

ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

145960

EFFICACY OF CROSS-CULTURAL E-MAIL EXCHANGE
FOR ENHANCING EFL WRITING:
A PERSPECTIVE FOR TERTIARY-LEVEL TURKISH EFL LEARNERS

145960

DİLEK YAVUZ ERKAN

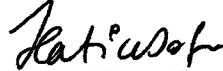
SUPERVISOR: Asst. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

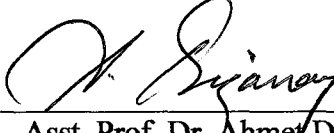
A Ph.D. DISSERTATION

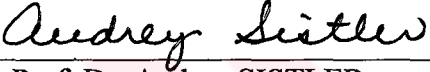
ADANA, 2004

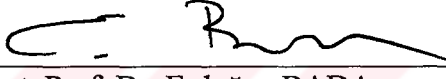
We verify that this dissertation is satisfactory for the award of the degree of Doctor of Philosophy in the subject of English Language Teaching


Asst. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
(Supervisor)


Assoc. Prof. Dr. Hatice SOFU
(Member of Examining Committee)


Asst. Prof. Dr. Ahmet DOĞANAY
(Member of Examining Committee)


Prof. Dr. Audrey SISTLER
(Member of Examining Committee)


Asst. Prof. Dr. Erdoğan BADA
(Member of Examining Committee)

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


Prof. Dr. Nihat KUÇUKSAVAŞ
(Director of the Institute)

P.S.: The uncited usage of the reports, charts, figures, and photographs in this dissertation, whether original or quoted from the other sources, is subject to the Law of Works of Art and Thought No: 5846

NOT: Bu tezde kullanılan özgün ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ÖZET

İNGİLİZCE YAZMA BECERİSİNİ GELİŞTİRMEK İÇİN ELEKTRONİK POSTA YOLU İLE ULUSLARARASI MEKTUPLAŞMANIN ETKİNLİĞİ: TÜRK ÜNİVERSİTE HAZIRLIK ÖĞRENCİLERİ İÇİN BİR PERSPEKTİF

DİLEK YAVUZ ERKAN

Doktora Tezi, İngiliz Dili Öğretimi Anabilim Dalı
Danışmanı: Asst. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Ekim, 2004, 196 sayfa

Bu çalışmanın başlıca üç amacı vardır. Birinci amacı, elektronik posta yolu ile uluslararası mektuplaşmanın öğrencilerin özyeterliliklerini geliştirip geliştiremeyeceğini araştırmaktır. İkinci amacı, elektronik posta yolu ile uluslararası mektuplaşmanın öğrencilerin yazma becerisine ve yazma derslerine karşı tutumlarını geliştirip geliştiremeyeceğini belirlemektir. Araştırmanın üçüncü amacı elektronik posta yolu ile mektuplaşmanın öğrencilerin İngilizce yazma becerisine katkısının olup olmadığını tespit etmektir.

Çalışma deneysel ve betimsel olarak iki boyuttan oluşmaktadır. Veri şu metotlar ile toplanmıştır: literatür taraması, sormaca, yazmada yetkinlik ölçeği, yazma becerisi ölçme testleri, katılımcılarla program sonunda yapılan mülakatlar, öğrenci dönüt formları, ve araştırmacı-öğretmen alan notları.

Katılımcılar Çukurova Üniversitesi, YADİM üniversite hazırlık programında öğrenim gören 32 (iki 16 kişilik grup) Türk öğrencidir. Araştırmacı her iki grubun da İngilizce yazma dersi öğretmenidir. Yazmada yetkinliği artırmak için elektronik posta ile uluslararası yazışmanın etkinliğini ölçmek için 75 saatlik (15 hafta) uygulama yapılmıştır. Araştırılan başlıca elementler yazmada özyeterlilik , İngilizce yazmaya ve yazma derslerine karşı olan tutum ve yazmada yetkinliktir. Uygulama sırasında deney grubundaki öğrenciler değişik konuda ve yazı türünde kompozisyonlar yazarak Güney Koreli elektronik posta arkadaşlarına göndermiştir. Diğer taraftan kontrol grubundaki

öğrenciler aynı konu ve türdeki kompozisyonları öğretmenlerine yada hayali bir okuyucuya yazmışlardır.

