

EXPLORING THE EFFECTS OF FEEDBACK TYPES AND WIKI ON EFL
LEARNERS' WRITING PERFORMANCE

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ABSTRACT

EXPLORING THE EFFECTS OF FEEDBACK TYPES AND WIKI ON EFL LEARNERS' WRITING PERFORMANCE

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This thesis aims is to compare the impact of teacher- and peer-feedback on writing performances of ELT learners in wiki environment. It also investigates whether wiki has any role in writing development of the students. 67 Turkish learners of English as a foreign language took part in this study. This study employed both quantitative and qualitative methods, namely mixed methods research design. A pre-test and a post-test consisting of five different writing topics which were prepared to test the paragraph types that were going to be studied during the experiment were used to understand the writing performances of the students. At the end of the term, an interview with a number of learners from each group was conducted to explore their experiences of paragraph writing and feedback processes in wiki. The quantitative data gathered through the pre- and post-test was analyzed through the use of SPSS 23.0. To understand the possible effects of feedback types on students' writing development, an

independent sample t-test was run on the data. Besides, to determine the progress of learners during the term, a paired-sample t-test was used. To analyze qualitative data, content analysis was preferred and possible themes were generated. Results showed that peer or teacher feedback does not favor learners in their writing performance. However, both groups have progressed in the post-test, which is an indicator of the positive impact of wiki on writing development. Qualitative data showed that participants have mostly positive attitudes towards the use of wiki in writing classes although it has some advantages as well as disadvantages. Besides, students have perceived feedback processes as helpful in developing writing skills and communication.

Keywords: wiki, teacher feedback, peer feedback, writing development

ÖZ

GERİ DÖNÜT TÜRLERİNİN VE WİKİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİNİN YAZMA PERFORMANSLARINA ETKİSİNİN ARAŞTIRILMASI

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Bu çalışmada öğretmen ve akran geri dönütünün İngiliz Dili Öğretimi öğrencilerinin wiki ortamındaki yazma performansları üzerindeki etkilerini karşılaştırmak amaçlanmıştır. Ayrıca bu çalışmada wikinin öğrencilerin yazma becerilerinin gelişimindeki rolü de araştırılmaktadır. 67 İngilizceyi yabancı dil olarak öğrenen Türk öğrenci bu çalışmada yer almaktadır. Çalışmada hem nicel hem de nitel yöntemler kullanılmıştır. Öğrencilerin yazma performanslarını bulmak için çalışma süresince öğretilecek olan beş paragraf türünü test eden bir ön test ve bir son test kullanılmıştır. Dönemin sonunda ise her iki gruptan toplam altı öğrenci ile onların wiki ortamında paragraf yazma ve geri dönüt alma ve verme süreçleri hakkındaki deneyimlerini anlamak için mülakat yapılmıştır. Ön test ve son test aracılığıyla elde edilen nicel veriler SPSS 23.0 kullanılarak analiz edilmiştir. Geri dönüt türlerinin öğrencilerin yazma gelişimi üzerindeki olası etkilerini anlamak için bağımsız grup t-testi uygulanmıştır. Ayrıca öğrencilerin dönem boyunca gelişimlerini görmek için, eşli gruplar t-testi yapılmıştır. Nitel

veri analizi içinse içerik analizi tercih edilerek olası temalar çıkarılmıştır. Sonuçlar göstermiştir ki öğretmen ve akran geri dönütleri öğrencilerin yazma başarısını etkilememektedir. Bununla birlikte her iki grup da son testte başarı göstermiştir bu da wikinin yazma becerisi üzerindeki olumlu etkisinin bir işaretçisidir. Nitel veri sonuçlarına göreyse dezavantajları olmasına rağmen katılımcılar wikinin yazma sınıflarında kullanımına yönelik çoğunlukla pozitif tutum göstermişlerdir. Dahası öğrenciler geri dönüt sürecini yazma becerisinin ve iletişimin gelişmesinde faydalı bulmuşlardır.

Anahtar Kelimeler: wiki, öğretmen dönütü, akran dönütü, yazma gelişmesi

To my beloved daughter

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LIST OF ABBREVIATIONS

CALL	Computer Assisted Language Learning
ELT	English Language Teaching
CMC	Computer Mediated Communication
CMCa	Asynchronous Computer Mediated Communication
CMCS	Synchronous Computer Mediated Communication
ZPD	Zone of Proximal Development
OQPT	Oxford Quick Placement Test

CHAPTER 1

INTRODUCTION

1.1 Presentation

This chapter presents the study with its background first. Secondly, the purpose of the study will be dealt with together with the research questions. Lastly, the significance of the study is introduced in this chapter.

1.2 Background to the Study

There have been changes and innovations in technological field and incorporating them into the teaching area is inevitable. With the help of these changes, English language learners and teachers have such a chance that they can make use of these developments in learning environment and be able to collaborate with each other in and out of classroom environment without any constraints such as space, time. Because it is always a need to follow the new developments and integrating them into the classroom, and because we need to consider the needs of this generation of students, called ‘digital natives’ by Prensky (2001), it is necessary to embrace and integrate technological tools in language classrooms and to improve collaboration and to make the learning more authentic (Young, 2003).

Among these Web 2.0 tools enhancing students motivation towards learning as stated by Pop (2010) wikis are one of the most popular one. It is a software fostering collaboration and cooperation among both students and students and teachers. Having interactive nature and being an easy to use tool, wiki allows users, students in classroom context, to add new content, edit their or others content, and delete this content in wiki environment. This helps them to change

themselves from passive learners to active participants and users who prepare the content and make the necessary changes on this content. In this respect, wikis create opportunities for both students and teachers to collaborate and produce digital resources to improve language learning.

Since the effects of technology has been observed in education, it is also possible to come up with many examples of application of wikis in education (Grant, 2009; Mak & Coniam, 2008; Wichmann & Rummel, 2013). Besides, wikis grasped the attention of researchers in language learning and teaching field (Wang, Lu, Ynag, Hu, Chiou, Chiang, & Hsu, 2005; Miyazoe & Anderson, 2010). Most of the studies were conducted on the wikis and its implementation in language classes, particularly on writing (Elola & Oskoz, 2010; Kessler, 2009; Li & Zhu, 2013; Lin, 2005; Mak & Coniam, 2008).

1.3 Purpose of the Study

Due to the changes in teaching methods, teachers are no longer seen as the only source of information in classrooms and the application of current trends, especially the Web 2.0 tools like wiki, has a great impact on this change, which lead teachers to adapt themselves to this fast change. Although Brown (2007) states that it is not easy for teachers to keep up with these changes in the field as the implementation of Computer Assisted Language Learning (CALL) applications are dominating the field in a rapid way, it is a must for teachers to follow these trends in order not to catch the students who uses these online tools as a part of their life. Because these kind of tools such as wikis, or blogs plays the role of main source of information, teachers are in need of integrating these technologies into the classroom.

Although they have a short history, wikis have grasped the attention of many researchers in language learning and teaching field because it is easy to employ wikis in and out of classroom. (Leuf & Cunningham, 2001). In such an era, in

which there is a huge need to keep up with technological changes and change the traditional classrooms into blended learning environments, this study may guide administrators and teachers.

The other crucial point is that in spite of the fact that wikis have aroused the interest of researchers in the field of language learning and teaching, there have been few, if any, studies focusing on the effects of different feedback types, namely teacher and peer feedback, in wiki-based writing classes. Therefore, another aim of this study is to contribute to the literature in this respect and shed light on this undiscovered part of language learning field.

1.4 Significance of the Study

The advances in technology and its impact on language learning field has turned out a new phase where there is an active involvement in online communication technologies. As a result of these developments, people, in this specific context students, have the chance to create their own online materials and participate, edit, add, and comment on others contents with the help of tools such as blogs, wikis, etc. Particularly, wikis are easily adapted and employed in language classrooms, hence this study may provide new insights into the literature by integrating not only wikis but two different feedback types in writing classrooms.

During the process of the implementation of this study, it can be regarded that the integration of wiki in writing classes together with the use of different feedback types was an efficient way to have writing classes, which may provide fruitful insights into the effects of wiki on advancing students' writing skills.

Another crucial point is that implementation of different feedback types in wiki based writing classes, especially peer feedback, was abundantly studied in the last decades (Goldstein, 2006; Hyland & Hyland, 2006; Mittan, 1989; Nelson & Murphy, 1993; Truscott, 1996). However, there have been few, if any, studies on

the comparison of different feedback types, namely peer and teacher feedback, in wiki, and its impact on writing success in wiki-based learning environment. In this respect, this study is significant for both contributing language learning and teaching field and the relevant literature.

1.5 Research Questions

This study aims to examine the effects of two different feedback types, namely peer and teacher feedback, on the writing development of freshman English Language Teaching (ELT) learners in wiki-based environment. Furthermore, students' perceptions of paragraph writing through wiki is tried to be uncovered. Based on these and the previous studies in the literature, it is aimed to answer the following research questions in this thesis:

1. Is there a statistically significant difference between writing scores of teacher feedback and peer feedback group in wiki-based environment?
2. Is there an improvement in students' individual writing performance in wiki-based environment?
3. What are the students' perceptions of integrating wiki in writing classes?

EFL teachers' experiences of computer-based writing, in this particular context wiki, and the effect of feedback types on the writing performance of learners is tried to be highlighted and through the findings reached, it is believed to state the problems and yield new insights into the field.

1.6 Limitations of the Study

This study has some limitations that need to be addressed. The first limitation to be stated here is related to the design of the study. The data was gathered from a relatively small group of students, 32 in teacher feedback group and 35 in teacher feedback group. Although the participants represent the target group accurately, if there were more participants, the findings would be more generalizable. The same

limitation is valid for interview participants, too. Only six participants were interviewed for this study. Another limitation is that since the tasks analyzed in this study was only five different paragraph types, the results reached cannot be generalized to other types such as essays. The other limitation is the lack of collaboration among participants in writing the paragraphs. If they worked in groups instead of individual work, it might yield different results in the comparison of two groups. Lastly, the asynchronous nature of wiki which allows learners to work simultaneously and make changes on the page at any time anywhere. This may affect the reliability of the study since it is not possible to identify who is writing the wiki page.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Presentation

In this section of the study, the place of technology in language learning and teaching area will be dealt first. Related to this, Computer Mediated Communication (CMC) and Web 2.0 tools, specifically wiki as a web 2.0 tool will be explained in detail. Before passing to the feedback part, wiki-based writing in EFL classes will be discussed. Since another concern of this study is the effects of feedback types on writing development, teacher and peer feedback will be presented together with feedback processes for writing. Lastly, the relation of wiki writing and feedback processes will be touched upon.

2.2 Technology in Language Learning and Teaching

Technology and technological advancements have been dominating every part of our lives such as school, work, or home. Along with this role of technology in our lives, the role of technology in education, particularly foreign language learning and teaching in this context, has shifted gradually with noticeable effects on teachers' and students' lives. Advancements in computer technology have allowed language teachers and learners to take advantage of these innovations. This change in technological field has given rise to the beginning of Computer Assisted Language Learning (CALL). (CALL) is often thought as an approach to language learning and teaching where the computer is the medium of instruction. Levy (1997, p.1) defines CALL in general as "the search for and study of applications of the computer in language teaching and learning".

In the last decades, the number of studies about the role of technology in education have increased and the use of CALL has been observed abundantly to facilitate teaching in the 21st century. However, history of CALL dates back to 1960s, which was divided by Warschauer and Healey (1998) into three different stages which are behaviorist CALL, communicative CALL, and integrative CALL.

Starting with the implementation in 1960s and 1970s, Behavioristic CALL is consistent with the features of Structuralism such as repeated drills, which is among the basic components of this theory. Since it is a machine and does not feel tired, it is perfect for practicing drills (Lee, 2000). Behavioristic CALL accepts the computer as a mechanical tutor, and programs of this stage were programmed to give immediate feedback to the learners, positively or negatively. In Behavioristic CALL, learners are exposed to the same information, and practice it.

After this structural tradition, CALL passed through a communicative stage (1970s-1980s), which was emerged as a reaction to Behaviorism (Warschauer & Healey, 1998). Thanks to the emergence of computers creating greater possibilities for personal use, behavioristic approach was rejected and communicative traditions gained more importance. As its name suggests, in this stage communicative exercises which were more meaningfully communicative gained importance and took the stage. Basic features of this stage for language learning were focusing on using form, avoiding teaching grammar explicitly but preferring teaching implicitly, encouraging students to generate original utterances instead of memorized language (Jones & Fortescue, 1987). Text reconstruction exercises and simulations are among the most prominent CALL software of this period.

Moving into a period when teaching became more social or socio-cognitive, communicative CALL started to be criticized. Emergence of the approaches with

the aim of teaching language in authentic social context such as task-based, and content-based language teaching, a new perspective into language learning and technology has turned out, which has been called integrative CALL (Warschauer, 1996). As well as creating an authentic learning environment, it allows learners to have a control on their own learning.

Doing research on the integration of new technologies into education and the effectiveness of CALL has been a continuing process. When the changing role of teachers examined, Pennington and Stevens (1992) states that even in the absence of teachers, computers give learners considerable amount of assistance. This makes the teachers' job who are accustomed to play the role of information giver and of being the only source of information and transmits the knowledge to the students easier (Prosser, Martin, Trigwell, Ramsden & Lueckenhausen, 2005). Although the incorporation of CALL into the language classes may arouse anxiety among teachers, research shows that the role of the teacher and content and delivery methods of teachers has changed as a result of CALL integration (O'Neill, Singh, & O'Donoghue, 2004; Rossman, 1999). As a result of this changing role, teachers previous habits such as spoon-feeding, or being the focus of students' attention, changed and become a guide in the classroom who is there to assist learner when they need. When we compare online learning environment to traditional face-to-face learning environment, besides helping learners to take more responsibility for their own learning (Ituma, 2011), computers presence instead of teachers leads students to use more complex sentence structures as well as communicate with others more fluently and improve the quality of learning (Alexander, 2001; Smith & Hardaker, 2000).

On the other side of the coin, students' role is also changing in order to use CALL effectively. CALL has been a major source for student learning and achievement, and therefore may be counted as a useful tool to improve English language acquisition among second language learners (Felix, 2005). Thanks to CALL, Instead of being passive absorbers of information, learners have started to learn

new information, have collaboration and interaction with someone other than the teacher only. Because “today’s tech-savvy students are ahead of many of their teachers when it comes to using technology to support learning” (Engstrom & Jewett, 2005, p. 12), this will improve their self-esteem and then their knowledge will enhance. Also, this helps shy students not to feel under pressure but engage in the activities more in such online student-centered environment (Warschauer, 1997). At the same time, the students gain strength with the help of their own access to the information, and become more autonomous (Peterson, 1997; Wheeler, 2001)

Because of increasing attention towards doing research about CALL, some of the studies have tried to find out the effects of using CALL in the development of language learners’ four skills, namely listening, speaking, reading, and writing, in language learning (Blake, 2016; Chang, L., L., 2007; Lebedeva, Koltakova, Khaleeva, & Rusetskaya, 2017; Zhao, 2003). To identify the impact of CALL on listening comprehension and vocabulary acquisition, Smidt & Hegelheimer (2003) investigated the role of online academic lectures on listening comprehension and learners’ incidental vocabulary learning. Including a pre-test, post-test and a delayed post-test for vocabulary learning, academic lecture, a call activity and a questionnaire, they tried to evaluate the students’ listening improvements and vocabulary learning. Based on the data collected, they revealed that students learned vocabulary incidentally. Although they did not found any statistically significant difference, they proposed that slides may help learners understand better if added next to the videos because they visualize the information.

Contrary to the result of study on listening skill, another study focusing on the effect of CALL on writing development showed that students’ writing development is observed if it is computer based when compared to pen-and-paper writing (Zaini, & Mazdayasna, 2014). In the study, quasi-experimental research design was applied with a pre-test and post-test. Experiment and control group’s

performance were compared and it was found that experiment group who did their writing in computer laboratory and received their feedback through computer outperformed the control group who were instructed traditionally.

In a study, Coiro (2011) investigated the reading comprehension level in online and offline reading environment. On 109 randomly selected students from various middle schools, a survey which is also compared with the standardized reading comprehension scores was conducted. As well as the positive link between prior knowledge and online reading comprehension, it was found that online and offline reading has positive correlations contrary to some other studies, and both type contributed performance of students significantly.

In a study focusing on speaking skill in CMC environment, Hsu (2016) tried to uncover the effectiveness of voice blogging in improving speaking performance in terms of complexity, accuracy, and fluency. Regarding this, 30 college EFL learners in Taiwan were assigned topics each week and asked to speak on this topic, record the speech and post it to a class blog. In addition, they were asked to comment on other students posts every week. As a result of the comparison of first and last two weeks posts, it was found out that students showed progress in speaking complexity though there were no such development in accuracy and fluency of their speech.

All in all, as represented by Warschauer's classification of stages -structural, communicative and integrative CALL- (Warschauer, 2000), CALL has undergone important changes. The effects of these developments have been studied by the researchers of language learning and teaching field. Although some of the studies presented above showed progress in some parts of the skills, technology sometimes did not have any positive effect on learning, which shows that there is still a need for doing research on CALL.

2.3 CMC in Language Learning and Teaching

Over the past decades, technology has changed the way people live and work as well as the way they communicate and interact with each other, which can be clearly observed in the last decade. Technology and developments based on it offers people more information and has moved up people's knowledge level into a new level, which will also last changing how people are educated, learned and entertained. With these in mind, technology is affecting the education world and being an indispensable part of education by allowing learners to reach abundant knowledge in foreign language learning and to have various chances to communicate.

Although it was largely unknown in the past, today Computer Mediated Communication (CMC) engages millions of people's attention around the world. Herring (1996) defines CMC as "the communication that takes place between human beings via the instrumentality of computer" (p.1). In Baron's words (1998), it was explained as "a domain of information exchange via computer" (p. 142). In other words, it is the interaction which was achieved by the means of computer. CMC has both penetrated into everyday life of people via emails, blogs, online chatting, and social media (Brandl, 2012) and traditional classrooms, which was once taught only face-to-face.

These new technologies of CMC can be investigated under two groups which are asynchronous CMC (CMCa) and synchronous CMC (CMCs). The basic distinction between asynchronous CMC and synchronous CMC is that synchronous CMC takes place in real-time, such as chat rooms; however, and asynchronous CMC allows you to interact in a delayed time such as email or discussion boards (Abrams, 2003). Brandl (2012) defines asynchronous CMC as "an interaction that occurs at different places and at different times" (p. 86). People can access asynchronous CMC environment at anytime and anywhere without any restriction and there is no need to participate in asynchronous CMC

at the same time (Rovy & Essex, 2001). E-mails, forums, blogs, discussion boards, video sharing, podcasts, and videos can be counted as asynchronous CMC tools. In one of the studies with educators, asynchronous online discussion was found helpful for “encouraging in-depth, more thoughtful discussion; communicating with temporally diverse students; holding ongoing discussions where archiving is required; and allowing all students to respond to a topic” (Branon & Essex, 2001, p. 36). As well as the benefits, drawbacks of using asynchronous discussion are “lack of immediate feedback, students not checking in often enough, length of time necessary for discussion to mature, and students feeling a sense of isolation” (Branon & Essex, 2001, p. 36).

On the other hand, synchronous CMC refers to the interaction, which occurs in real time. In synchronous CMC, teacher and students can communicate simultaneously without waiting for long time (Romiszowski & Mason, 2004). Chatting, instant messaging tools, telephones, and web conferencing, live radio and TV broadcasts can be stated synchronous CMC tools. Branon and Essex (2001) presented in their studies that synchronous chat was beneficial for “holding virtual office hours, team decision-making, brainstorming, community building, and dealing with technical issues” (p. 36). On the other side of the coin, it was found that the limitations of synchronous CMC are “getting students online at the same time, difficulty in moderating larger scale conversations, lack of reflection time for students, and intimidation of poor typists” (Branon & Essex, 2001, p. 36).

