

**REPUBLIC OF TURKEY
ULUDAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**PORTFOLIO IN THE WRITING CLASSROOM:
TEACHERS' AGENDA VERSUS STUDENTS' AGENDA**

MA THESIS

Mine YALÇIN

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**Supervisor
Asst. Prof. Dr. İsmet ÖZTÜRK**

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ÖZET

Bu çalışma öğrencilerin ve öğretmenlerin beklentilerinin farklı olmasından kaynaklanan problemleri azaltmak için kullanılan portfolyo'nun önemini vurgulayan bir yazılı anlatım yaklaşımından gelmektedir. Öğrenciler ve öğretmenler arasındaki beklenti farklılıklarını azaltmak için üniversite İngilizce hazırlık okulu başlangıç düzeyindeki öğrencilere bir portfolyo araştırması uygulanmıştır.

Bu çalışma öğrencilerin ve öğretmenlerin verilerini kapsayan ikili bir uygulama olduğu için her iki tarafında katılımı kesinlikle gereklidir. Bu çalışmada ilk-test ve son-test araştırması uygulanmıştır. Bu çalışmanın sorularını ilgili perspektifler dâhilinde araştırmak için on farklı materyal kullanılmıştır. Öncelikle, öğrenciler ve öğretmenler arasındaki farklılıkları belirlemek amacıyla hem öğrencilere hem de öğretmenlere ilk tutum ve beklenti anketleri uygulandı. Portfolyo'nun beklentiler arasındaki farklılığı kapatacağı düşüncesiyle öğrencilerin yazma dersindeki gelişim ve öğrenme süreçlerini daha iyi değerlendirebilmeleri için süregelen portfolyo kullanımı dahilinde farkındalıkları artırıldı. Sene sonuna gelindiğinde, hem öğrencilere hem de öğretmenlere beklenti ve tutum anketleri son test olarak yeniden verildi. Bunun amacı, öğrenci ve öğretmen ilk ve son testlerini karşılaştırarak hedeflenen değişimleri gözlemleyebilmektir.

Elde edilen verilere göre, öğretmen ve öğrenci beklentileri arasında sadece bir fark bulunmuştur. Bu tek fakat önemli fark “bütünlüğü olan bir yazı” yazabilmektir. Öğrencilerin aksine, öğretmenler öğrencilerinden sene başında bütünlüğü olan bir yazı yazabilmelerini beklemektedir. Beklentiler arasındaki farklılığı kapatması düşünülen portfolyo uygulaması araştırmaya gerekli katkıyı sağlamış olsa da, bu uygulamanın beklentiler arasındaki boşluğu tam olarak kapatıp kapatmadığını söylemek zordur. Bunun yanı sıra portfolyo, öğrencilere kendi kendini değerlendirmeyi, otonomiye ve farkındalık kazandırmayı sağlamış olması açısından öğretmenler tarafından takdir edilmiştir.

Öğretmen ve öğrencilerin tutum ve beklentilerindeki değişikliklerin beklentiler arasındaki farklılıkta büyük rolünün olmasından dolayı, bu araştırma beklentiler ve tutumlar ile portfolyo'nun yazma dersindeki beklentiler ve tutumlar üzerindeki etkilerinin öneminin altı çizilerek sonuçlanmaktadır.

Anahtar Kelimeler:

Tutum
Beklenti
Portfolyo
Öğrenci otonomisi

ABSTRACT

The rationale of this study comes from a writing approach that highlights the importance of portfolio use to decrease the mismatch problem between the students' and teachers' agendas. To decrease the mismatch between the students' and teachers' agendas, a portfolio study was conducted to university preparatory school beginner level students.

Since the study has twofold application to include students' and teachers' data, either part's involvement is crucially necessary. The design of this study is one group pre-test and post-test design. In order to explore the study questions in relevant perspectives ten materials were conducted. To begin with, with the intention of establishing the mismatch between the students' and teachers' agendas both students and teachers were given attitude and expectation questionnaires as pre-test. As portfolio was assumed to diminish the gap between the agendas, students' awareness was raised about the ongoing portfolio use to make them better evaluate the learning process and their progress within the writing class. By the end of the year, both students and teachers were given attitude and expectation questionnaires as post-test. The underlying assumption was to compare the pre and post questionnaires to observe the targeted changes.

According to the data gathered, only one mismatch was found between the students' and teachers' agendas. This one and only, but crucial mismatch was to be able to write "a coherent text". Unlike students, the teachers expected their students to be able produce a coherent text at the beginning of the year. Although the portfolio application which was considered to diminish the mismatch between the agendas helped the study reasonably well, it is difficult to say that whether it filled in the gap or not. Apart from this, portfolio was appreciated by teachers due to providing students to gain awareness and autonomy as well as self-assessment skill.

Since changes in attitudes and expectations of both students and teachers are crucial, the study concludes by underlining the importance of attitudes and expectations as well as the effect of portfolio use on the changes of these attitudes and expectations in a writing class.

Key Words:

Attitude

Agenda

Portfolio

Learner autonomy

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TO
MY PARENTS HÜSNIYE AND MEHMET ALİ
&
MY DEAR SIBBLINGS HÜLYA AND MESUT

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CHAPTER I

INTRODUCTION

1. Introduction

This research investigates the agenda mismatch between the students and teachers in writing classes. The research questions were shaped by the necessity that emerged from the real classroom atmosphere. It is these requirements that lead the teacher researcher to focus on ‘agenda mismatch’ and ‘portfolio’ in beginner level writing lesson.

This chapter outlines the study by giving, first, the basic information about the background of the study. This is followed by the purpose and the significance of the study. Finally, the chapter ends with the research questions of the study.

1.1. Background of the Study

‘Writing’ is a productive skill that requires ability and great effort either in mother tongue or in a foreign language. It has always been a challenging skill to develop for learners. In order to write effectively, one should be aware of what is involved in foreign or second language writing. Silva (1994: 11) clarifies the requirements of writing as “coherent perspectives, principals, models, analyzing and evaluating”.

Studies on writing skill were undertaken throughout the periods 1945-1990 which coincided with the beginning of modern era of second language teaching in the United States. The approaches in L2 writing, which are controlled composition, current-traditional rhetoric, the process approach, and English for academic purposes, were developed one after another with the demand of looking for new methods to teaching writing as well as the desire for emphasizing the importance of writing as productive skill within the language learning process.

Rivers (1968) (cited in Silva, 1994: 13) suggested that in controlled composition or guided composition writing must be “considered as a service activity rather than as

an end in itself". In other words, writing was considered as a habitual exercise. By the mid-sixties, there was a great enthusiasm to involve students' needs within the teaching and learning process. This passion led the linguists to study extended written discourse to build a bridge between controlled and free writing. To be able to build this bridge current-traditional paradigm was combined with Kaplan's (1967) (cited in Silva 1994: 13) theory of contrastive rhetoric which is "the method of organizing syntactic units into larger patterns". The underlying assumption within this approach was creating paragraphs and essays based on "logical construction and arrangement of discourse forms" (Silva, 1994: 14). Although the combination of controlled composition and current-traditional rhetoric approach was highly accepted by the practitioners, it did not satisfy many linguists in terms of relevancy with the goals defined at the very beginning and disheartening creative thinking and writing. This inadequacy led the researchers seek for a new approach. This new approach, 'the humanistic teaching of composition', was called the 'process approach' (Hinkel, 2002: 47). Process approach emerged with the need of making writing skill more of an idea generating and exploratory process. In his definition Zamel (1983a) (cited in Silva 1994: 15) depicts the composing process as a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning". Needless to say, process approach aimed to encourage learners focus not only the form but also the meaning via following the sequence of producing a written text. This sequence assisted learners to become creative thinkers and so writers. According to Raimes (1983a) (cited in Silva 1994: 15) "composing means expressing ideas, conveying meaning. Composing means thinking".

Considering the above developments in writing from 1940s and the function of it as a fundamental skill to be gained in current EFL classes today, it was inevitable to do a research in this particular skill. The desire for better instruction in writing classes as well as fulfilling the requirements of the course was the starting points of this study.

The mismatch between the agendas of students' and teachers' in writing classes was the primary purpose of this investigation. It was believed that closing the gap between the agendas would help both students and teachers take the most out of the learning and teaching process. To be able to accomplish the desired learning and

teaching process portfolio, both as a functional and beneficial tool, was considered to minimize the mismatch between the students and teachers' agendas.

1.2. Purpose of the Study

The rationale of this study comes from a writing approach that highlights the importance of portfolio use to work out the mismatch problem between the students' and teachers' agendas. This perspective leads the teacher researcher to investigate the application of portfolios in the writing classes and its effects on the process and progress of writing class learners.

The underlying assumption of the study is that there is a mismatch between the students' and teachers' agendas which affects the students' writing progress dramatically. To decrease the mismatch between the students' and teachers' agendas, a portfolio study was applied to beginner level EFL students. One group pre-test and post-test design was conducted to find out the improvements and to reach a possible conclusion for further study.

1.3. Significance of the Study

Reaching a convenient writing syllabus taking both students' and teachers' agendas into consideration requires a systematic study. This study can contribute to the previous studies related to the research topic which is "agenda mismatch" and can widen their perspective by adding the portfolio dimension.

1.4. Research Questions

The assumed mismatch between the students' and teachers' agendas is the starting point of this study. This gap is believed to be solved with the assistance of portfolio application in the writing classes. Having students gain awareness and autonomy is the other objective that characterizes the study.

The aim of this research requires highlighting the following research questions to convey further insights to the nature of the study.

RQ1- What are the students' attitudes towards and expectations from the writing class?

RQ2- What are the writing class teachers' expectations from the writing class?

RQ3- Is there a mismatch between the students' and teachers' agendas?

RQ4- Does the use of portfolio have an effect on the students' and teachers' agendas?

RQ5- What are learners' expectations from portfolio use?

RQ6- How beneficial is the use of portfolio in a writing class from the students' perspective?

RQ7-How beneficial is the use of portfolio in a writing class from the teachers' perspective?

RQ8- Does the use of portfolio change students' agendas?

RQ9- Does the use of portfolio change teachers' agendas?

CHAPTER II

LITERATURE REVIEW

2. Introduction

‘Writing lesson’ and ‘Portfolio’ are two common terms which entail a further in-depth study. Similarly, ‘agenda mismatch’ is another active concern in EFL. These two major issues have shaped academic discussions which must be considered from various perspectives. This chapter discusses these perspectives by giving due attention to each of them.

2.1. Writing in Beginner Level EFL Classes

The general aim of the writing lesson is to improve students’ writing skills. In order to do this, it is important to distinguish writing activities from grammar activities. Writing activities should not be taken as a lesson which allows practicing only grammar or vocabulary. “Writing is a complex skill, and its development involves much more than the accurate use of grammar and a good range of vocabulary. A comprehensive EFL Writing program requires the systematic treatment of a large number of interrelated elements.” (Gabrielatos, 2002: 12)

Learners are expected to demonstrate a variety of skills while producing a piece of text which makes the writing itself a complicated skill. Writing is such a skill that its nature makes it difficult even for native speakers. In their observation of native-speaker writing Collins and Gentner (1980) (cited in Kroll, 1994: 140) note that:

In expressing an idea the writer must consider at least four structural levels: overall text structure, paragraph structure, sentence structure (syntax), and word structure..... Clearly the attempt to coordinate all these requirements is a staggering job.

The perspective towards writing skill, either in EFL or ESL classes, has shown a positive change since the mid-1970s with the new approaches employed to the field. Since then, writing has been considered as a unique and necessary element while teaching a foreign language. In other words, learners are introduced with the basic steps of writing with the intention of having them gain proper writing skills.

Writing in beginner level classes entails looking at the situation from a wider perspective which encourages learners develop crucial composing skills. This can be achieved, first of all, by changing students' attitudes towards writing from negative to positive.

It is evident that writing is believed to be the most tedious job to do during the language learning process. For that reason, it is usually ignored by the learners. In order to change this attitude, learners of EFL classes should be informed about the process they will go through. In other words, learners' awareness of writing skill should be raised.

'Student's need' is another important issue to be concerned in beginner level EFL classes. The more the students' needs are well-identified, the more their expectations will be satisfied.

Writing in beginner level classes at Kadir Has University starts with focusing on sentence based free-writing activities with the intention of involving students in the process from the very first step. This is followed by putting sentences together to make the students get use to the idea of paragraph writing. After that, the organization characteristics (topic sentence, supporting ideas and examples, and conclusion) are introduced in order to develop learners' composing skills. Finally, the learners are let to experience the whole while practicing how to write an essay. While writing an essay, learners are required to follow the steps of process writing which are basically: "generating ideas, structuring, drafting, focusing, evaluating, and most importantly revising" after each and every step (White and Arndt cited in Nunan, 1999: 274).

2.1.1. Product Approach

The word ‘product’, in terms of writing skill, refers to “the specification of the expected outcomes of a course study” (Dubin and Olshtain, 1994: 49). In this respect, the result of a writing work is called the ‘product’. The written product is important for especially the ones who instruct writing relying on the product-oriented approach.

By written product it is meant that a piece of work produced at once without any revision done. The focus of this writing instruction was on the sentence level rather than paragraph or essay. In fact, it was believed that “sentences were the building blocks of discourse, and that discourse was created by fitting one building block on to the next.” (Nunan, 1999: 272). Since the product approach focuses on the outcome rather than the generation of a text, sentence based practices were of great importance as well as grammar exercises in this writing instruction.

The activities which are used in this type of instruction can be categorized as “controlled sentence construction, free composition, and the homework function” (McDonough and Shaw, 1996: 178). These ‘Traditional Writing Activities’ provide learners with a model, give emphasis on accuracy and the finished product. In other words, in product-oriented approach, the emphasis is on modeled structures focused on accuracy instead of content and organization. As Nunan (1995: 87) suggests product approach entails “imitating, copying and transforming models of correct language”.

2.1.2. Process Approach

Students’ grammatically accurate but “non-English-sounding” compositions in terms of creativity in academic level studies led the second language teachers and researchers focus on a more idea-generated writing approach. With the process approach, it was aimed to encourage students “get beyond the sentence level and move on “to combine sentence patterns to form paragraphs and paragraphs to form whole essays” (Bander, 1971) (cited in Leki, 1992: 5). Thus, besides language accuracy, students would also consider creativity while writing.

Process approach is one of the most preferred writing approaches which entail brainstorming about a topic, outlining, revising, and producing a final draft by writing several drafts. Connor and Farmer (1994: 126) propose that this writing approach is based on “an accumulating body of empirical support” which is working on the writing piece again and again until reaching the expected and accepted product. In a way, process-oriented approach aims to encourage learners write constantly so that they will have the chance of repeating and so reinforcing their writing skills. In addition to these, it gives learner the opportunity to “discover new ideas, new sentences, and new words as he/she plans, writes a first draft, and revises what he has written for a second draft” (Raimes, 1983: 10).

The Process Approach was generated from the need of teaching writing from a broader perspective. From this perspective, writing can be defined as a “complex, recursive, and creative process or set of behaviors that is very similar in its broad outlines for first and second language writers” (Silva, 1994: 15). Theorists suggest that while instructing using the process approach in L2 classrooms, it would be beneficial considering the “first language composition theory, practice, and research and to apply effective L1 techniques to L2 writing instruction” (Krapels, 1994: 38). By adopting L1 schemes, up to a certain point, to L2 writing process, it was aimed to construct L2 composing behaviors. Since the contexts of L1 and L2 writing are different, just the necessary techniques should be adjusted. Another view of the adaptation of L1 techniques to L2 writing instruction is maintained by Zamel (1984) (Zamel qtd. in Krapels: 39) which is “research into second language composing processes seems to corroborate much of what we have learned from research in first language writing”.

Producing an acceptable text calls for highly developed skills in writing. Unlike controlled composition, which focuses on “lexical and syntactic features of a text”, the process approach necessitates developing “composing behaviors” (Silva, 1994: 20). Establishing the vital composing behaviors can be attained by acquiring them step by step. According to White and Arndt (cited in Nunan, 1999: 274) the steps of process approach are namely: generating ideas, structuring, drafting, focusing, evaluating and of course reviewing before and after each step. Following this procedure is believed to provide learners with effective writing skills and so acceptable writing products.

2.1.3. Process versus Product Approach

Product and process approaches are two major dimensions in writing instruction. The underlying assumption of the product approach is focusing on the “final product, the coherent, error-free text” (Nunan, 1999: 272). However, the notion of process approach is “how instruction is carried out and learning is achieved” (Dubin and Olshtain, 1994: 46). In the process approach, students’ writing progress “takes shape in incubation period” (Cohen, 1994: 305).

The center of attention in the product-oriented approach is patterns of organization, spelling, and grammar; whereas the focal point of process-oriented approach is planning, drafting, and revising. Applebee (1986) (qtd. in Kroll, 1994: 8) elucidates process approach as providing “a way to think about writing in terms of what the writer does instead of in terms of what the final products looks like”. It is a “recursive” activity which requires working on different stages a couple times with great effort (Hedge, 1988 cited in McDonough and Shaw, 1996: 186).

The product approach follows a linear pattern while the process approach requires a cyclical work. The linear pattern refers to, as mentioned before, working on modeled structures, which is usually considered appropriate for lower level learners. On the other hand, as Nunan (1999) (cited in Simpson, 2006: 2) suggests cyclical work refers to doing revision before and after each step so that “a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text” .

Both approaches, with all their weaknesses and strengths, serve for the development of written language. They are believed to be the yardsticks of English language writing instruction. Despite the popular tendency for process approach, either approach are given equal treatment in the real classroom setting. It is therefore evident that writing teachers’ instructions convey an agenda which includes both product and process approaches.

2.2. Agenda

In its simplest definition, ‘agenda’ refers to the expectations of the students and teachers. The meaning can be confusing for either part. For students, their agenda doesn’t cover the syllabus which is conceived as the main component of teacher’s agenda. Therefore, ‘student agenda’ refers to the mental program that contains students’ expectations from the writing lesson. On the other hand, teachers’ agenda is generally shaped by the syllabus. Thus, agenda for teachers can convey a meaning directly related to the syllabus as opposed to the students’. Syllabus and teachers’ agenda are interrelated and overlapped with each other.

It is not a coincidence that whenever the term agenda is used in the EFL classroom, the problem related to the discrepancy between the students’ and teachers’ agendas appears. This mismatch lies at the very core of the writing problems. Nunan (1993) remarked that the reason behind the existing mismatch comes from different situations that teachers and students have. While teachers are mainly guided “by making explicit the content objectives of a course”, students have personal and subjective agendas (Nunan, 1993: 5). According to Shavelson and Stern (1981) (cited in Nunan 1993:3), it is “the demands of the classroom and the prescriptive planning model” that causes the mismatch between the teachers and students.

The Orthodox writing approaches which mainly ignore students’ agenda put more emphasis on the syllabus. This is also the main characteristic of teacher-centered approach. While teachers’ syllabus is characterized as long term, students’ agenda is considered as short term and arbitrary. Research that were conducted usually reflected on “short-term processes of learning within the classroom” (Benson, 2001: 185). Therefore, there is little recognition on students’ agendas and how they set it in the long term. This tentative perspective necessitates focusing on this area as well as carrying out a study on the mismatch between student’s and teacher’s agendas.

In order to define the gap between the students’ and teachers’ agendas, the expectations were compared right after they were identified. The expectations of writing class teachers can be summarized as providing students with necessary writing skills so that they can become creative thinkers and writers. There is no doubt that defining the

expectations of learners is a bit complicated subject and open to discussion. Nunan (1993: 141) explains the gap saying that learners have their own “hidden agendas” which run counter to the “official curriculum”.

The gap between the students’ and teachers’ agendas can be diminished by making “the curriculum very explicit to the learners” at the very beginning of the language learning process. If the lack of correspondence between “the rhetoric of the planned curriculum and the reality of the classroom” can be decreased, it will be possible to meet the agendas at some point (Nunan, 1993: 141). Since the planned curriculum is ready to be implemented, the unknown, which is student’s agenda, can be achieved by defining the attitudes, beliefs and expectations of students at the very beginning.

2.3. Attitudes, Beliefs and Expectations

A successful learner is a learner who develops positive attitudes toward his/her own learning. This characterization defines ‘attitude’ as the student’s behavior to his/her learning process and progress. There is no doubt that positive attitudes contribute positive outcome to the learning environment. Since language learning is believed to be “a learner-and learning-oriented activity”, learners’ beliefs are of great importance to focus on (Brown, 2001 cited in Rasekh and Valizadeh 2004: 1). Rifkin (2000) (qtd. in Rasekh and Valizadeh 2004: 1) underlines the importance of learners’ beliefs in the learning process as “of critical importance to the success or failure of any student’s efforts to master a foreign language”.

Beliefs and expectations are self-evident in this research as they refer to the existing thoughts, biases and anticipation that play immense roles for a successful writing lesson. According to Nunan (1988a) (qtd. in Rasekh and Valizadeh 2004: 1), “no curriculum can claim to be truly learner-centered unless the learner’s subjective needs and perceptions relating to the processes of learning are taken into account”.

In the context of this study, to examine the agenda mismatch problems, attitudes, beliefs and expectations should be well defined. Poor definition can double the agenda mismatch seriously.

2.4. Mismatch

A mismatch is basically the gap between the students' and teachers' agendas. Since the students do not have any agenda as in something planned, their expectations are considered as their agenda. However, teachers have an agenda which is their syllabus or curriculum. Once the expectations of both students and teachers are identified, they are compared with the intention of defining the gap. "Hidden agendas" and "official curriculum" are other terms which explain what is meant by mismatch (Burton and Nunan qtd. Nunan 1993: 141).

The mismatch between the agendas lies at the very heart of the writing problem. The more mismatch occurs; the more difficult it is to reach the syllabus goals at the end of the term. However, it is worth specifying that the agenda and the syllabus do not have the same meanings. While syllabus is the program planned to be thought by teachers, agenda is the mental program that consists of the students' expectations and attitudes.

Nunan (1995) (cited in Benson 2001: 65) argues that the mismatch between the teacher's and learners' agendas causes a "disparity between what is taught and what is learned". This disparity should be scrutinized to increase the quality of both teaching and learning process. In this context, portfolio can be conceived as one way of increasing the quality of writing lessons. Writing teachers generally resort to portfolio application with a view to diminishing agenda mismatch and ultimately achieving academic goals.

2.5. Portfolio

Portfolio, as an assessment tool and pedagogy, has been widely accepted and used within the education field. Collection, reflection and production of best works are used whenever portfolio is the center of attention. Wolf's (1988: 24-29) definition of portfolio is "a chronologically sequenced collection of work that records the evolution of artistic thinking". These characteristics of portfolio require a great amount of time and effort for both students and teachers.

Learner Awareness, metacognitive skills, learner autonomy, informal assessment are popular issues that lead ELT practitioners to find alternative ways to deal with the problems which emerged either with the teacher-centered or product-oriented writing approaches. Portfolio is the alternative that many ELT teachers resort to when especially they want to increase the quality of their students' writing skills as well as their metacognitive skills, awareness and autonomy.