Her bir öğrencinin uygulamanın başında ve sonunda yazmada özyetkinlikleri konusunda ki düşünceleri tespit edilmiştir. Bu tespit araştırmacı tarafından geliştirilen yazmada özyetkinlik ölçeği ile yapılmıştır. Amaç uluslararası yazışmanın deney grubu üzerindeki olası etkilerini tespit etmektir. Özyetkinlik ölçeğinden elde edilen veriler aritmetik ortalama ve standart sapma hesaplanarak analiz edilmiş, iki gruptan elde edilen aritmetik ortalamalar t-test kullanılarak karşılaştırılmıştır.

Öğrencilerin yazma becerisine ve yazma derslerine karşı tutumlarını saptamak için her bir öğrenci çalışma öncesi ve sonrası sormaca doldurmuşlardır. Sormacadan elde edilen veriler, aritmetik ortalama, standart sapma, sıklık ve yüzde hesaplamaları ile ve içerik analizi yolu ile analiz edilmiştir. Çalışmadan önce ve sonra verilen anket ve yetkinlik ölçeğinin yanı sıra 32 katılımcıda başarı ön-son testlerine tabi tutulmuş, iki grubun sontest sonuçları arasında her hangi bir anlamlı farkın olup olmadığı kovaryans analizi ile tespit edilmiştir.

Sormaca, yazmada özyetkinlik ölçeği ve sontestten elde edilen verileri desteklemek için uygulamadan sonra, araştırmacı-öğretmen deney grubundaki her öğrenci ile mülakat yapmıştır. Ayrıca uygulama süresince araştırmacı-öğretmen deney grubu ile olan derslerinde karşılaşılan problemleri veya ilginç tecrübeleri alan notları başlığı altında not etmiştir. 32 katılımcı da uygulama süresince her iki haftada bir yazma dersi ile ilgili görüşlerini ve not etmeye değer tecrübelerini öğrenci dönüt formlarına geçirmişlerdir. Mülakat, araştırmacı-öğretmen alan notları, ve öğrenci dönüt formları içerik analizine tabi tutulmuştur.

İngilizce yazmada özyetkinlik ölçeği ile toplanan veriler elektronik posta aracılığı ile uluslararası yazışmanın öğrencilerin İngilizce yazmada özyetkinliklerini geliştirmek için etkin bir yol olduğunu ortaya çıkarmıştır. Mülakat, araştırmacı-öğretmen alan notları, ve öğrenci dönüt formları ölçekten elde edilen sonuçları desteklemiştir.

İngilizce kompozisyon yazmaya ve yazma dersine karşı tutum ölçeğinden elde edilen veriler, uluslararası yazışmanın, öğrencilerin İngilizce kompozisyon yazmaya ve

yazma derslerine karşı tutumlarını geliřtirdiđini ortaya ıkarmıřtır. Bu sonu, mlakattan, arařtırmacı-đretmen alan notlarından, ve đrenci dnt formlarından elde edilen sonularla desteklemiřtir.

İngilizce yazma becerisi son-test sonularının analizi kontrol ve deney grubu arasında anlamlı bir fark gstermemiřtir. Bu bulguya gre elektronik posta aracılıđı ile uluslararası yazıřmanın đrencilerin yazma becerisine herhangi bir katkısı yoktur. Fakat, bu tr programın đrencinin yazma dersine karřı tutumunu olumlu ynde etkilediđi ve yazmada zyetkinliđi artırdıđı gz nnde bulundurulduđunda, arařtırmacı-đretmen đrencilere yeteri kadar zaman verildiđinde bu tr etkilerin yazma bařarısını da artırabileceđi grřndedir.

ANAHTAR KELİMELEER: Yazma becerisi, Bilgisayar yolu ile iletiřim, Uluslararası elektronik posta ile yazıřma, Elektronik posta arkadařı, İngilizce yazmada zyetkinlik, Tutum.

