organization	Pre Task	15	1.73	.70	-4.46	.02*
	Post Task	15	3.13	.99		
Conventions	Pre Task	15	1.66	.61	-2.50	.01*
	Post Task	15	2.53	1.18		
Vocabulary	Pre Task	15	2.33	1.04	-4.31	.00*
	Post Task	15	4.00	1.06		

\* $p < 0.05$

Table 4.6. shows the results of Paired Sampled T-test regarding the first and final writing task of experimental group regarding writing sub-skills. At the beginning of the study, the mean value of the participants' focus sub-skill was  $\bar{x} = 2.06$  and at the end of the study the mean value of participants' focus sub-skill was  $\bar{x} = 4.13$ . This meant that focus sub-skill of writing of the participants increased after study. By examining the results of Paired Samples T-test analysis, it can be concluded that there was a statistically significant difference between the first and final writing task values of the experimental group with regard to focus sub-skill ( $t = -5.80$ ;  $p = .00$ ,  $p < 0.05$ ). Secondly, the pre-task mean value of the participants' elaboration sub-skill was  $\bar{x} = 1.93$  and post-task mean value of the participants' elaboration sub-skill was  $\bar{x} = 3.66$ . This meant that there was a statistically significant difference between the first and final task values of experimental group with regard to elaboration sub-skill ( $t = -4.56$ ;  $p = .00$ ,  $p < 0.05$ ). Thirdly, the pre-task mean value of the participants' organization sub-skill was  $\bar{x} = 1.73$  and post-task mean value of the participants' organization sub-skill was  $\bar{x} = 3.13$ . This meant that there was a statistically significant difference between the first and final task values of experimental group with regard to

organization sub-skill ( $t= -4.46$ ;  $p= .02$ ,  $p<0.05$ ). Next, the pre-task mean value of the participants' conventions sub-skill was  $\bar{x}=1.66$  and post-task mean value of the participants' organization sub-skill was  $\bar{x}=2.53$ . This meant that there was a statistically significant difference between the first and final task values of experimental group with regard to conventions sub-skill ( $t= -2.50$ ;  $p= .01$ ,  $p<0.05$ ). Finally, the pre-task mean value of the participants' vocabulary sub-skill was  $\bar{x}=2.33$  and post-task mean value of the participants' vocabulary sub-skill was  $\bar{x}=4.00$ . This meant that there was a statistically significant difference between the first and final task values of experimental group with regard to vocabulary sub-skill ( $t= -4.31$ ;  $p=.00$ ,  $p<0.05$ ). Furthermore, it can be deduced from Table 4.6. that participants mostly were able to improve their focus and elaboration writing sub-skills by keeping portfolios as the mean differences were as follows: 2.07 (focus), 1.73 (elaboration), 1.4 (organization), 0.87 (conventions) and 1.67 (vocabulary). It is also clear from the differences that participants were able to improve their conventions sub-skill the least. This may be because of the duration of the study. Convention sub-skill may require a longer period of time to develop because grammatical structures are difficult to learn and put into practice within a short span of time. The participants might have needed some more practice to internalize the grammar structures they had just learned so that they could improve their accuracy in using these structures appropriately in their writings.

#### 4.4. Weekly Development of the Writing Tasks of Control Group and Experimental Group

Table 4.7 shows the developmental process of writing sub-skills during 16 weeks for the control group. Within this time, the participants in the control group did not keep portfolios but they received feedback for their writing tasks.

Table 4.7. *Development of Writing Sub-skills for the Control Group during 16 Weeks*

Variable	Mean						
	1 <sup>st</sup> task	2 <sup>nd</sup> task	3 <sup>rd</sup> task	4 <sup>th</sup> task	5 <sup>th</sup> task	6 <sup>th</sup> task	7 <sup>th</sup> task
Focus	2.33	2.67	2.67	2.60	2.50	2.70	2.53
Elaboration	1.86	2.07	2.10	2.40	2.10	2.55	2.26
Organization	1.73	1.87	2.00	2.07	2.32	2.33	2.26
Conventions	1.86	1.73	1.67	1.87	2.13	2.40	2.13
Vocabulary	2.33	2.33	2.27	2.40	2.47	2.53	2.66

It can be concluded from Table 4.7 that the participants in the control group were able to improve their writing sub-skills slightly. There may be a few exceptions due to



simplicity or difficulty of tasks, interests of the participants and their background knowledge about the topics. In general, the participants in the control group made a fairly small progress in sub-skills, which was expected.

*Table 4.8. Development of Writing Sub-Skills for the Experimental Group during 16 Weeks*

Variable	Mean						
	1 <sup>st</sup> task	2 <sup>nd</sup> task	3 <sup>rd</sup> task	4 <sup>th</sup> task	5 <sup>th</sup> task	6 <sup>th</sup> task	7 <sup>th</sup> task
Focus	2.06	2.93	3.27	3.40	3.33	3.73	4.13
Elaboration	1.93	2.00	2.40	3.13	3.47	3.60	3.66
Organization	1.73	2.20	2.47	2.40	2.87	3.67	3.13
Conventions	1.66	1.87	1.80	2.33	2.33	2.80	2.53
Vocabulary	2.33	2.47	2.67	3.87	3.60	3.73	4.00

Table 4.8 shows the developmental process of sub-skills for the experimental group in sixteen weeks. During this time, the participants in the experimental group wrote second drafts and received feedback for their writing tasks. It can be concluded from Table 4.8. that the participants in the experimental group consistently improved their writing sub-skills. There may be a few exceptions due to simplicity or difficulty of tasks, interests of students and background knowledge about the topics. In general, it can be concluded that the participants in the experimental group made a significant progress in sub skills during the study.

#### **4.5. Student Interviews**

As the final part of the data collection process, semi-structured interviews were carried out with the participants in the experimental group. The participants' responses to the interview questions were content analyzed. The analysis of each question was placed under a category. For the data gathered through the semi-structured interviews, content analysis was conducted and the statements of 15 experimental group students were categorized according to recurrent answers. For this purpose, the interview questions are listed below:

- 1) Did you like portfolio activities in writing classes?
- 2) Did you benefit from portfolio tasks in writing classes?
- 3) Did you encounter any difficulties while completing your portfolio tasks in writing classes?

#### 4.5.1. Interview Question 1: Did You Like Portfolio Activities in Writing Classes?

The 15 participants' ideas about portfolio keeping were collected through interviews. The first interview question was related to the experimental group participants' attitudes towards portfolio keeping in writing classes. The replies of the participants are shown below in Table 4.9. below.