However, there have been conflicting views about the implementation of portfolio. While some scholars appreciate the advantages of portfolio, others are cautious to implement portfolio as its nature requires well established criteria. Hirvela (2005: 1), for example, a proponent of portfolio use, stated that it is "an alternative assessment writing tool. It is not only a challenging tool but also authentic and meaningful". Portfolio can be distinguished according to their content and function. While "assessment portfolios" are used to assess performance, "classroom portfolios" are used to improve teaching and learning (Gottlieb, 2000, cited in Hirvela and Sweetland, 2005: 195).

Pedagogical implications are noteworthy here: providing graded support and opportunities for use within day-by-day necessitate constant attention and teachers' awareness to portfolio use. In addition to this, it is problematic for many teachers as it is challenging "to gradually introduce a portfolio into their own teaching practice and how to provide support to the students" (Mariani, 2001: 5).

The following issues, learner awareness, metacognitive skills, learner autonomy and informal assessment are held within the portfolio perspective. They are presented in sub-titles to give basic information and relate them to portfolio implementation.

Learner Awareness

There is no doubt that 'awareness' plays a big role on learners' language learning process. Awareness can be achieved by, first of all, making students realize what they already know. In other words, making explicit their knowledge and skills can increase their metacognitive awareness. Hacker, Dunlosky & Graesser (1998) defines three parts of metacognitive awareness as "thinking of what one knows (metacognitive

knowledge), thinking of what one is currently doing (metacognitive skill) and thinking of what one's current cognitive or affective state is (metacognitive experience)" (O'Malley and Chamot, 1990: 227).

It is worth mentioning that not all the learners are aware of their metacognitive knowledge. Metacognitive knowledge, "thinking of what one knows", can be brought on to the surface with the help of awareness. Needless to say, metacognitive awareness is essential especially in writing skill to make students conscious about what they already know. In other words, they should be encouraged to get to know the knowledge they acquired either "formally or informally" about the language. It is important to develop learners' awareness so as to see "the interaction between implicit (internally derived) and explicit (externally derived) processes of learning" (Little cited in Benson 2001: 98).

It is evident that metacognitive awareness plays a decisive role in writing achievement. Since writing skill requires putting things together, students are expected to make "conscious reflection on language" (Nicholas qtd in Benson 2001: 97). One way of doing this can be accomplished through portfolio use in writing classes.

Using portfolio in writing classes enables learners to control their own learning processes. In other words, portfolio helps learners to raise their metacognitive awareness. To give an example, for this particular study, learners were supposed to keep a portfolio including their first, second, and final drafts of their writing work. This process leads the learners to have an idea about what they are doing. According to Karmiloff-Smith's (1992) (cited in Benson, 2001: 97) learners have the chance of experiencing their progress through the study as a "process of representation and re-representation of knowledge at varying levels of explicitness". Learner awareness has also brought us to the issue of learner autonomy. These two concepts are interrelated.

Learner Autonomy

According to Holec (1981: 3) (qtd. in Benson, 2001:48) autonomy is "to take charge of one's own learning that is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning". An autonomous learner is expected to

make the necessary decisions about his own learning and organization of learning considering his capacity. By being autonomous, learners would be able to improve their “linguistic competence” with ease, too (Paulston, 1992:38).

Learner autonomy has become widely accepted and promoted pedagogic principle and objective which basically requires time and effort from both students and teachers. During this process, learners are expected to gain some “study skills and certain attitudes towards study” (Edge and Wharton, 2001: 295). In order to develop these skills and attitudes, learners should be included in the decision making process by primarily raising their awareness and identifying their needs. Dubin and Olshtain (1994: 102) suggest that this would lead learners to reach the major objective of autonomy in terms of “how independent they have become as language learners”.

Centuries ago, when Galileo stated that “You cannot teach a man anything; you can only help him find it within himself”, it was obvious that he meant the learner autonomy.

In the modern language context, the history of autonomy goes back to 1970’s which is when the Council of Europe started Modern Languages Project. This project paved the way for a research center, Centre de Recherches et d’Applications en Langues (CRAPEL) which was established for research and practice in the field. Holec (1981) (cited in Benson, 2001: 8) contributed to this project with a study on autonomy in language learning that highlighted the importance of “self directed learning, or learning in which the objectives, progress and evaluation of learning are determined by the learners themselves”. Promoting or encouraging self-directed learning was the prevalent outcome of the idea for establishing self-access language learning centers. It was believed that providing learners with variety of second language materials would promote self-directed learning. Riley and Zoppis (1985) (cited in Benson, 2001: 9) suggested that learners with a certain level in English can develop their listening or written comprehension by using the materials in self-access centers.

It is also worth mentioning that autonomy is not something that is acquired just with the efforts of a learner or without a teacher. It is a behavior that is acquired when certain aspects come together. Little (1990) (cited in Benson, 2001: 48) argues that “autonomy is not a synonym for self-instruction; in other words, autonomy is not

limited to learning without a teacher”. For Woodward (2002) promoting autonomy requires particular effort.

Portfolio implementation can be given as an example to one of the most preferable alternative ways to promote learner autonomy. Since it requires learners to put “both individual and collective effort in the classroom context”, it helps the learners to take the responsibility of their own learning” (Edge and Wharton, 2001: 295).

Learner autonomy cannot be gained easily. Portfolio can help to increase students’ autonomy by promoting their involvement, “both a sense of belonging and a sense of the portfolio as a serious enterprise, one which can offer rewards but also demands responsibility and active participation” (Mariani, 2001: 4).

There have been attempts to set criteria for portfolio implementation as well as portfolio assessment. It is argued that teachers’ subjectivity increases on portfolio evaluation when standards for both implementation and outcomes are not set (Williams, 2000 cited in Song and August, 2002: 52). Common European Framework can be a recent example which establishes a standardized position for portfolio in language learning and teaching context.

Common European Framework of Reference for Languages

Common European Framework, in other words CEF, is a product of Council of Europe generated with the idea of understanding the culture and recognizing the values of another country via language. It aimed to bring new aspects to language teaching as well as achievement standards. The underlying assumption of Common European Framework is to facilitate ‘mutual recognition of qualifications, and communication concerning objectives and achievement standards’ (Morrow 2004: 6). It provides a wide range of options either in objectives, syllabus design, or classroom methodology for teachers. In other words, it provides standards for learning, teaching and assessment of a language. Having been set its objectives, content and method explicitly, it intends to promote “international co-operation in the field of modern languages” (CEF 2004: 1).

The main aim of CEF is to develop standards for language learning and teaching. These standards should be comprehensive, transparent and coherent so as to

enable its users to adopt them to their own learning situations. In order to better understand the learning and teaching process, it provides its users with “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (CEF 2004: 4).

CEF also aims to raise the awareness of language practitioners’ as well as teachers how and what to do in order to develop appropriate communication skills. According to CEF, it is essential to raise inter-cultural awareness to be able to develop competence in another language. Since Common European Framework serves the main objective of Council of Europe as in “to achieve greater unity among its members”, it requires “the adaptation of common action in the cultural field” (CEF 2004: 2). In other words, it aims to promote effective cultural communication and mutual understanding of the modern languages.

In the context of this research, CEF is significant as it helps to develop a portfolio system entitled as ‘European Language Portfolio’ (ELP). Therefore, it is wise to provide explanations about ELP.

European Language Portfolio

The European Language Portfolio (ELP) was developed between 1991 and 2001 coincided with the development of ‘Common European Framework of Reference for Languages’. The main objective of ELP is to help learners in the process of becoming autonomous learners. Due to the fact that a language portfolio belongs to the learner himself/herself, it is his/her responsibility how to keep and document his/her works. In other words, it promotes self-directed learning as well as “reporting and documentation skills” (Lenz, 2004: 22).

Nevertheless it has standard principles, its practicality allows the practitioners to be able to adapt it along with the varying needs of learners and teaching environment. Lenz (2004) summarizes the common fundamentals of various portfolio studies as:

- An ELP belongs in the hands of the learner-he/she is considered to be the owner of his/her ELP.

- An ELP documents and gives value to all language and (inter-) cultural competencies and experiences
- An ELP promotes plurilingualism and multiculturalism
- An ELP helps to develop learner autonomy

Considering portfolios two important functions as in “being a learning companion, and a reporting and documentation tool”, learner self-assessment and learner autonomy is inevitable (Lenz, 2004: 27).

Since English Language Portfolio is based on promoting learner autonomy, it necessitates providing learners with proper supervision as well as with instruments “to help them develop learning skills” (Lenz, 2004: 23).

Beside its support in fostering autonomy in learners, it also assists learners develop their learning skills “by providing suitable guidance and instruments” (Lenz, 2004: 23). Finally, an ELP with its pre-structured document format provides learners and users to “present both their proficiency in all the languages they know, and the extent of the intercultural knowledge and know-how they have acquired through different kinds of contact” (Lenz, 2004: 23).

European Language Portfolio consists of three parts that are the ‘Language Passport, Language Biography, and Dossier’. Language passport provides documents of the “individual’s proficiency in different languages” as well as “intercultural learning experiences” (Demirel, 2004: 121). The Language Biography is the component in which learners are required to mention about the things they ‘can do’ and ‘cannot do’ in terms of linguistic and cultural experiences. It allows the learner to keep a record of his/her language learning and intercultural experiences in addition with the instruments for self-assessment. It is also the part which focuses on the pedagogic aspects of language learning in depth such as encouraging the learners to have more language and intercultural contacts. Dossier is the section where learners document their selected works with the intention of illustrating them.

In one way or another, the English Language Portfolio serves great benefits to its users and practitioners with its documentation, reporting, and pedagogic functions.

Investigations related to increasing the quality of assessment have shifted teacher's attention from large-scale testing to portfolio assessment which measures students' performance throughout the year.

Informal Assessment

Informal assessment is an alternative way of testing which is thought to address what are neglected in large-scale testing. It provides "an avenue for improving the quality of both classroom instruction and large-scale testing". Portfolio assessment is considered "as a vehicle for improving classroom instruction by providing transparent and authentic measures of what students can do on tasks that approximate everyday and real-world uses of knowledge and cognitive skills" (Wiggins, 1989 cited in Wolfe et al. 1999: 86).

Nevertheless portfolios are informal assessment tools, they "require much effort on the part of teachers". This discourages some teachers to implement portfolio. Vermont portfolio assessment program can be an example of this heavy work load from the literature. In this program teachers spent approximately 30 hours per month developing, compiling, and scoring portfolios (Koretz et al., 1994 cited in Wolfe et al., 1999: 86). This can be taken as the disadvantages of portfolio implementation for assessment purpose.

In addition to this disadvantage, several barriers cause pressures on teachers which "reduce the motivation of teachers who are committed to the philosophy and values that drive portfolio assessments". Due to this drawback, some teachers even "abandon the use of portfolio assessment altogether". In the literature, "Aschbacher (1992) and Wolfe and Miller (1997) identified several types of barriers that teachers perceive when attempting to develop and use portfolio assessments in their classroom" (Wolfe et al., 1999: 87). However, teachers' this reluctant approach should be questioned. Their perceptions cannot be accurate. Because, their attitudes about barriers to portfolio implementation change cannot be the result of their professional experiences. These are the issues that should be addressed when complaints arise among teachers against portfolio application.

Another perspective related to the informal assessment is the self assessment opportunity that a portfolio provides to the students. This immediately raises the issue of ethics. In the literature, Moss (1994) (cited in Schendel and O'Neill, 1999: 202) pointed out that it is significant "to consider when examining the ethics of self-assessments because it requires a critical stance toward all assessments-even those that are intended to be democratic and improve teaching and learning".

The underlying assumptions of self-assessment as a practical issue are summarized in the literature as it gives "advice about how to get students to self-assess in effective ways, how to encourage reflective and goal-driven thinking about a student's own writing or how to incorporate various reflective writing and assessment activities throughout an entire course" (Schendel and O'Neill, 1999: 204). Since one of the crucial objectives of portfolio use in this study was to get students self-assess themselves in effective ways, it is necessary to give a clear picture of the notions and functions of portfolio implementation here.

Portfolio in this Study

The initial aim of portfolio use in this study is to keep writings in an organized and systematic way. This priority also shapes the orientation of the portfolio usage to diminish agenda mismatch.

During the teaching and learning process, the students were required to keep every work related to writing in their portfolios in a chronological order. Since the writing instruction was based on process approach, there supposed to be at least first and second drafts of each work they did in their portfolios. Being aware of the fact that their portfolios were going to be graded according to their performance, the students paid due attention to their work.

Beside enabling teachers to assess students' performance, the benefits that portfolio would bring to the writing instruction is the other concern of writing class teachers to include portfolio in their agendas. Apart from its preliminary usage in this study as in keeping the writing products in an organized way, the writing teachers summarize the other benefits of portfolio use as encouraging students do self-study and

self-correction themselves, take their own responsibility of learning and be able to observe and see both the process and the progress.

To sum, the portfolio in this study can be characterized as self-assessment tool which has no clear-cut format and a rigid approach and a tool to diminish the agenda mismatch. Although the prevailing assumption for the portfolio shows the tendency to see it as the alternative assessment tool, this research emphasizes the importance of portfolio as in improving teaching and learning to diminish the mismatch between the agendas.

2.6. Research Questions

Since the research aim necessitates showing the insights into the nature of the research groups' agenda, in other words, expectation problems, it is worth highlighting the following subsidiary questions again.

RQ1- What are the student's attitudes towards and expectations from the writing class?

RQ2- What are the writing teachers' expectations from the writing class?

RQ3- Is there a mismatch between the students and teachers' agendas?

RQ4- Does the use of portfolio have an effect on the students' and teachers' agendas?

RQ5- What are learners' expectations from portfolio use?

RQ6- How beneficial is the use of portfolio in a writing class from the students' perspective?

RQ7-How beneficial is the use of portfolio in a writing class from the teachers' perspective?

RQ8- Does the use of portfolio change students' agendas?

RQ9- Does the use of portfolio change teachers' agendas?

CHAPTER III

METHODOLOGY

3. Introduction

This chapter will present the methodology applied in the study. Among the research methods found in the literature, one group pre- test and post-test design was considered to be the most appropriate for this study as the subjects were measured twice on the dependent variable. First, the participants and the setting will be introduced. Next, questionnaires and interviews will be presented. Then, information about the administration of these materials will be given. Finally, the analysis of the data will be explained.

3.1. Participants

The study was conducted at a private university's preparatory school. Two groups of participants were involved in this study. These were beginner level EFL students and writing teachers at Kadir Has University Preparatory School. Teaching system in the preparatory school was based on modular system. There are five groups, each one of which serves a different language proficiency level. These are Avon (Upper-Int.), Brighton (Int.), Cardiff (Pre-Int.), Dublin (Elementary) and Exeter (Beginner).

The study was conducted on zero-beginner and beginner levels. The length of the study required a group of beginner level learners since their learning progress and process were more appropriate to follow than the higher level learners for an academic year.

These beginner level EFL students obliged to study English for a year as part of their education. This level was made up of 8 classes consisting of 185 students altogether. Although these classes were chosen as the target group in this study, there were changes in the number of students during the data collection process. Students' dropping out of the study, losing their interest or transferring to other levels according

to their exam results can be given as the major reasons for this “attrition” (Seliger and Shohamy, 1990: 101). Within this context, the target group of the study was limited to 79 students while applying the pre and post-tests and the data gathered from these 79 students were analyzed in order to define the mismatch issue. In contrast, portfolio questionnaires were carried out with as many students as could be in order to raise students’ awareness of the portfolio use. The number of students while carrying out the ‘portfolio use background questionnaire’ was a total of 161 and the number of students who took part in the ‘portfolio expectation questionnaire’ was 124.

Because of the modular system applied at Kadir Has University, it was out of question to give place to two different groups of students as in experimental and control group. However, having been one of the writing skill teachers, the teacher researcher had a chance to give an intensive treatment to one of the classes within the target group. The beginner level class, class E-7, had a special treatment apart from the rest of the seven classes. In other words, this class was treated separately from time to time and given extra materials during the study. Group E-7 students were attending classes for eight hours a day, five days a week. Although Exeter classes included students with the lowest level of English, the variety of students’ English knowledge backgrounds in group E-7 varied from zero beginners to elementary.

The second group consisted of writing teachers at KHU preparatory school. The number of writing class teachers was five excluding the teacher researcher herself. Although those three female and two male writing teachers were teaching different levels, they all used portfolio in their classes as part of the syllabus.

3.2. Setting

The study was conducted at Kadir Has University preparatory school. Kadir Has University runs most of the instruction in the English language. Considering the inevitable changes and the requirements throughout the world, it puts special effort to teach English at its preparatory school that lasts for an academic year. The aim of the English preparatory program is to furnish students with necessary language skills so that

they will be able to follow the classes in their faculties/departments without having any difficulty.

The preparatory school had around 650 students studying General English courses such as Reading, Writing, Use of English, and Language Development. In addition to this, doing a research paper, or at least an extensive essay, was one of the requirements that should be met by students by the end of the year.

3.3. Material

1. Student Writing Attitude and Expectation Questionnaire

To define the problem, an attitude and expectation questionnaire, ‘Student Writing Attitude and Expectation Questionnaire’, was prepared to be given to E-level students as pre-test at the beginning of the academic year (see Appendix A). These E-level students were considered as beginner level. Due to students’ levels of English, the questionnaire was prepared in Turkish.

The aim of this questionnaire was to determine students’ attitudes, expectations, and awareness. To get the precise data, the questionnaire was divided into three parts. The first part of the questionnaire contained eight statements requiring students’ opinions to understand their attitudes towards writing. The second part of the questionnaire consisted of seven statements, six of which were originally taken from ‘The Common European Framework of Reference for Languages’ writing criteria to be able to reveal each student’s own awareness of their current writing ability. Finally, the last part of the questionnaire included eight statements addressing the expectations from a writing class.

The Likert scale (Likert, 1932) was used as a data collection technique in this study. Considering success as ‘the result of well-identified preferences that are directly related to motivation and goals, the best way to measure these preferences was through self-report questionnaires’ (James, 2000: 157). This self-report type of questionnaire was chosen so that students could indicate how they feel about something or what their beliefs are. Since the Likert scale is the most widely used example “to elicit opinions

rather than facts” (McDonough and McDonough, 1997:176), the questionnaire included statements in a positive or negative direction requiring students to indicate agreement or disagreement. The subjects were asked to respond to a series of statements by indicating whether they ‘strongly agree’ (SA), ‘agree’ (A), ‘disagree’ (D), or ‘strongly disagree’ (SD) with each statement.

2. Writing Class Teachers’ Agenda and Expectation Questionnaire

The second set of questionnaire, ‘Writing Class Teachers’ Agenda and Expectation Questionnaire’, was given to writing teachers as pre-test in English (see Appendix B). The writing teachers’ contribution, as in sharing their ideas and beliefs about attitudes, expectations, and their agenda during the preparatory stage of this questionnaire was appreciated.

The structure of the questionnaire was mainly similar to the first set of questionnaire given to the students. As in the student’s questionnaire, this questionnaire was divided into three parts as well. However, apart from the student’s questionnaire, the teacher’s questionnaire included a different part considering their agenda. This first part consisted of five statements related to teachers’ opinions to understand their agenda. The basic and primary elements that could form an agenda were set when this part was structured. The following part consisted of eleven expectations that a writing teacher would desire to have in his/her class. And the final part included five statements that would reflect some clues about the writing teachers’ attitudes towards writing.

3. Student Self Evaluation Form

The ‘Student Evaluation Form’ aimed to gather information about class E-7 students’ agendas as well as changes in their agendas and to raise awareness for the study (see Appendix I). Considering the level of English that they had at that time, the form was prepared in English.

There were four questions in this form: 1) What did you learn this week? 2) How did you like it? 3) Did you plan to learn it at the beginning of the year? 4) Out of hundred what would you give for your performance in this week's writing?

With this form, students would have the opportunity to reflect their ideas, expectations, and attitudes on what they have learned clearly and more consciously. Although the Student Evaluation Form was in question and answer format, the students of class E7 were required to write down their ideas in paragraph format.

4. Writing Class Teachers' Agenda Interview 1

Five writing teachers were interviewed orally and their answers were recorded on the interview paper (see Appendix G). The aim of this interview was to provide detailed explanation about writing teachers' agendas. The data gathered from this interview was considered as additional information and used in implications part of this study.

In the interview, the first question was related to writing teachers' co-operation with the other skills' teachers while they designed their agenda. In addition to this question, the second question was related to the ways of co-operation between skills. Finally, participant teachers were expected to exemplify the ways of co-operation at least in five ways.

The teachers were asked to give their opinions to the item, "I co-operated with the other skills' teachers while I designed my agenda" in the teachers' questionnaire in part 1 because this item was considered important with its contribution to the success of the writing lesson. In other words, it was necessary to find out the role of the co-operation in writing lessons.

5. Writing Class Teachers' Agenda Interview 2

Another interview related to agenda was given to writing teachers by the middle of the academic year (see Appendix H). The current changes in teachers' agendas were the central issue of this interview. As in 'Writing Class Teachers' Agenda Interview 1,

the data gathered from this interview was considered as additional information too and used in implications part of this study.

The interview was carried out with four writing teachers with whom three interviews were recorded on a tape and one interview was recorded on the original interview paper. The reason why one of the interviews was recorded on a paper was that the interviewer refused to be recorded on a cassette.

There were five questions in this interview. They were; 1) Did you make any changes in your agenda since the beginning of the term? If so, what is/are the change(s)? 2) What made you decide to make the changes? 3) Did Administration have any effect on the changes you made? 4) Did Portfolio have any positive or negative effects on the changes you have made?

Since the 'Writing Class Teachers' Agenda Interview 2' was given in the middle of the term, it was intended to see the changes that have been made in teacher's agenda until then. Two things, the mismatch and the portfolio, aimed to be investigated via this interview. It was aimed to see whether the teachers made the changes in their agendas in order to decrease the gap between the agendas. Finally, the effects of portfolio on the changes, if there were, were the last item to be investigated in this questionnaire.

6. Student Portfolio Use Background Questionnaire

The aim of this questionnaire was to gather data about students' portfolio use related to their educational backgrounds (see Appendix J). It was also carried out to eliminate the students who were involved in portfolio use before for the objectivity of the questionnaire. Since the statements in the second part, which were included to raise their awareness about portfolio use, consisted of some technical terms, the questionnaire was prepared in Turkish.

In the first part of this questionnaire, the students were asked whether they had used portfolio in their previous education lives or not. This introductory question aimed to gather the number of the students who were familiar with portfolio study as part of their previous education. They were expected to choose the option 'NO' if they had not, and leave the rest of the questionnaire empty.

The students were anticipated to mark the ‘YES’ option if they were exposed to portfolio use previously and continue filling in the second part of the questionnaire which was about the general aims of portfolio use. Although it was quite clear that the majority of students did not experience portfolio use before, these six statements were included in this part of the questionnaire intentionally to increase the students’ awareness about portfolio.

7. Student Portfolio Expectation Questionnaire

A questionnaire correlated to the previous questionnaire was designed to gather information about students’ expectations from the portfolio application at Kadir Has University Preparatory School (see Appendix K). It was applied in Turkish so as to prevent any misunderstandings which might affect the results of the questionnaire. There were seven statements in this questionnaire. In fact, the first six statements were exactly the same with the previous questionnaire. However, the last statement was mainly about the assessment function of portfolio which was included deliberately to provide the reliability of the questionnaire.