ABSTRACT

EFFICACY OF CROSS-CULTURAL E-MAIL EXCHANGE FOR ENHANCING EFL WRITING: A PERSPECTIVE FOR TERTIARY-LEVEL TURKISH EFL LEARNERS

Dilek YAVUZ ERKAN

Ph.D. Dissertation, English Language Teaching Department

Supervisor: Şehnaz ŞAHINKARAKAŞ

Ekim 2004, 196 pages

The aim of this study was threefold. One goal was to determine whether cross-cultural e-mail exchange enhances foreign-language learners' writing self-efficacy. The second was to test the efficacy of cross-cultural e-mail exchange in terms of improving EFL students' attitudes toward writing and writing classes. The third aim was to investigate the value of cross-cultural e-mail exchange for enhancing EFL students' writing ability.

The study design included a combination of descriptive and quasi-experimental research. Data were collected using the following methods: review of existing literature, questionnaire, writing self-efficacy scale, testing of writing ability, semi-structured interview, student reflection form, and researcher's field notes.

The participants were two groups of 16 tertiary-level Turkish EFL students who were learning English for academic purposes at YADİM, the Center for Foreign Languages at Çukurova University. The researcher was the sole writing-class teacher for both groups. A 75-hour (15-week) experiment was conducted to determine the efficacy of cross-cultural e-mail exchange for promoting better writing in English. The specific elements investigated were writing self-efficacy, attitudes toward writing and writing classes, and overall quality of writing. During the intervention, one group wrote compositions of different genres and topics to an imaginary person or the teacher using

the traditional pen-and-paper method. The other group used e-mail to write to a real audience, South Korean key-pals.

Each student was evaluated with a writing self-efficacy scale before and after the intervention. The aim was to assess for possible changes in writing self-efficacy linked to exposure to e-mail exchange. The group findings before and after the intervention were analyzed by calculating mean scores and standard deviations, and using a t-test to assess for significant differences.

To assess students' positive and negative views and feelings related to writing and writing classes, each participant completed an attitudinal questionnaire before and after the intervention. Responses to the rating, ranking, and open-ended questions in the survey were analyzed using descriptive statistics (mean scores, standard deviations, frequencies of responses, proportions of each group with given responses). Responses to the open-ended items were also categorized, and similar responses were identified.

In addition to the before/after questionnaire and self-efficacy scale, each of the 32 students completed two timed writing tests prior to the intervention (pretests), and then completed two other timed writing tests after the intervention (posttests). Covariance analysis was used to determine whether the difference between the mean posttest scores for the e-mail group and the control group was statistically significant.

After the intervention, each of the e-mail students attended a semi-structured interview with the teacher-researcher. In recording this direct qualitative feedback, the aim was to triangulate the findings from the other data-collection instruments (attitudinal questionnaire results, scores for writing self-efficacy, and writing-quality results). Also, throughout the experimental period, the teacher-researcher took weekly field notes on the progress in the e-mail group, recording all problems and noteworthy events or observations. As well, all 32 participants were required to submit written comments on their experience every 2 weeks. The semi-structured interview responses, teacher-researcher field notes, and these "student reflection forms" were analyzed by content.

The results obtained from the self-efficacy assessments indicate that cross-cultural e-mail exchange is a valuable way to improve foreign-language learners' self-

efficacy in writing. The teacher-researcher's field notes, the comments on the student reflection forms and the responses of the participants in the experimental group during the semi-structured interviews all confirmed the findings from the writing self-efficacy assessments.

The responses to the questions on the attitudinal questionnaire revealed that cross-cultural e-mail exchange help develop positive attitudes towards writing. This finding is supported by the experimental group participants' answers in the semi-structured interview, the teacher-researcher's field notes, and the comments on the student reflection forms.

Analysis of the results for the writing ability post-tests revealed no significant difference between the mean posttest scores in the experimental and control groups. According to this finding, there is no significant contribution of cross-cultural e-mail exchange to the overall writing quality in the target language. However, since this type of program increases students' writing self-efficacy and encourages more positive attitudes towards writing and writing classes, the researcher speculates that given adequate time, such effects may translate into improved overall writing quality.

KEY WORDS: Writing, Computer-mediated communication, Cross-cultural e-mail exchange, Key- pal, Self- efficacy in English-writing, Attitude.