Table 4.9. *Participants' Responses to the Question: "Did you like portfolio activities?"*

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15
Yes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
No													✓		
Neutral											✓				

As Table 4.9. demonstrates according to the analysis of data collected from the interviews conducted with 15 participants, 13 participants stated that they liked the portfolio activities in writing classes. P13 stated that he did not like portfolio activities and P11 stated that she was neutral about portfolio activities. In sum, almost all of the participants presenting their opinions stated that they liked portfolio activities.

Considering the replies, it can be concluded that the participants have positive attitude towards portfolio activities in writing classes; therefore, it can be commented that portfolio keeping affected participants writing motivation positively. Only a participant stated that he did not like portfolio activities and this may be due to his failure in English and Turkish subject as well. Writing could have been very challenging for this participant. The other participant who was neutral about portfolio activities might have found the portfolio activities difficult as well.

#### 4.5.2. Interview Question 2: Did You Benefit from Portfolio Tasks in Writing Classes?

The second question of the interview investigated the benefits of portfolio activities on the participants in writing classes. The participants' responses for this question are illustrated in Table 4.10 below.

Table 4.10. *Emerging Themes Regarding the Benefits of Portfolio Activities in Writing Classes*

<b>Participant No:</b>	<b>Themes</b>
P1,P2,P3,P4,P5,P10,P12,P14,P15 (9)	Sentence Structure
P1,P3,P4,P5,P6,P8,P10,P12,P15 (9)	Vocabulary
P1,P2,P3,P6,P8,P9,P12 (7)	Research Skills
P1,P4,P8,P9,P10,P14 (6)	Spelling
P4, P5, P6, P7, P15 (5)	Conjunctions
P1,P2,P3,P9,P14 (5)	Exams

According to Table 4.10. majority of the participants pointed to the issue of “sentence structure” as the benefits of portfolio keeping. Furthermore, 9 participants stated that they benefited from portfolios in terms of “vocabulary.” In addition, 7 participants gave statements regarding the issue of “research skills”. Moreover, 6 participants made statement related to the “spelling” and 5 participants stated that they took advantage of portfolios with regard to “conjunctions”. The last theme emerged from the statements of 5 participants was “exams”. The themes stated by less than two participants were not included in the study.

#### *Theme 1: Sentence Structure*

According to the data gathered from the interviews, it is clear that most of the students made use of portfolios in various ways. For example, P4 said *“I can compose longer sentences and longer paragraphs after portfolio keeping process.”* To support this claim, P5 said, *“To be honest, I couldn’t manage to form grammatical and meaningful sentences in English before. After portfolio keeping process my ability to write sentences in English has almost doubled while writing a composition as I have increased my vocabulary capacity.* Regarding this issue, P12 said *“I have used the words properly and more comfortably in the sentence. Now I can make clearer sentences. I can piece together vocabulary easily. My imagination has improved as well as writing.* Finally, related to sentence structure P15 said *“I had difficulty in deciding how to start a sentence but these difficulties gradually decreased in the course of time.”*

The statements of the participants indicate that portfolio application is beneficial for students regarding “sentence structure” issue. Throughout the study the participants completed 14 writing tasks and they also wrote 14 second drafts. Then, the participants received feedback from their teacher with face to face conference. Being exposed to so many writing activities must have contributed to their sentence structure skills. Furthermore, teacher feedback showed the participants their deficiencies and they focused on these areas.

Gaining new vocabulary during portfolio keeping process may have also facilitated their sentence structure abilities. It can be concluded that portfolio application conducted with process writing principles contributed to the sentence structure ability of the participants.

#### *Theme 2: Vocabulary*

Considering the data gathered from the interviews, majority of the participants benefited from portfolios in terms of “vocabulary” knowledge. Related to vocabulary, P1 said *“I have learnt new words and used them in my paragraphs.”* Furthermore, P8 said *“Portfolios provided me with correct pronunciations of some vocabulary and helped me to find suitable vocabulary for a sentence.”* Finally, P10 said *“I learnt the meanings of the words that I did not know before and portfolio activities increased my vocabulary capacity”*. Considering all these statements, it can be inferred that portfolio application contributed to the vocabulary knowledge of the participants to a great extent. This may be due to minimum word limit for writing assignments. In addition, the participants used dictionary to complete writing assignments and did some research on the Internet for portfolio assignments, which increased their vocabulary knowledge.

#### *Theme 3: Research Skills*

The data collected through the interviews shows that almost 50% of the participants stated that they improved research skills by means of portfolio assignments. For example, P2 said *“The assignments given by our teacher improved my research skills as well.”* Related to research skills, P3 said *“I learnt how to find information on the Internet and how to transform knowledge into writing.* In addition, P8 said *“Thanks to research assignments, I improved my research skills, discovered environment and could understand what was happening around me.”* When these statements are considered, it can be concluded that participants improved their research skills by means of writing assignments. It can be interpreted that participants improved their research skills while searching appropriate vocabulary for sentences and doing research on a particular topic in order to complete writing tasks.

#### *Theme 4: Spelling*

According to the data gathered from the interviews, 6 out of 15 participants stated that they had decreased spelling problems in writing. For example, P4 said *“As I was keeping a regular file, I had the opportunity to go back and review my mistakes. Therefore, I realized*

*my spelling mistakes and corrected them.*” Furthermore, P14 said *“I can write words more accurately anymore.”* Also, P10 said *“Portfolio activities particularly improved my spelling in writing.”* Taking these statements into consideration, it can be clearly seen that students noticed their spelling mistakes by looking at previous assignments in their portfolio files. As the participants regularly did writing assignments, they had the chance of using some words repeatedly and so corrected problematic words.

#### *Theme 5: Conjunctions*

The data gathered from the interviews show that one third of the participants stated that they started to use new conjunctions throughout the study. For example, P6 said *“Before portfolio keeping, I had not used conjunctions in my writing and I changed this. I am using connectors such as but, because and maybe anymore.”* In addition, P5 said *“I learnt very useful conjunctions during portfolio keeping process. For instance, I had not known the meaning of ‘in order to’ and I realized that I can use it to give purpose in a sentence.”* As the last participant P7 said *“I was rarely utilizing conjunctions but now I am using them as much as I can.”* As one can see, participants started to use conjunctions more frequently after portfolio application. It can be deduced that the participants learned to use new conjunctions while completing assignments thanks to the feedback they received from their teachers throughout the portfolio keeping process.

#### *Theme 6: Exams*

The statements of the participants indicate that portfolio application is beneficial for participants in examinations. To give an example, P2 said *“Our teacher usually asks reading and writing questions in the exams and I was having some problems while building sentences for these questions. After portfolio activities, I started to answer the questions easily in the exams.”* To support this claim, P3 said *“I improved my English thanks to portfolio activities so I got higher grades from the last exam.”* In addition, P9 said *“Portfolio assignment helped me in my English exams.”* Considering these statements, it can be concluded that some participants benefited from portfolio tasks in the English exams. This may result from their constant exposure to English throughout 16 weeks. The participants learnt new vocabulary, conjunctions as well as having the opportunity to see their grammar, spelling and word choice errors. By revising their mistakes, the participants did not do the same mistakes in the exams and got higher marks in the exams. Portfolio assignments may have improved the participants’ comprehension skills as well.