2.4 Web 2.0 Tools

Web 2.0 technology has come out “with a conference brainstorming session between O'Reilly and MediaLive International” (O'Reilly, 2005). Figure 1 displays how O'Reilly (2005) differentiates between Web 1.0 and Web 2.0. In the first phase of the internet, Web 1.0 which assigned a passive role to the users who receive the information instead of being the creator of the information.

Web 1.0	Web 2.0
Britannica Online (Encyclopedia)	Wikipedia
Personal Websites	Blogs, Wikis
Publishing	Participation

Figure 1. *Web 1.0 and Web 2.0 differences (Adopted from O'Relly, 2005)*

Despite having various definitions, Web 2.0 can be defined as a more communicative version of World Wide Web which is more personalized and require active participation, adding information and sharing ideas among other users (McLoughlin & Lee, 2007). Richardson (2006) also refers to it as the Read-Write Web. It goes beyond Web 1.0, which can only be viewed and downloaded, to a more actively used area allowing users to contribute and create the content. Web 2.0 tools include “web logs (blogs), wikis, Really Simple Syndication (RSS), podcasting, social networking sites, tag-based folksonomies, and peer-to-peer (P2P) media sharing utilities” (McLoughlin & Lee, 2007).

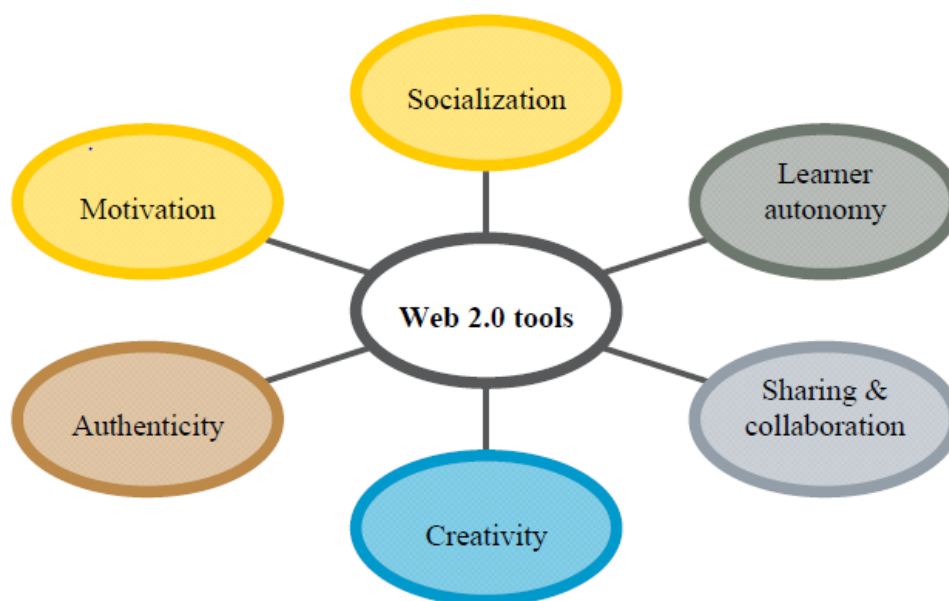


Figure 2. *Basic Features of Web 2.0 Tools (Taken from Kontogeorgi, 2014, p.125)*

Web 2.0 tools allow users to have a more active role in creating the content and being a potential author, contributor, editor, or specialist (Stevenson & Lee, 2010). Thus, this helps them be more learner-centered and autonomous. The exposure to the authentic products make them more motivated towards the use of them in their learning (Lamb, 2004). The other feature of Web 2.0 tools is that it turn students from mere consumers than into more creative users of web sharing the information they acquired with people from both their classes and all over the world. They also create a new world for themselves and start new relationships with people from different places and publicize their products, work together on them and, learn from the others. Main features of the Web 2.0 tools mentioned above are shown in the Figure 2.

2.5 Wiki as a Web 2.0 Tool

Because it is easy to use, participate, and collaborate with other users in creating content, Web 2.0 tools put the people in the center of the activities. Wikis are one of the most popular type of these tools (Cummings & Barton, 2009). Wikis exists far more than 20 years; however, they started to gain popularity in recent years (Parker & Chao, 2007).

The word wiki originates from “wiki-wiki”, which is a Hawaiian word meaning quick. The first wiki was created by Ward Cunningham in 1995 in search of a tool that allow people to publish easily and edit the content without any constraint of time (Richardson, 2006). One of the best and most prominent example of wiki is Wikipedia, which is the most notable encyclopedia among Web 2.0 technologies in the world today (Levy, 2009). Among other popular examples of wiki are wikispaces, PBworks, and MediaWiki.

“Web 2.0 applications have greater potential for building online collaborative learning communities. Wikis, in particular, great are showing promise for

enhancing online learning” (West & West, 2009, p. 2). Communication, collaboration, knowledge sharing all of which are prominent features of educational setting are fostered by wiki. (Reinhold, 2006). Members of wiki platforms can add content, edit, or remove this content thanks to ease of use, and rapid accessibility (Richardson, 2006). Besides, Wiki has the function “distributed participation and collaboration” which increases the communication and make contribution to users’ social side (Lankshear & Knobel, 2006, p. 80). For the educational use of wiki, Duffy and Bruns (2006, pp. 35-36) note the following list:

- Students can use a wiki to develop research projects, with the wiki acting as ongoing documentation of their work.
- Wikis can be used for students to add summaries of their thoughts from the prescribed readings, building a collaborative annotated bibliography.
- In distance learning environments, the tutor can publish course resources like syllabus and handouts, and students can edit and comment on these directly (for all to see).
- Wikis can be used as a knowledge base for teachers, enabling them to share reflections and thoughts regarding teaching practices and allowing for versioning and documentation; essential to the usability of such a resource is that it is searchable, has easy navigation and categorisation, and file management, all of which current wiki environments provide.
- Wikis can be used to map concepts: they are useful for brainstorming, and authoring a wiki on a given topic produces a linked network of resources.
- A wiki can be used to facilitate a presentation in place of conventional software, like Keynote and PowerPoint, and (given a suitable working environment) students are able to directly comment on and revise the presentation while it takes place.
- Wikis are tools for group authoring: often groups collaborate on a document by sending it on to each member of the group in turn, emailing a file that each person edits on their computer, and some attempt is then

made to coordinate the edits so that everyone's work is equally represented; using a wiki pulls the group members together and enables them to build and edit the document on a single, central wiki page.

- Wikis are being used for course evaluation: students at Brown University have started CAW, the Course Advisor Wiki (n.d.), a place for students to collaboratively write reviews of courses they've taken. CAW gives readers a flexibility to articulate their impressions, and enables richer reviews that combine multiple impressions and perspectives.

Wikis particularly have collaborative features, which allow learners to work in groups and share their ideas with the members. For instance, in a study, Wang (2014) intended to examine how wikis affect collaboration and language acquisition from a social constructivist view. Via two online questionnaires, interviews and students reflections on using wiki, the results found showed that wiki enhanced their motivation and confidence in writing. In addition, group working task was found interesting, and engaging, which contributed language development and social interaction.

2.6 The Use of wikis in EFL Writing

Wiki, which has developed as an effective Web 2.0 tool that has been widely exploited by English language teachers to improve students' writing in English (Coniam & Lee, 2008; Lee & Wang, 2013). Lately, researchers interested in foreign language teaching have become more concerned about the ways that wiki can be integrated into collaborative writing activities (Kusmaul & Albert, 2007, Lee, 2010, Parker & Chao, 2007, Richardson, 2006). Wiki promote interaction and collaboration among learners, which help them to communicate with their peers, share their ideas and discuss about them as well as reflect on these ideas (Leuf & Cunningham, 2001; Richardson, 2006). Such an interaction promotes learning as proposed by Vygotsky (1978). Wiki-based collaborative writing has been associated with Vygotsky's sociocultural theory of learning because wiki is

not meaningful in individual level (Lund, 2008). According to this theory, social interaction has a fundamental role in learning process, and the development is limited to a "zone of proximal development" (ZPD) where learning occurs (Vygotsky, 1978). ZPD can be seen as an idea where interaction can be created individually and collectively. As Web 2.0 technologies, wikis in this context, establish an environment which is suitable for collective activities, learners may enhance their performance (Li & Zhu, 2013).

Researchers have done studies in variety of contexts with a wide range of learners and demonstrated that wikis have a positive potential to affect L2 writing development (Lamb, 2004; Lin, 2005; Miyazoe & Anderson, 2010). Lund (2008) has a study examining collaborative writing tasks in a wiki-based environment and the activities learners participated. He collected the data in 2005 and 2006 in a high school in Norway through the platform MediaWiki, and the wiki was exploited for a writing project with 31 high school learners. They were assigned to create a project on wiki called "our USA" where they construct their cultural concept of the USA. Their interactions were also videotaped. He resulted that the videotaped data shows that wiki creates an atmosphere where participants transform collaboration to a collective behavior. He argues that task type improves the collaborative work in the wiki environment, which leads to the conclusion that a wiki is ideal for promoting collective language learning. In addition, he proposes that the task type is the point that greatly affects the collaboration and interaction of the learners.

Another study with the focus that wikis contribute to the writing was Mak and Coniam's (2008). They examined the writing in a wiki-based platform with secondary school students in Hong Kong. They did a school project during two months in which students in groups of four worked collaboratively to produce a kind of brochure about their schools for their parents. They resulted that students produced more text than expected from them and t-unit length has increased positively which shows their work has complexity. Additionally, they expanded

their writing, reorganized and corrected them, which is an indicator of improvement in coherence. Because the task has a real outcome which is the distribution of the brochure to the parents, it added to the students' creative skills. In addition, peer review was noted as one of the most worthy outcomes of the study. As a result, they stated the positive impact of wiki on the students' writing.

Kessler (2009) has also focused on the contribution of wikis to students' writings in his study. The study involved a collaborative construction of wiki by a large group of participants. They were 40 pre-service non-native English teachers from a Mexican University. It was aimed to improve participants' language skills and to investigate how much they try to correct their own and others grammatical errors in a sixteen-week collaborative writing task. A wiki which was at the end used as the final product of the course was created and collaborated on. On this wiki, they attempted to define cultures of the English-speaking world by online discussion. Results addressing the students' autonomous performance in a long term writing task produced collaboratively suggested that although they lacked the motivation and willingness, knowledge and confidence increased. The other concern was the level of accuracy in peer- and self-editing. Even if peer editing focused more on form, students had a desire to participate in peer-and self-editing processes. Lastly, the writer proposed that students did not try to be accurate on grammar but overlooked them and focused on meaning and design because participants thought collaborative writing activity as a meaning focused design.

Turgut (2009) illustrated a sample blended course including an online writing course created in PBwiki in Turkey. The data was collected from 77 preparatory school students by wiki submissions of students, weekly journals consisting of 12 questions and nine-semi structured interviews. In the beginning, the middle and at the end of the wiki project, interviews were held with three students for 30 minutes. Through discourse analysis method, the data were analyzed. The findings indicated that writing collaboratively in online communities help learners to improve themselves in writing. They also progressed themselves in generating

new ideas and become more confident in practicing writing as well as generated necessary motivation to engage in the activities.

Like the previously mentioned studies, Lee (2010) also explored the effects of collaborative writing in L2 classrooms. She tried to show the extent the integration of wiki in writing classes promoted collaboration and social interaction among the participants and how the use of wiki affects peer feedback in revision process. In the study, 35 Spanish university students at the beginning level were involved in during fourteen weeks. Wiki pages produced by groups, surveys and interviews were used to draw conclusion. The results indicated that engaging collaboratively in wiki pages had a positive effect on the improvement of students' writing abilities. Students also agreed on the idea that creating wiki pages in collaborative manner allowed them to improve themselves in composition writing. In addition, peer feedback played an important role in L2 writing processes which should be encouraged and guided by teachers. In terms of task type, it was reached that the topics chosen affects how much students participate in the collaborative writing. Students stated that open-ended topics allow them to be more creative which motivated them. Thus, task-based instruction is vital for collaboration and interaction and it promotes productive skills and works. Moreover, it was stated that peer feedback and editing processes are beneficial for learners; however, they did not feel comfortable in correcting others' mistakes. Thanks to the analysis of survey it was found that more than 40% of the participants were unwilling to edit others works because they lack the confidence. Finally, teachers plays such a significant role in that they should scaffold their learners and guide them by offering strategies to use feedback effectively.

Contrary to the previous studies, Elola and Oskoz (2010) did not have any support for the advantage of collaborative writing in wiki-based environment. They examined the participants' individual writing and collaborative writing in terms of learners' attitude towards writing in wiki, learners' interactions during

the discussion of content and production of writing task, and their perceptions of individual and collaborative work on writing tasks. The study was conducted with the participation of eight advanced level Spanish learners of English. During the study, they were asked to write two argumentative essays, one of which was written collaboratively while the other was done individually, in wiki page. Each of the writing assignments took 15 days to complete. Before the writing, participants had some time to have discussions on the topic. They found that there were no statistically significant difference between the collaborative work and individual work in terms of fluency, accuracy and complexity. More specifically, in individual writing there were statistically significant difference between draft 1 and draft 2 although there was noted no difference between draft 1 and draft 2 in collaborative work. While working individually, participants paid more attention to grammatical and lexical corrections more at the end of the writing task although in collaborative writing this was observed during the production of drafts. About their perception of wiki based collaborative and individual writing, although they preferred writing individually because it allows them to work at their own pace, all of them said that collaborative writing was beneficial in terms of improving overall quality of the writing. In addition, it was stated by the participants that wiki was beneficial for improving their grammar, and their writing as well as and that wiki is a useful tool to improve writing structure.

2.7 Feedback Processes for Writing

Giving written explanations for students' assignments is a fundamental part of the learning and teaching process as well as being a good motive for students (Hyland & Hyland, 2006). Feedback is defined by London (2003) as something that "guides, motivates, and reinforces effective behaviors and reduces or stops ineffective behaviors" (p. 1). That it has a valuable help for performance improvement in second language writing classes has received tremendous support from the researchers (Nelson & Schunn, 2008). The positive effect of feedback for students has been also emphasized by Ferris (2003) that it is "the most

significant component in their successful development as writers” (p. 119). In addition, giving feedback to learners is not only beneficial for learners but also helpful for the teachers’ future feedback giving performance (Kim, 2009).

The importance of feedback stated by Raimes (1983) that it is the most effective and significant way of assisting learners. In order to feel secure in their writings, which means knowing what has been done wrong and what should be revised in the writing, feedback is essential. For the second language writing, feedback has many different types that can be received from different sources. In Hyland and Hyland (2006), it was stated that “Over the past twenty years, changes in writing pedagogy and insights gained from research studies have transformed feedback practices, with teacher written comments now often combined with peer feedback, writing workshops, oral-conferences, or computer-delivered feedback.” (p.83). According to Wanchid (2010) feedback can be counted under some titles based on the person who gives feedback, the focus of the feedback and the way it is provided. Nevertheless, there are three main authorities of giving feedback which are the teacher, the writer and the peer (McDonough & Shaw, 1993).

2.7.1 Teacher Feedback

In traditional classrooms, giving feedback is mostly observed as an activity that teachers need to be involved in and act as the only and correct source of information. On the other hand, in some other classes, feedback was believed as a chance to guide learners and help them improve their writing skills instead of seeing it only as a correction activity. In addition, for some of the teachers, giving feedback, in the form of explicit comments on the writing, is to give a response to the learners, help them progress in their writings as writers and to give a reason for the grade that they have given (Hyland & Hayland, 2006).

Teacher feedback ideally give the learners the chance to revise their papers and make new drafts of their writings. There has been a considerable amount of

research about teachers' feedback for second language writing concerning error correction and its effects on students' writing development (Ferris, 2003; Goldstein, 2004). Although teacher feedback was mostly preferred by learners when compared to the peer feedback, it has been judged by Grabe and Kaplan (1996) that teacher feedback is a more conventional way of responding to the learners' writings, and what is done for the sake of giving feedback was only grading the papers with a red pencil and giving them back to the students. In order it to be effective and worthwhile as proposed by process writing approach supporters, both teachers and students should follow some guidelines. White and Arndt (1991) proposes that teachers should take the role of reader instead of a marker of the paper who worry about the content rather than the form. Besides the teachers' role, students have a crucial role in the feedback process, which is fostering learners' awareness of the feedback process. They should be informed the reason why feedback is given and how it influences writing through the way it is given. In Goldstein's (2006) study, it was found that learners generally do not understand the reason why the teacher feedback is used because students simply copy the feedback given by teacher for their papers, and make the same mistakes in the following writing papers.

Although there have been studies focusing on the ineffectiveness of teacher feedback in L2 (Semke, 1984), when it is used by teachers in a meaningful way, it can affect the students writings in L2 positively (Ferris, 1997). According to Conrad and Goldstein (1999), the problem that was underlined by the teachers plays a key role in the success of the draft writings to be revised. "If the problem to be revised focused on explanation, explicitness, or analysis, the resulting revisions were almost never successful" (Conrad & Goldstein, 1999, p. 160). Instead, when the focus is on details in writing, coherence and cohesion, the product ends in successfully.

In one of the big criticism of teacher feedback on errors of second language learners was by Truscott (1996). In his paper, he stands against the correction of

grammar because he asserts that the reason why grammar correction is applied in writings is that students desire it and think that it is efficient and effective. He also maintain that teachers should be responsible for the students' expectations from teacher feedback by applying an approach which is free of correction in responding students' writings. When students' preferences on teacher written feedback is paid attention to, it contradicts with Truscott's (1996) assertion because they expect the errors to be corrected by the teacher and get nervous unless it occurs (Lee, 2004)

2.7.2 Peer Feedback

Other than teacher feedback, which is a formative assessment method, peer feedback is also a popular way of responding to the students' writings. Peer feedback also referred to as peer assessment, peer evaluation, peer editing, peer revision or peer correction is defined as "an arrangement for learners and/or workers to consider and specify the level, value or quality of a product or performance of other equal-status learners and/or workers" (Topping, 2003, p. 65). Research on peer feedback has questioned the effectiveness of it for second language writing.

Peer feedback is advantageous in that it does not hurt the feelings of learners as much as teacher feedback which can be seen in the words of Kinsler (1990) stating that the language that learners use in interacting with each other is "less emotionally threatening than that of adults' corrective advice" (p. 305). When compared to the teacher feedback, students have a more active role in peer feedback because they do not rely on the correction coming from teacher solely without any questioning (Mittan, 1989). On the other hand, during peer feedback process, students take an active role and decide whether the comment of peer is helpful and it should be used or ignored, by this way, students take control of their own learning. Additionally, negotiating with peers, they learn from their peers and improve their writing abilities. This helps students improve themselves

socially. For instance, for Mendonça and Johnson (1994), peer feedback is beneficial for learners to increase their confidence because they become aware of their friends weaknesses as well as strengths, and feel more motivated to express their own ideas. In addition, communicating with peer during feedback giving process, students interact with each other on problematic points and ask for clarification, which results in progress in language learning. In such an environment, students stop feeling threatened, therefore they feel secure and discuss about the feedback they received (Ghani & Asgher, 2012). Together with these benefits of peer feedback, it also creates a real audience for the written products of students (Mittan, 1989). Topping (2009) also points out that “feedback from peers can be more immediate and individualized than can teacher feedback” (p. 22). It is both advantageous for learners and for teachers. Teachers are responsible for evaluating all of the students’ papers and give them feedback; however, peer feedback makes the teachers’ job easier since students give them the aid they need. Hence, teachers save time and energy that they will spend on students work.

In the literature, it can be observed that many studies have been done on peer feedback in L1 and L2 writing processes. In their studies Mendonça and Jonhson (1994) studied peer feedback and how it effects the process of responding to the writings of participants. Including twelve students who have advanced level of English, they asked participants to work in pairs and give feedback to each other orally, and then write down some feedback on their papers. They resulted in the study that participants decided on whether they used feedback received from peer or not, which gives the control of their learning to the students. If the comment is not thought necessary, participants ignored them. This give them the chance of being active participants in language learning. They also found that peer comments showed them the parts they need to improve and have problems with.

In another study, Nelson and Murphy (1993) conducted a study to see if the participants incorporate the comment of their peers into their writings or not.