*To the light of my night,
my beloved daughter Defne*

ACKNOWLEDGEMENTS

I would like to express special gratitude to Prof. Dr. Gert Rijlaarsdam of the Graduate School of Teaching and Learning, University of Amsterdam. His critical comments and excellent suggestions for the design and analysis of the experimental portion of the study improved this research greatly. Corresponding with him via e-mail throughout the study has been a special privilege; his insight and expertise cannot be overestimated. In fact, the perspicacity and frankness he contributed to this study on “cross-cultural e-mail exchange” through the use of cross-cultural e-mail exchange is a proof of how effective computer-mediated communication can be.

My very deepest thanks go to my thesis supervisor, Asst. Prof. Dr. Şehnaz Şahinkarakaş for her invaluable guidance and proofreading throughout this study.

I also wish to express my appreciation to Asst. Prof. Dr. Ahmet Doğanay for his unique, almost fatherly sharing and support of my enthusiasm throughout this research experience. As well, I am honored to recognize Assoc. Prof. Hatice Sofu, a much-treasured teacher who was a role model for me during my undergraduate years. Her feedback, especially in the early phases of the dissertation, was extremely useful.

I am also grateful to Prof. Dr. F. Özden Ekmekçi, Prof. Dr. Ayhan Sezer, Asst. Prof. Dr. Fehmi Can Sendan, Asst. Prof. Dr. Erdoğan Bada, and Asst. Prof. Dr. Turan Paker for valuable lectures they gave throughout the PhD program.

I feel a deep sense of gratitude for Prof. Dr. Audrey Sistler, whose careful reading, critical comments, and excellent suggestions improved the entire study.

My partner-researcher Ms. Johee Hong of Sogang University in South Korea also must be thanked for matching her fascinating students with mine for this study. Collaboration with her throughout the study provided many perspectives for this dissertation.

I also wish to express heartfelt thanks to my friends, Özlem and İpek for scoring the pre- and posttests, Ayten for doing all my statistics and İlkay, Feyza,

Yelda, Deniz, Gülnur, Makbule, İsmail and Kaan for their moral support throughout the study.

Special appreciation also goes to my classmates, especially Aynur, Ayşe, Ebru, Emine, Figen, Güldens and Seden. I am very aware of how lucky I am to have been exposed to so many meaningful experiences in and out of the classroom with them. I also owe a special debt to my baby's nanny Emine, and my neighbors Cemile, Osman, Buket, Günsu and Dürdane who have cared for my baby so dearly throughout the research process and during my absence in the writing phase of the dissertation, my appreciation of their time and attention goes beyond words.

The love, faith, support and encouragement that family members have extended throughout the PhD program have helped me immensely. To my wonderful parents Nuriye and Süreyya Yavuz; my sisters and brothers Neşe, Nihal, Hürriyet, Aslı, Murat, Ümit, and Muhammet; and my nieces and nephews İlayda, Serena, Lal, Ömer, Yiğit, Süreyya, and Osman: thank you for all.

Without my husband , Alper Nabi Erkan, by my side I would never have been able to finish this dissertation. The never-ending moral support, motivation, and love he offered throughout this experience were incredible sources of strength. Very special thanks to the best husband and dearest friend one could ever imagine.

Lastly, but perhaps most importantly, a note of recognition for my own efforts in accomplishing this rigorous task, despite the many obstacles that arose.

TABLE OF CONTENTS

List of Tables in the Study.....	i
List of Appendices.....	ii

CHAPTER 1

INTRODUCTION

1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Aim and Scope of the Study.....	5
1.4. Research Questions.....	6
1.5. Hypotheses.....	6
1.6. Assumptions.....	7
1.7. Operational Definitions.....	8
1.8 Abbreviations.....	9