Considering the participants' statements, it can be concluded that the participants benefited from portfolio tasks in many ways. The main area in which the interviewed participants improved themselves was sentence structure. They were able to form more accurate sentences as they were provided constant feedback by their teachers during the portfolio keeping process. In addition, a great deal of participants increased their vocabulary capacity. They learned how to use these words appropriately in their writings. Furthermore, the participants improved their research skills by means of portfolio tasks as they had to do some search on the writing tasks assigned by their teacher using the Internet or other sources. Also, they started to make fewer spelling mistakes and they started to use various new conjunctions. Lastly, the participants found portfolio tasks beneficial for the exams.

#### **4.5.3. Interview Question 3: Did You Encounter any Difficulties while Completing Your Portfolio Tasks in Writing Classes?**

The third question of the interview was related to the difficulties while completing portfolio tasks in writing classes. The participants' responses for these questions are illustrated in Table 4.11. below.

Table 4.11. *Emerging Themes Regarding the Difficulties of Portfolio Tasks in Writing Classes*

<b>Participant No:</b>	<b>Themes</b>
P1,P4,P5P8,P10,P12,P13 (7)	Lack of Vocabulary
P2,P3,P8,P10,P11 (5)	Paragraph Organization
P6,P7,P9,P14,P15 (5)	No difficulties mentioned
P5,P8,P13 (3)	Time constraints

As Table 4.11 demonstrates, almost half of the participants stated that they had problems in finding appropriate vocabulary while performing portfolio tasks. In addition, one third of the participants stated they had difficulty in "paragraph organization". On the other hand, 5 participants said that they did not encounter any difficulties while completing portfolio tasks so they did not mention any difficulties. As a result, "no difficulties mentioned" heading turned out to be a theme. The last theme was related to "time constraints". The themes stated by less than two participants were not included in the study.

##### *Theme 1: Lack of Vocabulary*

According to the data obtained from the interviews, it is clear that most of the participants had difficulty in finding appropriate vocabulary while completing their portfolio

tasks. For example, P4 said *“I had difficulty in finding the meanings of some words.”* To support this claim, P8 said, *“I had difficulty in finding words because finding words was troublesome at some times”*. Regarding this issue, P13 said *“Words didn't come to my mind. I looked at the dictionary. I couldn't find them in the dictionary, so I searched it on the Internet.”*

The statements of the participants indicate that finding appropriate vocabulary was difficult for most of the participants. Their level was A2 level so their English levels may have caused this hardship. Furthermore, the participants encountered portfolio keeping for the first time in their life which affected their vocabulary knowledge. The participants had not written compositions, essays or stories before the portfolio application so they did not need various words before portfolio keeping. P4, P8 and P13 remarked that they had difficulty in finding words in the dictionary. This may have resulted from their inability to use dictionaries; therefore, students should be trained on how to use dictionaries at the beginning of every term.

### *Theme 2: Paragraph Organization*

Considering the data gathered from the interviews, one third of the participants had difficulty is “paragraph organization”. With regard to paragraph organization, P3 said *“At first, I had difficulty in writing a paragraph in the portfolio because I couldn't organize my opinions or sentences. The portfolio improved it over time.”* In addition, P10 said *“I had difficulty in deciding how to start a paragraph.”* Finally, P11 said *“Some of my sentences were irrelevant with each other in the paragraphs”*. Considering all these statements, it can be deduced that some students couldn't organize their ideas easily.

According to the statements of the participants it was clear that organization of paragraph was challenging for some of them. As the participants did not write much before, they did not know how to start or conclude sentences.

### *Theme 3: No difficulties mentioned*

P6, P7, P9, P14, P15 said *“I didn't face any difficulties”*. Some students stated that they didn't face any difficulties and this may have resulted from constant support given by the teacher throughout the study. From a different perspective, they were successful in English language; therefore, they could overcome the challenges without realizing.

#### *Theme 4: Time constraints*

The data gathered from the interviews show that some participants had problems with “time constraints”. For example, P5 said “*Sometimes I had little time so I couldn't afford my time. I mean, the biggest problem I encountered was not to have enough time. I could write better if I had more time.*” To support this claim, P8 said *I couldn't complete some of my portfolio task in time because it took too much time*”. Finally, P13 said “*I wish I had more time*”.

The statements of the participants show that some participants had some problems with completing portfolios in time. This may be due to the intensive process of writing which could be overwhelming for some of the participants. In addition, the participants had other subjects and assignments which took a great deal of their time.

In general, the interviews of the participants indicate that the participants were motivated to write in English although they encountered some minor problems at some times. It can be concluded from the first two questions that keeping portfolio positively affected the participants' writing motivation. It is clear from the second question that portfolio keeping affected some sub-skills of writing skill such as organization, conventions and vocabulary. It can be understood from the final question that students faced some difficulty while completing portfolio tasks; however, these hardships didn't decrease writing motivation of students. It can be commented on that portfolio keeping can facilitate some challenges of writing skill.



## **CHAPTER V: DISCUSSION, CONCLUSION, SUGGESTIONS**

In this chapter, the discussion of the study and conclusions will be presented. Next, the implications of the study will be mentioned. Finally, suggestions for further research will be presented in this part of the study.

### **5.1. Discussion**

In this part, findings of the study are discussed on the basis of research questions. These findings are discussed considering the findings of some previous studies conducted in similar contexts. The similarities or differences between the findings of present study and other studies are emphasized, as well.

#### **5.1.1. Research Question 1: What are the Effects of Portfolio Keeping and Assessment on the Participants' Writing Motivation in EFL Classes?**

One of the aims of the present study was to examine the effect of portfolios on a group of young learners' motivation towards L2 writing. It can be deduced from Table 4.2 that writing motivation level of experimental group was positively affected by portfolio application. As Table 4.1 and Table 4.2 indicated, there was not a significant increase in the motivation level of the control group while the writing motivation level of the participants in the experimental group increased as there was some difference between pre- and post-study mean values. At the end of the sixteen-week portfolio keeping process, the mean value of the experimental group participant's writing motivation level increased from 3.00 to 3.47. The Interview results carried out with experimental group participants also supported this claim. According to Table 4.9, 13 out of 15 participants stated that they liked portfolio activities, which indicated that majority of the participants had a positive attitude towards portfolio keeping.