Groups consisting of four people were formed, and asked to give feedback and make suggestions to their partners' writings in order to discuss them verbally. Although giving feedback was conducted in class, revisions were made alone and out of class. It was found in the study that students took into consideration the responses of their peers when there is cooperation among peers; however, if there were no interaction among peers, the utilization of the feedback decreases. Based on the nature of interaction among peers, the writer incorporates the peer's suggestions or not. It was concluded in the study that when the interaction is cooperative rather than defensive, inclusion of the peers' response into the writing is promoted.

Villamil and Guerrero (1998) also tried to assess the effects of peer response on second language writing. To explore the way peer feedback is integrated into writing, 14 Spanish university students learning English as a Second Language enrolled in a writing course were asked to produce a piece of writing based on the instruction in class. Peer review processes were also tape-recorded and transcription of 14 recordings were analyzed. Results indicated that grammar and content were the most popular areas focused on in the revision of narrative writing and it was grammar in persuasive essay. They reasoned based on the data gathered that peer response aids the learners in understanding that they have potential for doing necessary correction in writing. The writers also suggested that peer feedback ought to be thought as a significant type of feedback to be used as a complement to the other kind of feedback in second language writing.

To improve the quality of peer response, the quality of peer interaction is questioned by researchers. Min (2005) have found that after being instructed and trained about peer feedback, more effective comments are produced by the learners. In his study, he questioned why learners disregard their peers' feedback in their writings. Students were trained about giving more relevant comments and it was questioned whether the amount and the number of feedback increases and how the students made use of peer feedback. Eighteen intermediate level

university students in Taiwan were trained on how to give feedback four hours in classroom and 18 hours conference meetings were organized with each students one by one. After all, students were asked to write an essay for peer review. After training, students made comments that are more specific on global issues and this training helped them feel more confident as reviewers.

On the other hand, peer feedback is criticized and found having limitations for students although it is highly defended in the literature. Leki (1990) indicated some problems with peer feedback. Students had surface level revisions such as grammar, mechanics and spelling rather than questioning the problems of meaning. They also confused giving response to the writing with editing, thus their advice did not promote revision. In addition, he asserted some problems related to the nature of peer feedback causing the students question their peers' comments validity. The writer points out this situation asking the question: "How can an inexperienced ESL writer know what to accept and what to reject from among the comments made by another inexperienced ESL writer/reader?" (p.11)

In cultures that see the teacher only source of knowledge, it was also queried whether peer feedback can be beneficial enough for the students. Nelson and Murphy (1993) revealed that when the students live in a country where the teacher is considered as the most knowledgeable person, students might not take their peers feedback into consideration as they did not see their peers as educated enough to respond their papers and ignore them. Likewise, Lockhart and Ng (1993) reached similar results. They did a research with 56 students about their thoughts of peer comments, and reached that though the participants shared the idea that peer feedback helps them improve their writing and aid them become aware of their readers, they were not certain about the peers' power of evaluation. In their study, Connor and Asenavage (1994) asserted that peer feedback had a small effect on student writing with 5% change related to peer feedback opposed to 35% change linked to teacher comments. The usefulness of teacher and peer feedback that uttered by students to each type highly effected the inclusion of

them in the revision process. In a similar vein, Nelson and Carson (1998) interviewed with four college students and reached the result that teacher response to writing were favored by participants and included teacher comments in the editing process more than peer feedback. Lastly, Tsui and Ng (2000) queried the effect of teacher and peer comment on the revision of writings. Participant thought the teacher feedback as favorite, and the teacher as the expert who gives the most correct and valuable feedback. Additionally, students sometimes question the fairness of peer evaluation and their peers' abilities to evaluate their product (Kaufmann & Schunn, 2010).

As opposed to the previous two views and findings, in the dissertation written by Butcher (2006), it was reached that there were no statistically significant difference in the improvement of experimental and control group. In the experimental group, students made revisions on their essays depending on the peer comment; however, control group received teacher feedback for their essays. In the interviews, it was shown that participants improved their skills of writing but preferred teacher feedback instead of peer response.

2.8 Feedback Processes in Wiki-Based Writing

Thanks to the developments in technology and advances in computer systems and equipment, the function of computer in giving and receiving feedback has become obvious in essence. Both because of the fast increase in the use of technology in education and because of the apparent integration of online courses, it is inevitable to find students themselves in a world of electronically given feedback by a teacher or a peer. It is possible to find programs that scan the paper of the students, respond to the test instantly, which save teacher time, and help the teacher to deal with the burden of big class population. Besides, it is likely to encounter with some places where native speakers can be a peer and have chances to communicate and receive feedback from them (Kern & Warschauer, 2000). Research on online assessment shows that it is more helpful than face-to-face

assessment (Tsai, 2009). To investigate the role of e-feedback for learning, researchers have compared online and traditional, face-to-face, peer feedback in L2 context (Braine, 2001). As students involved in online communication and feedback processes, this has a positive impact on their self-esteem while negative feedback decreased the feeling of achievement (Valkenburg, Koutamanis, & Vossen, 2017).

Similarly, Clark (2003) asserts the idea that as well as peer feedback, collaborative writing task on a computer-based environment are advantageous for students in realizing the other parties' reaction to their work. With the growth of CALL, wiki and peer feedback combination in writing classes have become a popular way of technological tools in second language classrooms. Because of its collaborative nature, wiki provides a context suitable for giving and receiving feedback, increasing interaction among peers (Coyle, 2007). Wiki has put a social role on the writers, as the texts on wiki are produced for real audiences instead of being accepted as merely homework; therefore, wiki is perceived as a social platform where ideas are shared and discussed when combined with peer feedback (Lin & Yang, 2011). Wiki and feedback given there enables learners negotiate their ideas and produce argument and counter arguments and sharing ideas from different perspectives, in other words wiki is a social platform and feedback given on this platform creates a context for interacting meaningfully (Vygotsky, 1978).

Gielen and Wever (2012) did a research on the peer feedback in a wiki with students from higher education. Two conditions compared to examine the wiki task improvement and learners' thoughts about peer assessment. One of these conditions was experiment group with structured feedback; the other one was not structured. Although there were no significant difference between these conditions and pre- and post-test, the quality of wiki task has increased in both conditions. Experiment group not only had a more evaluative viewpoint in giving feedback but also said that the peer feedback they received was more detailed.

In another study by Gielen and Wever (2015), the aim was to evaluate the impact of feedback on the development of the product and its quality as well as to investigate the role of assessor and assessee in wiki environment. Participants who were 125 students in the first year of higher education were given peer feedback task together with a checklist for content and peer evaluation checklist. Four conditions compared in this study were a control group, a feedback task group, a content checklist group and a combination of feedback request and content checklist group. They were asked to write three abstracts for research papers in wiki. It was revealed that the quality of peer evaluation and the product of the students progressed.

In a more recent study on self-regulation via self and peer assessment in wiki-based projects by Ng (2016), 76 pre-service English teachers in Hong Kong participated and asked to work in groups to create wiki pages for young learners in order to teach them a topic. Then a self-evaluation, presentation of the wiki in class, peer evaluation, revising the prepared tasks, and final self-evaluation were administered one by one. A questionnaire, evaluation reports of students formed quantitative data, while a focus group interview was preferred for qualitative data gathering. Results indicated that statistically significant difference between self and peer assessment shows that students had more expectations from themselves than from their peers. In the interview, it was uncovered that participants found peer and teacher feedback more helpful but did not consider self-feedback as a valuable way of feedback. Despite the finding that formative assessment is beneficial, finding no significant difference between initial and final self-evaluation demonstrates that participants were good wiki users and evaluators, but they lack the self-confidence.

CHAPTER 3

METHODOLOGY

3.1 Presentation

In this chapter, the methodology of the study is explained in detail. First of all, information on research design is given. Following this, research questions aimed to be answered in the study, the setting, and the participants taking part in the study are presented. Then overall information about the data collection process with the data collection instruments and data analysis is provided.

3.2 Research Design

This study employs both quantitative and qualitative methods, namely mixed methods research design which is defined by Creswell (2012) as “a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” (p.535). As it is suggested by the definition, the main aim in mixed methods and in this study is to have a better understanding of the topic investigated.

Quantitative part of the study is based on the experiment that was conducted during the fall term of 2016-2017 Academic Year. For this part of the study, quasi-experimental research design is exploited since the groups are not assigned randomly as in the experimental research designs (Dörnyei, 2007). Quantitative methods will help us understand the causal relationship between two feedback types -teacher, and peer feedback- and writing performance of students. However, qualitative method will open the way for the researcher to gain further insight about the topic under investigation. Therefore, to understand the effects of

feedback types on writing development and the perceptions of EFL learners towards wiki use in writing classes, this study employs both quantitative and qualitative research method, and administers paragraph assignments on wiki, a pre- and a post-test, as well as a interview held at the end of the experiment.

3.3 Research Questions

This study investigates the effects of two different types of feedback, namely; teacher-and peer- feedback, on EFL learners' writing performance in a wiki based writing environment. In addition, it tries to understand their perceptions of paragraph writing through wiki deeply. In order to achieve these aims, the following research questions are developed:

1. Is there a statistically significant difference between writing scores of teacher feedback and peer feedback group in wiki-based environment?
2. Is there an improvement in students' individual writing performance in wiki-based environment?
3. What are the students' perceptions of integrating wiki in writing classes?

3.4 Setting

The study was conducted in ELT Department of Hacettepe University, which is a State University in Ankara, Turkey. This department hosts students coming from different parts of Turkey as well as International students. To start their programs, students have to pass Proficiency Exam carried out by Preparatory School of Hacettepe University because the medium of instruction of the department is 100% English. If they cannot succeed in this exam, they have to complete one-year preparatory program of English language. For this reason, students in this department have to have at least B1+ level of English in order to attend classes in

ELT Department. These students complete four years of course work and earn a Bachelor's degree.

The study was conducted in the writing course which is named İDO 173 Advanced Reading and Writing Skills 1. This course aims to teach students to improve their communication in an intelligible way in different written communication situations by using appropriate paragraph development methods. During the course, students learn different paragraph development methods as well as learning how to write topic sentence major and minor ideas. The other concern of this course is to teach students brainstorming and outlining which are the basics of paragraph writing.

3.5 Participants

67 freshman ELT students participated in this study in total. There were two different groups consisting of 32 and 35 student, respectively teacher and peer feedback group.

3.5.1 Online-study participants

The participants of this study were freshman pre-service English language teachers studying in Foreign Language Teaching Department at Hacettepe University in Fall term of 2016-2017 Academic year. The first group of students who received teacher feedback during the term consisted of 32 native speakers of Turkish who were L2 learners of English. Fifteen of them were male while seventeen of them were female. Their ages ranged from 18 to 25 years. 35 students were included in the second group that were instructed with peer feedback. There were 23 female students and 12 of the whole group was male. Their ages were between 18 and 25, similar to the other group.

All of the students have computers of their own (n=32), though none of them have desktops. Similar to the results found for laptops, all of the participants have smart phones. When it comes to their time spent using the computer and internet, more than half of them (n=17) spend more than 6 hours. Only two of them spend less than an hour in front of computer screen. About the use of web 2.0 tools, it was found that they use social media for mostly daily life (%90.6), while 3 of the participants said that they use it for educational purposes and daily life. For the e-mail, this number is the highest, because all of the students prefer e-mail for both reasons. On the other hand, wiki was an unpopular Web 2.0 tool for the participant, because only one of them preferred it in daily life (%3.1).

Computer usage habits of peer feedback group are similar to the teacher feedback group in that they both have computers of their own and have internet access (n=35). Most of the students in this group spend more than 6 hours using computer (%54.1). Only one of them spend less than hour for computer use (%2.7). When it comes to Web 2.0 use of peer feedback group participants, because of the age they live, their familiarity with such type of tools are highly observed in their daily life and partially in their educational settings. Social media is found to be used for both purposes mostly (n=19) while it is never used by 2 participants at all. Email is seen the most popular tool for both purposes for this group of students. Similar to the teacher feedback group, these participants are also unfamiliar to the wiki except one of the students preferring to use it for daily purposes (%2.9).

To determine their proficiency level, participants were given Oxford Quick Placement Test (OQPT) (Allan, 1992) at the beginning of the term before the writing pre-test were administered. Scores for OQPT were collected from 70 participants, but among them, three of them were C1 level scoring between 48 and 54. As a result, 3 participants were not included in this study because of their different level of proficiency, leaving a sample size of 67, who were found to

have B2 level, which means that they scored between 40 to 47 in OQPT (See Appendix A for the OQPT score interpretation table).

3.5.2 Interview participants

To gather the qualitative data of the study, focus group interview with each group was conducted with 6 students. In the focus group interview at the end of the study, six students from each group who were volunteer to participate in the interview were chosen. From teacher feedback group, there were one female and two male participants in the interview while from peer feedback group, only one male participant volunteered together with two female students.

3.6 Data Collection Instruments

In order to collect the data for the study, a pre-test, a post-test to assess writing performance of the students as well as an interview were employed in this study.

Pre-Test

A pre-test consisting of five different writing topics to be chosen between them was used to understand the writing performances of the students before the experiment. The writing topics were chosen for each paragraph type that was going to be studied during the term. After the application of the pre-test, students took instruction during 14 weeks about what is a paragraph, making outline, how to write it, etc. (See Appendix B for course outline). Soon after learning each paragraph type, which are classification, definition, cause and effect, comparison contrast, problem solution paragraphs respectively, students were given assignments about each paragraph type that was submitted through a website called www.wikispaces.com. (See Appendix C for pre-test)

WikiSpaces

Wiki is a kind of platform for people to work collaboratively by allowing them to add new information and edit the content. As they are convenient communication tools, wiki applications such as MediaWiki, PBwiki, and WikiSpaces started to gain popularity in 2000s and adopted to classroom use (Li, 2012). In his study comparing the studies about wiki implementation, Li (2012) found that between 15 studies, one of the mostly preferred website is www.wikispaces.com among these applications. Apart from this reason, it is also preferred in this study not only because of its freely accessibility, and user friendliness but also because it promotes interaction and cooperation among peers. Besides, it allows the users to see the product of others, which increases transparency of the products.

WikiSpaces is a website launched in 2005 and hosts millions of wikis providing collaboration, editing and discussion areas. Its prominent features are ease of use, collaborating effectively, security, and reliability.

After creating a classroom, where teachers and students can work on projects alone or in groups and communicate easily, it enables you to write your text, inserts files and images, add hyperlinks using your personal account by “Edit” functioning tab. History page where changes can be seen with color coding of deleted and inserted texts allows users to monitor the activities on their wiki, and also see who has made changes and compare the two versions. Additionally, it provides users an environment that they can use for discussion which can be achieved through the “Discuss” functioning tab. In short, the reason why Wikispaces is preferred for this study is its easy availability and user-friendliness as well as being free for the users, teacher and students.

Post-Test

After the conduct of the experiment, a post-test was applied to two groups of students. This test was consisting of five different paragraph topics. Each student chose one of them and wrote a paragraph on the preferred topic. This test was the same as the pre-test in its nature (See Appendix C for post-test)

Interview

Interview was chosen as a primary source of data for two reasons. First, it provides the researcher an opportunity to “understand the world from the subjects’ points of view and to unfold the meaning of their experiences” (Kvale & Brinkmann, 2009, p.1). Second, unlike the other data collection tools, interviews enable the researcher and participant to construct the meaning mutually through opportunities for clarification, explanation and idea extension (Barkhuizen, Benson, & Chik, 2014; Mishler, 1986). Thus, a semi-structured interview with six learners was conducted to explore their experiences of paragraph writing in a wiki-based environment. Semi-structured interview was chosen because it allow the researcher give and take collaboratively with the interviewee. The interview questions were prepared in English by the researcher were translated into Turkish by one of the instructors at a preparatory school in Turkey. The Turkish translation were translated into English by another instructor at the same school in order to increase the reliability of the item. During the interview sessions, students who were voluntary to participate in the interview were asked open-ended questions which were about perceptions of the students concerning their wiki experiences so that they could tell about their experiences without being constrained by the researcher (Appendix D). Interview questions and the interview itself was conducted in the language that the interviewees want to speak. Since all of them agreed on speaking in English, the interview was conducted in English. Each interview was audio-recorded and transcribed for data analysis. The data gathered through interview showed the findings which were

not be able to found in the quantitative data because the interviews help the researchers to uncover the participants' worldviews and what the participant means as it helps to understand their experiences.

3.7 Data Collection Procedure

Before carrying out the study, the researcher applied to the METU Human Subjects Ethics Committee to get the permission for conducting the experiment and Hacettepe University Department of English Language Teaching was applied for permission and get necessary approval because the study conducted at Hacettepe University. After getting the necessary permissions, the research started to be conducted at Hacettepe University.

3.7.1 Research Setting

This study was designed with using wiki for B2 level freshman students studying in ELT Department at Hacettepe University in Turkey in 2016. Two classes taking IDO 173 Advanced Writing I (see Appendix B for course outline) are chosen for the study. In the first week of the term, they were informed about the syllabus and course content as well as the research that they would possibly participate. Two groups of students were given an informed consent form in order to make sure that they are aware of their rights and informed that if they do not want to participate it will not affect their course grade and their identities will be kept confidential and will not be shared with anybody (see Appendix E for consent form) . Together with the consent form, they were also given a short survey in order to get demographic information about the participants (see Appendix F for the survey). After this, a wiki page was set up by the researcher for each group on the webpage www.wikispaces.com. (Figure 3).

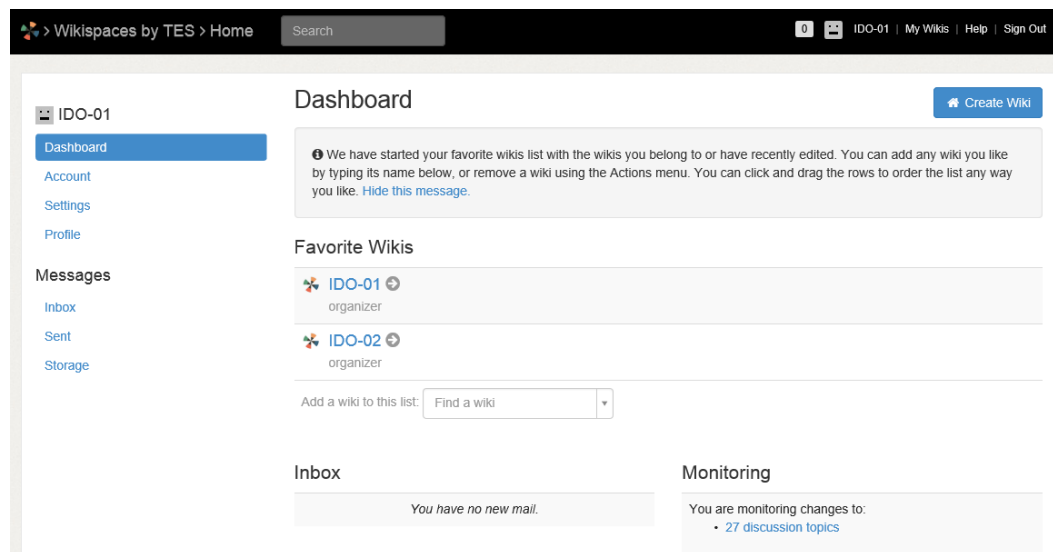


Figure 3. Screen capture of the main wiki page.

Then the data collected during 14 weeks of 2016-2017 Academic Year. Table 1 demonstrates the overall implementation process of the study. At the beginning of the term, a pre-test was administered in each class to test student's paragraph writing performances, then students were informed about the study by the researcher and a demo on how to use wiki, how to write over there is shown through a tutorial video which is available online to get the students familiar with the wiki page. How to use wiki, in other words, how to create a page edit or save it, was shown in the class in order to let them be familiar with the wiki and to prevent possible problems that could be encountered during the experiment. Afterwards, they were informed about their classroom wiki; how to register, edit insert documents, and use history and discussion pages. Additionally, each of the classes was informed once again that they will not be graded for this project, and it will have no effect on their grade of this course.