CHAPTER 2

REVIEW OF THE LITERATURE

2.0. Introduction.....	11
2.1. The Development and Background of CALL.....	11
2.1.1. Behavioristic CALL.....	12
2.1.2. Communicative CALL.....	13
2.1.3. Integrative CALL.....	14
2.2. Advantages, Disadvantages and Limitations of CALL.....	15
2.2.1. Advantages of CALL.....	15
2.2.2. Disadvantages and Limitations of CALL.....	17
2.3. Overview of Writing Issues.....	18
2.3.1. Product Approach.....	19
2.3.2. Process Approach.....	20
2.3.3. Writing Portfolio.....	21
2.4. Writing and the Computer.....	21
2.4.1. Advantages of Using Computers to Enhance Writing Skills.....	23
2.4.2. Disadvantages and Limitations of Using Computers in Writing Classes.....	25
2.5. An Overview of Social Constructivism.....	25
2.5.1. Assumptions of Social Constructivism.....	26
2.5.2. Types of Instruction of Social Constructivism.....	27
2.5.3. CALL and Social Constructivism.....	27
2.6. Overview of Self-efficacy Construct.....	28
2.6.1. Self-Efficacy and Writing in First Language.....	31
2.7. Computer-Mediated Communication.....	33
2.7.1. Synchronous Computer-mediated Communication.....	38
2.7.1.1. Internet Relay Chat.....	39
2.7.1.2. Multi-User Dimension.....	40
2.7.1.3. Multi-User Shared Hallucination.....	41

2.7.1.4. Multi-User Domain – Object-Oriented.....	41
2.7.1.5. Computer Conferencing.....	42
2.7.1.6. Audio Conferencing.....	42
2.7.1.7. Video Conferencing.....	42
2.7.1.8. Whiteboards.....	42
2.7.2. Asynchronous Computer-Mediated Communication.....	42
2.7.2.1. Bulletin Boards.....	43
2.7.2.2. Electronic Mail (E-mail).....	44
2.7.2.3. Voicemail.....	46
2.7.3. Cross-Cultural E-mail Exchange.....	47
2.7.3.1. How to Find a Key-pal/Partner School.....	52
2.7.3.2. Critical Issues.....	52
2.7.3.3. E-mail Tandem language learning.....	53

CHAPTER 3

METHODOLOGY

3.0. Introduction.....	55
3.1. Researcher Background and Initial Trials.....	55
3.2. Participants.....	59
3.3. Research Context.....	60
3.4. Partner School.....	60
3.5. The IATEFL Computer SIG.....	61
3.5. Choice of E-mail Topics	62
3.6. Experimental Procedures.....	62
3.7. Orientation	63
3.8. "Netiquette" or Style Tips for E-Mail Exchange.....	64
3.9. Intervention.....	66
3.10. Data Collection	67
3.10.1. Instrumentation.....	68
3.10.2. Attitudinal Questionnaire	68
3.10.3. The Semi-Structured Interview.....	69
3.10.4. Writing Self-Efficacy Scale.....	71
3.10.5. Pretests and Posttests.....	75
3.10.6. Teacher-Researcher's Field Notes.....	76
3.10.7. Student Reflection Forms.....	77
3.11. Data Analysis.....	78
3.11.1. Analysis of the Quantitative Data.....	78
3.11.1.1. Pretests and Posttests.....	78
3.11.1.2. Questionnaire.....	78
3.11.1.3. Self-Efficacy Scale.....	79
3.11.2. Analysis of the Qualitative Data.....	79
3.11.2.1. The Semi-Structured Interview.....	79
3.11.2.2. Student Reflection Forms.....	79
3.11.2.3. Teacher-Researcher's Field Notes.....	79
3.12. Conclusion.....	80

CHAPTER 4

STUDY RESULTS AND DISCUSSIONS

4.0. Overview of the study.....	81
4.1. Overview of the Analytical Procedures.....	82
4.1.1. Results of the Quantitative Data.....	84
4.1.1.1. Questionnaire –Results and discussion	84
4.1.1.2. Self-efficacy scale: Results and Discussions.....	100
4.1.1.3. Pre and posttests: Result and Discussions	102
4.1.2. Results of the Qualitative Data.....	104
4.1.2.1. Results of the Qualitative Data	104
4.1.2.1.1. Analysis of Reflections on the Positive Experience of Cross-cultural E-mail Exchange.....	114
4.1.2.1.2. Analysis of Problems Encountered	121
4.1.2.1.3. Analysis of Suggestions for Future.....	122
4.1.2.1.4. Conclusion.....	122
4.1.2.2. Student Reflection Forms – Results and Discussion.	123
4.1.2.3. Teacher-Researcher’s Field Notes – Results and Discussion	127