The findings of Table 4.2 agree with the findings of Farahian and Avarzamani (2018) because this study also revealed that experimental group students had a positive attitude towards formative writing portfolio assessment and teacher/peer feedback. Moreover, the findings of the present study are parallel with the study of Saeed Ali and Hadidi (2017), who investigated teachers' opinions about the impact of writing portfolio assessment in improving students' writing skills and how it facilitated their motivation to learn efficiently.

According to the study, portfolio assessment in writing classes motivated students to learn and made students more confident and reflective. In addition, Özek (2009) investigated the effect of portfolio application on seventh grade students' reading comprehension skills and their attitudes towards the English lessons. The study revealed that the portfolio implementation increased the motivation level of participants towards the English lesson. In another study, Koyuncu (2006) conducted a study with the sixth grade participants in order to examine the effect of the European Language Portfolio (ELP) on learner autonomy. The results yielded that ELP helped the participants to become autonomous. The study also revealed that portfolio assessment facilitated learner autonomy. Goctu (2016) examined perspectives of students on portfolio assessment of EFL writing. The results of the study indicated that portfolio assessment is rewarding for students regarding motivation. Although they faced some problems during implementation process; they developed their problem solving skills and took their own responsibility for learning. Thus, the students developed positive attitude towards writing courses. Huang (2012) conducted a study in Xuchang University in China during 2011-2012 academic year. Portfolio application was implemented in the Integrated English Course (it was a basic course for the students) with the aim of helping students develop their comprehensive language skills, language knowledge. The portfolio tasks included all the work that shows students' ability to use English in any of the four skill areas: listening, reading, writing, or speaking and the progress in cross-cultural awareness. The results of the study showed that portfolio implementation promoted students' learning motivation. As can be understood from these studies, portfolio implementation affects writing motivation of students positively and therefore, teachers and students can benefit from portfolios in L2 writing classes. Teachers can motivate students to write and students can develop their meta-cognitive awareness through portfolios as well.

On the other hand, the findings of the present study contradicted with the ones in a study carried out by Nassirdoost and Mall-Amiri (2015). Through this study, the effect of portfolio assessment on vocabulary achievement and motivation was investigated with 60 intermediate EFL learners from a language school in Maragheh. Data gathered through questionnaires and vocabulary achievement test indicated that portfolio assessment had a significant influence on EFL learners' vocabulary achievement; however, it did not have a significant impact on EFL learners' motivation level. In addition, Demirel (2015) investigated the effect of portfolio on student achievement and motivation. The participants were 31 eighth grade students in a state school in Ankara city center. The results revealed that portfolio had positive effects on student achievement, however; it did not affect

motivation of students towards English lesson. In another study, Erdoğan (2006) investigated the effect of portfolio assessment on achievement and attitudes of students in a high school preparatory class. At the end of the study, it was observed that portfolio implementation did not make a significant difference on attitudes of the students and student achievement.

To conclude, as many studies previously indicated before, the participants in the experimental group developed a positive attitude towards writing skill. The first reason of this change may have resulted from constant support given by the teacher throughout portfolio keeping process. Furthermore; the students had the opportunity to go back and revise their previous assignments therefore, they were able to see how far they had progressed in writing and they gained the sense of achievement in writing classes. In addition, with the help of their teachers' constant feedback and support, students both made progress in L2 writing and developed meta-cognitive awareness on writing stages and organization skills. Regarding this issue Lee (2007) stated "students need feedback that consists of concrete, specific information about their progress with reference to the learning goals/success criteria so that they know how to proceed with their writing" (p. 114). As another factor, interest makes writing easier and desirable for language learners (Albin et al., 1996). While preparing portfolios, the participants in the portfolio group had the chance of choosing their own topics to write about so they felt more motivated in L2 writing classes.

On the other hand, some studies indicated students were dissatisfied with portfolio tasks and saw portfolio writing as a demanding and time-consuming work (Demirel 2015, Nassirdoostand Mall-Amiri 2015). Nevertheless, these issues can be managed as portfolios are flexible and can be time-efficient and more encouraging (Jones,2012). Therefore, sufficient time and effort should be given to portfolio keeping process.

### **5.1.2. Research Question 1.a. Is There a Difference between the Pre-study and Post-study Results of Control Group Regarding L2 Writing Motivation?**

Our data in Table 4.1. revealed that there was statistically no difference between the pre-study and post-study results of control group regarding L2 writing motivation.

### **5.1.3. Research Question 1.b. Is There a Difference between the Pre-study and Post-study Results of Experimental Group Regarding L2 Writing Motivation?**

Our data revealed that there was a difference between the pre-study and post-study results of experimental group regarding L2 writing motivation. At the end of sixteen-week portfolio keeping process, the mean value of the experimental group participants' writing

motivation level increased from 3.00 to 3.47. Interviews conducted with experimental group also revealed that portfolio implementation increased their writing motivation. It can be concluded from Table 4.2 and interviews conducted with the participants in the experimental group that writing motivation level of experimental group was positively affected by portfolio application.

#### **5.1.4. Research Question 2: What are the Effects of Portfolio Keeping and Assessment on the Participants' L2 Writing Achievement?**

As a response to second question, we found that portfolio keeping and assessment significantly affected the participants' writing skill. According to Table 4.4, there was a statistically significant difference between mean values of the experimental group participants' first writing tasks and final writing tasks with regard to writing achievement ( $p = .00, p < 0.05$ ). This meant that writing products of the students who experienced portfolio writing improved dramatically from the first writing assignment to the final writing assignment. This finding is in harmony with the findings of Nezakatgoo (2010), who investigated the effect of portfolio assessment on final examination scores of EFL students' writing skill. The results of the study indicated that the portfolio group students had improved their writing skill and got higher scores on final examination. Another study which supported the findings of Table 4.4 was conducted by Tabatabaei and Assefi (2012) who aimed to find out the effect of portfolio assessment on writing performance and writing sub-skills of EFL learners. The results of the study revealed that experimental group participants were more successful in writing performance compared to control group participants. Saeed Ali & Hadidi (2017) also found that writing portfolio can be accepted as a rewarding tool for improving students' writing skills and it allows teachers to provide sudden clear and efficient written feedback to students. Moreover, Taki and Heidari (2011) conducted a study in order to see the effectiveness of portfolio based writing in EFL learning. 40 pre-intermediate young learners participated in the study. The study indicated that portfolio based writing affected writing skills of the learners positively as well as making learners develop a positive attitude toward portfolio assessment.