The Student Portfolio Expectation Questionnaire was applied to the same group of students, Exeter classes, which was at pre-intermediate level, then. Since there would not be any comparison between students’ and teachers’ expectations of portfolio use, the data was gathered from a total of 124 students with the intention of raising portfolio awareness.

8. Student Portfolio Evaluation Questionnaire

Student Portfolio Evaluation Questionnaire was applied just to class E-7 as an additional tool (see Appendix L). Considering the time the questionnaire applied, which was the end of the year, it was prepared in English. The questionnaire was structured in six different parts questioning the key notions of portfolio use throughout the academic year.

This questionnaire had two major goals. The first one was to make students see the amount of work they did so far, in a way how much they had learned, and evaluate their portfolios by themselves. The second goal was to help teacher researcher to draw a conclusion about the practicality of portfolio use via students' answers.

It expected the students go through and recall the portfolio process all by themselves. The number of the options that students were required to choose in the first three sections was gradually decreased in order to make the subjects be more specific on their choices.

The first part of the questionnaire dealt with the steps that students think they needed to improve in their first pieces of work, free writing, by examining them in their portfolios simultaneously. They were required to choose five of the given ten options. Three of the ten options needed to be chosen in the second part of the questionnaire. In this part, students were asked to spot three of the options that they think they needed to improve in their second pieces of writing, paragraph writing. The time they had started working on paragraph corresponds to their second or third month of exposure to learning English. In other words, in this part, students were expected to pinpoint the options apart from the previous section. The third part of the questionnaire concerned the final piece of students' work, the essay. In this section, with their essays open in front of them, they were asked to mark just two of the eight options that they think they needed to improve in their essay writing. The fourth part in the portfolio evaluation questionnaire aimed to make students realize the change(s) in their writing progresses by comparing the performance they had at the beginning of the year with the performance at the end of the year. There were no limitations about the number of items they were supposed to mark as 'could' referred to the beginning of the year; whereas, 'can' referred to today. The next part, part five, included a question that led students, in a way, to recheck what they did in the previous question. They were asked to choose the option(s) that made them decide on question four. In other words, question five aimed to make the students be able to distinguish the main reason(s) that influenced them while answering the fourth question. Finally, the 'Student Portfolio Evaluation Questionnaire' ended with another small questionnaire including a statement with five endings. This sixth part aimed to get more information about the students' awareness

and use of portfolio. The students' level of agreement on their awareness of portfolio use was measured by using the Likert scale consisting of four categories: strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SD) and each category was assigned "with an order from low to high scoring" as in 4 for the highest favorable response (strongly agree) and 1 for the least favorable response (strongly disagree) (Hopkins, 1976:148).

The answers of 15 out of 24 students were evaluated in this questionnaire. The rest of the students' answers were not considered due to the fact that they were the students who had just dropped from an upper level. In other words, these students had not been part of the research process at all.

9. Teacher Portfolio Evaluation Questionnaire

The 'Teacher Portfolio Evaluation Questionnaire' was given to the five writing teachers to evaluate the portfolio program (see Appendix M). There were three parts consisting of 18 statements. Each part resembled a period throughout the process as in the beginning, during, and the end of the year.

The teachers were supposed to go through the five statements within the first section in order to identify the reasons why they had decided to include portfolio in their agendas at the beginning of the year. However, the five statements in the second part required the teachers to give their opinions on how portfolio helped them during the year. The last part, on the other hand, dealt with the possible outcomes of portfolio use the writing teachers might have experienced by the end of the year. This last section consisted of eight situations ranging from positive to negative.

3.4. Administration

1. Student Writing Attitude and Expectation Questionnaire (Pre-test)

This first data collection tool was conducted a while after the academic year started. It was given to all E-level classes on the same day, but at different times. Since

it was applied to all Exeter level students, the other skills' teachers were kindly asked to apply the questionnaire at his/her teaching hour. Each teacher was informed about the content and purpose of the questionnaire briefly in advance in order to avoid any confusion and misunderstanding.

2. Writing Class Teachers' Agenda and Expectation Questionnaire (Pre-test)

This group of participants was given the questionnaire to be filled in at the same time with students, though not as a group. The parts that they were confused or unable to reflect their ideas were made clear by the teacher researcher.

3. Student Self Evaluation Form

This form was applied to only class E-7 students three times during the study. The first one was carried out by the end of the first semester. However, the other two were applied during the second half of the academic year. The syllabus was taken into consideration while the application times were scheduled. In fact, the best time to put the procedure into practice was thought to be the lesson right after a new topic was introduced to the class which would make it possible to see the changes occurred in students' agendas throughout the year.

4. Writing Class Teachers' Agenda Interview 1

Since this interview was investigating one of the items in 'teachers' agenda and expectations questionnaire', it was held right after the results of this questionnaire was gathered. It was applied to five writing class teachers within the same week at different times. The teachers were interviewed orally and their answers were recorded on the interview paper.

5. Writing Class Teachers' Agenda Interview 2

'Writing Class Teachers' Agenda Interview 2' was given during the mid-term holiday. The teachers were working on the necessary changes they were planning to do in their agendas for the second term, then. After having been informed briefly about the content of the interview, teachers were ready to be recorded. It was carried out with four writing teachers with whom three interviews were recorded on a tape and one interview was recorded on the original interview paper.

6. Student Portfolio Use Background Questionnaire

This questionnaire was applied by the end of first term. It was applied to 161 students. It had two parts. The first part was designed to find out whether the students had ever used portfolio in their previous education lives or not. The second part of the questionnaire, on the other hand, was for the students who experienced portfolio study before. All the instructors who were teaching to Exeter levels were asked to deliver the questionnaire by making the necessary explanations.

7. Student Portfolio Expectation Questionnaire

Students were required to fill in this form in order to make explicit their expectations from the portfolio use. It was applied a week after the 'Portfolio Background Questionnaire' was carried out. The application procedure was the same with the previous questionnaires. This data was gathered via teachers' delivery to each beginner level class.

8. Student Portfolio Evaluation Questionnaire

This evaluation questionnaire was conducted by the end of the year. A different procedure was followed this time. 15 class E-7 students were provided with a questionnaire in English. The students filled in the evaluation questionnaire with their

Portfolios open in front of them including all the work that they had done since the beginning of the year. The students were required to fill in the questionnaire within a class-hour under the guidance of their writing class teachers.

9. Teacher Portfolio Evaluation Questionnaire

By the end of the year, teachers were asked to share their opinions of portfolio use throughout the year. This evaluation questionnaire was conducted right after the writing teachers completed their portfolio checks in terms of giving their assessment grades. Teachers were not obliged to fill in the form all together at the same time. It is worth mentioning that all the teachers showed great effort to complete and hand in the questionnaires immediately.

10. Student Writing Attitude and Expectation Questionnaire (Post-test)

The ‘Student Writing Attitude and Expectation Questionnaire’, which was applied at the beginning of the year, was given to all Exeter classes as post-test again (see Table 4.8). This post-test aimed to gather information about the changes that might have occurred in students’ agendas by the end of the year. Nevertheless it was applied to all E-level classes, just the responses of the same 79 students who took the pretest were taken into account during the analysis stage.

11. Writing Class Teachers’ Agenda and Expectation Questionnaire (Post-test)

The ‘Teachers’ Agenda and Expectation Questionnaire’, which was given at the beginning of the year, was applied to five writing teachers again as post-test at the end of the year (see Table 4.10). Any change(s) occurred either in the expectations or agendas of teachers was the information that required to be gathered via this questionnaire.

3.5. Data Analysis

The numerical data obtained from the questionnaires were fed into SPSS program (Statistical Package for Social Sciences). The results were evaluated by using two different types of analysis. The frequency analysis was carried out to see the distribution of students' and teachers' responses and a NPar Wilcoxon Signed Ranks Test was conducted to test the null hypothesis whether two samples are the same in terms of means (Brown, 1988: 175). The analysis of each step will be demonstrated in the order they appear within the study.

1. Frequencies of Students' and Teachers' pre and post Expectations

All the multiple choice questionnaire data derived from students' and teachers' attitude and expectation questionnaires were analyzed through SPSS (Statistical Package for Social Sciences) statistics program.

Each statement's frequencies in both questionnaires were individually assessed (see Appendix C-D-E-F). The 'frequency' table contained the Frequency, Percent, Valid Percent, and Cumulative Percent of each item in the questionnaire. 'Strongly Agrees, Agrees, Disagrees, and Strongly Disagrees' were shown separately with the numbers they indicated. Also, the total number of students who filled in the questionnaire and the number of statements which participants missed somehow were other information included in each frequency table.

2. Comparison of Students' and Teachers' pre Expectations

Since the student and teacher questionnaires were conducted in order to identify the mismatch between the two agendas, NPar Mann-Whitney Test was carried out to compare their answers via SPSS program (see Table 4.3). Students did not have any agendas such as syllabus as teachers had; therefore their expectations were considered as their agendas and compared with the teachers' expectations. From these data, six common expectations were derived. To produce a coherent text, to use sentence structures accurately, to use vocabulary effectively, to brainstorm about the topic

beforehand, practice is essential, and be able to express themselves in English increases their motivation were revealed as common expectations of both teachers' and students'.

The results were gathered in two tables. 'Ranks' table consisted of N (number), Mean Rank, Sum of Ranks. Whereas, 'Test Statistics' illustrated the results under five headings that were Mann-Whitney U, Wilcoxon W, Z, Asymp. Sig. (2-tailed), and Exact Sig. [2*(1-tailed Sig.)]. The means of the results were discussed considering the Mann-Whitney U and Sig. (2-tailed) values.

3. Student's versus Teacher's Agenda

The initial departure point of this study was to establish the mismatch between the students' and teachers' agendas. Therefore, after having collected the necessary data about the mismatch issue between students' and teachers' agendas, it was time to have a close look at the outcomes. The outcomes that gathered from both students' and teachers' expectations were of great importance in terms of its contribution to the study.

The first student and teacher attitude and expectation questionnaires, that was applied to 79 beginner level students and 5 writing teachers, gave some insights about the mismatch between the agendas. In addition to this, the 'student self-evaluation form' that was carried out just in class E7 revealed similar data.

4. Means of Student Writing Attitude and Expectation Questionnaires

The results of the 79 beginner level students' responses to the 'Student Writing Attitude and Expectation Questionnaire', that was applied as pre-test at the beginning year and post-test at the end of the academic year, were compared in this step. It aimed to see the changes in terms of attitudes and expectations by the end of the year. (see Table 4.9). NPar Wilcoxon Signed Ranks Test was carried out through SPSS program with the intention of recognizing the discrepancies between pre and post-tests. The results were gathered in two different tables. 'Ranks' table consisted of N (number), Mean Rank, Sum of Ranks (see Appendix N). Whereas, 'Test Statistics' illustrated the

results under two headings that were Z and Asymp. Sig. (2-tailed). The means of the results were discussed considering the Z and Sig. (2-tailed) values.

5. Writing Class Teachers' Agenda and Expectation Questionnaire (Post-test)

The data gathered from this posttest was fed into SPSS program and analyzed. The frequency chart of each statement was taken so as to compare with the post-test. A table was formed to illustrate the results (see Table 4.10).

6. Means of Writing Class Teachers Agenda and Expectation Questionnaires

In order to compare the means between the pre and post-tests of Writing Class Teachers' Agenda and Expectation Questionnaire, NPar Wilcoxon Test was carried out (see Table 4.11).

By doing Wilcoxon Test with the help of SPSS program, it was aimed to distinguish the possible changes that might have occurred in teachers' agendas and expectations throughout the study. The number of teachers who took both pre and post-tests was the same.

7. Comparison of Students' and Teachers' post Expectations

At the beginning of the study, it was hypothesized that there was a mismatch between the students' and teachers' agendas. Due to the fact that students did not have any agenda as in syllabus, that the writing teachers had at the beginning of the year, the agenda in this study was considered as the 'expectations' of students'. In this respect, in order to define the gap between the agendas, the expectations of both students and teachers were compared at the very beginning of this study.

The same procedure was carried out at the end of the year so as to see whether the gap between the agendas minimized or not (see Table 4.4). After gathering the data from both Student Writing Attitude and Expectation post-test Questionnaire and Writing Class Teachers' Agenda and Expectation post-test Questionnaire, the results of

six common expectations, that was recognized in pre-test, were fed into SPSS program with the intention of comparing means by carrying out Mann-Whitney Test.

The results were gathered in two tables. ‘Ranks’ table consisted of N (number), Mean Rank, Sum of Ranks. Whereas, ‘Test Statistics’ illustrated the results under five headings that were Mann-Whitney U, Wilcoxon W, Z, Asymp. Sig. (2-tailed), and Exact Sig. [2*(1-tailed Sig.)]. The means of the results were discussed considering the Mann-Whitney U and Sig. (2-tailed) values.

8. Student Portfolio Use Background Questionnaire

By delivering this questionnaire it was aimed to control the intervening variables. The intervening variables are the ones who used portfolio before in their education lives. The number of the students who were one step ahead in terms of portfolio study was 17 out of 161 students. These 17 students’ responses were taken out of the data in order not to affect the results. These students who had previously experienced portfolio showed a positive attitude towards the general principles of portfolio use.

However, considering the results of the ‘Students’ Portfolio Use Background Questionnaire’, it was evident that the majority of students, 144 out of 161, did not experience portfolio use in their previous education lives. In other words, the participant students had been unaware of the benefits of portfolio use in their language learning process before they were actually involved in it. Regardless to say, this led the students to be more objective when deciding on their expectations of portfolio use.

The sex and the number of students were also illustrated, but on separate tables. According to the tables the research group consisted of 85 male and 76 female students and the number of students who did not experience portfolio use before was 144.

cinsiyet					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	erkek	85	52,8	52,8	52,8
	kız	76	47,2	47,2	100,0
	Total	161	100,0	100,0	

Orta ve/veya lise öğreniminizde Portfolio kullandınız mı?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid hayır	144	89,4	89,4	89,4
evet	17	10,6	10,6	100,0
Total	161	100,0	100,0	

9. Student Portfolio Expectation Questionnaire

The answers of 124 beginner level students to the ‘Student Portfolio Expectation Questionnaire’ were analyzed through SPSS program by taking each statement’s frequency individually.

The ‘frequency’ table contained the Frequency, Percent, Valid Percent, and Cumulative Percent of each item in the questionnaire. ‘Strongly Agrees, Agrees, Disagrees, and Strongly Disagrees’ were shown separately with the numbers they indicated. Also, the total number of students who filled in the questionnaire and the number of statements which participants missed somehow were other information included in each frequency table.

10. Student Portfolio Evaluation Questionnaire

The data was gathered from class E-7. The responses of 15 students were analyzed through SPSS program. Table 4.6 illustrates the results showing both the frequency and the percentage of each item separately.

11. Teacher Portfolio Evaluation Questionnaire

The results of this questionnaire, which were gathered from five writing teachers, were analyzed with the help of SPSS program. The frequency of each item was taken in terms of ‘Strongly Agrees, Agrees, Disagrees, and Strongly Disagrees’. The results were demonstrated in Table 4.7.

CHAPTER IV

RESULTS

4. Introduction

At the beginning of the study, portfolio was claimed to be the facilitator that could help teachers to decrease the gap between the agendas. Therefore, the research questions centre on portfolio application and the extent to how this application affects the agendas. This area of research, as stated in the previous chapter, is necessary because the mismatch between the agendas can be defined to establish a route for the quality of writing lesson. This chapter will have a close look at the results of the questionnaires in the order they appear while conducting the study.

4.1. Results of Student Writing Attitude and Expectation Questionnaire (Pre-test)

RQ1- What are the students' attitudes and expectations from the writing class?

As indicated in chapter 3, the Student Writing Attitude and Expectation Questionnaire was applied to collect data on the students' attitude, awareness and expectations.

The results given in Table 4.1. show that in the first section of the questionnaire, 37 students out of 79 stated that they do not agree with the idea that writing means keeping a diary. On the other hand, 35 out of 79 students had the same opinion that writing refers to sending e-mail. However, 45 students were in agreement that writing skill means writing a letter. In addition to this opinion, while 35 students considered writing as taking and/or leaving a message, 38 students out of 79 believed that using short message service on mobile phones is writing. Moreover, 35 students were of the same opinion that writing is keeping and sharing. Whereas, 40 out of 79 students stated that writing is thinking. Finally, 44 students believed that writing is a communication skill. The above results illustrated the fact that beginner level students' attitudes towards writing can be summarized as a communication skill through writing letters.

The second part of the questionnaire was designed to gather information about students' current awareness of their writing abilities. According to the results derived from this section, 39 out of 79 students stated that they cannot keep a diary in English. However, the majority (83.5%) of students agreed that they can write a short, simple postcard. In addition to this, 51 out of 79 students were of the same opinion that they can write short, simple notes and messages. Similarly, 41 students noted that they can write simple personal letters describing their impressions. 42 out of 79 students, on the other hand, disagreed with the criterion which was 'I can write clear, detailed text on a wide range of subjects related to my interests'. Likewise, 42 students did not agree with the statement that says 'I can write detailed expositions of complex subjects in a letter, an essay or a report'. Finally, the majority (91.1%) of students showed negative impression to the criterion 'I can write summaries and reviews of professional or literary work'. Considering all the above results, it was evident that students were not able to express themselves in a detailed, well-structured text.

Another issue to be held at this stage to clarify the first research question was the expectations of students. According to the results, 37 out of 79 students stated that grammar is essential while writing. Similarly, the majority (72%) of students agreed that vocabulary has a major role in writing classes. Also, 43 out of 79 students stated that it is important to write frequently and regularly to improve the writing skill. In addition to these, 35 students believed that being aware of writing techniques is necessary to acquire writing skill. Likewise, 39 students declared that writing class is a great opportunity to practice and fortify what has been learnt. Furthermore, 36 out of 79 students pointed out that writing skill has immense benefit to the process of learning a foreign language. Besides, 42 students had the expectation that having an idea about the topic or brainstorming in advance makes the writing itself easier. As a final point, 42 out of 79 students strongly agreed that having difficulty in how to express their feelings and thoughts in English de-motivates them. Overall, the findings of this section suggest that vocabulary is the first and most important concerns of students in terms of their expectations from the writing class.

Table 4.1: Frequency of Student Writing Attitude and Expectation Questionnaire (Pre-test)

Writing is	N	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%(P)	F	%(P)	F	%(P)	F	%(P)
1 keeping a diary.	79	6	7.6	26	32.9	37	46.8	7	8.9
2 sending an e-mail.	79	10	12.7	35	44.3	26	32.9	3	3.8
3 letter writing.	79	10	12.7	45	57	20	25.3	2	2.5
4 taking and/or leaving a message.	79	8	10.1	35	44.3	27	34.2	5	6.3
5 using short message service on a mobile phone.	79	10	12.7	21	26.6	30	38	12	15.2
6 keeping and sharing.	79	23	29.1	35	44.3	13	16.5	3	3.8
7 thinking.	79	40	50.6	28	35.4	6	7.6	3	3.8
8 a communication skill.	79	44	55.7	31	39.2	2	2.5	1	1.3
I can									
9 keep a diary.	79	4	5.1	20	25.3	39	49.4	11	13.9
10 write a short, simple postcard.	79	14	17.7	52	65.8	10	12.7		
11 write short, simple notes and messages.	79	21	26.6	51	64.6	3	3.8		
12 write simple personal letters describing my impressions	79	15	19	41	51.9	19	24.1	1	1.3
13 write clear, detailed text on a wide range of subjects related to my interests.	79	3	3.8	11	13.9	42	53.2	21	26.6
14 write detailed expositions of complex subjects in a letter, an essay or a report	79	3	3.8	2	2.5	36	45.6	36	45.6
15 write summaries and reviews of professional or literary work.	79	1	1.3	4	5.1	35	44.3	37	46.8
I believe that									
16 grammar is essential while writing.	79	37	46.8	29	36.7	8	10.1	1	1.3
17 vocabulary has a major role in writing classes.	79	58	73.4	14	17.7	3	3.8	1	1.3
18 it is important to write frequently and regularly to improve the writing skill.	79	43	54.4	26	32.9	7	8.9		
19 being aware of writing techniques is necessary to acquire writing skill.	79	35	44.3	32	40.5	7	8.9		
20 writing class is a great opportunity to practice and fortify what has been learnt.	79	39	49.4	31	39.2	6	7.6	1	
21 writing skill has immense benefit to the process of learning a foreign language.	79	36	45.6	32	40.5	7	8.9	1	1.3
22 having an idea about the topic or brainstorming in advance makes the writing itself easier.	79	42	53.2	32	40.5	2	2.5		
23 having difficulty in how to express my feelings and thoughts in English de-motivates me.	79	42	53.2	22	27.8	7	8.9	5	6.3

4.2. Results of Writing Class Teachers' Agenda and Expectation Questionnaire (Pre-test)

RQ2- What are the writing teachers' expectations from the writing class?

The second instrument, Writing Class Teachers' Agenda and Expectation Questionnaire, was administered to writing teachers of English to investigate their agenda, expectations and beliefs. Since there were two subject groups included in the study, it was important to define the expectations of teachers as well, with the purpose of seeing the discrepancy between the two groups.

This questionnaire was designed to gather data on three different topics which were agenda, expectations and beliefs. The teachers were provided with eleven expectation and five belief statements. However, six of these sixteen statements were taken into account, as they were more relevant to the ones of students'. These 'expectation and belief' statements were analyzed to clarify the second research question.

According to the results of the six expectations given in Table 4.2, 3 out of 5 writing teachers agreed that they expected their students to be able produce a coherent text. 4 teachers pointed out that they expected their students to be able to use sentence structures accurately. 3 teachers stated that they anticipated their students to be able to use vocabulary effectively. 3 out of 5 teachers strongly agreed that they expected their students to brainstorm about the topic beforehand. 4 writing teachers pointed out that a lot of practice was essential. 3 out of 5 teachers agreed that students' ability to express their feelings and ideas kept their motivation high.

The results of the items which were related to teachers' agendas showed a balanced distribution between the answers strongly agree and agree. None of the statements in this part were marked as disagree or strongly disagree by teachers.

Table 4.2: Frequency of Writing Class Teachers' Agenda and Expectation Questionnaire (Pre-test)

	N	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%(P)	F	%(P)	F	%(P)	F	%(P)
While I designed my agenda, ...									
1 I considered the levels of students.	5	4	80	1	20				
2 I took into account the class hours of each level	5	2	40	3	60				
3 I considered the academic level I want my students to achieve at the end of the term.	5	4	80	1	20				
4 I examined the course books and chose the most appropriate materials.	5	4	80	1	20				
5 I co-operated with the other skills' teachers.	5	2	40	3	60				
I expect my students ...									
6 to be co-operative.	5	4	80	1	20				
7 to be assertive in class.	5	3	60	2	40				
8 to meet the deadlines.	5	3	60	2	40				
9 to be creative and imaginative.	5	3	60	2	40				
10 to be able to take the responsibility of their own learning.	5	2	40	3	60				
11 to be aware of what they are doing / expected to be doing.	5	3	60	2	40				
12 to be able to produce a coherent text.	5	2	40	3	60				
13 to learn from their mistakes and improve their writing.	5	3	60	2	40				
14 to be able to use sentence structures accurately	5	1	20	4	80				
15 to be able to use vocabulary effectively.	5	2	40	3	60				
16 to brainstorm about the topic beforehand.	5	3	60	2	40				
I believe that in writing ...									
17 a lot of practice is essential.	5	4	80	1	20				
18 keeping portfolio is a must.	5			5	100				
19 students' express their feelings and ideas keep their motivation awake.	5	2	40	3	60				
20 self-check and peer-check are more important than teacher check.	5			3	60	2	40		
21 teacher feedback is more important than self or peer evaluation.	5			5	100				

4.3. Results of Means of Students' and Teachers' pre Expectations

RQ3- Is there a mismatch between the students' and teachers' agendas?