CHAPTER 5

CONCLUSION

5.0. Introduction.....	133
5.1. Study Review.....	133
5.2. Research Questions and Findings.....	135
5.3. Pedagogical Implications of the study and Conclusion	141
5.4. Suggestions for further Research.....	143
5.5. Limitations of the Study.....	144
REFERENCES.....	145
APPENDICES.....	162
CURRICULUM VITAE.....	193

LIST OF TABLES IN THE STUDY

3.1. Factor Analysis results.....	74
4.1. Types of questions in the questionnaire.....	83
4.2. Categories of questions in the questionnaire.....	84
4.3. Group Ratings for Language Skills on the Questionnaires: Before and After Intervention	85
4.4. Group Rankings of Language Skills with Respect to Learning Difficulty: Questionnaire Before and After Intervention.....	86
4.5. Group Rankings of Language Skill Value Relative to Academic Achievement: Questionnaires Before and After the Intervention.....	87
4.6. Group Rankings of Language Skills Relative to Enjoyment: Questionnaires Before and After Intervention.....	88
4.7. Group Frequencies for Opinions About Learning to Write in English: Questionnaire Before and After Intervention.....	89
4.8. Frequencies of the Different Adjectives Applied to the Writing Classes Before and After Intervention.....	90
4.9. Examples of Reasons for Opinions About Writing Class Before and Intervention	92
4.10. Group Frequencies for English Writing Skills Identified as Easy or Difficult: Questionnaire Before and After Intervention.....	96
4.11. Computer Literacy in the E-mail Group	98
4.12. Proportions of the E-mail Group with Particular Computer Skills.....	98
4.13. Views of the E-mail Group on Computer Use.....	99
4.14. Personal Assessment of Computer Skills in the E-mail Group.....	99
4.15. Writing Self-Efficacy Results Before Intervention and After Intervention.....	101
4.16. Group Statistics for the Pre- and Posttests	102
4.17. Covariance Analysis of the Mean Posttest Scores	103
4.18. Interview Data from the E-mail Group: Positive Reflections on E-mail Exchange, Problems Encountered, and Suggestions for Future	106
4.19. Analysis of Students' Reflection Form Data: Pen and Paper Group	124
4.20. Analysis of Students' Reflection Form Data: E-mail Group	126
4.21. Teacher-Researcher's Field Notes Taken During the 15 Weeks of E-Mail Exchange.	128

LIST OF APPENDICES

Appendix 1	Writing activities to be kept in portfolio (LEVEL 3).....	163
Appendix 2	Writing activities to be kept in portfolio.....	165
Appendix 3	How to Write an Argument Essay	167
Appendix 4	YADİM Editing sheet.....	171
Appendix 5	Attitudinal Questionnaire in English.....	172
Appendix 6	Attitudinal Questionnaire in Turkish.....	176
Appendix 7	The Interview Items.....	179
Appendix 8	The Interview Items in Turkish.....	180
Appendix 9	Self-efficacy in writing Inventory (20 –item)- English.....	181
Appendix 10	Self-efficacy in writing Inventory (20 –item)- Turkish.....	182
Appendix 11	Self-efficacy in writing Inventory (51 –item)- English.....	183
Appendix 12	Self-efficacy in writing Inventory (51 –item)- Turkish.....	185
Appendix 13	Self-efficacy in writing Inventory (21 –item)- English.....	188
Appendix 14	Self-efficacy in writing Inventory (21 –item)- Turkish.....	190
Appendix 15	YADİM Writing marking scale	192
Appendix 16	Student Reflection Form.....	193

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Writing is one of the essential components of English-language teaching curricula, particularly in the curricula of English for academic purposes. However, most language learners, low and high achievers alike, find writing to be one of the most difficult language skills to master. The literature suggests two main reasons for this. One is that writing is an active productive skill that requires not only a certain amount of linguistics knowledge, but also an ability to promote thinking strategies (Daiute, 2000). The other major reason relates to the affective elements of student interests and attitudes (Chastain, 1971, p.367). If a student is unwilling to express him or herself in writing, or lacks confidence in his or her ability to do so, proficiency at writing compositions is unlikely.

Over the past three decades, an enormous amount of research has been done on the composing processes of student writers. Investigators have sought interesting and practical methods to enhance student writing, ranging from sentence combining techniques to utilization of computer technology. The study findings have shown that, regardless of the methods used, writing in an artificial environment, writing about artificial topics with no purpose, and writing to an artificial audience do not motivate learners to write.