Regarding focus, elaboration, organization, conventions and vocabulary sub-skills of EFL writing, Table 4.5 and Table 4.6 indicated that there were not significant differences between the first and final tasks of control group participants while there were statistically significant differences between the first and final writing tasks of the portfolio group participants in terms of focus, elaboration, organization, conventions and vocabulary writing

sub skills. P values between first and final writing tasks differences for experimental group were as follows respectively: .00, .00, .02, .01, .00. These values are significant enough to reach the conclusion that portfolio keeping contributed to the writing sub skills of experimental group participants. The findings of Table 4.6. are in line with the findings of Arslan (2014) who investigated the effect of blogging and portfolio keeping on a group of pre-service teachers' writing skill. The results indicated that the process of blogging and portfolio keeping; receiving and giving feedback improved writing skills of the students in terms of process, organization, content, language use, vocabulary, mechanics and accuracy. Another study which supported the findings of Table 4.6 was conducted by Ghoorchaei, Tavakoli and Ansari (2010). The impact of portfolio assessment on Iranian EFL students' English writing skill among 61 undergraduate EFL students at University of Isfahan was investigated through this study. The results of the study indicated that portfolio group participants outperformed control group participants in their overall writing ability in terms of focus, elaboration, organization and vocabulary. In parallel with these studies, Ok (2014) investigated the reflections of freshmen learners at an ELT department in Turkey on the portfolio process in the Advanced Reading-Writing Course with respect to their progress in language and vocabulary use. The study indicated that the portfolio-keeping process helped the participants build their self-confidence in language and vocabulary use.

In summary, most of the studies conducted so far have indicated that portfolio keeping facilitates L2 writing learning process of students to some extent for several reasons. First of all, due to being student centered, portfolio keeping decreases the pressure on students in writing classes. Teachers can decide on the portfolio content together with students; therefore, students choose topics with regard to their interests. This may motivate students to write therefore, they become more successful. Secondly, students can revise all their assignments in their portfolios wherever they want and thus they can see their weaknesses and strengths. Becoming aware of the strengths gives students self confidence in writing classes. In addition, teachers give students regular feedback about their portfolios in a constructive manner. When the students get constructive feedback from their teachers, they may have a sense of progress and accomplishment. Considering all these benefits and its effects on students, portfolios can be used in order to change the perspectives of the students and enhance writing achievement in EFL context.

### **5.1.5. Research Question 2.a. Does Portfolio Keeping Affect the Participants' Overall L2 Writing Achievement?**

Our data revealed that portfolio keeping considerably increased the overall L2 writing achievement of the students in the experimental group. According to Table 4.4 there was a statistically significant difference between mean values of the experimental group students' first writing tasks and final writing tasks with regard to writing achievement ( $t=4.65$ ;  $p=.00$ ,  $p<0.05$ ).

### **5.1.6. Research Question 2.b. Does Portfolio Keeping Have an Influence on the Participants' L2 Writing Sub-skills; Focus, Elaboration, Organization, Conventions and Vocabulary?**

According to Table 4.6, portfolio keeping process affected the experimental group students' writing sub-skills positively. Focus, elaboration, organization, conventions and vocabulary writing sub-skills of the participants in the experimental group improved considerably at the end of the study but writing sub-skills of the control group did not demonstrate such improvement at the end of the study.

## **5.2. Conclusion**

This study investigated the effect of portfolio keeping on a group of young learners' L2 writing achievement and their motivation towards L2 writing. The study also examined the impact of portfolio keeping on writing sub-skills; focus elaboration, organization, conventions and vocabulary respectively. In addition, opinions of the participants on portfolio keeping process were gathered in detail.

The data were collected through both quantitative and qualitative methods. The researcher used pre- and post- questionnaire measuring writing motivation levels of the participants, pre- and post- writing tasks written in line with stages of process writing approach with different topics and in depth interviews carried out with portfolio group participants. The participants were 30 7<sup>th</sup> grade A1 and A2 level of middle school students studying at a state school in a district of Denizli province. Class 7/A was chosen as the control group and class 7/B was chosen as the experimental group randomly. Therefore, the study was quasi experimental in design. Both groups had six hours of English in a week and were taught with the same teachers. In the analysis of pre- and post- surveys as well as pre- and post- writing tasks, Statistical Package for Social Sciences (SPSS) 22.0 was used.

Furthermore, content analysis technique was utilized in order to analyze data gathered from the interviews.

The present study revealed that portfolio keeping increased writing motivation of the participants in the experimental group while there was not a significant change in the motivation level of the participants in the control group. In addition, the participants in the experimental group improved their overall writing achievement and writing sub-skills in their writing classes. However, the participants in the control group did not seem to have improved their writing achievement. Furthermore, these participants did not demonstrate a notable improvement in their writing sub-skills. Considering the findings of the present study, it was observed that portfolio keeping created a positive and friendly learning atmosphere for the participants in the experimental group and affected their writing motivation and achievement to a great extent.

### **5.3. Pedagogical Implications**

In this study, the effect of portfolio keeping on a group of young learners' L2 writing achievement and their motivation towards L2 writing were investigated. Since the study indicated that portfolio keeping is beneficial for young learners in writing classes, some pedagogical implications can be drawn here for teachers working with young learners.

First of all, based on the findings of the present study, it can be suggested that EFL teachers can make use of portfolios in their classes to motivate the students towards learning English, especially in writing classes. Being an important component of EFL learning, the learners' motivation should be attached importance by teachers. With constant support of teachers, most of the students can overcome the sense of failure in writing classes. The students can also deal with complex structures and increase their writing performance with portfolio application carried out within the frame of process based writing. Writing first draft, second draft, editing and revising steps of process writing can help students develop higher writing proficiency levels. These stages can enable students to have a self-evaluation which moves away the pressure of traditional writing classes. As the students feel successful in writing, they can remove prejudices against writing. With its flexibility, portfolio keeping can motivate the students both inside and outside the classroom. Having opportunity to choose portfolio topics, students can take part in writing activities enthusiastically and actively and thus their motivation can be affected positively.

Secondly, with regard to writing achievement, the current study presents some suggestions for young learners. Portfolio keeping can both improve overall writing

achievement and writing sub skills separately. Portfolios can offer countless advantages to the students. For example, providing feedback with face to face conferences, correcting errors, doing self-assessment or peer assessment, doing research on the Internet outside the classroom are eye catching benefits of portfolio keeping. It can be clearly seen that portfolio application can improve micro skills and macro skills in writing classes. In addition, the current study suggests that portfolio keeping can enhance vocabulary knowledge, grammar knowledge as well as increasing usages of conjunctions in writing assignments. The students can also organize the sentences and paragraphs easily due to continuity and repetition of writing tasks during portfolio implementation. In order to achieve more student-centered and innovative environment in classrooms, the teachers can make use of portfolios most. Portfolios can also be utilized to incorporate the students actively in language learning process and help gaining learners autonomy. Portfolio application may also contribute to self-efficacy of students thanks to a more learner-centered approach and ceaseless support supplied by teacher.

#### **5.4. Suggestions for Further Research**

This study investigated the effect of portfolio keeping on 12-13-year-old young learners' writing motivation and writing achievement. The results of the study may not be generalized for early young learners; therefore, a further research can be conducted with primary school students. The effect of portfolio on different age groups can be investigated in further research.