According to the results derived from the analysis of the 'Comparison of Students' and Teachers' Expectations', it was obvious that expectations in the 'mental agendas' of students and teachers were almost the same. Both students and teachers gave priority to accurate use of sentence structure, effective use of vocabulary, brainstorming about the topic beforehand, and sufficient amount of practice. They also agreed on the idea that being able to express oneself in the target language keeps the motivation high in the writing classes. In other words, students and teachers had approximately similar expectations from the writing lesson, which shaped and characterized their agendas dramatically. Nevertheless the students and teachers shared mostly the same feelings, there was a situation that they fell apart.

The NPar Mann-Whitney Test (see Table 4.3) revealed only one significant difference between students' and teachers' expectations. It is; the teachers expected their students 'to be able to produce a coherent text' at the beginning of the year whereas students did not ($p \geq .001$). Although there happened to occur one and only significant difference between the agendas, it is worth mentioning that this discrepancy was the most important of all.

Table 4.3: Mann Whitney Test Means of Students' and Teachers' Expectations (Pre-test)

Mann-Whitney Test		
	Mann-Whitney U	Sig. (2-tailed)
I can write clear, detailed text on a wide range of subjects related to my interests.	28,500	,001
I believe that grammar is essential while writing.	170,500	,579
I believe that vocabulary has a major role in writing classes.	142,000	,185
I believe that it is important to write frequently and regularly to improve the writing skill.	142,000	,238
I believe that having an idea about the topic or brainstorming in advance makes the writing itself easier.	179,000	,692
I believe that having difficulty in how to express my feelings and thoughts in English de-motivates me.	194,000	,942

4.4. Results of Means of Students' and Teachers' post Expectations

RQ4- Does the use of portfolio have an effect on the students' and teachers' agendas?

Attitude and expectation questionnaires were carried out twice within the study. The first time it was delivered was the beginning of the year and the next time was the end of the year. At its first application, it was aimed to define the mismatch between the students' and teachers' agendas, in other words, expectations. When it was carried out the second time, the degree of changes in expectations from the beginning of the year till the end was investigated. In order to analyze the data, both pre and post-test results were fed into SPSS program. NPar Mann-Whitney Test was carried out to compare the means of both pre and post expectations of students and teachers from the writing class.

The means of students' and teachers' post expectations showed just the opposite results with the means of pre expectation results. The results of the analysis in Table 4.4 revealed significant differences in all the six expectations between the students' and teachers' post expectations. However, it is worth mentioning that, according to the distribution of students' responses in post expectation frequency table, the number of students who were either strongly agreed or agreed with the item 'I can write clear, detailed text on a wide range of subjects related to my interest' was a little bit more than the disagree responses. The frequency results showed that more than half of the students (51.9%) were able to produce a coherent text. The number of students, on the other hand, who were not able to fulfill this requirement was 38 out of 79 students. The reason why the means test did not give the same result as in frequency table can be explained by the great difference between the number of students and teachers who took part in the study. The irrelevancy between the number of students (79) and the teachers (5) can affect the result dramatically. As a result, there is no doubt that the discrepancy defined between the students and teachers at the beginning of the year was minimized in a remarkable way.

Table 4.4: Mann-Whitney Test Means of Students' and Teachers' Expectations (Post-test)

Mann-Whitney Test		
	Mann-Whitney U	Sig. (2-tailed)
I can write clear, detailed text on a wide range of subjects related to my interests.	72,000	,011
I believe that grammar is essential while writing.	20,000	,000
I believe that vocabulary has a major role in writing classes.	5,500	,000
I believe that it is important to write frequently and regularly to improve the writing skill.	4,500	,000
I believe that having an idea about the topic or brainstorming in advance makes the writing itself easier.	3,500	,000
I believe that having difficulty in how to express my feelings and thoughts in English de-motivates me.	40,000	,002

4.5. Results of Student Portfolio Expectation Questionnaire

RQ5- What are learners' expectations from portfolio use?

According to the results provided in Table 4.5 the majority (84.8%) of students, 77 out of 124, agreed that they used portfolio to get feedback from their teachers on the products they created in their writing lessons. Similarly, 65 out of 124 students stated that portfolio was beneficial to see what they had learnt so far collectively. Also, 72 students used portfolio to evaluate their learning processes. In addition to these, 63 students benefited from the portfolio to identify their weaknesses so as to improve them. What is more, 62 out of 124 students pointed out that they used portfolio to provide the entire requirements of that particular class throughout the learning process. Besides, 72 students used portfolio with the expectation that the more they practice writing skills, the more they improve it. Lastly, 73 out of 124 students noted that they kept portfolio in order to get high teacher assessment grades from the writing class.

All things considered, the majority of students either strongly agreed or agreed on the general aims of Portfolio use as well as the role of it as an assessment criterion.

In other words, portfolio implementation managed to reach its sub-objectives as to create awareness, to increase autonomy and to encourage self-evaluation.

Table 4.5: Frequency of Student Portfolio Expectation Questionnaire

During the 2005-2006 academic year, I used portfolio at Kadir Has University Preparatory School to ...	N	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%(P)	F	%(P)	F	%(P)	F	%(P)
1 to get feedback from my teachers on the products I created in the writing lessons.	124	29	23,2	77	61,6	11	8,8	8	6,4
2 to see what I have learnt so far collectively.	124	42	33,6	65	52	14	11,2	4	3,2
3 to evaluate my learning process.	124	27	21,6	72	57,6	22	17,6	4	3,2
4 to identify the weaknesses I have and to improve them.	124	39	31,2	63	50,4	18	14,4	5	4
5 to provide the entire requirements of that particular class throughout the learning process.	124	29	23,2	62	49,6	28	22,4	5	4
6 to better understand and practice the writing skills.	124	32	25,6	72	57,6	16	12,8	4	3,2
7 to get high teacher assessment grades from the writing class.	124	73	58,4	30	24	12	9,6	10	8

4.6. Results of Student Portfolio Evaluation Questionnaire

RQ6- How beneficial is the use of portfolio in a writing class from the students' perspective?

Having gained awareness about portfolio use, a particular questionnaire, 'Student Portfolio Evaluation Questionnaire', was given to 15 class E-7 students to recall the process they had been going through since the beginning of the year as well as to get their final decisions of the use of portfolio.

According to the results of the questionnaire shown in Table 4.6, none of the 15 students needed to improve 'indentation' in their first pieces of writing - free writing. Similarly, conjunctions and paper format items were chosen as the ones that do not need improving by 14 students. However, 12 students pointed out that they were in need of improving their vocabulary and sentence structure respectively. On the contrary, in their second piece of writing, paragraph writing, the only item was chosen to be improved by

10 out of 15 students was ideas and examples. Apart from this, when students were asked what to improve in their third piece of writing, which was essay writing skills, the majority of the students, surprisingly, did not choose any of the items to be improved. Here, in this part, they were expected to choose two of the options that they think should be improved when writing their essays. Despite the fact that most of the students were having difficulty with writing the introduction part and the thesis statement, none of them mentioned about them. Either they did not quite understand the question or they really did not have any problem with writing the introduction paragraph or the thesis statement. Question four, which was concerned with the kind of improvement students see in their writing, showed that the majority (76%) of students could only write sentence and paragraph at the beginning of the year. However, they stated that they were able to write an essay and make complex sentences. Finally, in the fifth question, students were asked for the option that made them decide on question four. 8 out of 15 students chose the options 'my portfolio, my teacher, and my reading books'. In the last part, question six, students were required to provide their overall views of portfolio use by answering a four-scale questionnaire including five statements. According to the sixth question, 8 out of 15 students agreed that portfolio made them see all their work together. Similarly, 12 students reflected their ideas on the next item as portfolio made them see what they can do. Moreover, 10 students stated that portfolio made them see what they cannot do. Also, 9 out of 15 students strongly agreed that portfolio helped them to see how much they improved their writing skills. Finally, 7 out of 15 students noted that they were able to get better marks by being organized with the help of portfolio. Taking all these into account, it seems that portfolio was successful in terms of making students reflect on their learning.

Table 4.6: Frequency of Student Portfolio Evaluation Questionnaire

1) Look at the first piece of writing in your portfolio and choose five (5) of the options.					
In my first piece of writing, I need to improve ...	N	Yes	%	No	%
sentence structure	15	12	80	3	20
punctuation	15	7	47	8	53
spelling	15	7	47	8	53
vocabulary	15	13	80	2	20
paper format	15	2	6,7	13	93
conjunctions	15	1	6,7	14	93
organization	15	9	53	6	47
indentation	15			15	100
introduction	15	10	60	5	40
conclusion	15	9	53	6	47
2) Look at your second piece of writing in your portfolio and choose three (3) of the options.					
In my second piece of writing (paragraph), I need to improve...					
sentence structure	15	4	27	11	73
vocabulary	15	6	40	9	60
punctuation and spelling	15	4	33	11	67
linking & signal words	15	5	33	10	67
ideas & examples	15	10	67	5	33
topic sentence	15	5	33	10	67
concluding sentence	15	1	13	14	87
organization	15	5	40	10	60
paper format	15	2	20	13	80
conjunction	15	2	13	13	87
3) Look at your final piece of writing in your portfolio and choose two (2) of the options.					
In my final piece of writing (essay), I need to improve ...					
sentence structure	15	2	13	13	87
punctuation & spelling	15	3	27	12	73
vocabulary	15	6	40	9	60
introduction (from general to specific with a thesis statement)	15			15	100
organization (introduction / body / conclusion)	15	6	40	9	60
body paragraphs (with a clear topic sentence and detailed supporting sents.)	15	5	33	10	67
concluding paragraph (summarization of the main points with a final thought)	15	6	40	9	60
linking and signal words	15	3	20	12	80
4) What kind of improvement can you see in your writing?					
a) At the beginning of the year I could only ...					
write a sentence	15	11	73	4	27
write a paragraph	15	12	80	3	20
write a story	15	4	27	11	73
make a description	15	4	27	11	73
b) Now, I can					
make complex sentences	15	11	73	4	27
use signal and linking words effectively	15	5	33	10	67
use relevant vocabulary in the right place and meaning	15	6	40	9	60
write an essay	15	13	87	2	13

5) What made you decide on the options for question 4?				15	8	53	7	47
my portfolio				15	8	53	7	47
my teacher				15	8	53	7	47
my reading books				15	8	53	7	47
my grammar book				15	7	47	8	53
listening activities				15	2	13	13	87

6) Keeping a portfolio made me see		Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	F	P	F	P	F	P	F	P
all my work together	15	7	47	8	53				
what I can do	15	3	20	12	80				
what I can't do	15	1	6.7	10	68	1	6.7		
how I improved in writing	15	9	60	4	27	2	13		
how being organized helped me to get better marks	15	5	33	7	47	3	20		

4.7. Results of Teacher Portfolio Evaluation Questionnaire

RQ7- How beneficial is the use of portfolio in a writing class from the teachers' perspective?

According to the results derived from the 'Teacher Portfolio Evaluation Questionnaire', it was understood that the teachers decided to include portfolio in their agendas at the beginning of the academic year. The results in Table 4.7 shows that 3 out of 5 teachers of writing classes stated that they decided to include portfolio in their agendas to make students do self-study and self-correction themselves. What is more, 4 teachers strongly agreed that they included portfolio in their agenda to make students be more organized, to make students take their own responsibility of learning, and to be able to observe and see both the process and the progress. To end with, the majority of teachers (80%) either strongly agreed or agreed that they included portfolio in their agendas to be able to assess students' performance.

The second part of the questionnaire was designed to investigate teachers' ideas about portfolio during the year. To begin with, 4 out of 5 teachers either strongly agreed or agreed that portfolio helped them to have an idea about each student's performance

as well as their progress. On the other hand, 2 out of 5 teachers stated that portfolio helped them to see the deficiency of students. Similarly, 3 teachers confirmed the preliminary research question on the role of the portfolio for agendas. They accepted that during the semester, portfolio helped them to change some of the items in their agendas as well as to assess objectively. This finding can be held as a crucial point in the research. Considering the above results, it is worth mentioning that teachers' awareness was increased due to the application of portfolio. In a similar vein, a common goal came up with portfolio that maximized those teachers' teamwork spirit.

In the final part of the 'Teacher Portfolio Evaluation Questionnaire' the writing teachers were required to finalize their ideas of portfolio use. According to the results, 4 out of 5 teachers agreed that portfolio made them see whether the students' agenda and their agenda met. This question also presented the fact that teachers' awareness for agenda mismatch increased in this study. Besides, 3 teachers stated that portfolio made them see how much students learned from what they had been taught and made them have an idea about their current writing ability. Nonetheless, portfolio had been a facilitator throughout the year, teachers were not entirely happy with the portfolio practice. Almost all the teachers had the same feeling that portfolio was an extra work load. What is more, portfolio made the majority of teachers have a clear idea about the importance of keeping a portfolio in a writing class as well as what to do for the following year in terms of portfolio use. Finally, nevertheless those teachers had either positive or negative attitudes towards portfolio, they did not agree that they could do the same things without a portfolio. All in all, it seems that portfolio with its presence in the writing class appear to have led the teachers reflect on their own attitude towards their teaching and students' learning.

Table 4.7: Frequency of Teacher Portfolio Evaluation Questionnaire

	Strongly Agree			Agree		Disagree		Strongly Disagree	
	N	F	%(P)	F	%(P)	F	%(P)	F	%(P)
1) At the beginning of the year, I decided to include portfolio in my agenda...									
1 to make students do self-study and self-correction themselves.	5	2	40	3	60				
2 to make students be more organized.	5	4	80	1	20				
3 to make students take their own responsibility of learning.	5	4	80	1	20				
4 to be able to observe and see both the process and the progress.	5	4	80	1	20				
5 to be able to assess students' performance.	5	2	40	2	40	1	20		
2) During the year, portfolio helped me									
6 to have an idea about the each student's performance.	5	2	40	2	40	1	20		
7 to have an idea about the student's progress.	5	2	40	2	40	1	20		
8 to see the deficiency of students.	5	1	20	2	40	2	40		
9 to assess objectively.	5	1	20	3	60	1	20		
10 to change some of the items in my agenda.	5	1	20	3	60	1	20		
3) By the end of the year, portfolio made me									
11 see whether the student's agenda and my agenda met.	5	1	20	4	80				
12 see how much students learned from what they have been taught.	5	1	20	3	60	1	20		
13 have an idea about their present writing ability.	5	2	40	3	60				
14 sick because of the extra work-load.	5	2	40	2	40	1	20		
15 have a clear idea about what to do for the following year.	5	1	20	4	80				
16 think twice about the idea of keeping portfolio in writing classes	5	4	80	1	20				
17 see how important keeping portfolio is in a writing class.	5	4	80	1	20				
18 realize that I could do the same things without a portfolio.	5	1	20	1	20	3	60		

4.8. Results of Student Writing Attitude and Expectation Questionnaire (Post-test)

RQ8- Does the use of portfolio change students' agendas?

The attitude and expectation questionnaire that was given to students at the beginning of the year was applied again at the end of the year as post-test. By applying the same questionnaire as post-test it was aimed to define the changes occurred in students' attitudes and expectations.

According to the results in Table 4.8, students' attitudes towards writing as keeping a diary was exactly the same. The number of students who either strongly agreed or agreed was a total of 39. Similarly, the number of students who either disagreed or strongly disagreed about considering writing as keeping a diary was 39. This result showed that there was a slight change in students' attitude of considering writing as keeping a diary. While 34 students did not agree that writing is sending an e-mail, 46 students considered writing in terms of letter writing. Taking and/or leaving a message was believed to be writing by 41 out of 79 students; whereas, using short message service on mobile phones was believed to be writing by 40 students. 39 students pointed out that writing is keeping and sharing. Also, the majority of students either strongly agreed or agreed that writing is thinking. Finally, writing was judged as a way of communication by 42 out of 79 students. The results of students' attitudes illustrated the fact that writing was considered as letter writing as opposed to the pre-test in which students' attitudes towards writing was considering it as a form of communication skill.

Within the second part, the results of students' awareness of their current writing abilities were gathered. 45 out of 79 students agreed that they can keep a diary as well as write short, simple postcards. In addition to this, 44 students stated that they can write short, simple notes and messages. Similarly, 42 students believed that they can write personal letters describing their impressions. What is more, more than half of the 79 students either strongly agreed or agreed that they can write clear, detailed texts on a wide range of subjects related to their interests. However, 46 out of 79 students did not agree with the criterion that they can write detailed expositions of complex subjects in a

letter, an essay or a report. To end with, 40 students disagreed that they can write summaries and reviews of professional or literary works. The results of students' responses in this part showed that there have been positive improvements on students' writing abilities.

Beliefs of students were analyzed in the final part. The majority of students (41.8%) believed that grammar is essential while writing. Likewise, 52 out of 79 students pointed out that vocabulary has a major role in writing classes. 40 students strongly agreed that it is important to write frequently and regularly to improve the writing skill. In addition to these, most of the students believed that being aware of writing techniques is necessary to acquire writing skill. Also, a considerable amount of students (48.1%) declared that writing class was a great opportunity to practice and fortify what had been learnt. The benefits of writing skill during the foreign language learning process were highly accepted by the students. 50 out of 79 students believed that having an idea about the topic or brainstorming in advance makes the writing itself easier. As a final point, the majority of students were on the same idea that difficulty in how to express their feelings and thoughts in English de-motivates them. All in all, the findings showed that vocabulary was considered as the most important issue by students.

Table 4.8: Frequency of Student Writing Attitude and Expectation Questionnaire (Post-test)

Writing is	N	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%(P)	F	%(P)	F	%(P)	F	%(P)
1 keeping a diary.	79	4	5.1	35	44.3	22	27.8	17	21.5
2 sending an e-mail.	79	5	6.3	23	29.1	34	43	16	20.3
3 letter writing.	79	7	8.9	46	58.2	20	25.3	6	7.6
4 taking and/or leaving a message.	79	5	6.3	41	51.9	23	29.1	8	10.1
5 using short message service on a mobile phone.	79	4	5.1	15	19	40	50.6	20	25.3
6 keeping and sharing.	79	21	26.6	39	49.4	14	17.7	2	2.5
7 thinking.	79	35	44.3	28	35.4	10	12.7	5	6.3
8 a communication skill.	79	42	53.2	35	44.3	2	2.5		
I can									
9 keep a diary.	79	13	16.5	45	57	17	21.5	4	5.1
10 write a short, simple postcard.	79	29	36.7	45	57	4	5.1	1	1.3
11 write short, simple notes and messages.	79	31	39.2	44	55.7	3	3.8	1	1.3
12 write simple personal letters describing my impressions.	79	27	34.2	42	53.2	8	10.1	2	2.5
13 write clear, detailed text on a wide range of subjects related to my interests.	79	10	12.7	31	39.2	32	40.5	6	7.6
14 write detailed expositions of complex subjects in a letter, an essay or a report.	79	4	5.1	16	20.3	46	58.2	12	15.2
15 write summaries and reviews of professional or literary work.	79	1	1.3	15	19	40	50.6	23	29.1
I believe that									
16 grammar is essential while writing.	79	28	35.4	33	41.8	8	10.1	2	2.5
17 vocabulary has a major role in writing classes.	79	52	65.8	17	21.5	1	1.3	1	1.3
18 it is important to write frequently and regularly to improve the writing skill.	79	40	50.6	29	36.7	1	1.3	1	1.3
19 being aware of writing techniques is necessary to acquire writing skill.	79	35	44.3	29	36.7	4	5.1	2	2.5
20 writing class is a great opportunity to practice and fortify what has been learnt.	79	38	48.1	28	35.4	3	3.8	2	2.5
21 writing skill has immense benefit to the process of learning a foreign language.	79	38	48.1	29	36.7	2	2.5	1	1.3
22 having an idea about the topic or brainstorming in advance makes the writing itself easier.	79	50	63.3	19	24.1	1	1.3	1	1.3
23 having difficulty in how to express my feelings and thoughts in English de-motivates me.	79	29	36.7	30	38	8	10.1	4	5.1

In order to see the changes in students' attitudes, expectations and beliefs in a clearer way, it is worth looking at the Wilcoxon Signed Ranks Test means of Student Writing Attitude and Expectation Questionnaires.

The results of 'Student Writing Attitude and Expectation Questionnaire', that was applied as pre and post-tests at the beginning and at the end of the year have been analyzed comparatively by using NPar Wilcoxon Test. The results of the analysis given in Table 4.9 revealed several significant differences between the attitudes and

expectations of students' pre and post-test questionnaires. Since changes in the attitudes and expectations of students were one of the expected outcomes of this study, it was necessary to define these changes.

The majority of items in the questionnaire showed significant differences, except three of them. The items 'writing is sending an e-mail, writing is taking and/or leaving a message and I can keep a diary in English' showed no significant differences between pre and post-tests.

The significant differences between the pre and post-tests illustrated the fact that certain changes occurred in students' agendas. The most important one was the change in students' agendas as in the majority of students claimed that they cannot write a clear, detailed text on a wide range of subjects related to their interests at the beginning of the year whereas it was evident that almost half of the 79 students can fulfill this requirement by the end of the year. This could be counted as evidence, in fact a major one, to the mismatch between the teachers' and students' agendas.

Table 4.9: Wilcoxon Signed Ranks Means of Student Writing Attitude and Expectation Questionnaires

Wilcoxon Signed Rank Tests		
	Test Statistics (Z)	Sig. (2-tailed)
Writing is keeping a diary.	-2,101	0,036
Writing is sending an e-mail.	-1,383	0,167
Writing is letter writing.	-3,008	0,003
Writing is taking and/or leaving a message.	-0,766	0,444
Writing is using short message service on a mobile phone.	-4,367	.000
Writing is keeping and sharing.	-4,361	.000
Writing is thinking.	-6,171	.000
Writing is a communication skill.	-7,354	.000
I can keep a diary.	-0,738	0,461
I can write a short, simple postcard.	-6,234	.000
I can write short, simple notes and messages.	-6,059	.000
I can write simple personal letters describing my impressions.	-5,149	.000
I can write clear, detailed text on a wide range of subjects related to my interests.	-4,015	.000
I can write detailed expositions of complex subjects in a letter, an essay or a report.	-6,345	.000
I can write summaries and reviews of professional or literary work.	-7,193	.000
I believe that grammar is essential while writing.	-5,815	.000
I believe that vocabulary has a major role in writing classes.	-6,727	.000
I believe that it is important to write frequently and regularly to improve the writing skill.	-6,564	.000
I believe that being aware of writing techniques is necessary to acquire writing skill.	-5,99	.000
I believe that writing class is a great opportunity to practice and fortify what has been learnt.	-6,384	.000
I believe that writing skill has immense benefit to the process of learning a foreign language.	-6,476	.000
I believe that having an idea about the topic or brainstorming in advance makes the writing itself easier.	-6,73	.000
I believe that having difficulty in how to express my feelings and thoughts in English de-motivates me.	-5,8	.000

4.9. Results of Writing Class Teachers' Agenda and Expectation Questionnaire (Post-test)

RQ9- Does the use of portfolio change teachers' agendas?