It is widely accepted by language scholars that people learn language most effectively through communication in social settings. Thus, one important responsibility of teachers is to create opportunities for the learner to communicate in the language he or she is attempting to learn. Today, the computer is the most powerful aid available to teachers for creating authentic communication settings for students. "Computer-mediated communication" (CMC) refers to a wide range of electronic means of communication, including electronic mail (e-mail), list servers, computer conferencing, and bulletin boards (Duffy and Cunningham, 1996). In the past 10 years, teachers all over the world have shown increasing interest in encouraging language learners to

practice writing by communicating with other learners via e-mail. In addition to a number of affective benefits, e-mail exchange is rated highly by language teachers and learners alike, because it is believed to significantly increase the quality and quantity of students' writing by providing a meaningful context for practicing the language skills that students learn in the classroom.

"E-mail was in use before the Internet as we know it today even existed, and is probably the most commonly used Internet application" (Leloup & Ponterio, 1995). The use of e-mail for international correspondence by foreign-language learners dates back to the early 1980s (Beazley, 1988 cited in Ganderton, 2003). As stated by Leloup and Warschauer (cited in Leloup & Ponterio, 2003), with a single e-mail account, a foreign-language teacher can integrate e-mail-based activities into his or her curriculum. For example, international "key-pal" (keyboard-based friend) projects that enable students to correspond with native- or non-native speakers of the target language are easy to implement if participants have the necessary access, equipment, and foreign contacts (Knight, 1994; and Shelley, 1996 cited in Leloup & Ponterio, 1995).

In the past, "pen pal" activity, which matches students with foreign partners around the world to exchange letters, enabled the writing class to extend beyond the borders of the classroom. The advent of advanced computer technology, specifically e-mail, has enabled EFL students to contact foreign EFL students and native-speaker peers around the globe with ease. This valuable contact greatly improves students' knowledge and skills in the target language. Therefore, the terms "key-pal" (key-board friend) and "e-pal" (electronic friend) are now commonly used in EFL context for "cross-cultural" (also known as "inter-cultural") e-mail exchange. The only difference between key/e-pals and pen pals is that instead of using pen and paper, key/e-pals use the computer keyboard and an e-mail program as their communication tools. Today, matching students with peers of common age or interest around the world is a valuable writing-for-a-purpose tool for developing students' communication, language and keyboarding skills (Education World, 2003).

Several pieces of research have shown that cross-cultural (inter-cultural) e-mail exchange is a powerful way to actively engage students in writing (Barker & Kemp, 1990; Cooper & Selfe, 1990; Ganderton, 1998 and Greenfield, 2003). To explore this

further, the investigator in the present study assessed the efficacy of cross-cultural e-mail exchange by researching prior studies on the topic and considering personal experiences at her home institution, the Cukurova University Center for Foreign Languages (YADIM).

Figure 1 illustrates the framework of the study and briefly summarizes the areas that will be discussed in depth in the second chapter, Review of the Literature.