In this study, the researcher investigated the effect of portfolio keeping only on writing skill. A study investigating the effect of portfolio on four skills; writing, speaking, listening and reading can be more rewarding for language learning process. There is also necessity for a further study to find out the effect of portfolio on young learners' writing and speaking anxiety as these skills are more complex than receptive skills and students are more inclined to have negative attitudes towards productive skills.

It is recommended that further research should be conducted in different institutions because this study remained limited with one institution. On the other hand, data collection process of the study was completed in four months and further research should be performed over a longer period of time in order to get more rewarding results. The present study investigated the effect of portfolios on writing motivation and achievement; however, further studies may investigate the effect of portfolios on self-efficacy of student. Portfolio implementation may increase self-confidence of students thanks to feedback, face to face



conferences and self-assessment checklists. Furthermore; e-portfolios should be performed if the potential of the target group permits. The attitude of the students towards pen and paper portfolios and e-portfolios can be investigated as a further step. Finally, the method that was used in the current study was quasi experimental. Qualitative, quantitative and correlational studies can also be employed to get more reliable results.

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## APPENDICES

### APPENDIX 1: Writing Motivation Questionnaire

#### Attitudes and Perceptions towards EFL Writing

Dear student, the questionnaire presented below aims to get your views and opinions on the English writing classes.

Please read the questions and mark the most appropriate choice. I would like to thank you for your kind participation.

Sevde Nur GÜMÜŞ

Gender: Male (1) Female (2)

Statements	Strongly Disagree 0	Disagree 1	Uncertain 2	Agree 3	Strongly Agree 4
01. I enjoy writing English.	0	1	2	3	4
02. I like to write down my thoughts in English.	0	1	2	3	4
03. I try to use correct grammar in my English writing.	0	1	2	3	4
04. I complete an English writing assignment even when it is difficult.	0	1	2	3	4
05. Being a good writer in English will help me do well in my English lessons.	0	1	2	3	4
06. I write as well as other students in English.	0	1	2	3	4
07. I aim to write more than the minimum on English writing assignments.	0	1	2	3	4
08. I put a lot of effort into my English writing.	0	1	2	3	4
09. I like to participate in English writing activities on the internet.	0	1	2	3	4
10. I like to get feedback from an instructor on my English writing.	0	1	2	3	4
11. I aim to express my ideas by writing in English clearly.	0	1	2	3	4
12. I easily focus on what I am writing in English.	0	1	2	3	4
13. I like my English writing to be graded.	0	1	2	3	4
14. I am more likely to succeed if I can write well in English.	0	1	2	3	4
15. Writing good English	0	1	2	3	4

compositions is a goal for me.					
16. I like to participate in English creative writing assignments.	0	1	2	3	4
17. I like classes that require a lot of English writing.	0	1	2	3	4
18. I plan how I am going to write something before I write it in English.	0	1	2	3	4
19. It is important for me to write better texts / compositions in English.	0	1	2	3	4
20. It is important for me to get a high mark from a written assignment in an English course.	0	1	2	3	4
21. I enjoy English writing assignments that challenge my language capacity.	0	1	2	3	4
22. I revise my English writing before submitting an assignment.	0	1	2	3	4
23. It is important for me to use punctuation while writing English.	0	1	2	3	4
24. I like to write in English even if my writing will not be graded.	0	1	2	3	4
25. I like my friends to read what I have written in English.	0	1	2	3	4
26. I enjoy writing English research papers.	0	1	2	3	4
27. I would like to have more opportunities to write in English classes.	0	1	2	3	4
28. Writing well in English is important to find a good job.	0	1	2	3	4
29. I practice writing in English in order to improve my other language skills.	0	1	2	3	4
30. I want the highest grade in the class on an English writing assignment.	0	1	2	3	4
31. I would rather write an English paragraph or composition than answer multiple-choice questions.	0	1	2	3	4
32. I want others to recognize me as a good writer in English.	0	1	2	3	4
33. Spelling is easy for me in English.	0	1	2	3	4
34. Choosing the right word is easy for me in English.	0	1	2	3	4
35. I am motivated to write in my English classes.	0	1	2	3	4

## YAZMA BECERİSİNE YÖNELİK TUTUM ÖLÇEĞİ TÜRKÇESİ

### Yabancı Dil Olarak İngilizce Derslerinde Yazma Becerisine Yönelik Tutum ve Algılar

Sevgili öğrenci,

Aşağıda sunulan anket, İngilizce yazma dersleri hakkındaki görüş ve düşüncelerinizi elde etmeyi amaçlamaktadır.

Lütfen aşağıdaki soruları okuyunuz ve size en uygun seçeneği işaretleyiniz. Katılımınız için teşekkür ederim.

Sevde Nur GÜMÜŞ

Cinsiyetiniz: Kız (1) Erkek (2)

İfadeler	Kesinlikle katılmıyorum 0	Katılmıyorum 1	Kararsızım 2	Katılıyorum 3	Kesinlikle Katılıyorum 4
01. İngilizce yazmayı severim	0	1	2	3	4
02. Düşüncelerimi İngilizce yazmayı severim.	0	1	2	3	4
03. İngilizce yazılarımda doğru dilbilgisi kullanmaya çalışırım.	0	1	2	3	4
04. Zor olduğunda bile İngilizce bir yazı ödevini tamamlarım.	0	1	2	3	4
05. İngilizce olarak iyi yazılar yazdığımda kendimi İngilizce derslerimde başarılı hissederim.	0	1	2	3	4
06. İngilizcede diğer öğrenciler kadar iyi yazabilirim.	0	1	2	3	4
07. İngilizce yazma ödevlerinde belirlenen en az kelime sınırından daha fazla yazmayı hedeflerim.	0	1	2	3	4
08. İngilizce yazmak için çok çaba harcarım.	0	1	2	3	4
09. İnternette İngilizce yazılar yazmayı severim.	0	1	2	3	4
10. İngilizce yazdıklarım hakkında bir öğretmenden geribildirim almayı severim.	0	1	2	3	4
11. Fikirlerimi açıkça yazılı olarak İngilizce ifade edebilmeyi hedeflerim.	0	1	2	3	4