Having looked at the 'Teacher Agenda and Expectation Questionnaire' post-test results, Table 4.10 presents that things had changed on the teachers' side as well. In the first part, where teachers' agenda was questioned, changes had occurred mainly on two of the items. That is, in pre-test, the majority of teachers stated that they examined the course-books and chose the most appropriate materials whereas in post-test just 2 out of 5 teachers pointed out that they did so. What is more, from the results derived in pre-test it was obvious that writing teachers either strongly agreed or agreed with the idea that they cooperated with the other skills' teachers at the beginning of the year. However, in post-test, just 3 out of 5 teachers agreed that there had been cooperation between the writing skill and the other skills' teachers.

Besides agenda, there had been some changes in teachers' expectations as well. To begin with, in the 'Writing Class Teachers' Agenda and Expectation pre-test Questionnaire', all the teachers agreed with the idea that keeping portfolio is a must. However, in post-test, 3 out of 5 writing teachers pointed out so. In addition to this, 2 out of 5 teachers concerned that self-check and peer-check were more important than teacher check whereas in post-test 4 of the teachers either disagreed or strongly disagreed with the idea that teacher check is less important than self and peer-check. That is, teachers had the opportunity to experience the importance of teacher check and feedback throughout the writing process.

Table 4.10: Frequency of Writing Class Teachers' Agenda and Expectation Questionnaire (Post-test)

	N	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%(P)	F	%(P)	F	%(P)	F	%(P)
While I designed my agenda ...									
1 I considered the levels of students.	5	2	40	3	60				
2 I took into account the class hours of each level.	5	3	60	2	40				
3 I considered the academic level I want my students to achieve at the end of the term.	5	1	20	4	80				
4 I examined the course books and chose the most appropriate materials.	5	1	20	4	80				
5 I co-operated with the other skills' teachers.	5			3	60	2	40		
I expect my students ...									
6 to be co-operative.	5	5	100						
7 to be assertive in class.	5	4	80	1	20				
8 to meet the deadlines.	5	4	80	1	20				
9 to be creative and imaginative.	5	5	100						
10 to be able to take the responsibility of their own learning.	5	4	80			1	20		
11 to be aware of what they are doing / expected to be doing.	5	4	80	1	20				
12 to be able to produce a coherent text.	5	2	40	3	60				
13 to learn from their mistakes and improve their writing.	5	4	80	1	20				
14 to be able to use sentence structures accurately.	5	2	40	3	60				
15 to be able to use vocabulary effectively.	5	2	40	3	60				
16 to brainstorm about the topic beforehand.	5	3	60	2	40				
I believe that in writing ...									
17 a lot of practice is essential.	5	4	80	1	20				
18 keeping a portfolio is a must.	5	1	20	2	40	2	40		
19 students' express their feelings and ideas keep their motivation awake.	5			5	100				
20 self-check and peer-check are more important than teacher check.	5			1	20	2	40	2	40
21 teacher feedback is more important than self or peer evaluation.	5	2	40	3	60				

The results of the analysis of 'Writing Class Teachers' Agenda and Expectation pre and post Questionnaires', that were given in Table 4.11, revealed no significant differences between the teachers' pre and post agenda and expectation attitudes.

Table 4.11: Wilcoxon Signed Ranks Test Means of Writing Class Teachers' Agenda and Expectation Questionnaire.

Wilcoxon Signed Ranks Test		
	Test Statistics (Z)	Sig. (2-tailed)
While I designed my agenda, I considered the levels of my students.	-1,414	0,157
While I designed my agenda, I took into account the class hours of each level.	-1.000	0,317
While I designed my agenda, I considered the academic level I want my students to achieve at the end of the term.	-1,732	0,083
While I designed my agenda, I examined the course books and chose the most appropriate materials.	-1,89	0,059
While I designed my agenda, I co-operated with the other skills' teachers.	-1,633	0,102
I expect my students to be co-operative.	-1.000	0,317
I expect my students to be assertive in class.	-0,577	0,564
I expect my students to meet the deadlines.	-0,577	0,564
I expect my students to be creative and imaginative.	-1,414	0,157
I expect my students to be able to take the responsibility of their own learning.	-0,577	0,564
I expect my students to be aware of what they are doing/expected to be doing.	-1.000	0,317
I expect my students to be able to produce a coherent text.	.000	1.000
I expect my students to learn from their mistakes and improve their writing.	-1.000	0,317
I expect my students to be able to use sentence structures accurately.	-0,577	0,564
I expect my students to be able to use vocabulary effectively.	.000	1.000
I expect my students to brainstorm about the topic beforehand.	.000	1.000
I believe that in writing a lot of practice is essential.	.000	1.000
I believe that in writing keeping portfolio is a must.	-0,577	0,564
I believe that in writing students express their feelings and ideas which keep their motivation awake.	-1,414	0,157
I believe that in writing self-check and peer-check are more important than teacher check.	-1,732	0,083
I believe that in writing teacher feedback is more important than self or peer evaluation.	-1,414	0,157

CHAPTER 5

DISCUSSION

5. Introduction

This study was conducted with the purpose of investigating the mismatch problem between the students' and teachers' agendas, and to what extent portfolio implementation can be helpful to minimize the gap between the agendas as a teaching and learning tool in the writing classes. Therefore, in this part, the results will be discussed in terms of mismatch, changes in students' as well as teachers' agendas due to portfolio use.

5.1. Discussion of Results

5.1.1. Is there a mismatch between the students' and teachers' agendas?

The results derived from the 'Comparison of Students' and Teachers' Expectations' indicate that the 'mental agendas' of students and 'official curriculum' of teachers were almost the same. Both students and teachers gave priority to accurate use of sentence structures, effective use of vocabulary, brainstorming about the topic beforehand, and sufficient amount of practice. They also agreed on the idea that being able to express oneself in the target language keeps the motivation high in the writing classes. While the students and teachers shared mostly the same feelings, the Mann-Whitney Test (see Table 4.3) revealed only one significant difference between students' and teachers' expectations. It is the observation that the teachers expected their students 'to be able to produce a coherent text' at the beginning of the year whereas students did not ($p \geq .001$). This difference can be explained by the teachers' "official curriculum" which was designed considering the objectives that were planned to be reached by the end of the year. This is close to what Seliger (1983) (qtd. in Nunan, 1993: 5) suggests as in "differences are the necessary results of the organization of contexts for the formal teaching of language that takes place inside the classroom".

Since the expectations of both students and teachers were considered as their agendas in this study, the expectations of both parts were identified to define the gap. In his ‘Group Piano Study’ Scott Price (1998) goes through a similar process. In his article, he first defines the group piano curriculum and gives a brief information about the content of the course as in course texts, techniques and harmony exercises. Then, he mentions about the students’ personal musical agendas which are often quite different from the agenda that is applied by the teacher or classroom instructor. Next, he proposes students’ not considering piano study in the first place of their priorities and his lack of enthusiasm in his students’ personal interests as the main reasons for the agenda mismatch. His first attempt to reduce this gap is teaching the course according to their agenda as in explaining and convincing the students about the ‘role of the subject’ that will be important in their education. By having a discussion at the very beginning of the year about what the students desire in a career and how the group piano class can assist their personal goals, he aimed at changing his students’ attitudes towards the class. He found out that students’ and teachers’ coming to an agreement regarding the purposes of the class provides a solution to the agenda mismatch problem. As Nunan (1993: 141) suggests one way of reducing the gap can be “making the planned curriculum very explicit to the learners”

In this context, the only but the crucial significant mismatch between the students’ and teachers’ agendas was minimized first by changing learners attitudes towards writing, then raising their awareness of the writing skills they were required to have during the course, and finally with the help of portfolio implementation throughout the year.

5.1.2. Does the use of portfolio change students’ agendas?

Since changes in the agendas, in other words expectations, of students were one of the expected outcomes of this study, it is necessary to discuss these changes. According to the results derived from both students pre and post-test attitude and expectation questionnaires, the majority of items in the questionnaires showed significant differences, except for three of them. The items ‘writing is sending an e-

mail, writing is taking and/or leaving a message and I can keep a diary in English' showed no significant differences between pre and post-tests. On the other hand, one of the most important changes in students' agenda occurred in students' ability to write clear, detailed text on a wide range of subjects related to their interests. Unlike pre-test, the results of the post-test showed that the majority of students were able to write clear, detailed text on a wide range of subjects related to their interests. Although the number of students who could not write a detailed text was close to the ones who could, the increase in the positive way was promising. Portfolio use can be shown as an evidence here to this significant change.

Since the mismatch between the agendas in this study showed a minor difference, it would be unwise to claim that portfolio use changed students' agendas completely. In fact, the lack of evidence on how students set their own agendas makes it difficult to provide clear facts about changes in students' agendas. The research conducted to define student's agenda reveals not clear indications. As Benson (2001: 67) states it is not certain yet "how learner agendas work in the long term, or how they relate to the overall direction of learning".

Despite the fact that it is the learners "who decide what is processed and learned", it can be assumed that portfolio use encouraged students to form their agendas as well as make reasonable changes either consciously or unconsciously (Ellis, 1994: 657, cited in Benson, 2001: 67). According to the results derived from 'Student Portfolio Evaluation Questionnaire', 8 out of 15 students agreed that portfolio made them see all their work together. Similarly, 12 students reflected their ideas on the next item as portfolio made them see what they can do. Moreover, 10 students stated that portfolio made them see what they cannot do. Also, 9 out of 15 students strongly agreed that portfolio helped them to see how much they improved their writing skills. Finally, 7 out of 15 students noted that they were able to get better marks by being organized with the help of portfolio.

In view of the fact that learning and instruction in language classrooms are the main concerns of mismatch between the students' and teachers' agendas, portfolio provided learners "to take part in the classroom decision-making process" by having

them take the responsibility of their own learning (Barkhuizen, 1998 cited in Benson, 2001: 66).

As a result, it would be fair to claim that portfolio influenced students to make necessary changes in their agendas. Besides, as mentioned above, classroom portfolio is promising in terms of assisting students develop their writing competence, self-assessment skills and become autonomous learners.

5.1.3. Does the use of portfolio change teachers' agendas?

In order to clarify this research question, questionnaires and interviews were conducted to writing class teachers. To begin with, in terms of defining the changes in teachers' agendas during the year, an interview was carried out with the writing class teachers. This 'Writing Class Teachers' Agenda Interview 2' showed that teachers changed their agenda immediately when they figured out from the feedback given in the papers that students were expected to keep in their portfolios. An example of agenda change for this claim is that writing teachers added some vocabulary work that they borrowed from the reading syllabus. The vocabulary studied within the reading class was used as target vocabulary in the writing class and the students were required to use this target vocabulary list in their writing pieces of work by paying special attention to their form and function. Although the students' feedback as well as the expectations of students that was defined at the very beginning of this study gave clues about the current situation, the writing teachers still had little idea about whether portfolio had any significant positive or negative changes on the students' agendas. According to the teachers, portfolio did not seem to help very much to set clear objectives on how to close the gap or change their agendas accordingly by the middle of the year.

Unlike 'Writing Class Teachers' Agenda Interview 2', the 'Teacher Portfolio Evaluation Questionnaire' that was applied by the end of the year, indicated a different perspective. This questionnaire required the teachers to evaluate the use of portfolio in writing classes throughout the year. According to the results gathered from this questionnaire, teachers' perspective of portfolio was primarily positive. The majority of teachers either agreed or strongly agreed with the item 'During the year, portfolio

helped me to change some of the items in my agenda'. This can be counted as a crucial evidence in terms of a change in teachers' agenda via portfolio. In addition to this, the majority (80%) of teachers agreed that by the end of the year portfolio made them see whether the students' agenda and their agenda met. In other words, teachers made necessary changes in their agendas with the intention of meeting their agendas to that of students.

Furthermore, according to the teacher participants, portfolio by itself was a useful and a practical tool to be able to monitor the progress of students so as to make necessary changes accordingly. This, to some extent, is similar to what Callahan (1999) found under her Kentucky writing portfolio assessment, called Pine View by herself, which she conducted at a school's English Department. In her study, she describes the attitudes of the Pine View English teachers towards portfolio as "a stressful administrative task, which they tolerate only because they believe the increased emphasis on writing is good for their students" (Callahan, 1999: 34). It was obvious that Pine View teachers had to make some changes in their agendas in writing classes due to the requirements of portfolio assessment. Callahan also observed that teachers were not happy about the assessment function of portfolio due to the fact that it changed the focus of writing classes from "academic essays" to that of a "real world" writing.

There is almost no doubt that change is inevitable in teachers' agendas when portfolio pedagogy is applied within the writing classes. The teachers who were involved in Kentucky Portfolio project had to change their individual approach to writing pedagogy "in the areas of editing responsibility and in offering students more than one choice of topic for a written assignment" (Callahan, 1999: 26). Another change they made was expanding "their writing instruction to include more than literary analysis" due to the portfolio objectives carried out in their school (Callahan, 1999: 26).

Nevertheless large-scale assessments are still seen "as an initial stage in the assessment process", alternative writing assessments like portfolio is becoming more preferable by many practitioners (Horowitz, 1991:78). Obviously, teachers in this study also considered portfolio as an alternative assessment tool rather than a gap filler. Thus, teachers put little effort on to match the student's agenda with teacher's agenda. They mostly tried to make changes in their agenda to make their teaching better.

5.2. Limitations of the Study

Throughout the study, due attention was paid to increase the quality of the research. However, the limitations were unavoidable. The scale problem can be an example for the first limitation of this study. The scale of this research was confined to the classes at Kadir Has University Preparatory School. Other universities were beyond the research parameters. This uniqueness can be counted as the limitation of this research from the point of traditional research methodologies, which encourages wide scale applications.

The changes that occur throughout the study, like the change in the number of students who took part in the study, can be given as a second limitation. Although the total number of students, who were required to do the questionnaires throughout the study, was 185, the subject group was limited to 79 especially when pre and post-test questionnaire results were evaluated. The primary reason for this attrition was mainly the dropouts and low-motivated students who did not want to contribute to the study.

The hypothesis that was driven at the beginning of the year was that the mismatch between the students' and teachers' agendas can be diminished with the help of portfolio use. However, the means of post-test expectation results of both students and teachers showed that the defined mismatch at the beginning of the year was still significant. Although the frequency results demonstrated that almost more than half of the students agreed that they were able to produce a coherent text, the means of both students and teachers expectations resulted in the opposite way. The discrepancy between the number of students and teachers which affected the results dramatically can be counted as the third limitation in this study.

Finally, it would be unfair to judge the teacher participants of this research on having less team spirit or collaboration. The reasons behind these lack of full commitment came from over workload. Another reason which could not be disregarded was that the high tempo of the preparatory school program. It was very fast pacing. This busy syllabus often did not allow writing class teachers to carry out extra programs such as giving questionnaires and doing interviews. Since the research required extra effort and time, collecting and evaluating the data was quite difficult.

CHAPTER 6

SUMMARY AND CONCLUSIONS

6. Introduction

The major findings of this research can be summarized within the framework of attitudes, agenda and expectations, autonomy and awareness, and portfolio. In this part, these findings will be discussed in terms of the particular data gathered from this research as well as relevant studies from the literature.

6.1. Summary

6.1.1. The issue of Attitudes and Beliefs

Since the starting point of this study was to minimize the gap between the students' and teachers' agendas, as in expectations, due attention was given to identify the students' attitudes towards and beliefs about writing class at the very beginning of this research. Attitudes and beliefs are considered to be "the teaching-learning focus rather than academic content" in this portfolio assisted study (French,1992). Therefore, it was important to make necessary changes in students attitudes as in students' perceptions and feelings. As Spalding and Cummins (1998: 187) state "discussing the theoretical reasons and tensions-and particularly the audience and purpose-for writing a portfolio" is a way of improving students' attitudes.

In this study, the assumed changes in students' attitudes towards writing class were gathered from an attitude and expectation questionnaire. According to the results gathered from the data, there have been significant changes on students' attitudes towards writing. To give an example, students were not considering writing as keeping a diary. However, through the end of the study, it became obvious that the number of students who either agreed or disagreed was equal. This showed that there has been a minor, but positive change in students' attitudes of considering writing as keeping a diary. In addition to this, students assumed sending e-mail as another way of writing in pre-test. However, this attitude changed at the end of the study in the opposite way as in

the majority of students did not consider writing as sending e-mail. On the other hand, students' attitudes toward considering writing as a communication skill did not show any difference in post-test.

All these can be counted as the result of the learning and teaching process throughout the year assisted with portfolio implementation. During this process, not only learners' awareness appear to have been raised systematically but also they were encouraged to take the responsibility of their own learning. This is close to Spalding and Cummins's (1998: 187) '*Writing Portfolio Grade 12 Teacher's Handbook*' which necessitates encouraging students to be "independent generators of ideas" and to have "total ownership of their writing".

Moreover, a group of 15 students was given 'Portfolio Evaluation Questionnaire' to recall the process they had been going through, with the intention of making them aware of the changes in their attitudes towards writing, as well as to get their final decisions of the use of portfolio. They were required to give their final thoughts about portfolio by answering question 6. According to the sixth question, 8 out of 15 students agreed that portfolio made them see all their work together. Similarly, 12 students reflected their ideas on the next item as portfolio made them see what they can do. Moreover, 10 students stated that portfolio made them see what they cannot do. Also, 9 out of 15 students strongly agreed that portfolio helped them to see how much they improved their writing skills. Finally, 7 out of 15 students noted that they were able to get better marks by being organized with the help of portfolio. Taking all these account, it seems that portfolio was successful in terms of making students reflect on their learning and become autonomous. As Spalding and Cummins' (1998: 187) state, according to the findings of the study 'Writing under KERA', "portfolio has been very successful in encouraging some forms of process-guided instruction".

All the results discussed so far have been the indication of serious attitude changes on behalf of students in the positive direction.

6.1.2. The issue of Expectations and Agendas

Since agenda has a dynamic nature, it is subject to changes. ‘Agenda’ in other words ‘expectations’ was one of the valid arguments of this study; therefore, changes in the students’ agendas were of great importance. As Crystal (1997a: 116) (Arndt, Harvey and Nuttall, 2000: 56) states, scholars from various disciplines believed that “language is a dynamic, social and interactive phenomenon in which the participants’ beliefs and expectations” play one of the crucial parts.

The results derived from the “Comparison of Students’ and Teachers’ Expectations” illustrated that expectations in the agendas of students and teachers were almost the same, except one of them. Both students and teachers gave priority to accurate use of sentence structures, effective use of vocabulary, brainstorming about the topic beforehand, sufficient amount of practice, and the idea that being able to express oneself in the target language keeps the motivation awake in the writing classes (see Table 4.3). On the other hand, the analysis of the results of the same data revealed only one significant difference between students’ and teachers’ expectations. That is, the teachers expected their students ‘to be able to produce a coherent text’ at the beginning of the year. Whereas, students were not on the same line with their teachers saying that they were not able to write clear, detailed texts on a wide range of subjects related to their interests”. This discrepancy showed that there was a little but a very important discrepancy between the students’ and teachers’ agendas. However, this minor significant difference changed not for all students, but for a reasonable number of students in post-test. By the end of the year it was obvious that almost half of the students (51.9%) changed their minds about writing clear, detailed texts on a wide range of subjects related to their interests. There is no doubt that it was the portfolio which provided students with clear evidences of their writing process. In other words, portfolio encouraged students to make the necessary changes in their ‘mental’ agendas.

In addition to this questionnaire, the ‘Student Self-Evaluation Form, which was applied a couple of times during the study, has been another verification in terms of maintaining the mismatch hypothesis. For instance, according to the students’ notes, the majority of them did not have a plan to learn signal words, connectors, etc. which were

in teachers' agenda at the beginning of the year. They realized the importance of the transition signals and their necessity when they were first introduced within the writing class. Therefore, it can be argued that the mismatch between the students' and teachers' agendas could mainly come from the students' unawareness that had driven from this extra classroom activity. In other words, it is obvious that this kind of an awareness raising activity could and would help the learners to have clear ideas about and set clear objectives of further topics that they are going to study.

Although the main aim of the research was to reveal the mismatch between the students' and teachers' agendas, an interesting data emerged from the 'Writing Class Teachers' Agenda Interview 1' which was applied during the first term. The teachers were asked to give their opinions to the item, "I co-operated with the other skills' teachers while I designed my agenda" in teachers' questionnaire in part 1. From the answers derived, it was clear that three teachers misunderstood the question 'While I designed my agenda, I cooperated with the other skills' teachers' as in terms of 'should' and stated the lack of communication. On the whole, divergent answers were derived from the interview showing that there was also agenda mismatch among the teachers themselves. The teachers did not seem to have awareness for the cooperation with other skills' teachers.

6.1.3. The issue of Autonomy and Awareness

This study revealed that autonomy can be acquired through several applications, especially with the portfolio approach. Statements from the 'Student Portfolio Evaluation Questionnaire' (See Appendix K) indicated that portfolio fostered the students' autonomy. The statement: 'Keeping a portfolio made me see how being organized helped me to get better marks' can be provided to exemplify this aspect.

Also, in the context of this study, autonomy is described as a behavior that is learned when some situations with certain aspects come together. Certain aspects can be clarified as the necessary requirements of the course as well as learning and teaching environment. Portfolio, for instance, was the main necessity of the writing course. Students' were supposed to keep a portfolio for two reasons. The first one was that all

the work they created during the year would be evaluated under portfolio assessment. Whereas, the second objective of portfolio implementation was to raise students' awareness and autonomy throughout the learning and teaching process. This second objective lied at the very heart of portfolio implementation in this study.

Without being autonomous, it would be really difficult to meet the necessities of the course and so be successful. Autonomy, in other words, is related to becoming independent. Dubin and Olshtain (1994: 102) define the perspective of contemporary courses based on humanistic view of teaching towards success as it is not "what they can do with language, but rather how independent they have become as language learners". Having students self assess themselves or their friends' works was another key factor which played a big role in raising their awareness. This made it possible for them to monitor their own performances in a self-directed way, thus, have the opportunity to experience their "general progress and their particular difficulties" (Brindley, 1994:60). A study which was held at a military school focused on the portfolio but this time its assessment function and compared portfolio assessment with traditional assessment. In his study, Saglam (2005) states that "portfolio assessment had a positive impact on students' classroom practices, improvement in the course, and feelings of monitoring their own progress".

Since portfolio is a collection of student's best or all the works by himself/herself, it is the student who is obliged to put more effort in it to be successful. Although the students in this study at first had an attitude of dislike towards portfolio, they got used to it after they experienced and realized the changes it brought to their lives such as having the responsibility of their own learning and understanding the foreign language. According to Murphy and Camp (1996) (qtd. in Spalding and Cummins, 1998: 174) students' perspectives on portfolio are "opportunities for reflection and self-awareness, ownership, and self-assessment".