As a requirement of the study, each students needed to submit a model paragraph after learning how to write each type on wiki platform in one week. Afterwards, because two different groups had to give and receive two different feedback

types, each group gave appropriate feedback in one week after the deadline. To give feedback, a paragraph evaluation checklist adapted from Brown (2007) was designed by the researcher and used (Appendix G). The rubric was also introduced to students in detail because they have not been experienced in giving feedback to peers. The reason for preferring an assessment rubric consisting of four different criteria was to assist and support learners in creating, criticizing and editing their production (Stevens & Levi, 2005). Another reason why an assessment rubric was chosen for giving feedback was that it allows learners to evaluate the quality of the work and be easily used by both students and teachers for evaluating productions of the students (Mansilla, Duraisingh, Wolfe & Haynes, 2009). For the peer feedback group, it was organized in a way that no one will give and receive feedback from the same student for their paragraphs. The main aim of this system was “to prevent the possibility that the quality or tone of comments would become conditional on comments received in the previous round” (Gielen, Peeters, Dochy, Onghena, & Struyven, 2010, p. 309).

At the end of the term, after the implementation of the wiki project with different feedback types, each student was given a post-test to compare the results of it with the pre-test results and to check the writing development. This test covers the same topics and questions as the pre-test in order to be able to compare two groups.

Lastly, a semi-structured interview was held with six students from two different groups, who was chosen on a voluntary basis. The interviewees were informed about the aim of the study and how the interview was going to be held, the estimated duration and the recording beforehand. The interview enabled the researcher to compare the results and reach a conclusion about the students' perceptions of the wiki experience.

Table 1. *Overall Design of the Study*

Week	Teacher Feedback Group	Peer Feedback Group
Week 1	Pre-test (individually responded) & Preliminary training hour for wiki use	Pre-test (individually responded) & Preliminary training hour for wiki use
Week 5 - Wiki Assignment 1	Wiki-based writing activity & Teacher feedback for the first wiki-based writing activity	Wiki-based writing activity & Peer feedback for the first wiki-based writing activity
Week 7 - Wiki Assignment 2	Wiki-based writing activity & Teacher feedback for the second wiki-based writing activity	Wiki-based writing activity & Peer feedback for the second wiki-based writing activity
Week 9 - Wiki Assignment 3	Wiki-based writing activity & Teacher feedback for the third wiki-based writing activity	Wiki-based writing activity & Peer feedback for the third wiki-based writing activity
Week 11 - Wiki Assignment 4	Wiki-based writing activity & Teacher feedback for the fourth wiki-based writing activity	Wiki-based writing activity & Peer feedback for the fourth wiki-based writing activity
Week 13 - Wiki Assignment 5	Wiki-based writing activity & Teacher feedback for the fifth wiki-based writing activity	Wiki-based writing activity & Peer feedback for the fifth wiki-based writing activity
Week 14	Post-test (individually responded) & Interview	Post-test (individually responded) & Interview

3.8 Data Analysis

There are two types of data gathered in this study which will be analyzed both quantitatively and qualitatively in terms of writing development and the effects of feedback types on this development in a wiki based environment.

3.8.1 Quantitative Data Analysis

Writing scores of the participants obtained from pre- and post-test to be used for testing writing development were evaluated using an analytic scoring rubric prepared by the researcher (Appendix G). In order to secure inter-rater reliability, each of the papers was scored by both the instructor of the course and the researcher. In order to see whether the evaluation score of the teacher and the researcher are close to each other, a Pearson product-moment correlation coefficient was computed, and a correlation of 0.78 was obtained for pre-test scores. The correlation for the post-test scores was 0.886 which was greater than the cut-off point for interpreting inter-rater reliability coefficients set at 0.70 for Cronbach's alpha (Streiner, & Norman, 2003).

Quantitative data gathered through the pre- and post-test were analyzed using inferential statistics (paired-sample t-test and independent sample t-test) through the use of SPSS 23.0 (Statistical Package for Social Sciences). To determine whether the feedback types has an effect on students' writing development, an independent-sample t-test was conducted on the data. In addition, a paired sample t-test was used to find out the difference between pre- and post-test scores of each group.

3.8.2 Qualitative Data Analysis

Qualitative data analysis put forwarded by Creswell (2013) as consisting of the steps like "a preliminary read through of the database, coding and organizing themes, representing the data, and forming an interpretation of them" (p. 195). Following this scheme, for the analysis of qualitative data, content analysis was used. According to this plan, after the coding of the recordings verbatim, the transcribed data is read by the researcher, and then codes and categories of the data emerged are combined in order to find themes. Last step of the analysis is the interpretation of the data and reporting it relating to the literature (Figure 4.)

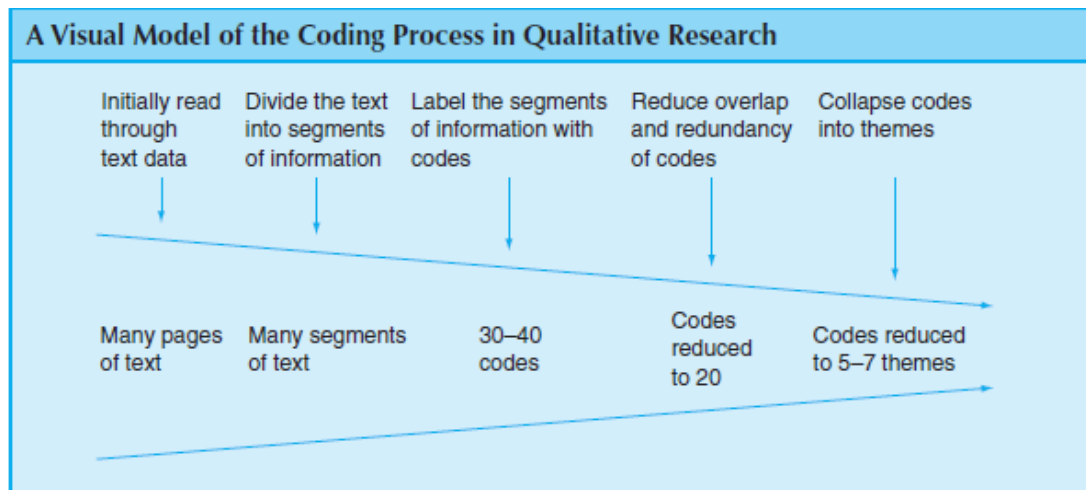


Figure 4. *Coding Process of Qualitative Data (Taken from Creswell, 2012, p.244)*

With this framework in mind, all data related to interviews was transcribed verbatim with the purpose of preparing and organizing the data for the analysis. Following the organization of the data, the researcher read the data extensively for several times in order to get a sense of the whole making notes in the margins to identify the potential themes. After the researcher “immerse herself in the details” of the data, she started the coding process (Agar, 1980, p.103). For the coding process, the text segments - sentences or paragraphs all related to a single idea - are assigned a code. After the coding of the data, the researcher winnowed the data to reduce the codes into a manageable set of themes, which are broad units of information that are comprised of several codes aggregated to form a common idea (Creswell, 2013). By the end of this process, the researcher generated 5 of themes. The reason why we need to reduce the number of themes into minimum is that it is better to write a qualitative report giving detailed information about a few themes rather than short and general information about many themes (Creswell, 2012).

Table 2. *Qualitative Data Analysis Process Followed in the Study*

1 st Phase	Transcription of the data directly
2 nd Phase	Reading the data to generate themes
3 rd Phase	Assigning codes to paragraphs
4 th Phase	Reducing the redundant codes
5 th Phase	Generating themes
7 th Phase	Checking the reliability of coding
7 th Phase	Interpreting the results

During the coding of the data, inter-coder agreement was checked through the reliability of their coding (Creswell, 2013). It was secured through the percentage agreement of the codes by multiple coders. In this study apart from the researcher herself, another coder analyzed 20% of the transcript data. Since 80 percent agreement of coding was reached, it established the reliability of the data analysis process. (Miles & Huberman, 1994).

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Presentation

In this chapter of the study, the results of the data obtained from pre- and post-test as well as the interview is presented. This chapter will present the quantitative data results first. Later the qualitative finding gathered through the interview will be stated. Finally, for each research question, the findings will be synthesized and discussed referring to the literature.

4.2 Differences in Writing Development between Teacher and peer Feedback Group in Wiki

In the first research question, it was aimed to find out whether the feedback type has an effect on students writing development in wiki based writing environment. To answer this question, an independent sample t-test was run on the data to compare teacher and peer feedback situations and see if there are any meaningful difference. Table 1 below illustrates the post-test score averages of the teacher and peer feedback groups. Average of teacher feedback group's writing post-test scores was 86.26 while peer feedback group was 87.25 after one-term wiki implementation.

Table 3. *The Descriptive Statistics of Students' Post-test Writing Results*

	Feedback group	N	Mean	Std. Deviation	Std. Error Mean
Post-test average	teacher feedback	32	86.26	5.484	.970
	peer feedback	35	87.21	8.520	1.440

The test results revealed that there was not a statistically significant difference in the scores for teacher feedback ($M=86.26$, $SD=5.484$) and peer feedback ($M=87.21$, $SD=8.52$) groups; $t(65)=-0.532$, $p=0.596$. These results indicated that using different feedback types during instruction process has no effect on writing development. In other words, when peer feedback used in writing evaluation instead of teacher feedback, it does not increase or decrease students' writing performance.

Table 4. *Independent T-Test Results for Post-Test Scores*

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
Post-test averages	Equal variances assumed	3.405	0.70	-.532	65	.596
	Equal variances not assumed			-.542	58.601	.590

An independent sample t-test was conducted in order to investigate if there is any statistically significant difference between writing performance of teacher feedback group and peer feedback group. It was resulted that no group outperformed the other. The fact that the inclusion of teacher feedback or peer feedback in writing evaluation process does not advantage a certain group of learners in wiki-based writing environment. Although in peer feedback group, learners had a more active role in the writing evaluation process (Ganji, 2009); this did not bring about any difference in the process of learning when compared to the teacher feedback group. These results accords with the findings of Li and Steckelberg (2004) which though was not applied in wiki environment but in another online environment. This may because of the fact that summative

evaluation was integrated in this study, if formative evaluation was applied there may found a significant difference between two groups as stated by Li and Steckelberg (2004). Since the students focused on the final grade that they will receive, the process has probably made no difference in these two groups of students as formative assessment give importance to the progress of the students with a primarily positive intent. The reason why this study's insignificant result between teacher and peer feedback groups success may be because of the summative nature of the course, which is the setting of this paper.

Although wiki has a collaborative nature and involves learners engagement in their own work and others, peer feedback group's same performance with teacher feedback group may result from the fact that learners may have doubts about the accuracy of their peers (Woo, Chu & Lee, 2013) since the teachers' correction, the one provided by an authority instead of a learner is thought more accurate. Although in the literature the power and benefits of peer feedback are obviously seen, students concerns about their peers performance as an evaluator is stated by the participants abundantly (Lockhart & Ng, 1993). This may be because the participants in this study perceive it useless, thus it yielded this result. Though the notion that the teacher is the only source of information and the authority in the class is changing in Turkey, thanks to the relevant literature showing the advantages of having student-centered classes, the power of teachers in classes is still continuing. Therefore, as found in the study of Nelson and Murphy (1993), teacher is thought as more educated and have the necessary qualifications to respond to the papers, which may be counted as one of the reasons of the result of this study since the peer assessment is not perceived as a valuable way of receiving feedback as teacher assessment but is thought as a helpful method of assessment. Related to the perceived teachers' role in Turkey, students are accustomed to teacher feedback because of the education system. Finding no difference between two groups was not surprising as it is seen the right and sole feedback type in our classes.

The lack of difference between teacher and peer feedback group may stem from the fact that wiki integration may hinder the progress and thus the diversity between these groups. Online environment is a different place than ordinary classroom environment in that it requires technological knowledge, particularly knowledge about the use of wiki. It was stated by West and West (2009) that learners who live in the twenty first century are consumers of Web and accustomed to online instruction since they are born with this technological era. In addition, young generation are accustomed to use Web 2.0 technologies in informal situations and with both academic and non-academic reasons (Brandl, 2012), however, the students' inexperience with the use of wiki, though they were instructed at the beginning of the implementation about wiki, may be the reason of this insignificant result because only one of the students stated that he used wiki previously. Instead of focusing solely on the writing and giving feedback, they may have tried to understand the nature of wiki and it would have created a burden for the students although it contrasts with the idea of West and West (2009).

Although it was concluded by Mak and Coniam (2008) that peer feedback is a fruitful experience for students, in this study it did not cause any outperformance of the peer feedback group when compared to the teacher feedback group. On the other hand, Lee (2010) asserts that proficiency level plays a significant role in determining the language problems in peer review processes. Although the level of the learners in this study is B2 according to the placement test given, it may not be enough to determine them correctly in order to pave way to the success in their writings. Other problems may be the cause of similar success rate of the peer feedback group with the teacher feedback group may be their interest in the course. Since all of the students were volunteer to participate in the study, the feedback type may not affect their improvement.

4.3 Progress of Teacher and Peer Feedback Group in Wiki-Based Writing

The main aim of this study was to investigate the effects of peer and teacher feedback types on the development of individual writing in wiki-based environment. Along with this aim, this study also tries to uncover the impact of writing in wiki-based environment on students' individual writing development. Writing development of the students was assessed through the analysis of pre- and post-test results of each group separately. A paired sample t-test was conducted on the tests to ascertain if the paragraphs produced by the participants in pre- and post-test was significantly different from each other. The results reached through paired sample t-test for teacher feedback group showed that there was a statistically significant difference between the of pre-test ($M=68.71$, $SD=10.01$) and post-test ($M=86.26$, $SD=5.48$) scores of the students; $t(31)=-8.898$, $p=0.00$. Particularly, the results indicated that students performed better in the writing post-test when compared to the pre-test, in other words, wiki affected writing development positively, which means that it led the students to perform better.

Table 5. *Pre-test and Post-test Scores of Teacher Feedback Group*

	N	Mean	SD	t	p
Pre-test	32	68.71	10.104	-8.898	0.000
Post-test	32	86.26	5.484		

Similarly, a paired sample t-test was calculated for pre- and post-test writing scores of peer-feedback group. The test revealed that a statistically significant difference was found between the pre-test ($M=65.17$, $SD=7.51$) and post-test scores ($M=82.21$, $SD=8.52$) of peer feedback group; $t(34)=-11.747$, $p=0.00$. What these results suggest is that students in peer feedback group showed a significant progress in their writing scores, put it differently, students who participated in

wiki based writing activities showed a noticeable improvement in their writing test scores.

Table 6. *Pre-test and Post-test Scores of Peer Feedback Group*

	N	Mean	SD	t	p
Pre-test	32	65.17	7.519	-11.747	0.000
Post-test	32	87.21	8.520		

In aiming to analyze the effects of wiki on writing development of students, the learners' pre- and post-test writing test results were compared to see whether or not there would be any significant difference in the grades of the participants in the posttest which is applied to assess students writing performance. According to these results, it can be reasoned that wiki integration in writing environment contributes to proceeding in writing which accords with the previous research (Forte & Bruckaman, 2007; Lamb, 2004; Mak & Coniam, 2008). Other studies also reached similar conclusions that wiki effects the students' writing positively and is an effective technological tool for the writing development thanks to the collaborative nature of it (Franco, 2008; Kennedy, 2010; Kessler, 2009; Lee, 2010).

Despite the fact that this study did not focus on accuracy or quality of the writing but the overall score of the participants, it is in agreement with the findings of Miyazoe and Anderson (2009). It is obvious that wikis help learners to improve their overall success in writing papers although there were not a control group who were not instructed with an asynchronous web 2.0 tool, wiki in this particular context, but who were instructed with traditional pen and paper based classroom writing, it can be clearly stated that both groups, no matter teacher or peer feedback was given, improved their success rate in writing course.

Compared to the pen and paper based writing environment, wiki provides the opportunity to study in an effective platform to improve writing skills with its interactive and collaborative nature because technology places a significant role in EFL classes by providing an authentic environment (Cyrstal, 1997). In this respect, wiki based writing environment let the learners reach authentic language and use the target language collaboratively, which suggests that online communication platforms contribute learners in that they socialize in such communities, take part in authentic communication, thus language and the content are acquired at the same time (Warchauer & Meskill, 2000). Likewise, students not only practice writing but they also have the chance to discuss with their friends in such a collaborative writing environment, thanks to this collaboration, improvement in writing performance is observed. In addition, students become more aware of the different uses of language structures as well as vocabulary choices, since wiki creates an environment which is open to work collaboratively discussing ideas.

Since wiki has a student-centered nature, learners have the opportunity to work together without the interference of the instructor. The students are encouraged to work on the content of the paragraph by giving short and clear instructions without much control of the teacher, which is also supported by Kessler (2009) who points out the benefits of observing student and not influencing their work with lots of comments during the work. In such an atmosphere, it is easy to for students to express their ideas, comment on the other participants' works, and discuss about the topics (Reo, 2006). That kind of cooperative and collaborative work in wiki increases motivation which also attracts learners more and improves learning. As proposed by Bubas, Kovacic and Zlatovic (2007), the easy and adaptive nature of wiki may attract the attention of learners, thus learners are involved in the learning process effectually. Such an increased motivation and involvement in the learning process may improve learning, particularly writing skill. Therefore, progress found in the writing performance can be attributed to the increased motivation of the learners thanks to the technological tools

integration in the courses. In addition to the research having evidence that collaboration among peers is increased with the use of wiki and progress is seen in writing performance, teachers have started to understand the way learners deal with the world and how the interaction with online tools promote writing knowledge (Kennedy, 2010). Students of this online era are frequently use technological tools every day that they promote their writing abilities with the knowledge they encountered in the online environment and collaboration with their friends in a different way from the traditional classroom environment.

Another point that should be noted that the improvement in writing performance may be a result of the fact that wiki does not encourage product based writing but encourage the learners to focus more on the process (Lamb, 2004). With the aim writing to learn, wiki empowered the participants in creating knowledge by providing a pleasant learning environment. Additionally, being a web-based tool, wiki has the role of a facilitator in writing process letting them write anytime they want and have the courage without having time constraint.

4.4 Perceptions of the Participants towards the Wiki Implementation

4.4.1 Overall Experiences of Participants

Participants who agreed to participate in the interview were asked questions about their experiences with wiki in order to gather data about their opinions related to wiki-based writing. As it was introduced in the methodology section, the participants were selected from the volunteer students. They were asked various questions changing from the advantages of using wiki to the feedback types they received during the study to the possibility of their future use of wiki. Firstly, they were asked to describe their overall experience with wiki-based writing and, all of the participants responded positively to this question, which showed that they all took positive attitude towards the use of wiki in writing classes. P1 stated that “To be honest, at first times, I was scared a bit and reluctant but later I was happy

about using wiki because I understood that it was easy and an effective tool for writing.” P3 said that “I compare it by thinking that a wiki environment is more professional than a paper based one. It made me feel more advanced and more in control of what I was writing.”

As for the advantages of integration of wiki in writing class, P2 added:

I think wiki-based writing is more practical than paper-based writing and it is more comfortable. In addition, with wiki my writing skills have developed and I am not as worried as I did in the past about my writing abilities and I feel more confident about it.

P4 made a favorable comment about wiki based writing stating that:

Wiki-based writing could be explained as a modern way of writing. In today’s world, almost everything is done online and, I believe, we must catch up with the world about this matter. Luckily, wiki-based writing is almost everything that we need.

In addition, P5 said touched similar points:

I didn’t think delivering an assignment through technology or paper would create a big difference in language learning. But, I think using wiki changed my thoughts about foreign language writing. I am glad that we have used this application for writing.

Last participant was also positive about wiki implementation:

Because it is a technological system, it usually takes students’ attraction. I have always liked writing and wiki affected my writing in a positive way. I could compare my writing with my friends’ and received feedback from them, and this helped me to write better.