12. İngilizce olarak yazdıklarına kolayca odaklanırım.	0	1	2	3	4
13. İngilizce yazılarının notlandırılmasını isterim.	0	1	2	3	4
14. İngilizcede iyi yazabilirsem daha başarılı olurum.	0	1	2	3	4
15. İngilizce iyi kompozisyonlar yazmak benim için bir hedefdir.	0	1	2	3	4
16. İngilizcede hikâye yazma gibi yaratıcı yazma etkinliklerine katılmayı severim.	0	1	2	3	4
17. Çok fazla yazarak İngilizceyi kullanmayı gerektiren ders etkinliklerini severim.	0	1	2	3	4
18. İngilizce bir şeyi nasıl yazacağımı yazmadan önce planlarım.	0	1	2	3	4
19. İngilizcede daha iyi yazılar/kompozisyonlar yazabilmek benim için önemlidir.	0	1	2	3	4
20. İngilizce dersinde yazılı bir ödevden yüksek not almak benim için önemlidir.	0	1	2	3	4
21. Dil kapasitemi zorlayan İngilizce ödevler yazmayı severim.	0	1	2	3	4
22. İngilizce bir ödevi teslim etmeden önce yazımı gözden geçiririm.	0	1	2	3	4
23. İngilizce yazarken noktalama işaretlerini kullanmak benim için önemlidir.	0	1	2	3	4
24. Yazım notlandırılmasa bile İngilizce yazmayı severim.	0	1	2	3	4
25. Arkadaşlarımın İngilizce yazdıklarını okumasını severim.	0	1	2	3	4
26. İngilizce araştırma yazıları (bir ülkenin kültürünü yazmak, ünlü birinin biyografisini yazmak gibi) yazmayı severim.	0	1	2	3	4
27. İngilizce derslerinde yazmak için daha fazla fırsatım olsun isterim.	0	1	2	3	4
28. İngilizcede iyi yazabilmek iyi bir iş bulmak için gereklidir.	0	1	2	3	4



29. İngilizcedeki okuma, konuşma, dinleme gibi diğer dil becerilerimi geliştirmek için İngilizce yazılar yazarım.	0	1	2	3	4
30. İngilizce yazma ödevlerinde sınıftaki en yüksek notu almak isterim.	0	1	2	3	4
31. Çoktan seçmeli soruları yanıtlamak yerine İngilizce bir paragraf ya da kompozisyon yazmayı tercih ederim.	0	1	2	3	4
32. Başkalarının beni İngilizcede iyi bir yazar olarak tanımasını isterim.	0	1	2	3	4
33. İngilizcede kelimeleri doğru yazmak benim için kolaydır.	0	1	2	3	4
34. İngilizce yazarken doğru kelimeleri seçmek benim için kolaydır.	0	1	2	3	4
35. İngilizce derslerimde yazmak için istekliyimdir.	0	1	2	3	4









TASK 5

Choose one of the cartoon characters below and describe it by considering the following questions with 80-100 words.



Pink Panther



Smurfette



Scooby Doo

1. What does s/he look like?
2. What is s/he like?
3. What are his/her hobbies?

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### APPENDIX 3: Writing Rubric

#### Writing Scoring Rubric Modified from Wang and Liao (2008)

criteria	descriptors	scores
Focus	1. Having problems with focus or failing to address the writing task.	1
	2. Inadequately addressing the writing task.	2
	3. Addressing the writing task adequately but sometimes straying from the task.	3
	4. Addressing most of the writing task.	4
	5. Specifically addressing the writing task	5
Elaboration /Support	1. Using few or no details or irrelevant details to support topics or illustrate ideas.	1
	2. Using inappropriate or insufficient details to support topics or illustrate ideas.	2
	3. Using some details to support topics or illustrate ideas.	3
	4. Using appropriate details to support topics or illustrate ideas.	4
	5. Using specific appropriate details to support topics or illustrate ideas.	5
Organization	1. The logical flow of ideas is not clear and connected.	1
	2. The logical flow of ideas is less clear and connected.	2
	3. The logical flow of ideas is mostly clear and connected.	3
	4. The logical flow of ideas is generally clear and connected.	4
	5. The logical flow of ideas is specifically clear and connected.	5
Conventions	1. Standard English conventions (spelling, grammar and punctuation) are poor with frequent errors.	1
	2. Standard English conventions (spelling, grammar and punctuation) are inappropriate with obvious errors.	2
	3. Standard English conventions (spelling, grammar and punctuation) are fair with some minor errors.	3
	4. Standard English conventions (spelling, grammar and punctuation) are almost accurate.	4
	5. Standard English conventions (spelling, grammar and punctuation) are perfect or near perfect.	5

Vocabulary	1. Little knowledge of English vocabulary, idioms and verb forms.	1
	2. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.	2
	3. Occasional errors of word/idiom form, choice, usage but meaning not obscured.	3
	4. Almost effective word/idiom form, choice, usage. Almost appropriate register.	4
	5. Effective word/idiom form, choice, usage. Appropriate register.	5

**APPENDIX 4: Interview Questions for the Participants**

- 1-Did you like portfolio activities in writing classes?
- 2- Did you benefit from portfolio activities in writing classes?
- 3-Did you encounter any difficulties while completing your portfolio tasks in writing classes?

**Katılımcılar için Mülakat Soruları**

- 1- Yazma dersinde gerçekleştirilen portfolio aktivitelerini sevdiniz mi?
- 2- Yazma derslerinde portfolio aktivitelerinden faydalandınız mı?
- 3- Yazma derslerindeki portfolio ödevlerini tamamlarken herhangi bir zorlukla karşılaştınız mı?

## APPENDIX 5: Permit for the Present Study from Provincial Directorate of National Education

Evrak Tarih ve Sayısı: 06/11/2018-E.21695



T.C.  
PAMUKKALE ÜNİVERSİTESİ  
Öğrenci İşleri Daire Başkanlığı



41726  
I. TAKIM

Sayı :93282220-302.08.01/  
Konu :Anket Uygulama İzni- Sevde Nur  
GÜMÜŞ

DENİZLİ VALİLİĞİ  
(İl Millî Eğitim Müdürlüğüne)

İlgi :Üniversitemiz Eğitim Bilimleri Enstitüsü Müdürlüğü'nün 05/11/2018 tarih ve 302.08.01/E.74996 sayılı yazısı.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Programı Tezli Yüksek Lisans öğrencisi Sevde Nur GÜMÜŞ'ün, tez danışmanı Öğretim Üyesi Doç. Dr. Recep Şahin ARSLAN'ın sorumluluğunda "Portfolyo'nun Çocukların Yazma Becerileri ve Yazma Motivasyonu Üzerine Etkisini Araştıran Bir Çalışma" konulu tez çalışması kapsamında hazırlanmış olduğu anketi, Müdürlüğüne bağlı Baklan Cumhuriyet Ortaokulu 7. sınıf öğrencilerine uygulayabilmesi için gerekli iznin verilmesi hususunda;

Bilgilerinizi ve gereğini arz ederim.