6.1.4. The issue of Portfolio

Although the rationale behind why portfolio was used in this research was not clear cut at the beginning of the study, it was mostly conceived as an education tool.

This line of thought shows that portfolio was used as ‘reflection of what has been learnt’ during the study. However, at the beginning of the year, the main reason for including portfolio in the teachers’ agenda was its function as an alternative assessment tool. According to the teacher participants, portfolio by itself was a useful and practical tool to assess students’ performance as well as to monitor their progress. The results derived from the teacher interviews showed that teachers changed their agenda immediately when they figured out from the feedback given in the papers that students were expected to keep in their portfolios. For instance, while assessing the portfolios, the teachers had the opportunity to spot the weaknesses of students through their assignments and so review the items that need to be studied on again.

Although the role of the portfolio was considered as an assessment tool by both teachers and students at the time of its application within the academic year, both students and teachers appreciated its contributions to help them to reach the identified ultimate goals. By maintaining a portfolio, teachers and students were able to see their weaknesses and strengths while learning and teaching the language. In addition to these, teachers had the chance to observe and examine the role of the portfolio and how it can be used to reinforce the teaching process in writing classes. This research also revealed that portfolio implementation helped to create awareness, increase autonomy, and encourage self-evaluation.

To sum, the common agreement about portfolio was that it allowed the teachers and students to follow and monitor the progress in the learning and teaching process. As Farris (1990) (cited in Reiman, 2000: 3) suggests “a portfolio is a demonstration of growth and improvement” which allows especially the students “to identify and share what they know and how they have come to know it” (Freidus, 2000: 240).

6.2. Conclusions

Along with the findings of this study, a number of conclusions can be drawn concerning the mismatch between the students’ and teachers’ agendas, changes in attitudes and expectations, and the effect of portfolio on the changes.

The synthesis of this research is closely related to agenda differences and positive changes. Change in attitudes, and expectations are central issues that play big roles in agenda discrepancy. It is assumed that the discrepancy between the agendas can be achieved with the portfolio implementation. Since a minor inconsistency occurred between the agendas, it is difficult to say that portfolio implementation was significant in diminishing the gap.

On the other hand, the parameters drawn from the data analysis revealed that portfolio played a remarkable role in changing students' attitudes and beliefs. According to the pre and post-test results derived from students' attitude and expectation questionnaire, students showed positive changes towards writing throughout the study. In other words, portfolio allowed students 'to reflect on what they are doing and why'. This rectifies the assumption that "the most valuable way to promote a change of attitude alongside the acquisition of skills" is portfolio application. (Edge and Wharton, 2001: 296).

It is evident that portfolio attracted the perspectives of both students and teachers towards writing lesson. Since it was the first year of portfolio implementation within the university, both students and teachers learned and experienced a lot from this long-lasting process. According to the study findings carried out by Hirvela and Sweetland (2005: 192), Learning-directed Portfolios "shed light on how students respond to different portfolio models and thus contribute to our understanding of the place portfolios can occupy in L2 writing instruction".

6.3. Implications

6.3.1. Methodological Implications

The methodological implications derived from the synthesis of the study can be classified in terms of three perspectives.

1) Positive Changes and Writing Achievement

The positive changes in students' attitudes contribute to their writing achievements. The more they show positive change in their attitudes, the higher the possibility of success they achieve in writing skill. This can be easily seen in their attitudes towards writing essays in this study. At the beginning of the research, the majority of students did not even have an idea about what essay writing was. However, at the end of the research, the students were able to produce essays efficiently. Their beliefs affected their achievement dramatically during the learning process.

With the help of process approach, writing in multiple drafts, the learners happened to realize the importance of cohesion and coherence within a written text. The majority of beginner learners were not able to express themselves even with one sentence when they first enrolled the course. Not surprisingly, they improved their knowledge of the English language and were able to produce adequate texts in English by the end of the year. They were able to use "overt links on the textual surface" in order to provide cohesion and produce "a text that conform to a consistent world picture and is therefore summarizable and interpretable" (Enkvist, 1990: 14).

Beside gaining self-evaluation, this portfolio study also helped students gain peer-evaluation as in evaluating his/her friend's writing. Reviewing each other's drafts was a suffering process at first. They were uncomfortable about being judged on their mistakes in their papers by their friends. However, as time went by, the students realized the importance of looking things from a different perspective as in from the reader's side and more objectively. This change in roles, becoming the reader as well as writer, resulted in students' self-evaluation of their papers, too. As Campbell (1998: 56) suggests by doing peer-evaluation "they play off each other, providing mutual reinforcement".

As a result, the following can be taken as the major implications related to attitude changes in this study. The learners not only changed their views and attitudes about writing, but also they started to take it more seriously. They realized how important portfolio is in terms of providing concrete evidence of their writing process and progress. Instead of writing a quick disorganized essay, they recognized the

underlying assumptions of writing in multiple drafts. Considering writing as a form of communication, learners managed “to go beyond sentence level to the production of paragraph and multi-paragraph compositions” (White, 1987: 265). Beside being capable of writing acceptable texts, the learners became aware of their own performances within the writing process as well as progress.

2) Changes in Teachers’ Perspectives

Teachers’ motivation, cooperation, a sense of belonging to a team, and team spirit are the foremost methodological implications that must be dealt with. The teachers observed that the application of portfolio raised not only students’ awareness but also their awareness. Since they witnessed the positive outcome of the portfolio use, they really began to appreciate the portfolio application.

Since it was the first year of portfolio implementation at Kadir Has University preparatory school, everyone was a little anxious about the process ahead of them. After long studies and discussions of what and how to create, the teachers came to an agreement on to use the portfolio as an assessment tool in the light of its pedagogical function. They learned and experienced the portfolio application with their students. According to the study held at Bank Street College among teachers and teachers educators, it was evident that both student teachers and mentors had the feeling that “collaboration and participatory learning” take the first place in such a process (Freidus, 2000: 252). Having been involved in collaborative work, both parts had the opportunity of “indicating intellectual weaknesses, suggesting an endeavor that neither participant could handle alone” (Freidus, 2000: 252).

Apart from the problems the teachers confronted with due to being practically inexperienced about portfolio application, they soon realized the advantages that portfolio brought together to their teaching perspectives.

3) The Merits of Portfolios in the Context of Agendas

Since Portfolio study required great effort and time, it took teachers and students some time to get used to it. Although both teachers' and students' perception of portfolio implementation were different, the attitude towards it was almost the same. Neither of the participants appreciated its taking place in their agendas either willingly or unwillingly. However, once they got the idea of portfolio use and its long-term benefits, they started to change their prejudices about its presence.

Having portfolio in their agendas, teachers and students happened to share something in common and developed it by shaping it according to their objectives from the writing class. Needless to say, portfolio acted as a facilitator to reinforce students' autonomy and self-assessment skills as well as to reflect on what they have learnt. It is this feature that led the methodological changes to happen. The shift of attention from assessment to the content of the portfolio is the most important methodological outcome that is reached at the end of this research.

6.3.2. Pedagogical Implications

The most significant pedagogical implication to be drawn is that the rapport between the students and writing teachers is closely affected by their expectations. The less the discrepancy between them, the greater the positive atmosphere in their interaction. This awareness should be highlighted for syllabus preparation as well.

In the context of this study, writing class teachers were interviewed on the issues how to decrease the mismatch between the agendas and its methodology. The first interview with the teachers was 'Writing Class Teachers' Agenda Interview 1'. It is worth specifying here that this interview was essential in terms of the preparation stage of the teachers' agenda and their cooperation with the other skills. Since the cooperation between the skills' teachers would bring unity to the whole English program, writing teachers' cooperation with the other skills' teachers was believed to prevent the unexpected outcomes to occur throughout the year. From the answers derived from the "Writing Class Teachers' Agenda Interview 1", it was clear that three teachers

misunderstood the question ‘While I designed my agenda, I cooperated with the other skills’ teachers’ as in terms of ‘should’ and stated the lack of communication. On the whole, divergent answers were derived from the interview. The teachers did not seem to have awareness for the cooperation with other skills’ teachers.

The second interview, ‘Writing Class Teachers’ Agenda Interview 2’, aimed to explore the changes as well as the reasons for these changes in teacher’s agenda related to the mismatch between the teachers and students agendas. Use of portfolio in the writing classes was the key factor in terms of decreasing the mismatch between the agendas. Therefore, the function of portfolio, in this respect, was also questioned in this interview. The answers indicated that teachers changed their agenda immediately when they figured out from the feedback given in the papers that students were expected to keep in their portfolios. An example of agenda change for this claim is that writing teachers added some vocabulary work they borrowed from the reading syllabus. The vocabulary studied within the reading class was used as target vocabulary in the writing class. The students were required to use this target vocabulary list in their writing pieces of work by paying special attention to their form and function. Writing class teachers also stated the effect of administration on the changes due to the unsatisfactory results of the exams. In addition to these, positive and negative effects of portfolio on the changes were discussed as well. According to the teacher participants, portfolio by itself was a useful and a practical tool to be able to monitor the progress of each student. Whereas, it was not the main reason that made the teachers change their agendas accordingly.

Obviously, teachers considered portfolio as alternative assessment tool rather than a gap filler. In other words, all the efforts they put to make changes in their agenda were to make their teaching better.

6.4. Recommendations for Further Research

The findings gathered from this study suggest that it is possible to apply portfolio for the possibility of diminishing the agenda between the students and teachers. Further study can be applied for the nature of the agenda related to change.

How can we control and shape these natural changes in the same lines with either side? Change should be parallel. This finding can be a fruitful research on the topic of agenda.

Also, the particular findings indicate that for a positive atmosphere, a common agenda is sine qua non. A further study on motivation can be conducted for the positive effect of portfolio application in EFL writing classrooms as well.

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APPENDIX A

YAZI YAZMA TUTUM VE BEKLENTİ ANKETİ				
<p>Sevgili öğrenciler, bu ölçek, üniversite hazırlık sınıflarındaki öğrencilerin yazma dersine karşı olan tutum ve beklentilerini belirlemek için düzenlenmiştir. Bu ankette DOGRU ya da YANLIŞ cevap yoktur. Bu nedenle ankete içten ve dürüst cevap vermeniz çok önemlidir. Sizin için uygun olan kutuya çarpı (X) işareti koyunuz. Teşekkür ederim.</p> <p>Adınız ve Soyadınız: _____ Sınıfınız: _____ K / E</p>				
Yazı yazmak	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
günlük tutmaktır.				
e-posta göndermektir.				
mektup yazmaktır.				
birine not bırakmak ve/veya birinin mesajını yazmaktır.				
cep telefonundan mesajlaşmaktır.				
saklamak ve paylaşmaktır.				
düşünmektir.				
bir iletişim şeklidir.				
Ben İngilizce				
günlük yazabilirim.				
kısa, basit tebrik kartları yazabilirim.				
kısa, basit notlar ve mesajlar yazabilirim.				
düşüncelerimi ifade eden basit, özel mektuplar yazabilirim.				
ilgi alanımla alakalı bir çok konuda detaylı ve anlaşılır yazılar yazabilirim.				
teknik konularda mektup, makale veya rapor yazabilirim.				
profesyonel veya edebi çalışmalarla ilgili özet ve eleştiri yazıları yazabilirim.				

Ben	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
yazarken dilbilgisi kurallarının önemli olduğunu düşünüyorum.				
yazma derslerinde kelime bilgisinin çok önemli bir rolü olduğunu düşünüyorum.				
yazma becerimi geliştirmede sık ve sürekli yazmanın önemli olduğunu düşünüyorum.				
yazma becerisi kazanabilmek için yazma tekniklerini bilmem gerektiğine inanıyorum.				
yazma derslerinin öğrendiklerimi uygulamak ve pekiştirmek için iyi bir fırsat olduğunu düşünüyorum.				
yazma becerisinin yabancı dil öğrenim sürecinde büyük katkısı olduğunu düşünüyorum.				
yazmaya başlamadan önce konu hakkında bilgi sahibi olmanın yazmayı kolaylaştıracağını düşünüyorum.				
duygu ve düşüncelerimi İngilizce nasıl ifade edeceğimi bilememenin motivasyonumu düşürdüğüne inanıyorum.				

APPENDIX B

WRITING CLASS TEACHERS' AGENDA AND EXPECTATIONS QUESTIONNAIRE				
<p>Dear colleagues, this questionnaire is designed to find out about Kadir Has University, English Preparatory School, writing class teachers' agenda and expectations. There is no RIGHT or WRONG answer in this questionnaire. Hence, sincerity and honesty of your answers is very important. Put a cross (X) into the box which you think is the best answer for you. Thank you.</p> <p>Name and Surname: _____ Class you teach: _____ F / M</p>				
While I designed my agenda...	Strongly Agree	Agree	Disagree	Strongly Disagree
I considered the levels of students.				
I took into account the class hours of each level.				
I considered the academic level I want my students to achieve at the end of the term.				
I examined the course books and chose the most appropriate materials.				
I co-operated with the other skills' teachers.				
I expect my students ...				
to be co-operative.				
to be assertive in class.				
to meet the deadlines.				
to be creative and imaginative.				
to be able to take the responsibility of their own learning.				
to be aware of what they are doing / expected to be doing.				
to be able to produce a coherent text.				
to learn from their mistakes and improve their writing.				
to be able to use sentence structures accurately.				

	Strongly Agree	Agree	Disagree	Strongly Disagree
to be able to use vocabulary effectively.				
to brainstorm about the topic beforehand.				
I believe that in writing ...				
a lot of practice is essential.				
keeping portfolio is a must.				
students' express their feelings and ideas keep their motivation awake.				
self-check and peer-check are more important than teacher check.				
teacher feedback is more important than self or peer evaluation.				

APPENDIX C

FREQUENCIES OF STUDENT WRITING ATTITUDE AND EXPECTATION QUESTIONNAIRE (PRE-TEST)

Yazi yazmak gunluk tutmaktir

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	6	7,6	7,6	7,6
	Katiliyorum	26	32,9	32,9	40,5
	Katilmiyorum	37	46,8	46,8	87,3
	Kesinlikle Katilmiyorum	7	8,9	8,9	96,2
9		3	3,8	3,8	100,0
Total		79	100,0	100,0	

Yazi yazmak e-posta gondermektir

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	10	12,7	12,7	12,7
	Katiliyorum	35	44,3	44,3	57,0
	Katilmiyorum	26	32,9	32,9	89,9
	Kesinlikle Katilmiyorum	3	3,8	3,8	93,7
9		5	6,3	6,3	100,0
Total		79	100,0	100,0	

Yazi yazmak mektup yazmaktir

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	10	12,7	12,7	12,7
	Katiliyorum	45	57,0	57,0	69,6
	Katilmiyorum	20	25,3	25,3	94,9
	Kesinlikle Katilmiyorum	2	2,5	2,5	97,5
9		2	2,5	2,5	100,0
Total		79	100,0	100,0	

Yazi yazmak birine not birakmakve/veya birinin mesajini yazmaktir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	8	10,1	10,1	10,1
	Katiliyorum	35	44,3	44,3	54,4
	Katilmiyorum	27	34,2	34,2	88,6
	Kesinlikle Katilmiyorum	5	6,3	6,3	94,9
	9	4	5,1	5,1	100,0
	Total	79	100,0	100,0	

Yazi yazmak cep telefonundan mesajlasmaktir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	10	12,7	12,7	12,7
	Katiliyorum	21	26,6	26,6	39,2
	Katilmiyorum	30	38,0	38,0	77,2
	Kesinlikle Katilmiyorum	12	15,2	15,2	92,4
	9	6	7,6	7,6	100,0
	Total	79	100,0	100,0	

Yazi yazmak saklamak ve paylasmaktir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	23	29,1	29,1	29,1
	Katiliyorum	35	44,3	44,3	73,4
	Katilmiyorum	13	16,5	16,5	89,9
	Kesinlikle Katilmiyorum	3	3,8	3,8	93,7
	9	5	6,3	6,3	100,0
	Total	79	100,0	100,0	

Yazi yazmak dusunmektir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	40	50,6	50,6	50,6
	Katiliyorum	28	35,4	35,4	86,1
	Katilmiyorum	6	7,6	7,6	93,7
	Kesinlikle Katilmiyorum	3	3,8	3,8	97,5
	9	2	2,5	2,5	100,0
	Total	79	100,0	100,0	

Yazi yazmak bir iletisim seklidir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	44	55,7	55,7	55,7
	Katiliyorum	31	39,2	39,2	94,9
	Katilmiyorum	2	2,5	2,5	97,5
	Kesinlikle Katilmiyorum	1	1,3	1,3	98,7
	9	1	1,3	1,3	100,0
	Total	79	100,0	100,0	

Ben Ingilizce gunluk yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	4	5,1	5,1	5,1
	Katiliyorum	20	25,3	25,3	30,4
	Katilmiyorum	39	49,4	49,4	79,7
	Kesinlikle Katilmiyorum	11	13,9	13,9	93,7
	9	5	6,3	6,3	100,0
	Total	79	100,0	100,0	

Ben Ingilizce kısa, basit tebrik kartlari yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	14	17,7	17,7	17,7
	Katiliyorum	52	65,8	65,8	83,5
	Katilmiyorum	10	12,7	12,7	96,2
	9	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

Ben Ingilizce kısa, basit notlar ve mesajlar yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	21	26,6	26,6	26,6
	Katiliyorum	51	64,6	64,6	91,1
	Katilmiyorum	3	3,8	3,8	94,9
	9	4	5,1	5,1	100,0
	Total	79	100,0	100,0	

Ben İngilizce düşüncelerimi ifade eden basit, özel mektuplar yazabilirim.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle Katiliyorum	15	19,0	19,0	19,0
Katiliyorum	41	51,9	51,9	70,9
Katılmıyorum	19	24,1	24,1	94,9
Kesinlikle Katılmıyorum	1	1,3	1,3	96,2
9	3	3,8	3,8	100,0
Total	79	100,0	100,0	

Ben İngilizce ilgi alanımla alakalı bir çok konuda detaylı ve anlaşılır yazılar yazabilirim.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle Katiliyorum	3	3,8	3,8	3,8
Katiliyorum	11	13,9	13,9	17,7
Katılmıyorum	42	53,2	53,2	70,9
Kesinlikle Katılmıyorum	21	26,6	26,6	97,5
9	2	2,5	2,5	100,0
Total	79	100,0	100,0	

Ben İngilizce teknik konularda mektup, makale veya rapor yazabilirim.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle Katiliyorum	3	3,8	3,8	3,8
Katiliyorum	2	2,5	2,5	6,3
Katılmıyorum	36	45,6	45,6	51,9
Kesinlikle Katılmıyorum	36	45,6	45,6	97,5
9	2	2,5	2,5	100,0
Total	79	100,0	100,0	

Ben İngilizce profesyonel veya edebi çalışmalarla ilgili özet ve elestri yazıları yazabilirim.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle Katiliyorum	1	1,3	1,3	1,3
Katiliyorum	4	5,1	5,1	6,3
Katılmıyorum	35	44,3	44,3	50,6
Kesinlikle Katılmıyorum	37	46,8	46,8	97,5
9	2	2,5	2,5	100,0
Total	79	100,0	100,0	

Ben yazarken dilbilgisi kurallarının önemli olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	37	46,8	46,8	46,8
	Katiliyorum	29	36,7	36,7	83,5
	Katılmıyorum	8	10,1	10,1	93,7
	Kesinlikle Katılmıyorum	1	1,3	1,3	94,9
	9	4	5,1	5,1	100,0
	Total	79	100,0	100,0	

Ben yazma derslerinde kelime bilgisinin çok önemli bir rolü olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	58	73,4	73,4	73,4
	Katiliyorum	14	17,7	17,7	91,1
	Katılmıyorum	3	3,8	3,8	94,9
	Kesinlikle Katılmıyorum	1	1,3	1,3	96,2
	9	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

Ben yazma becerimi geliştirmede sık ve sürekli yazmanın önemli olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	43	54,4	54,4	54,4
	Katiliyorum	26	32,9	32,9	87,3
	Katılmıyorum	7	8,9	8,9	96,2
	9	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

Ben yazma becerisi kazanabilmek için yazma tekniklerini bilmem gerektiğine inanıyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	35	44,3	44,3	44,3
	Katiliyorum	32	40,5	40,5	84,8
	Katılmıyorum	7	8,9	8,9	93,7
	Kesinlikle Katılmıyorum	1	1,3	1,3	94,9
	9	4	5,1	5,1	100,0
	Total	79	100,0	100,0	

Ben yazma derslerinin ogrendiklerimi uygulamak ve pekistirmek icin iyi bir fırsat oldugunu dusunuyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	39	49,4	49,4	49,4
	Katiliyorum	31	39,2	39,2	88,6
	Katilmiyorum	6	7,6	7,6	96,2
	9	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

Ben yazma becerisinin yabanci dil ogrenim surecinde buyuk katkisi oldugunu dusunuyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	36	45,6	45,6	45,6
	Katiliyorum	32	40,5	40,5	86,1
	Katilmiyorum	7	8,9	8,9	94,9
	Kesinlikle Katilmiyorum	1	1,3	1,3	96,2
	9	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

Ben yazmaya baslamadan once konu hakkında bilgi sahibi olmanin yazmayi kolaylastiracagini dusunuyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	42	53,2	53,2	53,2
	Katiliyorum	32	40,5	40,5	93,7
	Katilmiyorum	2	2,5	2,5	96,2
	9	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

Ben duygu ve dusuncelerimi Ingilizce nasil ifade edecegimi bilememenin motivasyonumu dusurdugune inanıyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle Katiliyorum	42	53,2	53,2	53,2
	Katiliyorum	22	27,8	27,8	81,0
	Katilmiyorum	7	8,9	8,9	89,9
	Kesinlikle Katilmiyorum	5	6,3	6,3	96,2
	9	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

APPENDIX D

FREQUENCIES OF STUDENT WRITING ATTITUDE AND EXPECTATION QUESTIONNAIRE (POST-TEST)

Yazi yazmak günlük tutmaktır.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	21,5	21,5	21,5
	D	22	27,8	27,8	49,4
	A	35	44,3	44,3	93,7
	SA	4	5,1	5,1	98,7
	9,00	1	1,3	1,3	100,0
	Total	79	100,0	100,0	

Yazi yazmak e-posta göndermektir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	16	20,3	20,3	20,3
	D	34	43,0	43,0	63,3
	D	23	29,1	29,1	92,4
	SA	5	6,3	6,3	98,7
	9,00	1	1,3	1,3	100,0
	Total	79	100,0	100,0	

Yazi yazmak mektup yazmaktır.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	7,6	7,6	7,6
	D	20	25,3	25,3	32,9
	A	46	58,2	58,2	91,1
	SA	7	8,9	8,9	100,0
	Total	79	100,0	100,0	

Yazi yazmak birine not bırakmak ve/veya birinin mesajini yazmaktır.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	10,1	10,1	10,1
	D	23	29,1	29,1	39,2
	A	41	51,9	51,9	91,1
	SA	5	6,3	6,3	97,5
	9,00	2	2,5	2,5	100,0
	Total	79	100,0	100,0	

Yazi yazmak cep telefonunda mesajlamaktır.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	20	25,3	25,3	25,3
	D	40	50,6	50,6	75,9
	A	15	19,0	19,0	94,9
	SA	4	5,1	5,1	100,0
	Total	79	100,0	100,0	