The results above reflects the students’ favorable comments on wiki integration in the learning process. It is revealed that participants has a positive reaction to writing in wiki and wiki is a tool which is easy to use and practical when compared to the paper based writing. Specifically, wiki is considered by the

participants as a useful tool which attracts the students' attention when compared to the traditional paper-based writing which is administered by the teacher. These findings align with the results reached by Elola and Oskoz (2010), which shows that wiki is realized by participant as a platform that is beneficial for both improving students' writing and expanding traditional classroom boundaries. This tool has created a more modern environment which actively assists learners in writing process. Additionally, the students' positive thoughts about the use of wiki for writing classes support the findings of other studies which advocate the belief that such tools should be used in order to develop writing, especially content (Lee, 2010).

4.4.2 Perceived Advantages and Disadvantages of Using Wiki

For the next question trying to find out what the advantages of writing through wiki are, the participants had various ideas. According to the data obtained from the interview, it was clear that participants mostly had positive ideas about wiki though they stated some challenges that may be face with (Table 1). These findings showed that participants have generated positive opinions towards the implementation of wiki in learning how to write a paragraph. The advantages and disadvantages perceived by the participants about the implementation of wiki was introduced in Table 9.

Table 7. *Perceived Advantages and Disadvantages of Wiki Implementation*

Advantages of using wiki	<i>f</i>	Disadvantages of using wiki	<i>f</i>
Improves your writing	6	Technical problems encountered	5
Comparing your progress	5	Inability to use computer and internet	4
Good to exchange ideas and learn new things	3		
Easy to use and reach	4		
Facilitates group work	1		
Total	19	Total	9

For P1 writing through wiki is a faster way of delivering assignments, and she states that “I think through wiki we have the chance to observe other people’s assignments and in this way, we can exchange ideas and learn new things.” P2 has also similar ideas: “You can see what your friends wrote and due to the fact that every paragraph consists of knowledge about something, you unconsciously learn things that you have never heard before”. P3 shares the same thought and states that:

The best advantage of wiki is receiving different feedbacks. It is great to see what people in your age are thinking about the things you write, and the feedback they give you prepares you for the other essay. Since everything we submitted in wiki is saved, we can compare our works and see our progress.

Similarly, P5 added that: “As we can see other people’s paragraphs, we can observe and compare their and our mistakes so that we can correct and improve our writing.” It was clearly observed in their words that wiki is effective for improving writing and is a good tool to follow their own progress as well as creating them an environment to compare and contrast their and others’ works.

Another advantage of using wiki touched by participants was its being easy to use and reached everywhere. It was pointed out by three participants. P2’ response was:

Using wiki was easier to post our homework because it takes a few clicks to send it to the teacher. It is really difficult to write on a paper and give the teacher. It facilitates the task of delivering an assignment for those who have access to the technology.

Another one’s idea was that:

You can share your paragraph easily and this helps getting different feedback from various people when compared to the paper-based writing. I think wiki based writing is more practical than paper based writing and is more comfortable because we save time since we can share our homework online quickly.

P4' ideas are similar to the other participants in that: "I can share my writing fast and easily in wiki and this saves time. It is also reached at anytime and anywhere."

One of the students proposed that it improves group work as working collaboratively is in the nature of wiki. P4 said that "Wiki facilitates group study. Each member can see the others study and be inspired by them as well as receiving feedback from them."

The interview results also demonstrated that writing through wiki has some drawbacks, too. Firstly, some technical problems encountered by the participants are stated in the interview. For instance, P1 said that "the webpage crashes sometimes and I had to go to page and do the task again." Another point which can be counted as a technical problem was the internet connection. P3 remarked that "Only challenge I had was that sometimes I was having a hard time accessing to a computer." P2 shared the same idea with P4 saying that "Sometimes I had connection problems so I sent same paragraph several times." Another participant also added "Our internet connection is not very good at the dorm so sometimes I can't post it. Sometimes I had to wait to post my paragraph." The other disadvantage that is highlighted by the participants was the ability to use computer and internet. P3 stated that "I am not talking about myself but if one didn't use computer much he can undergo some difficulties such as writing fast enough." Similarly, P5 said that "What if the person don't know how to use computer or internet." Also it was pointed out by P6 that "Another disadvantage could be that other people with the inability to use technology may find this difficult." Although this was not a problem for the participants of this study, it was perceived as a disadvantage by them.

Interview result shows that the advantages of using wiki which are being good to exchange ideas and learn new thing, being able to compare your progress, being easy to use and reach, facilitating group work and collaboration, and improving

writing, outweigh the disadvantages. The advantages offered by wiki found in this study such as increase in collaboration, interaction, and having an easy nature to use, show similarity with the other studies in the literature (Kessler, 2009, Lund, 2008, Mak & Coniam, 2008).

As the data reveals, students state that they improve their writings and feel more confident in writing. This result is similar to the Mak and Coniam's (2008) study's results in that writing in an online environment collaboratively, improves students' belief in themselves and thus their confidence. This also supports the results reached by quantitative data in this study showing the progress of learners in the writing post-test. Because wiki provide the learners an interactive environment where they can socialize, it allows learners to take the responsibility for their own learning and creates an environment where the learners have more control on their writings. Like most CMC tools, wiki allow learners to write in an online environment and to respond to each other's tasks accordingly. Thus, their knowledge of what they are writing and their motivation for writing and revision increases thanks to the easy use of this web 2.0 tool. Participants had the chance to compare their work with the other students, because wiki allows students and teachers to follow their progress of the task they are working on (Ng & Lai, 2012).

Another positive result of wiki-based writing was the increased relationship and socialization among students. As studies on second language writing showed that working collaboratively as in peer review application improves students' language learning (Paulus, 1999), which is also observed in the participants of this study stating that wiki facilitates group work. Writing online, wiki in this context, encourages learners' interaction among themselves. Whether it is achieved between teacher and students or among students, collaborative learning helps learners to improve and advance in their zone of proximal development (Vygotsky, 1978).

On the other hand, the interview results showed that some problems may come out and should be studied carefully before integrating wiki in their writing classes. The very first drawback stated by the participants is the technical problems encountered. The other problem which would be crucial if encountered in this study was students who have no computer literacy which has a quite low possibility since they are born into this technological age and counted as “Digital natives” by Prensky’s (2001) which is also directly observed in the results of the questionnaire given to the participants at the beginning of the experiment.

4.4.3 Ways of Making Wiki More Effective

In the interview, it was reached that wiki-based writing is a good way to improve writing skill because of the reasons such as its easiness to use and reach, or having a collaborative nature which fosters language learning, participants were also asked how to make the use of wiki in writing classes more effective. Though three of the participants agreed that it is effective as it is used, two of them agreed on the idea that feedbacks should be more detailed. P1 said that “I think we are using wikis in our writing class pretty effectively. I can’t think of any other way of using them.” Contrary to the participants’ ideas, others offered some suggestions to make it more effective. For instance, P3 said that “We should make peer feedback more detailed. For example, we could use a kind of chat programme to ask questions to teachers or our friends.” From a similar viewpoint, P4 stated that:

I think feedbacks shared on wiki should be more detailed. When the person is giving us feedback, that person should write in detail what our mistakes are, for example grammar and vocabulary mistakes should be written explicitly, so that we can be careful next time.

P4 also added that “We could also give feedback to the same people instead of a different person so we could feel more secure and know the peer better.” From a different perspective, P5 made a comment on receiving feedback from various

people noting that “If all of our friends who want to comment on our writing could comment, it would be easy for them because they are not forced to work on someone they don’t want to work with.”

Although it is clear from the words of participants that they are happy with the wiki integration in their writing classes, the ideas about how to make it more effective is based on the implementation of peer feedback. As the feedback become more detailed, the motivation of the learners becomes stronger for writing in wiki-based environment. As stated by Ng and Lai (2012), for some of the wiki projects, rubrics designed for peer evaluation may not be applied appropriately and satisfy the student expectations since they may need comments that are more detailed. The high expectation of learners from their partners differs from another study showing that learners are harsher on themselves than their partners in evaluating papers (Ng, 2016).

In the studies on feedback, the results was not conclusive in that if the feedback should be used for correction or to identify the problematic points (Hyland & Hyland, 2006). In this study, the purpose was to point out the lacking points in the paragraphs written on wiki, however, learners expected a more detailed feedback in order not to do the same mistakes again.

4.4.4 Participants’ Perceptions of Different Feedback Types

One of the interview questions asked to find out the participants thoughts’ about different feedback types that two group of learners received indicated that most of the participants had positive ideas toward the use of feedback in writing classes; however, some of them developed negative opinion about receiving feedback in wiki environment. The data obtained from the interview question related to receiving feedback were categorized under two headings: positive and negative opinions and shown in Table 10.

Table 8. *Participants' Opinions about Feedback Process*

Positive opinions	<i>f</i>	Negative opinions	<i>f</i>
Development in writing skills	4	Possibility of receiving wrong feedback	3
Help to see mistakes	4	Not necessary	1
Useful for language learning	2		
Improve communication	1		
Total	11	Total	4

P1, P2, P4 and P5 shared the same thoughts about giving and receiving feedback in wiki-based writing environment. They agreed that giving and receiving feedback was advantageous for the development of writing skill. In this respect, P1 said that:

I am used to receiving feedback from my teacher but receiving feedback from a peer is totally new for me. And, I saw that it was helpful for my writing development. With peer feedback, I corrected my faults and developed my writing skill.

P2 supported the same viewpoint stating that “It helped me a lot to develop my writing skills. With these feedbacks I received every week I was able to get higher marks from my essays.” In addition, P5 uttered similar words and said that “I think the feedbacks that I received were helpful because I saw my mistakes. This helped me to write more and more correctly each time. So my writing developed a lot.” Another interviewee had similar ideas and had also positive thoughts about language development: I really liked receiving feedback from my partner, and the feedback I gave. This helped me improve my writing. Also, I started to be more careful with my punctuation and spelling. I think it is useful for my language learning.

Some participants also had favorable comments about the use of feedback in wiki environment as it helps them to see the mistakes they did in their writings. For example, P2 highlighted that “It was helpful and I really support it. I learned a lot of things from them and actually it helps you to see your mistakes so that you don’t have any questions in your head”. P4 also added that “I think feedbacks are always important because they enable us to see our mistakes. If we can’t see our mistakes we cannot correct them and we can’t improve ourselves.” From a different viewpoint, P1 mentioned about the effects of feedback on communication by stating that:

I think feedbacks are helpful. This is possibly because I see which part was bad or which part my peer liked and this definitely gives me the chance to improve myself. If I have a question about my friends’ evaluation, I prefer to ask my peer about it later on. So this increases communication among us and it is also helpful for my development.

Different from the point of views mentioned above, participants also has some concerns about the integration of various feedback types in their wiki writings. Participants, particularly the students who receive peer feedback, have worries about the effectiveness of peer feedback. P3 explained his concern in the following words:

Of course it was helpful to receive feedback from someone every week. I helped me a lot and I am pretty sure that is the case for most of us. But, it would be better to see ourselves from the point of our teacher who knows everything a lot better than us. Receiving feedback from each other was a whole another experience because we know that these feedbacks are given to us from someone who is in our own level and has equal talents.

Another participant explained explicitly her negative opinion about peer feedback as in the following:

I personally think peer feedback is not very effective. Because we can’t completely analyze the mistakes our friends do. We can miss something. But teacher feedback is better than this. Our homework being checked by a professional help us see our mistakes or what we did well in our writings.

The other interviewee stated her opinion by stating that:

I feel like teacher feedback would be more helpful and important for us because someone who is more advanced than my peer, I mean the teacher, is showing and explaining my mistakes to me since we (students) have different rights and wrongs.

The reluctance of learners in giving feedback to their peers work may be because they may see feedback as teachers' responsibility not the students, or perceive the teachers' feedback more valuable than the partners' comment. They may not also have the necessary belief in themselves to comment on the peers because of their lack of experience. In addition, learners may find commenting on the peers work as time-consuming and as a process which cause learners to shoulder the burden of evaluating the peer. This may make the learners become more critical towards the use of peer feedback and also unwilling (Davies, 2002). The other reason of this result can be related to the cultural factors because the cultural background of the students may have an effect on the learners' willingness to participate in peer review process because of the interaction demanded for it (Nelson & Carlson, 1996).

The other concern of the students found was the peer's language knowledge levels. In other words, since they think the teacher as the main and correct source of information, they imply that they do not trust on their peers' proficiency in evaluating their writings, which has similar results as in Lund's (2008) study, where it was found out that because of their peers' inadequate proficiency level, teacher should correct their mistakes in writings. Besides, despite the findings of some studies showing that teacher feedback makes learners more frightened and nervous, Storch (2005) showed that this is not valid for all learners, which is consistent with the results of this study because learners see teachers as the authority.

Peer feedback also make some of the learners feel nervous when compared to the teacher feedback because they are sure that teachers has more knowledge in their evaluation and examination. As well as receiving feedback, giving feedback also takes them out of their comfort zone because underlining the mistake is judged as an unpleasant activity (Hyland & Hyland, 2006). Although some of the students are not happy about the integration of peer feedback, peer response was found out that it help learners to understand their own strengths and weak points as well as increasing their autonomy (Hyland & Hyland, 2006).

Although some of the participants are anxious about the efficiency of peer feedback for evaluation, they agreed that it affected their writing skills positively as well as their language development. However, one of them was totally opposed to the idea of giving and receiving feedback, which was because of her bad experience in evaluation process and fear of hurting the partner. P6 explained that:

I think that feedback is not necessary for us because I couldn't give the right feedback for my friends. Because I had fear that I will hurt him. I received feedback from my friend and I thought that was not right and I said this to him but he did not change his idea.

Someone said the same thing 'Why are you giving me less points?' and I felt bad about it. So it is better not to give and receive feedback." Although this student's idea totally contradicts with the Kessler's findings (2009), in which he asserts that students had no hesitation in correcting their peers work. It mostly differs from the findings of this thesis, showing the participants' unwillingness in giving and receiving feedback for their writings. They have some hesitations with the effectiveness of this form of feedback although most of the participants are happy with peer feedback since they think it was a supportive activity for developing their writing skills and by the help of peer feedback they can learn from their partners, and they also learn to evaluate their own products, which supports the

idea of Swain (2000): a product which is constructed together outweighs their individual performance.

In the study of Lee (2010), similar to the findings of this thesis, students appreciate teacher feedback more than the one that they received from their partners. Their idea was that it is the teacher who is responsible for the correction of the errors of the students, which also accords with the findings of Lund (2008) showing that students are not volunteer to interfere with someone else's product. It is possibly because of the language level that learners have and perceive themselves. The instructors' role in the feedback process plays a crucial role in making it more effective, which can be achieved by monitoring the learners during the editing instead of being the sole editor of the writings.

4.4.5 Possibility of Future Use of Wiki as a Web 2.0 Tool in Professional Teaching Lives of the Senior ELT Learners

In order to reveal some data about the participants' approaches to the use of wiki in their future classes as an English language teacher, it was clearly observed that they are a part of this digital age and will continue to be. Their responses indicated that they have positive attitudes towards the use of online tools and the internet because they perceive it as an inseparable part of their lives. P1 stated that "I might use it because I think it is an effective use of technology. It might be useful for my students to give and receive feedback." P2 also added that:

I want to use it because we are living in a technology era and everyone uses it. So my students will do their homework more comfortably and easily. It will also save time for me. So I prefer reviewing the tasks on my computer. So I will use it.

Another participant pointed out that:

I will absolutely use it. I am not sure actually if I am going to use exactly this program, yet I will definitely use a wiki based program. Because we are living in

the world of science and technology and if we, as future teachers and writers, can't keep up with the modern world, this affects our country, our children and everything else. So we must use technology effectively too.

Two of the participants has some concerns related to the age of their future students and the use of wiki. One of them said that:

It depends on the age of students which I am working with. In universities, it could be useful. I recommend it, but I wouldn't recommend it to primary school students and teacher because of they may feel embarrassed to share their homework.

The other one shared the same idea stating that "Yes, why not? Maybe I will use wiki if I will work with old students because for example in elementary schools it is difficult to use wiki because of their age."

In the classrooms, the key problem, as stated by Coyle (2010), is the differences between teachers and students stemming from their knowledge and abilities to use and integrate computer based technology into learning environment. However, in the future classes of the participants of this study, there would be no such problem because of notion that they are born into this technological era, contrary to their teachers, and the division of two generations as "Digital natives" and "Digital Immigrants" (Prensky, 2001, p.2).

Together with this, it may also be because of the usefulness of wiki and its being easy to apply in the classes made the participants think that it can be a part of their future classes. In addition, their positive experience with wiki in their writing classes, though majority of the participants have faced with this web 2.0 tool for the first time, is a major element in deciding whether wiki should be integrated into their future classes or not.

CHAPTER 5

CONCLUSION

5.1 Presentation

In this part of the study, firstly, the findings drawn about the impacts of feedback types and wiki based writing on the development of second language learners' writing skills are restated. Then pedagogical implications are presented and some possible uses of wiki in second language classes are discussed. Following this, the limitations of the study and suggestions for future further research are involved in this chapter of the study.

5.2 Summary of the Study and Findings

Wiki has been among the popular Web 2.0 tools in computer mediated communication field and a rather new tool in language learning and teaching field, but it is becoming more and more common (Li, 2012). It is especially popular in the teaching of writing skill since it offers language teachers various benefits such as increasing collaboration and communication (Mak & Coniam, 2008). Although peer feedback is mostly preferred in wiki based studies (Kessler, 2009, Lee, 2010, Lund, 2008), there has been few, if any, studies comparing the peer and teacher feedback wiki environment. Therefore, the primary aim of the study was to explore the impact of different feedback types given to the paragraphs of the students, teacher and peer feedback in this context, on the development of writing skills of the participants in wiki-based writing environment. Specifically, the purpose of this study was to figure out whether wiki has any positive or negative impact on the development of writing skills of Turkish learners of English as foreign language learners. For this reason, both

quantitative and qualitative research methods were applied in this study to create a mixed method research design, which is the mixture of these two methods. Keeping the aim of the study in mind, the following three research questions are developed:

1. Is there a statistically significant difference between writing scores of teacher feedback and peer feedback group in wiki-based environment?
2. Is there an improvement in students' individual writing performance in wiki-based environment?
3. What are the students' perceptions of integrating wiki in writing classes?

Two groups instructed with different feedback types comprised 67 freshman English Language Teaching students in a state university in Turkey in total. The sample of teacher feedback group included 32 students while peer feedback group was consisted of 35 participants. Although all of the students was successful in the Proficiency exam that was administered by School of Foreign Languages, they were given a placement test and found to have B2 level of English proficiency.

The study was conducted at the fall term of 2015-2016 academic year with the freshman ELT learners who were attending the writing course named "İDÖ 173 Advanced Writing I". To gather the data a pre-test and a post-test which was consisted of five different writing topics to be chosen between them was used. During the term, participants were asked to complete five different writing assignments, however, different from the teacher feedback group whose paragraph were replied and commented on by their instructors, peer feedback group were required to give feedback to one of their friends on a kind of platform called www.wikispaces.com. At the end of the term, an interview was carried out to uncover the participants' experiences with both the use of wiki and feedback types.

About the analysis of the data, both quantitative and qualitative methods were applied. Firstly, quantitative data were studied using the software SPSS 23.0. An independent sample t-test was done in order to understand any potential effects of feedback types on the development of writing skills of students. In addition, a paired sample t-test was preferred to show whether there are any progress in the writing scores of the students at the end of the term. On the other hand, qualitative data were analyzed employing content analysis. After transcribing, first codes and then combination of these codes, in other words themes were emerged. Lastly, the data obtained from the interview interpreted in a concise way and reported.