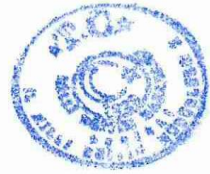
e-İmzalıdır  
Prof. Dr. Erdiç DURU  
Rektör a.  
Rektör Yardımcısı

EKLER :  
Yazı ve Ekleri (18 sayfa)

İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

07 Kasım 2018

VALİY.



Evrakı Doğrulamak İçin : <http://dys.pau.edu.tr/enVision/Dogrula/L950155> Ayrıntılı bilgi için irtibat : Bilal DÜLGER  
Kırtkâ Varışkesi Rektörlük Binası 20160/DENİZLİ Faks: 0 (258) 296 23 32  
Tel: 0 (258) 296 21 51 Elektronik Ağ:<http://www.pau.edu.tr/oidb>  
E-Posta: [oid@pau.edu.tr](mailto:oid@pau.edu.tr)

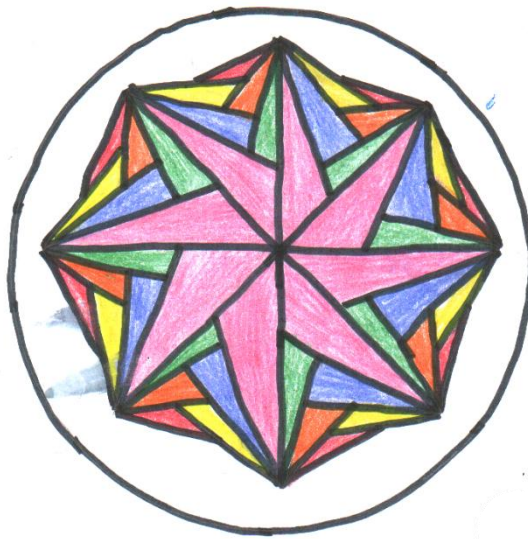


Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

## APPENDIX 6: Samples of Students' Works



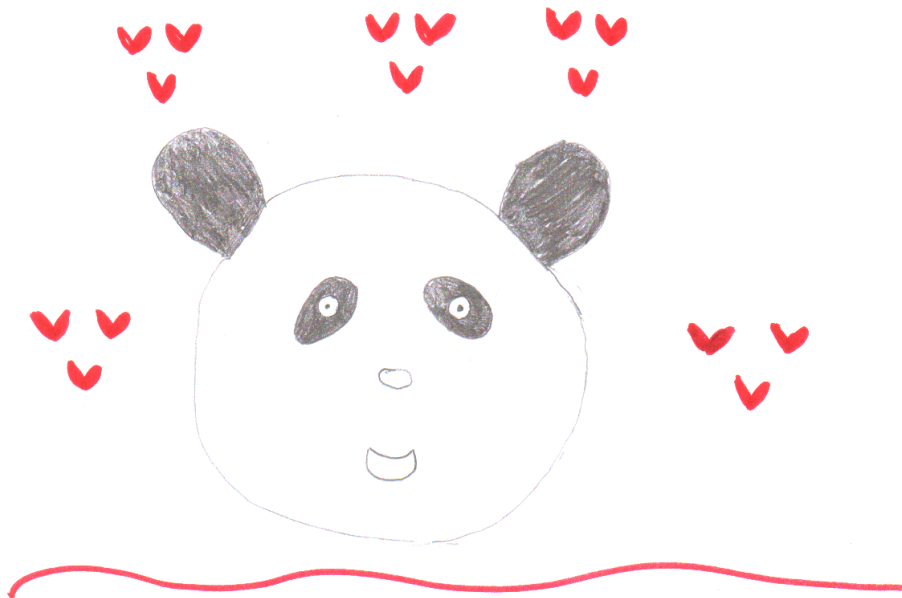
My name is Beyza and surname is [redacted]. I has brown and long hair. I has with straight hair. I has green eyes. I am over-weight and over-height. I'm honest because I am not lie. I am helpful and friendly because I am helps my friends. My best friends are Kübra and Rumeysa. My favourite lessons are Maths and English. I am clumsy because usually breaks the plate and glass. I'm very self-confident. I am likes read a book because I am read a book free times. I am likes listen to music. I am usually listens "pop" musics. My best singer Dnur Bayraktar. My favourite teachers are Sevde teacher and Özge teacher.





Panda;

Panda lives in India, China and Asia. Panda eats bamboo and grass. It is herbivore. It is pretty. It is mammal. It is cute. Its colours are white and black. It has two eyes and two legs. It has two hands and two arms. It is fat because it likes eating. It drinks water. Its height is 50-60 cm. It is tall (150-160cm). It is 100-90 kilos. It is not carnivore. It lives for 80-100 year. It is warm blood. It has two ears and it has small ears. It likes walking because it has legs. It hasn't got wing because it doesn't fly. I love panda because it is warm blood, cute and pretty.



Give information About An Animal?

## Elephant

Elephant lives in Africa. But it lives in forest. It is a mammal animal. It eats grass, insect, fruit, vegetable, it drinks much water. It lives long for fifty years. Its body is <sup>enormous</sup> enormous. It is big. It has big trunk. Its habitat is Asia. It eats meat. Its neck is shorter than giraffe. Because giraffe is taller than elephant. It is ~~enormous~~ <sup>enormous</sup> enormous. It is carnivore. It has not hair. It is not kangaroo the protect. It lives in Asia. It lives for sixty years. It is grey. It has big teeth. It has long ears. It has four foot. It is tall. It has big foot. It is herbivore. It lives <sup>in ocean</sup> ~~square~~ square. It has short tail. It is tall. It is one tone and weighty. It has long trunk.

## My Hobbies

I like doing sports. I like playing volleyball. Because volleyball is funny and enjoyable. Volleyball is team sports. But I don't like playing football. I play volleyball in physical education. I like playing tennis. I like listening to music. I like feeding the cat. Because cat is cute. I like watching the documentary. Because documentary is interesting. I don't like watching horror film. Because horror film is terrible and suitable for eighteen and over, violence/horror. I like reading a book. I prefer movies to the series. Because series consists of sections. I like chatting with people. Because I am outgoing. I like spending time with my friends.



## PERSONAL INFORMATION

Name	Sevde Nur
Surname	Gümüş
Birth place/date	Burdur 15/05/1989
Nationality	T.C.
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<b>Education</b>	
Primary	Yunus Emre İlköğretim Okulu (1995-2003)
Secondary	Burdur Anadolu Öğretmen Lisesi (2003-2007)
Higher education (Bachelor's degree)	Orta Doğu Teknik Üniversitesi (2007-2011)
Higher education (Master's degree)	Pamukkale Üniversitesi, Yabancı Diller Eğitimi (2015-)
<b>Foreign Language</b>	
Foreign language	English
Exam name	YDS
Exam date	March, 2017
Points received	88
<b>Professional Experience</b>	
2012 - still	Denizli/Baklan Cumhuriyet Ortaokulu