Yazi yazmak saklamak ve paylaşmaktır.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,5	2,5	2,5
	D	14	17,7	17,7	20,3
	A	39	49,4	49,4	69,6
	SA	21	26,6	26,6	96,2
	9,00	3	3,8	3,8	100,0
	Total	79	100,0	100,0	

Yazi yazmak düşünmektir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	6,3	6,3	6,3
	D	10	12,7	12,7	19,0
	A	28	35,4	35,4	54,4
	SA	35	44,3	44,3	98,7
	9,00	1	1,3	1,3	100,0
	Total	79	100,0	100,0	

Yazi yazmak bir iletisim seklidir.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	2,5	2,5	2,5
	A	35	44,3	44,3	46,8
	SA	42	53,2	53,2	100,0
	Total	79	100,0	100,0	

Ben Ingilizce gnlk yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	5,1	5,1	5,1
	D	17	21,5	21,5	26,6
	A	45	57,0	57,0	83,5
	SA	13	16,5	16,5	100,0
	Total	79	100,0	100,0	

Ben Ingilizce kısa, basit tebrik kartlari yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1,3	1,3	1,3
	D	4	5,1	5,1	6,3
	A	45	57,0	57,0	63,3
	SA	29	36,7	36,7	100,0
	Total	79	100,0	100,0	

Ben Ingilizce kısa, basit notlar ve mesajlar yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1,3	1,3	1,3
	D	3	3,8	3,8	5,1
	A	44	55,7	55,7	60,8
	SA	31	39,2	39,2	100,0
	Total	79	100,0	100,0	

Ben İngilizce düşüncelerimi ifade eden basit, özel mektuplar yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,5	2,5	2,5
	D	8	10,1	10,1	12,7
	A	42	53,2	53,2	65,8
	SA	27	34,2	34,2	100,0
	Total	79	100,0	100,0	

Ben İngilizce ilgi alanımla alakalı bir çok konuda detaylı ve anlaşılır yazılar yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	7,6	7,6	7,6
	D	32	40,5	40,5	48,1
	A	31	39,2	39,2	87,3
	SA	10	12,7	12,7	100,0
	Total	79	100,0	100,0	

Ben İngilizce teknik konularda mektup, makale veya rapor yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	15,2	15,2	15,2
	D	46	58,2	58,2	73,4
	A	16	20,3	20,3	93,7
	SA	4	5,1	5,1	98,7
	9,00	1	1,3	1,3	100,0
	Total	79	100,0	100,0	

Ben İngilizce profesyonel veya edebi çalışmalarla ilgili özet ve elestri yazıları yazabilirim.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	23	29,1	29,1	29,1
	D	40	50,6	50,6	79,7
	A	15	19,0	19,0	98,7
	SA	1	1,3	1,3	100,0
	Total	79	100,0	100,0	

Ben yazarken dilbilgisi kurallarının önemli olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,5	2,5	2,5
	D	8	10,1	10,1	12,7
	A	33	41,8	41,8	54,4
	SA	28	35,4	35,4	89,9
	9,00	8	10,1	10,1	100,0
	Total	79	100,0	100,0	

Ben yazma derslerinde kelime bilgisinin çok önemli bir rolü olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1,3	1,3	1,3
	D	1	1,3	1,3	2,5
	A	17	21,5	21,5	24,1
	SA	52	65,8	65,8	89,9
	9,00	8	10,1	10,1	100,0
	Total	79	100,0	100,0	

Ben yazma becerimi geliştirmede slk ve sürekli yazmanın önemli olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1,3	1,3	1,3
	D	1	1,3	1,3	2,5
	A	29	36,7	36,7	39,2
	SA	40	50,6	50,6	89,9
	9,00	8	10,1	10,1	100,0
	Total	79	100,0	100,0	

Ben yazma becerisi kazanabilmek için yazma tekniklerini bilmem gerektiğine inanıyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,5	2,5	2,5
	D	4	5,1	5,1	7,6
	A	29	36,7	36,7	44,3
	SA	35	44,3	44,3	88,6
	9,00	9	11,4	11,4	100,0
	Total	79	100,0	100,0	

Ben yazma derslerinin öğrendiklerimi uygulamak ve pekiştirmek için iyi bir fırsat olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	2,5	2,5	2,5
	D	3	3,8	3,8	6,3
	A	28	35,4	35,4	41,8
	SA	38	48,1	48,1	89,9
	9,00	8	10,1	10,1	100,0
	Total	79	100,0	100,0	

Ben yazma becerisinin yabancı dil öğrenim sürecinde büyük katkısı olduğunu düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1,3	1,3	1,3
	D	2	2,5	2,5	3,8
	A	29	36,7	36,7	40,5
	SA	38	48,1	48,1	88,6
	9,00	9	11,4	11,4	100,0
	Total	79	100,0	100,0	

Ben yazmaya başlamadan önce konu hakkında bilgi sahibi olmanın yazmayı kolaylaştıracağını düşünüyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	1,3	1,3	1,3
	D	1	1,3	1,3	2,5
	A	19	24,1	24,1	26,6
	SA	50	63,3	63,3	89,9
	9,00	8	10,1	10,1	100,0
	Total	79	100,0	100,0	

Ben duygu ve düşüncelerimi İngilizce nasıl ifade edeceğimi bilememenin motivasyonumu düşürdüğüne inanıyorum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	5,1	5,1	5,1
	D	8	10,1	10,1	15,2
	A	30	38,0	38,0	53,2
	SA	29	36,7	36,7	89,9
	9,00	8	10,1	10,1	100,0
	Total	79	100,0	100,0	

APPENDIX E

FREQUENCIES OF TEACHERS' AGENDA AND EXPECTATION QUESTIONNAIRE (PRE-TEST)

While I designed my agenda, I considered the levels of my students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	80,0	80,0	80,0
Agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

While I designed my agenda, I took into account the class hours of each level.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	40,0	40,0	40,0
Agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

While I designed my agenda, I considered the academic level I want my students to achieve at the end of the term.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	80,0	80,0	80,0
Agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

While I designed my agenda, I examined the coursebooks and chose the most appropriate materials.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	80,0	80,0	80,0
Agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

While I designed my agenda, I co-operated with the other skills' teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	40,0	40,0	40,0
Agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

I expect my students to be co-operative.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	80,0	80,0	80,0
Agree	1	20,0	20,0	100,0
Total	5	100,0	100,0	

I expect my students to be assertive in class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	60,0	60,0	60,0
Agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

I expect my students to meet the deadlines.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	60,0	60,0	60,0
Agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

I expect my students to be creative and imaginative.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	60,0	60,0	60,0
Agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

I expect my students to be able to take the responsibility of their own learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	40,0	40,0	40,0
Agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

I expect my students to be aware of what they are doing/expected to be doing.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	60,0	60,0	60,0
Agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

I expect my students to be able to produce a coherent text.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	40,0	40,0	40,0
Agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

I expect my students to learn from their mistakes and improve their writing.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	60,0	60,0	60,0
Agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

I expect my students to be able to use sentence structures accurately.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	20,0	20,0	20,0
Agree	4	80,0	80,0	100,0
Total	5	100,0	100,0	

I expect my students to be able to use vocabulary effectively.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	40,0	40,0	40,0
Agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

I expect my students to brainstorm about the topic beforehand.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	60,0	60,0	60,0
	Agree	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

I believe that in writing a lot of practice is essential.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80,0	80,0	80,0
	Agree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

I believe that in writing keeping portfolio is a must.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	100,0	100,0	100,0

I believe that in writing students express their feelings and ideas which keep their motivation awake.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	40,0	40,0	40,0
	Agree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

I believe that in writing self-check and peer-check are more important than teacher check.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	40,0	40,0	40,0
	Disagree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

I believe that in writing teacher feedback is more important than self or peer evaluation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	100,0	100,0	100,0

APPENDIX F

FREQUENCIES OF TEACHERS' AGENDA AND EXPECTATION QUESTIONNAIRE (POST-TEST)

While I designed my agenda, I considered the levels of my students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	40,0	40,0	40,0
Agree	3	60,0	60,0	100,0
Total	5	100,0	100,0	

While I designed my agenda, I took into account the class hours of each level.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	60,0	60,0	60,0
Agree	2	40,0	40,0	100,0
Total	5	100,0	100,0	

While I designed my agenda, I considered the academic level I want my students to achieve at the end of the term.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	20,0	20,0	20,0
Agree	4	80,0	80,0	100,0
Total	5	100,0	100,0	

While I designed my agenda, I examined the coursebooks and chose the most appropriate materials.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	20,0	20,0	20,0
	Agree	2	40,0	40,0	60,0
	Disagree	1	20,0	20,0	80,0
	Strongly Disagree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

While I designed my agenda, I co-operated with the other skills' teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60,0	60,0	60,0
	Disagree	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

I expect my students to be co-operative.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100,0	100,0	100,0

I expect my students to be assertive in class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80,0	80,0	80,0
	Agree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

I expect my students to meet the deadlines.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80,0	80,0	80,0
	Agree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

I expect my students to be creative and imaginative.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	100,0	100,0	100,0

I expect my students to be able to take the responsibility of their own learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80,0	80,0	80,0
	Disagree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

I expect my students to be aware of what they are doing/expected to be doing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80,0	80,0	80,0
	Agree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

I expect my students to be able to produce a coherent text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	40,0	40,0	40,0
	Agree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

I expect my students to learn from their mistakes and improve their writing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80,0	80,0	80,0
	Agree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

I expect my students to be able to use sentence structures accurately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	40,0	40,0	40,0
	Agree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

I expect my students to be able to use vocabulary effectively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	40,0	40,0	40,0
	Agree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

I expect my students to brainstorm about the topic beforehand.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	60,0	60,0	60,0
	Agree	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

I believe that in writing a lot of practice is essential.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	80,0	80,0	80,0
	Agree	1	20,0	20,0	100,0
	Total	5	100,0	100,0	

I believe that in writing keeping portfolio is a must.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	1	20,0	20,0	20,0
	Agree	2	40,0	40,0	60,0
	Disagree	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

I believe that in writing students express their feelings and ideas which keep their motivation awake.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	100,0	100,0	100,0

I believe that in writing self-check and peer-check are more important than teacher check.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	20,0	20,0	20,0
	Disagree	2	40,0	40,0	60,0
	Strongly Disagree	2	40,0	40,0	100,0
	Total	5	100,0	100,0	

I believe that in writing teacher feedback is more important than self or peer evaluation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	40,0	40,0	40,0
	Agree	3	60,0	60,0	100,0
	Total	5	100,0	100,0	

APPENDIX G

WRITING CLASS TEACHERS' AGENDA INTERVIEW 1

Name&Surname: _____ Class you teach: _____ F / M

“While I designed my agenda, I co-operated with the other skills’ teachers.”

Your response to this item is;

HOW? In what ways did you co-operate with the other skills? Can you name at least five ways, please?

- a) _____.
- b) _____.
- c) _____.

d) _____.

e) _____.

APPENDIX H

WRITING CLASS TEACHERS' AGENDA INTERVIEW 2

Name & Surname: _____ Class you teach: _____ F / M

1) Did you make any changes in your agenda since the beginning of the term?

If so, what is/are the change(s)?

a) _____.

b) _____.

c) _____.

d) _____.

2) What made you decide to make the changes?

3) Did Administration have any effect on the changes you made?

4) Did Portfolio have any positive or negative effects on the changes you have made?

APPENDIX I

STUDENT SELF EVALUATION FORM

Name:

Class:

Date:

Write a paragraph by answering the following questions.

- 1) What did you learn this week?
- 2) How did you like it?
- 3) Did you plan to learn it at the beginning of the year?
- 4) Out of one hundred what would you give for your performance in this week's writing?

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APPENDIX J

ÖĞRENCİ PORTFOLİO KULLANMA GEÇMİŞİ ANKETİ

Sevgili öğrenciler, bu ölçek, üniversite hazırlık sınıflarındaki öğrencilerin bir önceki öğrenim yıllarında Portfolio kullanımlarını sorgulamak için düzenlenmiştir. Bu ankette DOGRU yada YANLIŞ cevap yoktur. Bu nedenle ankete içten cevap vermeniz çok önemlidir. Sizin için uygun olan kutuya çarpı (X) işareti koyunuz. Teşekkür ederim.

Adınız ve Soyadınız: _____ Sınıfınız: _____ Cinsiyetiniz: K / E

1) Orta ve/veya lise öğreniminizde **Portfolio** kullandınız mı?

EVET **HAYIR**

2) Cevabınız **EVET** ise;

Portfolio'yu	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
öğretmenimin benim yazdıklarımla ilgili düşüncelerini öğrenmek için kullandım.				
tüm öğrendiklerimi bir arada görebilmek için kullandım.				
kendi öğrenme gelişim sürecimi sınamak için kullandım.				
İngilizce’de eksik olduğum yönleri görmek ve bunları iyileştirmek için kullandım.				
İngilizce öğrenme sürecimde ilgili dersin sorumluluklarını tam ve zamanında yerine getirebilmek için kullandım.				
kullandığım dersin becerilerini daha iyi anlamak ve uygulayabilmek için kullandım.				

APPENDIX K

ÖĞRENCİ PORTFOLIO BEKLENTİ ANKETİ

Sevgili öğrenciler, bu ölçek, Kadir Has Üniversitesi Hazırlık sınıflarındaki öğrencilerin 2005-2006 akademik yılında Portfolio kullanımlarını sorgulamak için düzenlenmiştir. Bu ankette DOGRU yada YANLIŞ cevap yoktur.

Bu nedenle ankete içten cevap vermeniz çok önemlidir. Sizin için uygun olan kutuya çarpı (X) işareti koyunuz.

Teşekkür ederim.

Adınız ve Soyadınız: _____ Sınıfınız: _____ Cinsiyetiniz: K / E

Kadir Has Üniversitesi Hazırlık sınıfında	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
2005-2006 akademik yılında Portfolio'yu				
öğretmenimin benim yazdıklarımla ilgili düşüncelerini öğrenmek için kullandım.				
tüm öğrendiklerimi bir arada görebilmek için kullandım.				
kendi öğrenme gelişim sürecimi sınamak için kullandım.				
İngilizce'de eksik olduğum yönleri görmek ve bunları iyileştirmek için kullandım.				
İngilizce öğrenme sürecimde ilgili dersin sorumluluklarını tam ve zamanında yerine getirebilmek için kullandım.				
kullandığım dersin (yazma dersi) becerilerini daha iyi anlamak ve uygulayabilmek için kullandım.				
yazma dersinden yüksek kanaat notu almak için kullandım.				

APPENDIX L

STUDENT PORTFOLIO EVALUATION QUESTIONNAIRE																						
<p>Dear students, this questionnaire is prepared to find out about the usage of portfolios in Kadir Has University prep school writing classes. Put a cross (X) in the boxes provided. Thank you very much for your cooperation in advance.</p>																						
Name: _____	Class: _____	Sex: F / M																				
<p>1) Look at the first piece of writing in your portfolio and choose five (5) of the options.</p> <p>In my first piece of writing, I need to improve</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30px; text-align: center;"><input type="checkbox"/></td><td>sentence structure</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>punctuation</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>spelling</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>vocabulary</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>paper format</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>conjunctions</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>organization</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>indentation</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>introduction</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>conclusion</td></tr> </table>			<input type="checkbox"/>	sentence structure	<input type="checkbox"/>	punctuation	<input type="checkbox"/>	spelling	<input type="checkbox"/>	vocabulary	<input type="checkbox"/>	paper format	<input type="checkbox"/>	conjunctions	<input type="checkbox"/>	organization	<input type="checkbox"/>	indentation	<input type="checkbox"/>	introduction	<input type="checkbox"/>	conclusion
<input type="checkbox"/>	sentence structure																					
<input type="checkbox"/>	punctuation																					
<input type="checkbox"/>	spelling																					
<input type="checkbox"/>	vocabulary																					
<input type="checkbox"/>	paper format																					
<input type="checkbox"/>	conjunctions																					
<input type="checkbox"/>	organization																					
<input type="checkbox"/>	indentation																					
<input type="checkbox"/>	introduction																					
<input type="checkbox"/>	conclusion																					
<p>2) Look at your second piece of writing in your portfolio and choose three (3) of the options.</p> <p>In my second piece of writing (paragraph), I need to improve.....</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 70%; text-align: left;">sentence structure</td><td style="width: 30%; text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">vocabulary</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">punctuation and spelling</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">linking & signal words</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">ideas & examples</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">topic sentence</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">concluding sentence</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">organization</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">paper format</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">conjunction</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>			sentence structure	<input type="checkbox"/>	vocabulary	<input type="checkbox"/>	punctuation and spelling	<input type="checkbox"/>	linking & signal words	<input type="checkbox"/>	ideas & examples	<input type="checkbox"/>	topic sentence	<input type="checkbox"/>	concluding sentence	<input type="checkbox"/>	organization	<input type="checkbox"/>	paper format	<input type="checkbox"/>	conjunction	<input type="checkbox"/>
sentence structure	<input type="checkbox"/>																					
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linking & signal words	<input type="checkbox"/>																					
ideas & examples	<input type="checkbox"/>																					
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paper format	<input type="checkbox"/>																					
conjunction	<input type="checkbox"/>																					
<p>3) Look at your final piece of writing in your portfolio and choose two (2) of the options.</p> <p>In my final piece of writing (essay), I need to improve</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 70%; text-align: left;">sentence structure</td><td style="width: 30%; text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">punctuation & spelling</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">vocabulary</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">introduction (from general to specific with a thesis statement)</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">organization (introduction / body / conclusion)</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">body paragraphs (with a clear topic sentence and detailed supporting sents.)</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">concluding paragraph (summarization of the main points with a final thought)</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td style="text-align: left;">linking and signal words</td><td style="text-align: center;"><input type="checkbox"/></td></tr> </table>			sentence structure	<input type="checkbox"/>	punctuation & spelling	<input type="checkbox"/>	vocabulary	<input type="checkbox"/>	introduction (from general to specific with a thesis statement)	<input type="checkbox"/>	organization (introduction / body / conclusion)	<input type="checkbox"/>	body paragraphs (with a clear topic sentence and detailed supporting sents.)	<input type="checkbox"/>	concluding paragraph (summarization of the main points with a final thought)	<input type="checkbox"/>	linking and signal words	<input type="checkbox"/>				
sentence structure	<input type="checkbox"/>																					
punctuation & spelling	<input type="checkbox"/>																					
vocabulary	<input type="checkbox"/>																					
introduction (from general to specific with a thesis statement)	<input type="checkbox"/>																					
organization (introduction / body / conclusion)	<input type="checkbox"/>																					
body paragraphs (with a clear topic sentence and detailed supporting sents.)	<input type="checkbox"/>																					
concluding paragraph (summarization of the main points with a final thought)	<input type="checkbox"/>																					
linking and signal words	<input type="checkbox"/>																					

<p>4) What kind of improvement can you see in your writing?</p> <p>a) At the beginning of the year I could only</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 80%;"> <p>write a sentence</p> <p>write a paragraph</p> <p>write a story</p> <p>make a description</p> </div> <div style="width: 15%; text-align: center;"> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> </div> </div> <p>b) Now, I can</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 80%;"> <p>make complex sentences</p> <p>use signal and linking words effectively</p> <p>use relevant vocabulary in the right place and meaning</p> <p>write an essay</p> </div> <div style="width: 15%; text-align: center;"> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> </div> </div> <p>5) What made you decide on the options for question 4?</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 80%;"> <p>my portfolio</p> <p>my teacher</p> <p>my reading books</p> <p>my grammar book</p> <p>listening activities</p> </div> <div style="width: 15%; text-align: center;"> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> </div> </div>				
6) Keeping a portfolio made me see	Strongly Agree	Agree	Disagree	Strongly Disagree
a) all my work together				
b) what I can do				
c) what I can't do				
d) how I improved in writing				
e) how being organized helped me to get better marks				

APPENDIX M

TEACHER PORTFOLIO EVALUATION QUESTIONNAIRE				
<p>Dear colleagues, this questionnaire is designed to find out about Kadir Has University, English Preparatory School, writing class teachers' evaluation of Portfolio throughout the year. There is no RIGHT or WRONG answer in this questionnaire. Hence, sincerity and honesty of your answers is very important. Put a cross (X) into the box which you think is the best answer for you. Thank you very much in advance.</p> <p>Name: _____ Class(es) you teach: _____ Sex: F / M</p>				
1) At the beginning of the year, I decided to include portfolio in my agenda ...	Strongly Agree	Agree	Disagree	Strongly Disagree
1 to make students do self-study and self-correction themselves.				
2 to make students be more organized.				
3 to make students' take their own responsibility of learning.				
4 to be able to observe and see both the process and the progress.				
5 to be able to assess students' performance.				
2) During the year, portfolio helped me ...				
6 to have an idea about the each student's performance.				
7 to have an idea about the student's progress.				
8 to see the deficiency of students.				
9 to assess objectively.				
10 to change some of the items in my agenda.				
3) By the end of the year portfolio made me ...				
11 see whether the student's agenda and my agenda met.				
12 see how much students learned from what they have been taught.				
13 have an idea about their present writing ability sick because of the extra work-load.				
14 have a clear idea about what to do for the following year.				
15 think twice about the idea of keeping portfolio in writing classes.				
16 see how important keeping portfolio is in a writing class.				
17 realize that I could do the same things without a portfolio.				