After the analysis section, the results were presented and discussed based on the research questions and relevant studies in the literature. Quantitative analysis of the participants' paragraphs written before and after the wiki-based experiment on wikispaces has helped me to arrive at some conclusions. First, the paired sample t-test applied on the data showed that preferring peer feedback or teacher feedback for the evaluation of students' paragraphs makes no significant difference on the participants writing performance. Put it differently, there is no need to prefer one of two feedback types since none of them favor students in terms of their writing development. Though peer or teacher feedback given to the students' paragraphs in wiki did not make a positive effect on the learners' development, it was not also having a detrimental effect on their writing development. Secondly, the paired sample t-test that was used to test both teacher and peer feedback groups' writing development allowed me to conclude that wiki has a positive impact on the development of writing since student had better results in the post-test than pre-test. In other words, participants of both groups' scores suggested that the results are statistically significant. Lastly, an interview that was conducted with the volunteer participants from each group was analyzed qualitatively. In general, it was reached that participants had mostly positive ideas towards the integration of wiki in their writing classes. Wiki is also claimed to be an effective educational Web 2.0 tool although it was the first time that they had experience with wiki. Though some drawbacks of wiki were found out such as

technical issues, advantages of it outweighed them. Statements about the ineffective parts of the experiment were generally related to the feedback process that it was expected to be more detailed. The positive effect of giving feedback was also reflected in the qualitative data as the participants found it to be useful for writing development, language learning and improving communication. However, some of the participants had concerns about the quality of peer feedback and commented on it as unnecessary. Lastly, participants' positive comments on the use of wiki in their future classes enabled me to reach the result that participants had a good experience with wiki and it was a helpful tool in developing writing skill when applied correctly.

The results obtained from quantitative data can be explained by various factors. First, the insignificant result found between teacher and peer feedback groups may be caused by the summative nature of the course since the participants' focus was on the final grade that they would get instead of the process feedback typed exercised (Lockhart & Ng, 1993). Second, the peer's ability to evaluate their friends' papers who have the same level of language knowledge may raise some questions in the minds of the students, which was also observed in the qualitative data results (Nelson & Murphy, 1993). In other words, peers are not perceived as qualified and educated in responding the students' papers. Additionally, the students were B2 level that may hinder them from detecting errors as correctly as a teacher detects. Lastly, although the students were introduced with the wiki at the beginning, they may still have a kind of unfamiliarity and wiki itself can cause this result.

The results of the second research question demonstrated that both groups of learners scored higher and thus performed better in the writing post-test in wiki-based environment have many supports in the literature (Kennedy, 2010; Kessler, 2009; Lee, 2010, Mak & Coniam, 2008, Miyazoe & Anderson, 2009). Since it is an interactive authentic environment when compared to the traditional pen and paper-based writing environment, it allows learners to collaborate, communicate

and socialize by using the target language and improve their writing abilities in the end.

Interview results, on the other hand, gave us more detailed results about both the use of wiki in writing classes and feedback processes. As a support for the second research question exploring the contribution of wiki to writing development, qualitative data revealed similar results and showed that wiki is perceived as a beneficial tool for writing classes a modern platform for teaching writing (Elola and Oskoz, 2010). Additionally, various benefits of wiki such as being easy to apply in classroom, promoting communication and collaboration among students, increasing their motivation and letting them become more autonomous learners are proposed by researchers (Mak & Coniam, Parker & Chao, 2007). Another contribution of wiki was its effectiveness in promoting groups work and then in their ZPD (Vygotsky, 1978) because wiki allows the users to interact with the users of English language. It creates a network where learners can exchange their ideas negotiate on topics that improves their language ability and knowledge. As proposed by Vygotsky (1978) the help or advice provided by peers that are more competent can contribute to the learners' language development, which occurs in the zone of proximal development or ZPD, a kind of metaphorical place where language development took place. In second language learning field, no matter who provided the feedback, teacher or peer, such kind of help is called scaffolding (Donato, 1994). As found in this study, it promotes language learning and the production as well as collaboration and interaction among students.

Overall, this study asked research questions sought to uncover the relationship between wiki and writing development as well as the effects of peer and teacher feedback on the students writing development. Although quantitative results and students' opinions showed that wiki affects learners writing development in a positive way, the peer feedback or teacher feedback does not favor students in their writing development. However, interview results revealed that learners have

a tendency towards the use of peer feedback in their writing classes. As a result, wikis attract the attention of both researchers and the language teachers because of the advantages it offers for them.

5.3 Pedagogical Implications

Considering the results of this study and previous studies on the use of wiki in writing classes which is a reflection of increasing use of technology in second language learning classes and integration of different feedback types on wiki, it would be inevitable to provide educational implications for the integration of wiki in language learning classes, particularly in writing classes, and the role of feedback in it.

- Although it was preferred to be done individually in this study, wiki allows group work studies. If the writing project will be done in groups, organization of the groups requires careful study. Specifically, teachers should have a careful thought on how many people will be in a group, What the role of the learners will be, if the students will found their groups or the teacher, whether people in the groups will change for each task. In other words, teachers should be careful about the planning process of groups work tasks.
- As wiki is a helpful tool to promote interaction and communication, wiki can be used as an out of class activity which can be regarded as a motive to encourage learners to do writing exercises outside the class. Because wiki enable learners to work at their own speed, they continue learning in their daily life outside the classroom. Therefore, for the writing classes teachers can integrate wiki as a part of their course to increase learning opportunities and extend the learning outside of the classes.

- As the participants of this study are technologically literate and “Digital Natives” (Prensky, 2001), teachers of such students should overcome their prejudices in terms of technology integration into classes. Since technology and its integration into the classes has changed the way languages are learnt and thought and teachers have to have students with good computer skills in their classes, they should employ not only Web 2.0 tools but also other kind of technologies in their classroom in order to make the classes more effective and attractive for students.
- Related to the teachers changing roles in today’s technological world, designing a training program that will help teachers to overcome their prejudices about the use of technology in their classes and to keep up with their students who uses web 2.0 tool as part of their daily life. These trainings about the use of web 2.0 technologies help teachers to realize that integrating these tools in their classes is easier than they thought. In addition, these programs can be helpful to the teachers in terms of increasing their awareness of the new changes in the field. Therefore, teacher would be equipped with new ideas and change the way they teach which is standing in front of the class and lecturing since learning is not limited with the walls of the classrooms but also achieved through online tools.
- When web 2.0 tools, especially wiki is integrated into language teaching classes, students would have a chance to engage in more meaningful interaction with both their peers and speakers of the target language. Because students can use and expose to the target language in and out of the classroom.
- Wiki is an effective web 2.0 tool to be exploited in language learning classes since it easy to use for writing classes. However, no matter how much it is popular to be included in the writing classes, it is also possible

to use it for the teaching of other parts of language such as reading, grammar, vocabulary or pronunciation. Because students use internet and the technological tools actively and have enough confidence about using them, they may learn better thanks to the integration of other skills into wiki-based environment.

- One of the problems related to the use of peer review process in writing classes is that the main aim of these tasks is to get students ready for the final individual writing task as was in this study. Because the classes are governed by traditional teaching methods, wiki and its collaborative role in writing classes may be strengthened with the change of approaches to teaching and assessing. Therefore, the role of peer review in wiki-based classes should be considered carefully and students should be gotten familiar with the peer feedback.
- Another pedagogical implication arises about the feedback given to the students. Whether writing tasks and feedback given to them will be done in class or not depends on the needs of the learners that should be carefully decided by the teachers. Decisions about the type of feedback that will be included should be done regarding the aims of the course as well as the learner involvement. Teachers need to pay attention to not only learners' needs but also their proficiency level since for lower levels, applying peer feedback may cause problems (Lee, 2010, Lund, 2008).
- This study also provides some valuable help about peer feedback process for language teachers. Training students on peer feedback in order to make collaborative writing tasks more effective is needed. As feedback process requires knowing how to do it, teachers should explain students how to give and receive feedback, how to show problematic points in the writing. What teachers can do is to train them on this issue and be a model for them during this process.

- As this study showed that there is not a significant difference between teacher and peer feedback, a combination of these two types of feedback can be preferred for writing tasks. Learners favored teacher feedback although most of them has a positive approach towards peer feedback too, some of them had concerns related to peer feedback, therefore, including both of them for the writings of students can be a good motive for students both because they learn how to respond to a paper and because they feel safe since their papers were also given comments by the teachers.

5.4 Limitations and Suggestions for Future Research

The present study has showed several significant findings that provide insights about foreign language learning and teaching, nevertheless, the study has some limitations that should be discussed cautiously.

First, all the students were digital natives who knows how to use computer and other technologies. However, they faced with wiki for the first time for educational purposes as a part of their writing classes, only one of them was familiar with wiki an used it in his daily life. Their unfamiliarity with the use of tool may have affected the student's thought about the course and effectiveness of wiki. To prevent the possible negative effects of unknown nature of wiki, a training program to introduce the tool to the students was designed at the beginning of the term. On the other hand, this may not be enough to familiarize the students with wiki. If we had the chance to educate students on wiki for one semester, and then started to collect the data next term, it could have yield more reliable results. Therefore, spending one year for data collection and allowing learners to get used to wiki and become more competent on the use of this tool can be a good replication of this study.

Secondly, in this study, five different paragraph types were studies and practiced in wiki. Therefore, it is not possible to generalize the result for all kinds of

writings including essays or reports. On the other hand, researchers can do research on different task types to investigate wiki's effects on them and compare the findings of their studies with this one.

In addition, the number of the participants in this study can be a limitation. There were 32 teacher feedback group students and 35 peer feedback group students, however, having more participants might have given different result to us since the number is getting bigger, the possibility of finding different opinions are increasing, especially in terms of qualitative data. Therefore, longitudinal research with more crowded groups of students can be conducted by the researchers in the future in order to reach more generalizable results.

Another limitation of this study related to the use of wiki was about the administration of the study. Because wiki is an asynchronous tool that allows participants to use at anytime and anywhere, teacher had no control on the person who did the writing and the time students spend on the task, which could reduce the validity and reliability of the research. Therefore, for future studies, it can be recommended to the researchers to conduct wiki based tasks in a computer laboratory and to set a time limit, which makes us sure that the real participants are joining the study.

Furthermore, the paragraphs written during the study were not revised and edited for further achievement. Process approach was not followed in this study that can be counted as an important limitation of it. After receiving feedback, both groups could revise and repost their assignments, which might have increased their learning more. Therefore, such a design for writing classes can be included in the future studies to have different results.

For the feedback, an assessment rubric preferred to prevent possible subjectivity in comments and make the job of evaluator easier and practical. However Instead of a rubric an open-ended feedback giving process could be included in the study.

By this way, the person who gives feedback is not limited to the options in the rubric but feel free and comment in a more detailed way on the students' products.

Lastly, the tasks that students have to complete during this study were not counted as a part of their course grade, but conducted on a voluntary basis with the students who are eager to participate. However, this may have affected the participants' motivation to fulfil the requirements of the study. Hence, a replication of this study that is conducted as a part of the course requirement is needed as it may affect students' willingness to participate in the study and help researchers obtain results that are more conclusive.

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APPENDICES

APPENDIX A: Oxford Quick Placement Test (OQPT) Interpretation Table

OQPT Score	CEFR Level	CEFR Description
0		
0-17	A1	Breakthrough
18-29	A2	Waystage
30-39	B1	Threshold
40-47	B2	Vantage
48-54	C1	Effective Proficiency
54-60	C2	Mastery

APPENDIX B: İDÖ173 - Advanced Reading and Writing Skills I Course Outline

İDÖ173 - ADVANCED READING and WRITING SKILLS I

Course Name	Code	Semester	Theory (hours/week)	Application (hours/week)	Credit	ECTS
ADVANCED READING and WRITING SKILLS I	İDÖ173	1st Semester	3	0	3	3
Prerequisites	None					
Course language	English					
Course type	Must					
Mode of Delivery	Face-to-Face					
Learning and teaching strategies	Lecture Discussion Question and Answer Brain Storming Other: Listening					
Course objective	To develop learners' skill of communicating in a more fluent, intelligible and natural way in various written communication situations in English by using appropriate paragraph development methods at a more advanced level.					
Learning outcomes	By the end of this lesson, students will be able to: <ul style="list-style-type: none"> • Know what topic sentence, major idea, minor idea, sub-minor idea are and use them in appropriate place • Learn brainstorming and outlining • Use brainstorming and outlining • Know different paragraph development methods • Use different paragraph development methods appropriately 					

**APPENDIX B: IDÖ173 - Advanced Reading and Writing Skills I Course Outline
(continued)**

Course Content	Using textbooks in learning what topic sentence, major and minor idea are, by modeling using them. Focusing on paragraph development methods and writing paragraphs in class and giving homework about them.
References	Arnaudet, M. L. & Barret, M. E. (1990). Paragraph Development: A Guide for Students of English. Prentice Hall. Compile of various writing coursebooks.

Course outline weekly

Weeks	Topics
Week 1	Focusing on topic sentence, and its place in the paragraph
Week 2	Mechanics of writing
Week 3	Brainstorming and outlining
Week 4	Types of outlines, Outline and paragraph relation
Week 5	Definition paragraph
Week 6	Writing a model paragraph in class
Week 7	Classification paragraph
Week 8	Writing a model paragraph in class
Week 9	Process paragraph
Week 10	Writing a model paragraph in class
Week 11	Cause and effect paragraph

**APPENDIX B: IDÖ173 - Advanced Reading and Writing Skills I Course
Outline (continued)**

Week 12	Writing a model paragraph in class
Week 13	Comparison and contrast paragraph
Week 14	Writing a model paragraph in class
Week 15	Revision
Week 16	Final exam

Assessment methods

Course activities	Number	Percentage
Attendance	1	10
Assignments	5	40
Final exam	1	50
Total		100

APPENDIX C: Writing Pre- and Post-Test

WRITING PRE-TEST / POST-TEST

TOPIC SETS

INSTRUCTIONS

- You have 30 minutes.
- Choose one of the topics below to write a paragraph about 150 words.
- Do not use your dictionary.

TOPIC 1 How do you organize a class picnic?

TOPIC 2 What are the types of friends that we have?

TOPIC 3 How do you define success?

TOPIC 4 What are the causes or effects of divorce on families?

TOPIC 5 Compare your grandparents' life with your life?

APPENDIX D: Interview Questions

1. How do you compare paper-based writing and wiki-based writing in language learning?
2. What do you think are the advantages of writing through wiki? What you liked most about it?
3. Do you think writing through wiki has any disadvantages / challenges? If yes, what are they? How can we improve them?
4. What do you think about the feedback that you received for your writing assignments posted on wiki? Was it helpful for your development?
5. How did the use of wiki in writing classes affect your opinions about foreign language writing?
6. Do you think you will use wiki when you become an English Language teacher? Why? Why not?
7. How can we make the use of wikis in writing classes more effective? What are your suggestions?

APPENDIX E: Informed Consent Form

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ İngiliz Dili Eğitimi yüksek lisans öğrencisi Ayşe Altay tarafından yüksek lisans tez çalışmasını tamamlamak için yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, katılımcıların bir Web 2.0 aracı olan wiki üzerinden verdikleri iki farklı geri dönüt türünden hangisinin yazma becerilerinin gelişmesinde daha etkili olduğunu ve wikinin bu gelişimdeki etkisini araştırmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, araştırmacı tarafından düzenlenecek olan wiki kullanımı üzerine hazırlanmış 40 dakikalık bir bilgilendirme toplantısına katılmanızın ardından size verilen ve yazma becerinizi ölçmek için değerlendirilecek ön testi cevaplamanızdır. Bunun ardından 5 adet wiki üzerinden ödevi teslim etmeniz ve dönütler vermeniz gerekecektir. Uygulamanın ardından yazma becerinizdeki gelişimi ölçmek için kullanılacak son testi cevaplamanız ve yaklaşık olarak 30 dakik sürmesi beklenen mülakata katılmanız istenecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel amaçlarla kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda

mülakatı uygulayan kişiye, mülakatı tamamlamayacağınızı söylemek yeterli olacaktır. Bu hiçbir şekilde ders notunuzu etkilemeyecektir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Uygulama sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ İngiliz Dili Eğitimi Bölümü Yüksek Lisans Öğrencisi Ayşe Altay (Araştırmacı - E-posta: aydin.ayse@metu.edu.tr) ya da ODTÜ İngiliz Dili Öğretim Eğitimi Bölümü Üyesi Prof. Dr. Gölge Seferoğlu'ndan (Danışman - E-posta: golge@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPENDIX F: Questionnaire for Background Information

I am an MA student at English Language Teaching Department at METU, and doing a study on the effects of different types of feedback, on EFL learners' writing performance in a wiki based writing environment. This questionnaire is to collect your demographic information. Your answer will not effect your course grades and the information stated in questionnaire will be kept confidential and seen only by the researcher.

1. Age:

2. Gender: female / male

3. Year of Learning English:

4. Do you have your own computer? Yes / No

4a. If yes, which one or ones do you have?

☐ desktop

☐ laptop

☐ tablet

☐ smart phone

5. How long have you been using computer a day?

☐ Less than one hour

☐ 1-2 hours

☐ 3-4 hours

☐ 5-6 hours

☐ More than 4-6 hours

☐ Other (Please specify) _____

6. Do you have internet access? Yes / No

7. How often do you use internet?

- ☐ Less than one hour
- ☐ 1-2 hours
- ☐ 3-4 hours
- ☐ 5-6 hours
- ☐ More than 4-6 hours
- ☐ Other (Please specify) _____

8. Which of the following/s Web 2.0 tools do you use in your daily life?

- ☐ Social networking sites
- ☐ Email
- ☐ Blogs
- ☐ Wikis
- ☐ Podcasts
- ☐ Really Simple Syndication (RSS)

9. Which of the following/s do you use for educational purposes?

- ☐ Social networking sites
- ☐ Email
- ☐ Blogs
- ☐ Wikis
- ☐ Podcasts
- ☐ Really Simple Syndication (RSS)

☺ Thank you for your participation

APPENDIX G: Writing Evaluation Rubric

Scoring Rubric			
Categories for Evaluating writing	Score	Performance Description	Weighting
Content %30	4	The topic is complete and clear and the ideas developed through paragraph are all related to the topic.	3x
	3	The topic is complete and clear and the ideas developed through paragraph are partially related to the topic.	
	2	The topic is complete and clear and the ideas developed through paragraph are not related to the topic.	
	1	The topic is not complete and clear and the ideas developed through paragraph are not related to the topic.	
Organization %20	4	All parts of the paragraph are present and well-developed. There is a well-structured introduction, supporting ideas and conclusion.	2x
	3	All parts of the paragraph are present but not well-developed.	
	2	The paragraph is not accurately developed.	
	1	The paragraph has very weak structure.	
Grammar %20	4	Very few grammatical mistakes that do not interfere with the understanding.	2x
	3	Few grammar mistakes that sometimes interfere with the understanding.	
	2	Numerous grammar mistakes that frequently interfere with the understanding.	
	1	Frequent and repeated grammar mistakes that make the paragraph incomprehensible.	

APPENDIX G: Writing Evaluation Rubric (continued)

Vocabulary %15	4	Effective word choice and use of word form with variety in the use of them.	1.5x
	3	Few misuse of vocabularies and word forms but not effect on meaning.	
	2	Limited range of vocabulary use and word forms	
	1	Very few knowledge of words, misuse of them with many problems in the word formation	
Mechanics %15	4	Correct use of punctuation, spelling and capitalization	1.5x
	3	Occasional errors in the use of punctuation, spelling and capitalization	
	2	Frequent errors in the use of punctuation, spelling and capitalization	
	1	Almost no correct use of punctuation, spelling and capitalization	

Adapted from Brown (2007)

In order to assign a single score to each paper, following weighting scale will be used:

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5}{40} \times 10$$

APPENDIX H: Interview Transcription Example

- P1: Paper-based is a traditional way of writing. If you forgot the paper you wrote, you can't have a chance to bring it at that moment. Wiki-based is more technological. To be honest, at first times, I was scared a bit and reluctant but later I was happy about using wiki because I understood that it was easy and an effective tool for writing. Because it is a technological system, it usually takes students' attention.
- P1: I think through wiki we have the chance to observe other people's assignments and in this way, we can exchange ideas and learn new things. We always have the chance to access the others and our own paragraphs. Also, it is an international website. I think it can be used internationally. We can wan foreigners to evaluate our paragraphs.
- P1: I didn't have many problems with wiki. I could use it easily. This training helped me a lot and also I asked my friends for their help. But, the webpage crashes sometimes and I had to go to page and do the task again. This was a bit boring.
- P1: I think we are using wikis in our writing class pretty effectively. I can't think of any other way of using them. In the future I might use it because I think it is an effective use of technology. It might be useful for my students to give and receive feedback
- P1: I am used to receiving feedback from my teacher but receiving feedback from a peer is totally new for me. And, I saw that it was helpful for my writing development. With peer feedback, I corrected my faults and developed my writing skill. I am pretty sure that is the case for most of us.