APPENDIX N

WILCOXON SIGNED RANKS TEST MEANS OF STUDENT ATTITUDE AND EXPECTATION QUESTIONNAIRE

Ranks

		N	Mean Rank	Sum of Ranks
VAR00002 - Yazı yazmak günlük tutmaktır.	Negative Ranks	31 ^a	27,31	846,50
	Positive Ranks	19 ^b	22,55	428,50
	Ties	29 ^c		
	Total	79		

a. VAR00002 < Yazı yazmak günlük tutmaktır.

b. VAR00002 > Yazı yazmak günlük tutmaktır.

c. VAR00002 = Yazı yazmak günlük tutmaktır.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00003 - Yazı yazmak e-posta göndermektir.	Negative Ranks	32 ^a	27,98	895,50
	Positive Ranks	22 ^b	26,80	589,50
	Ties	25 ^c		
	Total	79		

a. VAR00003 < Yazı yazmak e-posta göndermektir.

b. VAR00003 > Yazı yazmak e-posta göndermektir.

c. VAR00003 = Yazı yazmak e-posta göndermektir.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00004 - Yazı yazmak mektup yazmaktır.	Negative Ranks	13 ^a	29,96	389,50
	Positive Ranks	40 ^b	26,04	1041,50
	Ties	26 ^c		
	Total	79		

a. VAR00004 < Yazı yazmak mektup yazmaktır.

b. VAR00004 > Yazı yazmak mektup yazmaktır.

c. VAR00004 = Yazı yazmak mektup yazmaktır.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00005 - Yazı yazmak birine not bırakmak ve/veya birinin mesajını yazmaktır.	Negative Ranks	22 ^a	25,57	562,50
	Positive Ranks	28 ^b	25,45	712,50
	Ties	29 ^c		
	Total	79		

- a. VAR00005 < Yazı yazmak birine not bırakmak ve/veya birinin mesajını yazmaktır.
b. VAR00005 > Yazı yazmak birine not bırakmak ve/veya birinin mesajını yazmaktır.
c. VAR00005 = Yazı yazmak birine not bırakmak ve/veya birinin mesajını yazmaktır.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00006 - Yazı yazmak cep telefonunda mesajlaşmaktır.	Negative Ranks	50 ^a	33,44	1672,00
	Positive Ranks	14 ^b	29,14	408,00
	Ties	15 ^c		
	Total	79		

- a. VAR00006 < Yazı yazmak cep telefonunda mesajlaşmaktır.
b. VAR00006 > Yazı yazmak cep telefonunda mesajlaşmaktır.
c. VAR00006 = Yazı yazmak cep telefonunda mesajlaşmaktır.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00007 - Yazı yazmak saklamak ve paylaşmaktır.	Negative Ranks	11 ^a	37,77	415,50
	Positive Ranks	54 ^b	32,03	1729,50
	Ties	14 ^c		
	Total	79		

- a. VAR00007 < Yazı yazmak saklamak ve paylaşmaktır.
b. VAR00007 > Yazı yazmak saklamak ve paylaşmaktır.
c. VAR00007 = Yazı yazmak saklamak ve paylaşmaktır.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00008 - Yazı yazmak düşünmektir.	Negative Ranks	6 ^a	29,50	177,00
	Positive Ranks	62 ^b	34,98	2169,00
	Ties	11 ^c		
	Total	79		

- a. VAR00008 < Yazı yazmak düşünmektir.
b. VAR00008 > Yazı yazmak düşünmektir.
c. VAR00008 = Yazı yazmak düşünmektir.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00009 - Yazı yazmak bir iletişim seklidir.	Negative Ranks	1 ^a	77,00	77,00
	Positive Ranks	76 ^b	38,50	2926,00
	Ties	2 ^c		
	Total	79		

- a. VAR00009 < Yazı yazmak bir iletişim seklidir.
b. VAR00009 > Yazı yazmak bir iletişim seklidir.
c. VAR00009 = Yazı yazmak bir iletişim seklidir.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00010 - Ben İngilizce günlük yazabilirim.	Negative Ranks	25 ^a	26,28	657,00
	Positive Ranks	23 ^b	22,57	519,00
	Ties	31 ^c		
	Total	79		

- a. VAR00010 < Ben İngilizce günlük yazabilirim.
b. VAR00010 > Ben İngilizce günlük yazabilirim.
c. VAR00010 = Ben İngilizce günlük yazabilirim.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00011 - Ben İngilizce kısa, basit tebrik kartları yazabilirim.	Negative Ranks	5 ^a	52,20	261,00
	Positive Ranks	69 ^b	36,43	2514,00
	Ties	5 ^c		
	Total	79		

- a. VAR00011 < Ben İngilizce kısa, basit tebrik kartları yazabilirim.
b. VAR00011 > Ben İngilizce kısa, basit tebrik kartları yazabilirim.
c. VAR00011 = Ben İngilizce kısa, basit tebrik kartları yazabilirim.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00012 - Ben İngilizce kısa, basit notlar ve mesajlar yazabilirim.	Negative Ranks	5 ^a	62,90	314,50
	Positive Ranks	71 ^b	36,78	2611,50
	Ties	3 ^c		
	Total	79		

- a. VAR00012 < Ben İngilizce kısa, basit notlar ve mesajlar yazabilirim.
b. VAR00012 > Ben İngilizce kısa, basit notlar ve mesajlar yazabilirim.
c. VAR00012 = Ben İngilizce kısa, basit notlar ve mesajlar yazabilirim.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00013 - Ben	Negative Ranks	8 ^a	43,94	351,50
İngilizce düşüncelerimi ifade eden basit, özel mektuplar yazabilirim.	Positive Ranks	60 ^b	33,24	1994,50
	Ties	11 ^c		
	Total	79		

- a. VAR00013 < Ben İngilizce düşüncelerimi ifade eden basit, özel mektuplar yazabilirim.
- b. VAR00013 > Ben İngilizce düşüncelerimi ifade eden basit, özel mektuplar yazabilirim.
- c. VAR00013 = Ben İngilizce düşüncelerimi ifade eden basit, özel mektuplar yazabilirim.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00014 - Ben	Negative Ranks	38 ^a	28,28	1074,50
İngilizce ilgi alanımla alakalı bir çok konuda detaylı ve anlaşılır yazılar yazabilirim.	Positive Ranks	13 ^b	19,35	251,50
	Ties	28 ^c		
	Total	79		

- a. VAR00014 < Ben İngilizce ilgi alanımla alakalı bir çok konuda detaylı ve anlaşılır yazılar yazabilirim.
- b. VAR00014 > Ben İngilizce ilgi alanımla alakalı bir çok konuda detaylı ve anlaşılır yazılar yazabilirim.
- c. VAR00014 = Ben İngilizce ilgi alanımla alakalı bir çok konuda detaylı ve anlaşılır yazılar yazabilirim.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00015 - Ben İngilizce teknik konularda mektup, makale veya rapor yazabilirim.	Negative Ranks	62 ^a	36,22	2245,50
	Positive Ranks	7 ^b	24,21	169,50
	Ties	10 ^c		
	Total	79		

- a. VAR00015 < Ben İngilizce teknik konularda mektup, makale veya rapor yazabilirim.
- b. VAR00015 > Ben İngilizce teknik konularda mektup, makale veya rapor yazabilirim.
- c. VAR00015 = Ben İngilizce teknik konularda mektup, makale veya rapor yazabilirim.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00016 - Ben İngilizce profesyonel veya edebi çalışmalarla ilgili özet ve elestri yazıları yazabilirim.	Negative Ranks	66 ^a	34,33	2266,00
	Positive Ranks	1 ^b	12,00	12,00
	Ties	12 ^c		
	Total	79		

- a. VAR00016 < Ben İngilizce profesyonel veya edebi çalışmalarla ilgili özet ve elestri yazıları yazabilirim.
- b. VAR00016 > Ben İngilizce profesyonel veya edebi çalışmalarla ilgili özet ve elestri yazıları yazabilirim.
- c. VAR00016 = Ben İngilizce profesyonel veya edebi çalışmalarla ilgili özet ve elestri yazıları yazabilirim.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00017 - Ben yazarken dilbilgisi kurallarının önemli olduğunu düşünüyorum.	Negative Ranks	4 ^a	61,00	244,00
	Positive Ranks	65 ^b	33,40	2171,00
	Ties	10 ^c		
	Total	79		

- a. VAR00017 < Ben yazarken dilbilgisi kurallarının önemli olduğunu düşünüyorum.
- b. VAR00017 > Ben yazarken dilbilgisi kurallarının önemli olduğunu düşünüyorum.
- c. VAR00017 = Ben yazarken dilbilgisi kurallarının önemli olduğunu düşünüyorum.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00018 - Ben yazma derslerinde kelime bilgisinin çok önemli bir rolü olduğunu düşünüyorum.	Negative Ranks	5 ^a	43,10	215,50
	Positive Ranks	73 ^b	39,25	2865,50
	Ties	1 ^c		
	Total	79		

- a. VAR00018 < Ben yazma derslerinde kelime bilgisinin çok önemli bir rolü olduğunu düşünüyorum.
- b. VAR00018 > Ben yazma derslerinde kelime bilgisinin çok önemli bir rolü olduğunu düşünüyorum.
- c. VAR00018 = Ben yazma derslerinde kelime bilgisinin çok önemli bir rolü olduğunu düşünüyorum.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00019 - Ben yazma becerimi geliştirmede slk ve sürekli yazmanın önemli olduğunu düşünüyorum.	Negative Ranks	4 ^a	52,25	209,00
	Positive Ranks	72 ^b	37,74	2717,00
	Ties	3 ^c		
	Total	79		

- a. VAR00019 < Ben yazma becerimi geliştirmede slk ve sürekli yazmanın önemli olduğunu düşünüyorum.
- b. VAR00019 > Ben yazma becerimi geliştirmede slk ve sürekli yazmanın önemli olduğunu düşünüyorum.
- c. VAR00019 = Ben yazma becerimi geliştirmede slk ve sürekli yazmanın önemli olduğunu düşünüyorum.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00020 - Ben yazma becerisi kazanabilmek için yazma tekniklerini bilmem gerektiğine inanıyorum.	Negative Ranks	6 ^a	50,33	302,00
	Positive Ranks	69 ^b	36,93	2548,00
	Ties	4 ^c		
	Total	79		

- a. VAR00020 < Ben yazma becerisi kazanabilmek için yazma tekniklerini bilmem gerektiğine inanıyorum.
- b. VAR00020 > Ben yazma becerisi kazanabilmek için yazma tekniklerini bilmem gerektiğine inanıyorum.
- c. VAR00020 = Ben yazma becerisi kazanabilmek için yazma tekniklerini bilmem gerektiğine inanıyorum.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00021 - Ben yazma derslerinin öğrendiklerimi uygulamak ve pekiştirmek için iyi bir fırsat olduğunu düşünüyorum.	Negative Ranks	4 ^a	50,25	201,00
	Positive Ranks	69 ^b	36,23	2500,00
	Ties	6 ^c		
	Total	79		

- a. VAR00021 < Ben yazma derslerinin öğrendiklerimi uygulamak ve pekiştirmek için iyi bir fırsat olduğunu düşünüyorum.
- b. VAR00021 > Ben yazma derslerinin öğrendiklerimi uygulamak ve pekiştirmek için iyi bir fırsat olduğunu düşünüyorum.
- c. VAR00021 = Ben yazma derslerinin öğrendiklerimi uygulamak ve pekiştirmek için iyi bir fırsat olduğunu düşünüyorum.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00022 - Ben yazma becerisinin yabancı dil öğrenim sürecinde büyük katkisi olduğunu düşünüyorum.	Negative Ranks	5 ^a	42,60	213,00
	Positive Ranks	70 ^b	37,67	2637,00
	Ties	4 ^c		
	Total	79		

- a. VAR00022 < Ben yazma becerisinin yabancı dil öğrenim sürecinde büyük katkisi olduğunu düşünüyorum.
- b. VAR00022 > Ben yazma becerisinin yabancı dil öğrenim sürecinde büyük katkisi olduğunu düşünüyorum.
- c. VAR00022 = Ben yazma becerisinin yabancı dil öğrenim sürecinde büyük katkisi olduğunu düşünüyorum.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00023 - Ben yazmaya başlamadan önce konu hakkında bilgi sahibi olmanın yazmayı kolaylaştıracağını düşünüyorum.	Negative Ranks	3 ^a	69,00	207,00
	Positive Ranks	75 ^b	38,32	2874,00
	Ties	1 ^c		
	Total	79		

- a. VAR00023 < Ben yazmaya başlamadan önce konu hakkında bilgi sahibi olmanın yazmayı kolaylaştıracağını düşünüyorum.
- b. VAR00023 > Ben yazmaya başlamadan önce konu hakkında bilgi sahibi olmanın yazmayı kolaylaştıracağını düşünüyorum.
- c. VAR00023 = Ben yazmaya başlamadan önce konu hakkında bilgi sahibi olmanın yazmayı kolaylaştıracağını düşünüyorum.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00024 - Ben duygu ve düşüncelerimi İngilizce nasıl ifade edeceğimi bilememenin motivasyonumu düşürdüğüne inanıyorum.	Negative Ranks	6 ^a	41,67	250,00
	Positive Ranks	63 ^b	34,37	2165,00
	Ties	10 ^c		
	Total	79		

- a. VAR00024 < Ben duygu ve düşüncelerimi İngilizce nasıl ifade edeceğimi bilememenin motivasyonumu düşürdüğüne inanıyorum.
- b. VAR00024 > Ben duygu ve düşüncelerimi İngilizce nasıl ifade edeceğimi bilememenin motivasyonumu düşürdüğüne inanıyorum.
- c. VAR00024 = Ben duygu ve düşüncelerimi İngilizce nasıl ifade edeceğimi bilememenin motivasyonumu düşürdüğüne inanıyorum.

APPENDIX O

WILCOXON SIGNED RANKS TEST MEANS OF STUDENT ATTITUDE AND EXPECTATION QUESTIONNAIRE

Ranks

		N	Mean Rank	Sum of Ranks
VAR00002 - While I designed my agenda, I considered the levels of my students.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	2 ^b	1,50	3,00
	Ties	3 ^c		
	Total	5		

- a. VAR00002 < While I designed my agenda, I considered the levels of my students.
- b. VAR00002 > While I designed my agenda, I considered the levels of my students.
- c. VAR00002 = While I designed my agenda, I considered the levels of my students.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00003 - While I designed my agenda, I took into account the class hours of each level.	Negative Ranks	1 ^a	1,00	1,00
	Positive Ranks	0 ^b	,00	,00
	Ties	4 ^c		
	Total	5		

- a. VAR00003 < While I designed my agenda, I took into account the class hours of each level.
- b. VAR00003 > While I designed my agenda, I took into account the class hours of each level.
- c. VAR00003 = While I designed my agenda, I took into account the class hours of each level.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00004 - While I designed my agenda, I considered the academic level I want my students to achieve at the end of the term.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	3 ^b	2,00	6,00
	Ties	2 ^c		
	Total	5		

- a. VAR00004 < While I designed my agenda, I considered the academic level I want my students to achieve at the end of the term.
- b. VAR00004 > While I designed my agenda, I considered the academic level I want my students to achieve at the end of the term.
- c. VAR00004 = While I designed my agenda, I considered the academic level I want my students to achieve at the end of the term.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00005 - While I designed my agenda, I examined the coursebooks and chose the most appropriate materials.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	4 ^b	2,50	10,00
	Ties	1 ^c		
	Total	5		

- a. VAR00005 < While I designed my agenda, I examined the coursebooks and chose the most appropriate materials.
- b. VAR00005 > While I designed my agenda, I examined the coursebooks and chose the most appropriate materials.
- c. VAR00005 = While I designed my agenda, I examined the coursebooks and chose the most appropriate materials.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00006 - While I designed my agenda, I co-operated with the other skills' teachers.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	3 ^b	2,00	6,00
	Ties	2 ^c		
	Total	5		

- a. VAR00006 < While I designed my agenda, I co-operated with the other skills' teachers.
- b. VAR00006 > While I designed my agenda, I co-operated with the other skills' teachers.
- c. VAR00006 = While I designed my agenda, I co-operated with the other skills' teachers.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00007 - I expect my students to be co-operative.	Negative Ranks	1 ^a	1,00	1,00
	Positive Ranks	0 ^b	,00	,00
	Ties	4 ^c		
	Total	5		

a. VAR00007 < I expect my students to be co-operative.

b. VAR00007 > I expect my students to be co-operative.

c. VAR00007 = I expect my students to be co-operative.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00008 - I expect my students to be assertive in class.	Negative Ranks	2 ^a	2,00	4,00
	Positive Ranks	1 ^b	2,00	2,00
	Ties	2 ^c		
	Total	5		

a. VAR00008 < I expect my students to be assertive in class.

b. VAR00008 > I expect my students to be assertive in class.

c. VAR00008 = I expect my students to be assertive in class.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00009 - I expect my students to meet the deadlines.	Negative Ranks	2 ^a	2,00	4,00
	Positive Ranks	1 ^b	2,00	2,00
	Ties	2 ^c		
	Total	5		

a. VAR00009 < I expect my students to meet the deadlines.

b. VAR00009 > I expect my students to meet the deadlines.

c. VAR00009 = I expect my students to meet the deadlines.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00010 - I expect my students to be creative and imaginative.	Negative Ranks	2 ^a	1,50	3,00
	Positive Ranks	0 ^b	,00	,00
	Ties	3 ^c		
	Total	5		

a. VAR00010 < I expect my students to be creative and imaginative.

b. VAR00010 > I expect my students to be creative and imaginative.

c. VAR00010 = I expect my students to be creative and imaginative.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00011 - I expect my students to be able to take the responsibility of their own learning.	Negative Ranks	2 ^a	2,00	4,00
	Positive Ranks	1 ^b	2,00	2,00
	Ties	2 ^c		
	Total	5		

- a. VAR00011 < I expect my students to be able to take the responsibility of their own learning.
- b. VAR00011 > I expect my students to be able to take the responsibility of their own learning.
- c. VAR00011 = I expect my students to be able to take the responsibility of their own learning.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00012 - I expect my students to be aware of what they are doing/expected to be doing.	Negative Ranks	1 ^a	1,00	1,00
	Positive Ranks	0 ^b	,00	,00
	Ties	4 ^c		
	Total	5		

- a. VAR00012 < I expect my students to be aware of what they are doing/expected to be doing.
- b. VAR00012 > I expect my students to be aware of what they are doing/expected to be doing.
- c. VAR00012 = I expect my students to be aware of what they are doing/expected to be doing.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00013 - I expect my students to be able to produce a coherent text.	Negative Ranks	1 ^a	1,50	1,50
	Positive Ranks	1 ^b	1,50	1,50
	Ties	3 ^c		
	Total	5		

- a. VAR00013 < I expect my students to be able to produce a coherent text.
- b. VAR00013 > I expect my students to be able to produce a coherent text.
- c. VAR00013 = I expect my students to be able to produce a coherent text.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00014 - I expect my students to learn from their mistakes and improve their writing.	Negative Ranks	1 ^a	1,00	1,00
	Positive Ranks	0 ^b	,00	,00
	Ties	4 ^c		
	Total	5		

- a. VAR00014 < I expect my students to learn from their mistakes and improve their writing.
- b. VAR00014 > I expect my students to learn from their mistakes and improve their writing.
- c. VAR00014 = I expect my students to learn from their mistakes and improve their writing.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00015 - I expect my students to be able to use sentence structures accurately.	Negative Ranks	2 ^a	2,00	4,00
	Positive Ranks	1 ^b	2,00	2,00
	Ties	2 ^c		
	Total	5		

- a. VAR00015 < I expect my students to be able to use sentence structures accurately.
- b. VAR00015 > I expect my students to be able to use sentence structures accurately.
- c. VAR00015 = I expect my students to be able to use sentence structures accurately.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00016 - I expect my students to be able to use vocabulary effectively.	Negative Ranks	1 ^a	1,50	1,50
	Positive Ranks	1 ^b	1,50	1,50
	Ties	3 ^c		
	Total	5		

- a. VAR00016 < I expect my students to be able to use vocabulary effectively.
- b. VAR00016 > I expect my students to be able to use vocabulary effectively.
- c. VAR00016 = I expect my students to be able to use vocabulary effectively.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00017 - I expect my students to brainstorm about the topic beforhand.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	0 ^b	,00	,00
	Ties	5 ^c		
	Total	5		

a. VAR00017 < I expect my students to brainstorm about the topic beforhand.

b. VAR00017 > I expect my students to brainstorm about the topic beforhand.

c. VAR00017 = I expect my students to brainstorm about the topic beforhand.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00018 - I believe that in writing a lot of practice is essential.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	0 ^b	,00	,00
	Ties	5 ^c		
	Total	5		

a. VAR00018 < I believe that in writing a lot of practice is essential.

b. VAR00018 > I believe that in writing a lot of practice is essential.

c. VAR00018 = I believe that in writing a lot of practice is essential.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00019 - I believe that in writing keeping portfolio is a must.	Negative Ranks	1 ^a	2,00	2,00
	Positive Ranks	2 ^b	2,00	4,00
	Ties	2 ^c		
	Total	5		

a. VAR00019 < I believe that in writing keeping portfolio is a must.

b. VAR00019 > I believe that in writing keeping portfolio is a must.

c. VAR00019 = I believe that in writing keeping portfolio is a must.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00020 - I believe that in writing students express their feelings and ideas which keep their motivation awake.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	2 ^b	1,50	3,00
	Ties	3 ^c		
	Total	5		

- a. VAR00020 < I believe that in writing students express their feelings and ideas which keep their motivation awake.
- b. VAR00020 > I believe that in writing students express their feelings and ideas which keep their motivation awake.
- c. VAR00020 = I believe that in writing students express their feelings and ideas which keep their motivation awake.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00021 - I believe that in writing self-check and peer-check are more important than teacher check.	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	3 ^b	2,00	6,00
	Ties	2 ^c		
	Total	5		

- a. VAR00021 < I believe that in writing self-check and peer-check are more important than teacher check.
- b. VAR00021 > I believe that in writing self-check and peer-check are more important than teacher check.
- c. VAR00021 = I believe that in writing self-check and peer-check are more important than teacher check.

Ranks

		N	Mean Rank	Sum of Ranks
VAR00022 - I believe that in writing teacher feedback is more important than self or peer evaluation.	Negative Ranks	2 ^a	1,50	3,00
	Positive Ranks	0 ^b	,00	,00
	Ties	3 ^c		
	Total	5		

- a. VAR00022 < I believe that in writing teacher feedback is more important than self or peer evaluation.
- b. VAR00022 > I believe that in writing teacher feedback is more important than self or peer evaluation.
- c. VAR00022 = I believe that in writing teacher feedback is more important than self or peer evaluation.

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EXPERIENCE

- Instructor Sept. 2005– present
Kadir Has University Preparatory School, İstanbul.
- English Teacher Sept. 2003 – June 2005
Private Kültür High School, İstanbul.
- Principal Assistant & English Teacher July 2002 – July 2003

Adapazari Private ENKA Schools, Adapazari.

- English Teacher Sept. 2000 – Sept. 2001
Bursa Anatolian Secretarial High School, Bursa.
- English Teacher (Part-time) Sept. 1999 – Sept. 2000
Yeditepe University, Fine Arts Faculty, Istanbul.
- English Teacher Nov. 1997 – Sept. 2000
Vefa Anatolian High School, Istanbul.

EDUCATION

- Masters Degree, English Language Teaching, Social Sciences Sept 2000 - present
Uludağ University, Bursa.
- Bachelors Degree, English Language Teaching, Sept 1992 – June 1996
Faculty of Education, Uludağ University, Bursa.
- High School Sept 1988 – June 1992
Uluğbey Private High School, Istanbul.

SEMINARS ATTENDED & CERTIFICATES

Seminars held at various schools such as:

- 2006-2007 “Learner Autonomy and the Teacher” by Dr. Terry Lamb.
- 2006-2007 Teaching Proficiency through Story Telling by Brian Rain.
- 2005-2006 “Assessment and Evaluation in ELT classes” by Longman.
- 2005-2006 “Humanising the Language” by Mario Rinvuluceri.
- 2004-2005 Common European Framework- English Language Portfolio seminars and workshops at Kültür College.
- 2004-2005 Marmara Schools ELT Conference; “New Academic Waves”.
- 2004-2005 Terakki Foundation Schools ELT Conference; “Jazzing up your Classroom 3”.
- Private Acarlar College; “The Changing Face of Teaching & Learning”
- Bahçeşehir College; “We’ve got something to say: The very heart of English-Speaking”.
- Kültür Schools; “Love Conquers All: Classroom Dynamics, Intercultural Awareness, Assessment and Evaluation”.

2003-2004 MYP Seminars at Kültür High School, The European Language
Portfolio in Turkey by Prof. Dr. Özcan Demirel.
2002-2003 PYP Seminars at Adapazari Enka Schools.
2000-2001 ELT Seminars held by several schools in Istanbul.

COMPUTER SKILLS

Windows, Microsoft and Internet applications.