APPENDIX I: A Screenshot for One of the Assignments of the Peer Feedback Group

The screenshot shows a web browser window with the URL <http://ido-02.wikispaces.com/>. The page has a navigation bar with links: Dışya, Düzen, Görünüm, Sık Kullanılanlar, Araçlar, Yardım. Below the navigation bar is a search bar and a user profile section for IDO-01, My Wikis, Help, and Sign Out. The main content area displays an assignment titled "Assignment 6 - Comparison & Contrast" by IDO-01, dated Dec 11, 2016. The assignment text reads: "Dear all, This time, you are expected to write a 'Comparison & Contrast- Any type' paragraph on any topic you choose. Due date for your assignment is next Wednesday (14.12.2016) at 23:59. Best". Below the assignment, there is a link to "Show more replies (11 hidden)". A reply from user "osmanunlu" dated Dec 14, 2016 is shown. The reply includes the user's name, ID (21640518), and course (ELT-02). It details the type of paragraph (Comparison and Contrast - Block by Block), the topic (Laptop and Desktop Computers), the narrowed topic (Differences Between Laptop and Desktop Computers), and the type of outline (Phrase Outline). The reply then lists the differences between laptop and desktop computers, categorized into properties of laptops (portable, less space, own hardware, low performance) and properties of desktop computers (stationary, more space, additional hardware, high performance). It concludes by stating that the choice of computer should be based on these differences and the user's needs.

Assignment 6 - Comparison & Contrast
IDO-01 Dec 11, 2016

Dear all,
This time, you are expected to write a "Comparison & Contrast- Any type" paragraph on any topic you choose. Due date for your assignment is next Wednesday (14.12.2016) at 23:59.
Best

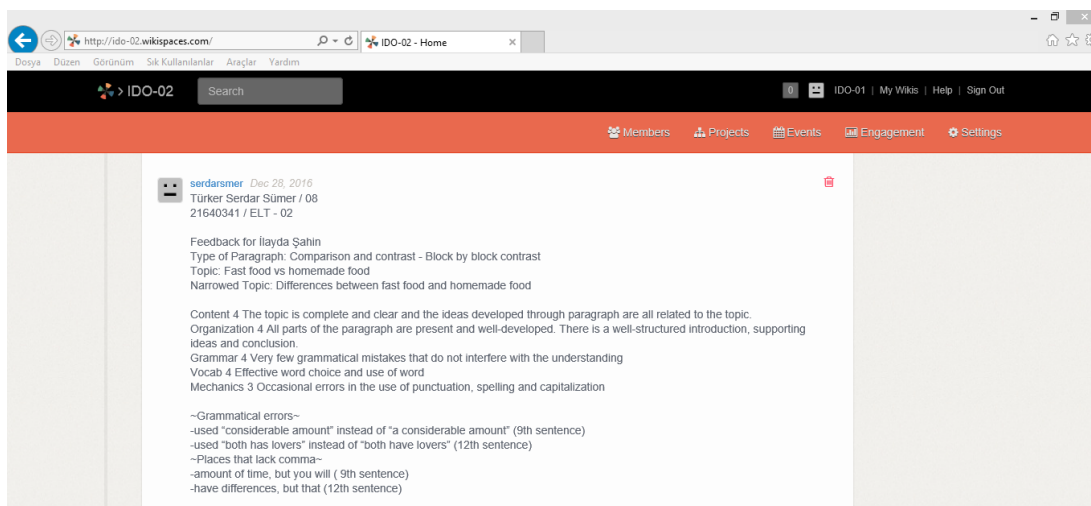
Show more replies (11 hidden)

osmanunlu Dec 14, 2016
Osman Ünlü - 13
21640518 ELT-02
Type of Paragraph: Comparison and Contrast - Block by Block
Topic: Laptop and Desktop Computers
Narrowed Topic: Differences Between Laptop and Desktop Computers
Type of Outline: Phrase Outline

I. Differences between laptop and desktop computers
A. Properties of laptop computers
a. Being portable
b. Covering less space
c. Having its own hardwares
d. Low performance
B. Properties of desktop computers
a. Being stationary
b. Covering a lot of space
c. Requiring additional hardwares
d. High performance
Conc: Referring to different purposes

There are some noticable differences between laptop and desktop computers. We'll start with the properties of laptop computers. We can carry them wherever we want because they are portable. Their covering less space is another advantage of them. We don't need to buy additional hardwares because a laptop computer has its own hardwares such as microphone, camera and speaker. Although they are such useful, their performance is low especially in terms of running strong programs. Let's continue with the properties of desktop computers. They are stationary devices because they don't have batteries. They also cover a lot of space. They require additional hardwares because desktop computers don't include them. However, they show very high performance and they endure much longer. To sum up, we should choose our computers according to our needs because they refer to different purposes.

APPENDIX J: A Screenshot for One of the Reviews of the Peer Feedback Group



APPENDIX K: A Screenshot for One of the Assignments of the Teacher Feedback Group

The screenshot shows a web browser window with the address bar displaying 'http://ido-01.wikispaces.com/'. The page has a dark blue header with a search bar and navigation links: 'Dosya', 'Düzen', 'Görünüm', 'Sık Kullanılanlar', 'Araçlar', and 'Yardım'. Below the header is a red navigation bar with links: 'Members', 'Projects', 'Events', 'Engagement', and 'Settings'. The main content area is white and features a blue speech bubble icon on the left. The central text reads: 'Assignment 5', 'IDO-01', 'Dec 4, 2016'. The assignment text says: 'Dear all, This time you will write a "Cause & Effect- any type" paragraph on any topic that you choose. Due date for your assignment is next Tuesday (06.12.2016) at 23:59. Best'. Below this is a link 'Show more replies (4 hidden)'. A student's reply is shown, dated 'Dec 6, 2016', by 'sadehoroz'. The student's text includes: 'Sade Horoz', 'IDO I/01', '21640011', 'Type of Paragraph: Cause and Effect-Multiple Causes Leading To A Single Effect', 'Topic: High Blood Pressure', 'Narrowed Topic: Effects of High Blood Pressure', 'Type of Outline: Phrase Outline', 'I.High blood pressure: big problem', 'A.Many reasons', 'a.Unhealthy eating', '1.Relying on fastfood', 'b Not exercising', 'c.Genetic reasons', 'B.Ways of treatment', 'a.Using medicine', 'b.Strict diet', 'Conc.:Living a sick life', and a paragraph about high blood pressure: 'High blood pressure is a very common health problem among elderly people and it's becoming common among young people too. There are many reasons for high blood pressure. One of the reasons are eating unhealthy. With the life going on real fast people begin to rely on fastfood too much and it's the main reason people are getting sick. Little to no exercise is the second reason for high blood pressure. The last reason is genetic reasons and it's a high possibility that you will get high blood pressure if the majority of your family has it. There are a few ways to treat high blood pressure. Using medicines is one of the most common ways of treatment. Most of the patients also have to follow a very strict diet even though they are on medicine. All in all, high blood pressure is a sickness that affects people's lives in a negative way.'

APPENDIX L: Turkish Summary / Türkçe Özet

GERİ DÖNÜT TÜRLERİNİN VE WİKİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİNİN YAZMA PERFORMANSLARINA ETKİSİNİN ARAŞTIRILMASI

1. GİRİŞ

Teknoloji alanındaki gelişmeler sayesinde bu yenilikleri öğretim alanına dâhil etmek artık mümkün olmuştur. Bu gelişmeler sayesinde İngilizce öğrenci ve öğretmenleri öğrenme ortamlarında bu gelişmelerden faydalanma ve sınıf içi ve sınıf dışında herhangi bir kısıtlama olmadan birlikte çalışma şansını elde etmişlerdir. Bu tür gelişmeleri eğitim ortamlarına dahil etmek bir ihtiyaç olduğundan ve Prenky'nin (2001) “digital natives” olarak adlandırdığı öğrenci jenerasyonu ile çalışmak zorunluluğundan teknolojik araçların yabancı dil sınıflarına dahil edilmesi öğrenmenin daha gerçek olması için gereklidir.

Pop'un (2010) da belirttiği üzere öğrenmeye yönelik öğrenci motivasyonunu arttıran Web 2.0 araçlarından bir de wikidir. Etkileşimli bir yapıya sahip, kullanımı kolay bir araç olan wiki, kullanıcıların wiki sanal ortamında yeni içerik eklemesine, onları düzeltmesine ve silmesine izin vermektedir. Bu da öğrencilerin içeriği hazırlayan ve bu içerikte düzenlemeler yapabilen daha aktif katılımcılar olmasına yardım etmektedir.

Wikinin çeşitli uygulama örnekleri eğitim ortamında da görülmektedir. (Grant, 2009; Mak & Coniam, 2008; Wichmann & Rummel, 2013). Ayrıca dil eğitimi ve öğretimi alanında da pek çok araştırmacının dikkatini çekmiştir (Wang, Lu, Ynag, Hu, Chiou, Chiang, & Hsu, 2005; Miyazoe & Anderson, 2010). Yabancı dil sınıflarında wikinin kullanımı üzerine yapılan çalışmalar özellikle yazma sınıflarında uygulanmaktadır (Elola & Oskoz, 2010; Kessler, 2009; Li & Zhu, 2013; Lin, 2005; Mak & Coniam, 2008).

Wikinin yabancı dil öğrenimi sınıflarındaki bu artan kullanımı, Brown'ın (2007) da belirttiği üzere öğretmenler için yakalaması kolay olmayan değişiklikler olup, bu teknolojilerin olduğu bir dünyaya doğan öğrencilere sahip oldukları için öğretmenler tarafından takip edilmesi gerekliliğini doğurmuştur. Bu nedenle bu çalışma wikinin yazma sınıflarında farklı geri dönüt türleriyle birleştirilerek kullanılmasının önemini araştırmaktadır. Alanda bu yönde yapılmış az çalışma bulunduğundan bu çalışmanın literatüre yazma sınıflarında wikinin ve geri dönüt türlerinin etkili bir şekilde kullanılması üzerine katkıda bulunması beklenmektedir. Bu nedenle bu çalışmada cevap bulmak üzere aşağıdaki araştırma soruları geliştirilmiştir:

1. Wiki temelli ortamda, öğretmen geri dönütü ve öğrenci geri dönütü gruplarının yazma puanlarında istatistiksel olarak anlamlı bir farklılık var mıdır?
2. Wiki temelli ortamda, öğrencilerin yazma performanslarında bir ilerleme görüşmüş müdür?
3. Wikinin yazma sınıflarında kullanılasına yönelik öğrenci algıları nelerdir?

2. LİTERATÜR TARAMASI

Teknoloji ve Wikinin Dil Öğrenimindeki Yeri

Teknoloji ve teknolojik gelişmeler hayatımızın her alanını işgal etmektedir, özellikle bu gelişimlerin yabancı dil sınıflarındaki etkileri açıkça gözlenmektedir. Bilgisayarın temel eğitim aracı olarak dil öğrenme ve öğretmeye yönelik bir yaklaşım olarak düşünülen Bilgisayar Temelli Dil Eğitimi'nin(BTDE) başlangıcına bu teknolojik değişiklikler yol açmıştır. BTDE'nin tarihi 1960lara dayanmaktadır. Warschauer ve Healey (1998) tarafında üç ayrı basamağa ayrılmıştır. 1960 ve 1970 yılları arasında uygulanmaya başlayan davranışçı BTDE bilgisayarı mekanik bir öğretmen olarak görmüş ve bu dönemde öne çıkan

programlar öğrenciye anında geri dönüt vermeye programlanmıştır. İletişimsel BTDE ise 1970 ve 1980 yıllarında gözlemlenmiştir. Adından da anlaşılacağı gibi bu dönemde iletişimler aktiviteler ön plana çıkmıştır. Bütüncül BTDE’de ise gerçek bir dil öğrenme ortamı yaratılmaya çalışılıp öğrencilerin kendi öğrenmelerinin kontrolünü almaları amaçlanmıştır.

Online öğrenme ortamı ve klasik sınıf ortamında öğrenme karşılaştırıldığında, öğrencilere öğrenmelerinin sorumluluğunu aldırmanın yanı sıra (Ituma, 2011) öğretmenin yerine bilgisayarın varlığı öğrencileri daha karmaşık yapılar kullanmaya ve diğerleriyle daha akıcı bir şekilde iletişim kurmaya itmiştir ve bu da öğrenmenin kalitesini arttırmıştır (Alexander, 2001; Smith & Hardaker, 2000). Bunun yanı sıra BTDE’e artan ilgiden dolayı dört dil becerisinin gelişimine etkisi üzerine de pek çok çalışma yapılmıştır (Blake, 2016; Chang, L., L., 2007; Lebedeva, Koltakova, Khaleeva, & Rusetskaya, 2017; Zhao, 2003).

Herring (1996) Bilgisayar Ortamlı İletişimini (BOİ) “bilgisayarın aracılığıyla insanoğlunun arasında yer alan iletişim” olarak tanımlamıştır (p.1). BOİ insanların hayatlarına e-posta, blog, ve sosyal medya yoluyla girmiş olup aynı zamanda geleneksel sınıf ortamlarını da etkilemeye başlamıştır. Bilgisayar Ortamlı İletişimin eşzamanlı ve eşzamansız olarak ikiye ayrılmıştır. Eşzamansız Bilgisayar Ortamlı İletişimin örneğin e-posta ve tartışma platformları aracılığıyla farklı zamanlarda yapılabilmektedir. Öte yandan eşzamanlı Bilgisayar Ortamlı İletişimin aynı anda gerçekleştirilmektedir. Telefon, web konferansları, televizyon yayınları eşzamanlı Bilgisayar Ortamlı İletişime örnek verilebilir.

Web 1.0 araçları kullanıcılara pasif bir rol verirken Web 2.0 World Wide Web’in daha iletişimsel bir versiyonu olarak tanımlanabilir. Web 2.0’da kullanıcılar içeriği kendileri yaratırken aynı zamanda başkalarının çalışmalarına da katkı sağlayabilirler. Wiki, blog, podcast, ve sosyal medya siteleri Web 2.0 araçları olarak sayılabilir.

Web 2.0 araçları öğrencilerin daha aktif bir rol alarak daha özerk bireyler haline gelmesine yardımcı olur. Ayrıca bilgi paylaşarak ve birlikte çalışarak sosyalleşmelerine olanak sağlar. Gerçek ürünlerle karşılaştıkları için de öğrencilerin motivasyonuna olumlu yönde katkı sağlar.

Wiki kullanımı, katılımı ve içerik oluşturmada diğer kullanıcılarla işbirliği yapması kolay bir araç olduğundan Web 2.0 araçları arasında en yaygın olarak kullanılanlarından biridir ve son yıllarda önemi artmıştır (Parker & Chao, 2007). Wiki grup çalışmasına olanak sağlayan özelliklere sahiptir. Örneğin Wang (2014) wikinin işbirliğini ve dil öğrenmeyi nasıl etkilediğini araştırmıştır. İki online anket, mülakat ve öğrenci yansımaları aracılığıyla wikinin öğrencilerin yazmaya yönelik motivasyonunu ve kendine güveni arttırdığı bulunmuştur.

Son yıllarda yabancı dil öğretimiyle ilgilenen araştırmacılar wikinin işbirlikçi yazma aktivitelerine dâhil edilmesinin yollarıyla ilgili çalışmaktadırlar (Kusmaul & Albert, 2007, Lee, 2010, Parker & Chao, 2007, Richardson, 2006). Ayrıca araştırmacılar wikinin yabancı dilde yazmayı olumlu yönde etkilediğini gösteren çeşitli bağlamlarda geniş öğrenci gruplarıyla çalışmalar yapmışlardır (Lamb, 2004; Lin, 2005; Miyazoe & Anderson, 2010).

Mak ve Coniam (2008) wikinin yazma becerisine katkısı olup olmadığına yönelik araştırma yapmışlardır. Hong Kong'da ortaokul öğrencileriyle iki ay boyunca dört kişiden oluşan gruplarca hazırlanan bir okul broşürü projesi yapmışlardır. Öğrenciler kendilerinden beklenenden daha çok metin üretmiş olup t-birimi uzunlukları olumlu yönde artmıştır. Ayrıca öğrencilerin yaratıcı yeteneklerinde de artış görülmüştür. Akran geri dönütü ise çalışmanın en değerli çıktısı olarak belirtilmiştir.

Kessler (2009) de wikinin öğrencilerin yazmalarına katkısı üzerine bir çalışma yapmıştır. İngilizceyi yabancı dil olarak öğrenen Meksika Üniversitesinden 40 öğrenci yer almıştır. Çalışmada katılımcıların dil becerilerini geliştirmek ve 16 haftalık yazma görevinde kendilerinin ve diğerlerinin gramer hatalarını ne ölçüde

düzeltiltiklerini arařtırmak amaçlanmıřtır. Dönem sonunda hazırlanan bir wiki dersin final ödevi olarak belirlenmiřtir. Bu wikide öđrencilerden İngilizce konuřulan bir kùltürün tanımlanması istenmiřtir. Sonuçlar katılımcıların motivasyon ve isteklilik oranlarında artış olmamasına rađmen bilgi ve güven düzeylerinde de artış gör÷lmüřtür. Çalışmanın diđer boyutu akran ve kendi düzeltmelerindeki yeterlilik oranıydı. Akran düzeltmesi forma daha çok odaklansa bile öđrenciler her iki düzeltme sürecine katılmaya istekli bulunmuřtur. Son olarak yazar öđrencilerin grameri göz ardı ettiđini fakat anlam ve řekle daha fazla odaklandıklarını öne sürmüřtür.

Bu çalışmaların aksine Elola ve Oskoz (2010) işbirlikçi yazmanın wiki temelli ortamda avantajına yönelik bir kanıt bulamamıřtır. Öđrencilerin bireysel ve işbirlikçi yazılarını öđrencilerin wikide yazmaya yönelik tutumları, içeriđin tartıřılması ve üretilmesi süresince öđrencilerin etkileřimi ve öđrencilerin bireysel ve işbirlikçi yazmaya yönelik algıları açısından incelemiřlerdir. Çalışma 8 ileri seviye İngilizce öđrenen İspanyol ile gerçekteřtirilmiřtir. Çalışma süresince öđrencilerden wikide iki adet tartıřmacı metin yazmaları istenmiřtir. Sonuç olarak akıcılık, dođruluk ve karmařıklık açısından bireysel ve işbirlikçi yazma arasında anlamlı bir farklılık bulunmamıřtır.

Yazmada Geri Dönüt Süreci

Geri dönüt Ferris (2003) tarafından “öđrencilerin yazmalarının gelişmesinde en önemli bileřen” olarak belirtilmiřtir. Geri dönüt sadece öđrenciler için faydalı deđildir aynı zamanda öđretmenlerin gelecek geri dönüt performanslarına da yardımcı olur (Kim, 2009). Wanchid’e (2010) göre geri dönüt kimin verdiđine göre, dönütün odađına göre ve nasıl sađlandıđına göre farklı řekillerde gruplandırılabilir. Bununla birlikte geri dönüt verme sürecinde üç önemli otorite vardır: öđretmen, yazar ve akran (McDonough & Shaw, 1993)

Bazı sınıflarda öđretmen geri dönütü öđrencileri yönlendirmek için bir fırsat olarak gör÷lürken bazılarında sadece düzelme amaçlı kullanılmaktadır. Grabe ve

Kaplan (1996) öğretmen geri dönütünün öğrenci kâğıtlarına kırmızı kalemle yapılan değerlendirme olarak görülmesini eleştirmiştir. White ve Arndt (1991) ise öğretmenlerin şekil yerine içeriğe önem vermeleri gerektiğini önermiştir. Godlstein'in (2006) çalışmasında öğrencilerin neden öğretmen geri dönütü kullanıldığını anlamadıkları çünkü öğrencilerin bu yorumları direk kopyaladıkları ve sonraki kâğıtlarda da aynı hataları yaptıkları belirtilmiştir. Öğretmen dönütünün etkisizliği üzerine literatürde çok fazla çalışma olmasına rağmen (Semke, 1984) öğretmenler tarafından anlamlı bir şekilde kullanıldığı takdirde öğrencilerin yabancı dilde yazmalarında olumlu etkisi olduğu görülmüştür (Ferris, 1997). Öğretmen geri dönütünün en önemli eleştirilerinden birisi Truscott (1996) tarafından yapılmıştır. Araştırmasında gramerin düzeltilmesinin karşısında durmuştur.

Akran dönütünün yabancı dilde yazma becerisinin gelişmesine yönelik etkileri yıllardır araştırılmaktadır. Akran dönütünün öğrenci duygularını öğretmen dönütü kadar acıtmadığı görülmüştür (Kinsler, 1990). Ayrıca bu dönütte öğrenciler daha aktif bir rol üstlenmektedirler (Mittan, 1989). Mendonça ve Johnson (1994) akran dönütünün öğrencilerin kendilerine olan güvenini arttırmakta faydalı olduğunu ileri sürmüştür. Öğrenciler akranlarının güçlü ve zayıf yönlerini görerek, akranlarıyla iletişime girerek sorunlu noktaları tartışarak dilde ilerleme sağlamaktadırlar. Akran dönütü gerçek bir dinleyiciye ortamı yaratır (Mittan, 1989). Ayrıca Topping (2009) akran dönütünün öğretmen dönütünden daha bireysel olduğunu öne sürmüştür. Bu dönüt hem öğrencilere hem de öğretmenlere faydalıdır. Çünkü öğretmenler bütün bir sınıfın kâğıtlarını değerlendirmekten sorumluyken akran dönütü kullanıldığında her öğrenci bir kâğıt değerlendirmekten sorumlu olacaktır böylece öğretmenler de zaman ve enerji tasarrufu yapacaklardır.

Literatüre baktığımızda akran dönütü üzerine çok fazla çalışma görülmektedir. Nelson ve Murphy (1993) öğrencilerin akran dönütlerini yazılarında kullanıp kullanmadıklarını görmek için bir çalışma yapmıştır. Öğrenciler arasında işbirliği

varsa öğrencilerin akranlarının dönütlerini dikkate aldığı fakat eğer akranların aralarında iletişim yoksa dönütlerin uygulanma oranının düştüğü görülmüştür.

Bunun yanı sıra akran dönütünün taraftarları olduğu gibi eleştirilmiş ve öğrenciler için kısıtlamaları olduğu bulunmuştur. Leki (1990) akran dönütüyle ilgili bazı problemler öne sürmüştür. Öğrenciler genellikle yüzeysel gözden geçirmeler yapmaktadır. Anlama odaklanmak yerine gramer ve hecelemeyle yönelik dönütler vermektedir. Ayrıca öğrenciler dönüt vermeyi düzeltme yapmakla karıştırmaktadırlar bu yüzden onların dönütleri ilerlemeye yol açmamaktadır. Dahası akran dönütünün yapısından dolayı geçerliliğini öğrenciler sorgulamaktadır.

Butcher (2006) ise tezinde deney ve kontrol gruplarında istatistiksel olarak anlamlı bir farklılık bulmamıştır. Deney grubunda öğrenciler akran dönütüyle makalelerinde düzeltmeler yapmış kontrol grubunda ise öğretmen dönütü kullanılmıştır. Mülakat sonuçlarına göre öğrencilerin yazma becerilerinin geliştiği fakat onların öğretmen geri dönütünü tercih ettiklerine ulaşılmıştır.

Teknolojinin eğitimde kullanımının hızlı bir şekilde artmaya başlamasıyla öğrencilerin kendilerinin elektronik geri dönüt verip alırken bulmaları kaçınılmaz olmuştur. Bazı çalışmalarda online değerlendirmelerin yüz yüze değerlendirmelerden daha faydalı olduğu bulunmuştur (Braine, 2001). İşbirlikçi yapısından dolayı wiki geri dönüt alma ve verme için uygun bir ortam sağlamakta ve böylece akranlar arası iletişimi arttırmaktadır (Coyle ,2007). Wiki temelli geri dönüt öğrencilerin fikirlerini tartışmalarına karşı argüman üretmelerine ve fikirlerini farklı açılardan paylaşımlarına olanak sağlar ve anlamlı bir şekilde iletişim kurulan bir ortam sağlar. Yakın zamanda Ng (2016) tarafından yapılan çalışma wiki temelli projelerde öğrencilerin kendilerini değerlendirmesi ve akran değerlendirmesi üzerinedir. Hong Kong'da 76 tane İngilizce öğretmen adayının katıldığı projede öğrencilerden gruplar oluşturmaları ve çocuklara yabancı dil öğretmek için bir wiki sayfası oluşturmaları istenmiştir. Ardından kişisel değerlendirme, wikinin sınıfta sunulması, akran değerlendirmesi, hazırlanan

alışmanın dzeltilmesi ve final deęerlendirmesi birbirini izlemiřtir. ğrencilerin kendilerini deęerlendirmesi ve akran deęerlendirmesi arasındaki anlamlı farklılık ğrencilerin akranlarından ok kendilerinden beklenti ierisinde olduęunu gstermiřtir. Katılımcılar akran ve ğretmen dntn daha faydalı bulurken kendilerine verdikleri dntn ok deęerli olmadıęını belirtmiřlerdir.

3. YNTEM

Arařtırma Deseni

Bu alıřmada hem nicel hem de nitel veri toplama yntemlerini birleřtiren karma arařtırma yntemi kullanılmıřtır (Creswell, 2012). Yarı-deneysel yntem kullanılarak nicel veriler toplanmıř olup bu yntem ğretmen ve akran dnt gruplarının yazma performansları zerine etkisini arařtırma olanaęı saęlamıřtır. Wiki ve geri dntn trlerinin yazma becerisine etkisini daha detaylı anlamak iin ise nitel veri toplama yntemi kullanılmıřtır.

Katılımcılar

Bu alıřmaya 2015-2016 gz yarıyılında Hacettepe niversitesi İngiliz Dili Eęitimi blmnde birince sınıfta okuyan 67 ğrenci katılmıřtır. Bu ğrencilerin 32'si ğrenmen geri dnt grubunda olur 35'i akran geri dnt grubunda yer almaktadır. ğrencilerin yařları 18 ile 25 arasında deęiřiklik gstermektedir. ğrencilerin dil seviyeleri Oford Quick Placement Test ile belirlenmiř olup B2 seviyesinde oldukları bulunmuřtur. Mlakata ise altı ğrenci katılmıř olup bunların  kadın kalan  ise erkek ğrencilerdir.

Veri Toplama Araları

Bu alıřmada bir n test bir son test ve ğrencilerle yapılan mlakat veri toplama aracı olarak kullanılmıřtır. n testte ğrencilere beř farklı yazma konusu verilip bunlardan birini seerek bir paragraf yazmaları istenmiřtir. Son testte de aynı ara

kullanılmıştır. Mülakat ise yarı yapılandırılmış olup gönüllü öğrencilerin katılımıyla gerçekleştirilmiştir.

Veri Toplama Yöntemi

Veri toplanacak olan yazma dersinin ilk haftasında yazma becerilerini test etmek için ön test uygulanmış ve arkasından öğrencilere wikinin nasıl kullanılacağına yönelik bir eğitim verilmiştir. Dönem boyunca beş farklı paragraf yazma türüne uygun olarak öğrencilere görevler verilmiş ve hangi grupta olduklarına bağlı olarak öğretmen dönütü veya akran dönütü kullanılmıştır. Dönemin sonunda son test uygulanmış ve ardından gönüllü öğrencilerle mülakat gerçekleştirilmiştir.

Veri Analizi

Ön test ve son test yoluyla toplanan nicel veri istatistik programı SPSS 23.0 ile analiz edilmiştir. Geri dönüt türlerinin yazma becerisine etkisi olup olmadığını anlamak için bağımsız değişken t-testi uygulanmıştır. Her iki grubun ön test ve son test arasındaki gelişmelerini anlamak için ise bağımlı değişken t-testi uygulanmıştır. Nicel veri analizi için içerik analizi yöntemi kullanılmıştır. Bu yöntemle önce veriler bilgisayar ortamına aktarılmıştır. Daha sonra bu veriler araştırmacı tarafından okunmuş ve uygun kodlar atanmıştır. Ardından bu kodlar uygun şekilde birleştirilerek temalar çıkarılmıştır. Son olarak elde edilen veriler literatüre dayandırılarak yorumlanmıştır.

4. SONUÇ VE TARTIRMA

Araştırma sonuçları öğretmen ve akran grubu yazma puanları arasında anlamlı bir farklılık olmadığını göstermiştir. Öğretmen geri dönüt grubunun son test not ortalaması 86.26 iken akran geri dönüt grubunun son test sonucu ortalaması 87.25 bulunmuştur. Bu sonuçlar yazma gelişimde farklı geri dönüt türlerinin etkisi olmadığını göstermiştir. Diğer bir deyişle yazma değerlendirmesinde kullanılan akran veya öğretmen geri dönütü öğrencilerin yazma performansını etkilememiştir.

Bulunan bu sonuç farklı şekillerde yorumlanabilir. Akran dönütünde öğrenci daha aktif bir role sahip olmasına rağmen (Ganji, 2009) bu sonuçta anlamlı bir farklılığa yol açmamıştı. Bu sonuç wiki ortamında uygulanmamış olmasına rağmen Li ve Steckelberg'in (2004) çalışmasının sonucuyla benzerlik göstermektedir. Bu durumun sebebi süreç değerlendirme yerine sonuç değerlendirme türü kullanılmış olması gösterilebilir.

Bu sonucun bir diğer sebebi öğrencilerin akran değerlendirmenin doğruluğuna yönelik şüpheleri olabilir (Woo, Chu, Lee, 2013). Literatürde akran değerlendirmesinin faydaları çok fazla görülmesine rağmen öğrencilerin akranlarının değerlendirmeci olarak yeterliklerine yönelik endişelerinin bulunduğu çalışmalara da rastlanmaktadır. Öğrenciler öğretmeni tek bilgi kaynağı ve sınıftaki otorite olarak görmesi hala gözlenmektedir. Nelson ve Murphy'nin (1993) de belirttiği gibi öğretmen daha eğitimli ve gerekli yeterliğe sahip kişi olarak algılanmaktadır. Bu nedenle anlamlı bir farklılık bulunamamış olabilir.

Öte yandan wikinin kullanımı ilerlemeyi engellemiş olabilir. Öğrenciler bu teknolojiyi ilk kez kullandıkları için, wiki ile olan deneyimsizlikleri öğrencilerin yazma ve geri dönüt süreçlerine odaklanması yerine wikiyi anlamaya çalışmaları dolayısıyla bu sonuç elde edilmiş olabilir. Ayrıca bu sonuçta öğrencilerin dil seviyeleri de etkili olmuş olabilir.

Bir diğer araştırma sorusunu cevaplamaya yönelik olarak uygulanan bağımsız değişken t-testi sonuçlarına göre her iki grupta da ön test ve son test karşılaştırıldığında anlamlı bir farklılık bulunmuştur. Sonuçlar öğrencilerin son testte daha iyi performans gösterdiklerini ortaya çıkarmıştır. Diğer bir deyişle wiki yazma gelişimini olumlu yönde etkilemiş olup öğrencilerin daha iyi performans göstermelerine sebep olmuştur.

Bu sonuç literatürdeki önceki çalışmalarla da benzerlik göstermektedir (Forte & Bruckaman, 2007; Lamb, 2004; Lee, 2010; Mak & Coniam, 2008). İnteraktif ve işbirlikçi yapışımından dolayı wiki öğrencilerin yazma gelişimine katkı sağlamıştır.

Wiki öğrencilerin doğal dile erişimini sağlamış olup hedef dili kullanmalarına olanak sağlayarak öğrencilerin sosyalleşmesine ve dilin öğrenimini ve içerik gelişimini arttırmıştır (Warchauer & Meskill, 2000).

Wiki öğrenci temelli bir yapıya sahip olduğu için öğretmenin fazla müdahalesi olmadan öğrenciler birbirlerinin çalışmalarını gözlemleyip bunlara yorum yapıp üzerine tartışabilirler. Bu tür bir işbirlikçi çalışma öğrencilerin motivasyonunu da olumlu yönde etkiler. Artan motivasyon sayesinde öğrencilerin dil gelişimi ve dolayısıyla yazma gelişimi gözlenebilir.

Öğrencilerin wiki ve geri dönüt türlerine yönelik algısını araştırmak için yapılan mülakat ile çeşitli sonuçlar elde edilmiştir. Sonuçlar göstermiştir ki öğrenciler wikinin yazma sürecine dâhil edilmesine yönelik olumlu tutum sergilemişlerdir. Wiki öğrencilerin dikkatini çeken faydalı bir araç olarak görülmüştür. Elola ve Oskoz (2010) da benzer sonuçlara ulaşmıştır. Wiki geleneksel sınıf ortamını değiştiren ve daha modern bir şekle dönüştüren aynı zamanda öğrencilerin yazma becerilerini geliştirmeye yardımcı bir araç olarak algılanmıştır.

Mülakat sonuçlarına göre wikinin avantajları dezavantajlarına kıyasla daha fazladır. Bulunan avantajlar wikinin fikir alışverişi için iyi olması, yeni öğrenmelere imkân sağlaması, ilerlemeyi karşılaştırma fırsatı sunması, kolay kullanılabilir olması, grup çalışmasını arttırması, yazmayı geliştirmesi şeklindedir. Wiki öğrencilerin yazmalarını geliştirerek kendilerine olan güveni arttırmaktadır (Mak & Coniam, 2008). Bu sonuç aynı zaman da nicel verilerden elde edilen bulgularla da örtüşmektedir. Ayrıca wiki öğrencilerin sosyalleşmesine imkân sağlamakta ve onların dil öğrenimini geri dönüt sayesinde arttırmaktadır (Paulus, 1999). Dezavantajlarına yönelik en elde dilen sonuçlar ise çoğunlukla teknik problemlerden kaynaklanmaktadır.

Öğrenciler wiki ile ilgili olumlu tutuma sahip olmalarına rağmen, süreci daha etkili hale getirmek için fikirler öne sürmüşlerdir. Bu fikirler genellikle akran geri dönütünün uygulanmasına yönelik olmuştur. Öğrenciler tarafından daha detaylı

geri dönüt beklendiği bulunmuştur. Ng ve Lai (2012) tarafından belirtildiği gibi kontrol listesi akran grupları tarafından doğru şekilde kullanılmıyor olabilir ve bu da yetersiz sonuç doğurmuş olabilir.

Katılımcıların mülakat sonucu geri dönüt türleriyle ilgili fikirleri de çoğunlukla olumlu bulunmuştur. Olumlu düşünceler geri dönütlerin yazmayı geliştirdiği, hataları görmeye yardım ettiği, dil öğrenimine faydalı olduğu ve iletişimi arttırdığı yönünde olmuştur. Yanlış geri dönüt alma olasılığı ve bazen de geri dönütün gereksiz olduğu olumsuz sonuçlar arasındadır. Öğrencilerin akran geri dönütü ile ilgili olumsuz düşüncelere sahip olması bu sürecin öğretmenin sorumluluğunda olduğunu düşünmelerinden kaynaklı olabilir. Dahası kendilerine yeterli deneyime sahip olmadıkları için yeteri kadar güveniyor olamayabilirler. Akranlarını değerlendirmeyi zaman kaybı olarak görebilir ve bu da öğrencileri akran dönütü kullanımına karşı eleştirel ve gönülsüz yapabilir (Davies, 2002).

Dil seviyelerinin yeterli olmaması (Lund, 2008) ve öğretmenin yeterli bilgiye sahip olan kişi olarak görülmesi akran dönütünü olumsuz olarak algılanması sonucunu doğurmuş olabilir. Fakat akran dönütünün olumlu yönleri daha fazla bulunmuştur. Ayrıca Kessler (2009) öğrencilerin akranlarının çalışmalarını düzeltirken hiç tereddüt hissetmediklerini bulmuştur fakat bu tezin sonucunda elde edilen bulgular bununla çelişmektedir. Lee'nin (2010) çalışmasında bulunduğu gibi öğrenciler öğretmen dönütünü akranlarınıninkine kıyasla daha değerli bulmaktadırlar. Bunun sebebi de öğrencilerin dil seviyelerine yönelik algıları olabilir.

Gelecekte wikiyi sınıflarında dil öğretirken kullanmaya yönelik sonuçlar ise dijital çağın bir parçası olduklarından dolayı yüksek bir olasılığa sahip bulunmuştur. Ayrıca wikinin kullanım kolaylığı ve öğrencilerin bu süreçte yaşadıkları olumlu durumlar onların wikiyi profesyonel yaşamlarında da kullanmak istemelerinin sebebi olabilir.

Bu çalışma wikinin ve aynı zamanda öğretmen ve akran dönütünü yazma becerisinin gelişimindeki etkisini araştırmaya yönelik sorular sormuş ve sonuçlar öğrencilerin wikiyi yazma gelişimini olumlu yönde etkileyen bir araç olarak görmüşlerdir. Öğretmen veya akran dönütü gruplarını yazma performanslarında herhangi bir farklılık bulunmamış fakat mülakat sonucunda öğrencilerin akran dönütüne karşı olumlu tutum geliştirdikleri ve bunu kendi sınıflarında kullanmak isteyecekleri sonucuna ulaşılmıştır.

Bu sonuçlar göz önünde bulundurulduğunda wikinin yazma sınıflarında kullanımına yönelik bazı çıkarımlar yapılabilir. Wikinin işbirliğini ve iletişimi arttıran yapısı düşünüldüğünde bunun sınıf dışında da kullanımı öğrencilerin sınıf dışında da yazma çalışması yapmaları için bir motivasyon kaynağı olabilir. Wikinin grup çalışmalarında kullanılması düşünülüyorsa öğretmenlerin bunun planlamasını doğru bir şekilde yapmaları gerekmektedir. Ayrıca öğretmenlerin teknoloji kullanımı komsundaki ön yargılarını aşmaları ve dijital çağın öğrencilerine ayak uydurmaları gerekmektedir. Bu nedenle öğretmenlerin bu konularda düzenli olarak eğitilmesi ve Web 2.0 araçlarına aşina olması gerekmektedir. Wikinin yazma sınıflarındaki yoğun kullanımı açıkça görülmektedir fakat diğer becerilerin örneğin okuma veya gramer gibi öğretiminde de kullanılması mümkündür. Öte yandan geri dönüt planlamaları da dikkatli bir şekilde yapılmalıdır. Öğrencilerin ihtiyaçları, dil seviyeleri geri dönüt süreçlerinin planlanmasında göz önünde bulundurulmalıdır.

Bunun yanı sıra bu çalışmada yabancı dil öğrenimi alanında çeşitli önemli bulgular bulunmuş olsa da tartışılması gereken bazı kısıtlamalar vardır ve bunlara bağlı olarak bazı öneriler yapılmıştır. Öğrencilerin wikiyi ilk kez kullanmaları ve sadece bir eğitim dersi ayrılması bir eksiklik olarak görülebilir. Bu nedenle bir dönem wikinin kullanılıp iyice öğretilmesi ve ikinci dönem araştırmanın yapılması daha sağlıklı sonuçlar verebilir. Ayrıca bu çalışmada sadece beş paragraf tipi öğretilmiş olduğu için çıkan sonuçlar başla türlere genellenemeyebilir. İleriki çalışmalarda farklı yazma türler kullanılıp daha farklı

sonular elde edilebilir. 67 ğrencinin dâhil olduėu bu alıřma daha büyük gruplarla tekrarlanabilir. Öte yandan wikinin bir eşzamansız araç olması dolayısıyla ödevleri kimin yaptıėı ve ne kadar süre aldıėı bilinemez. Bu nedenle ileriki alıřmalarda bilgisayar laboratuvarı kullanılarak daha kontrollü bir ortam sağlanabilir. Son olarak ileriki alıřmalarda uygulama dersin bir parası olarak sayılabilir ve deėerlendirmeye dâhil edilebilir.

APPENDIX M: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences

☐

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences

☐

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics

☐

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