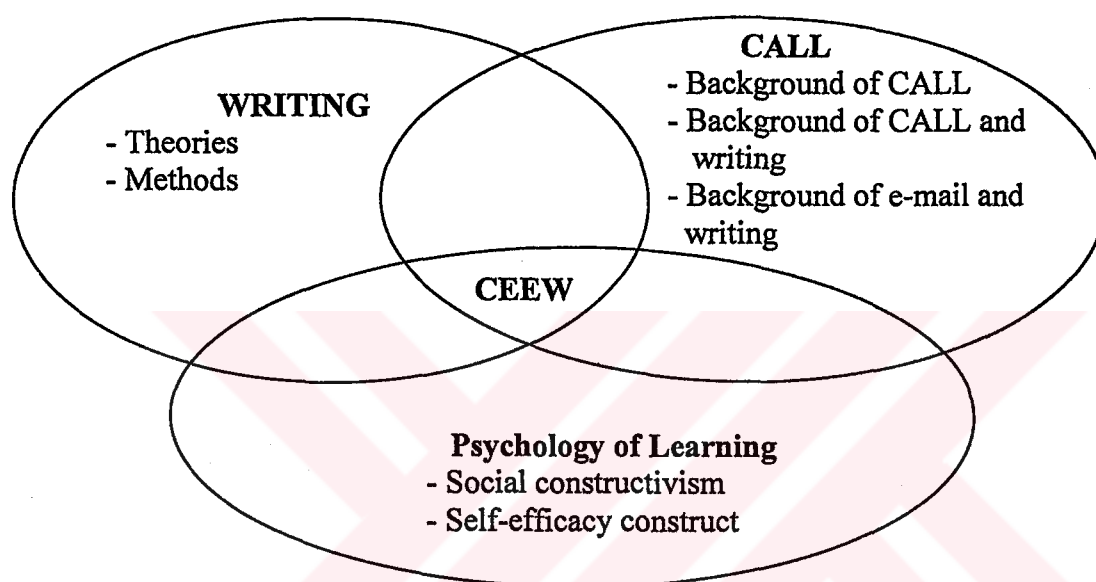


Figure 1.1. Cross-cultural E-mail Exchange for Writing Classes (CEEW)

The outline for this dissertation is as follows: Initially, the potential advantages and limitations of computer-assisted language learning (CALL) will be introduced and studies concerning the effectiveness of CALL will be reviewed. Then, as illustrated in Figure 1, the goals and techniques of academic writing, as supported by past experience and the theory of social constructivism and social learning theory, will be examined. Next, the potential of e-mail in general, and cross-cultural e-mail exchange in particular, for enhancing students' writing skills will be presented, and research that has been done on the efficacy of computers for teaching and learning how to write will be charted. In examining prior studies and considering personal experience, the researcher's major aims were to determine the capacity of cross-cultural e-mail exchange for improving students' beliefs in their foreign-language writing ability, developing attitudes towards writing and writing classes and promoting academic writing in the EFL context.

1.2. Statement of the Problem

As noted above, most language learners at all levels believe that writing is one of the most difficult language skills to master. Students learning English as a foreign language at Cukurova University YADIM are no exception. The results of a questionnaire completed by 150 graduate and 353 undergraduate EFL students at YADIM at the end of the 1997-1998 academic-year revealed that students believe writing and speaking are the most difficult skills to learn (Yavuz & Genç, 1998).

Students' problems with writing skills differ. They range from issues of organization to misuse of vocabulary and grammar, difficulty in generating ideas, illogicality, incoherence and other concerns. However, an action research study carried out at YADIM (Yavuz & Genç, 1998) revealed that even students who are good at other language skills (reading, listening, and grammar) share the same problems: they are afraid to write and to make writing errors. In short, they feel that actually expressing themselves in written English is beyond their command of the language. This may suggest that the students have low self-efficacy related to English writing. The term "self-efficacy" refers to a person's belief in how well s/he can accomplish a task or set of tasks (Bandura, 1986; Locke & Latham, 1990; Schunk & Zimmerman, 1994). According to Templin and coworkers (1999, p.2), who have investigated students' self-efficacy in academic contexts, "language learners with a [sic] high self-efficacy who believe they can learn a language are more likely to learn a language than learners who believe they cannot learn a language."

Yavuz and Genç (1998) also concluded that students have negative attitudes towards writing compositions, and view this activity as something they "have to make it through" in order to pass the YADIM final exam. Informal conversations that the researcher had with colleagues in secondary education revealed that EFL learners in general, regardless of age or English level, have negative attitudes towards writing and find it very difficult. At YADIM, teachers consistently find that when students come to the writing sections of exams, many leave the classroom without trying to write even a few sentences. This suggests that classroom activities for EFL students should be organized in such a way that each individual can produce writing work using words and grammar they have learned solidly and feel confident with.

1.3. Aim and Scope of the Study

There is a growing belief that e-mail exchange offers a great number of possibilities for student writers. Many EFL/ESL teachers including the present researcher, have been using cross-cultural e-mail exchange to advance their students' writing skills. This is mainly because of the widely held belief that cross-cultural e-mail exchange motivates students to learn English (King and Orton, 2003). Considering the popularity of e-mail exchange in the EFL context, it is rather surprising that little empirical research has been done to determine the potential benefits of this process in language learning. Currently, teachers are relying on anecdotal accounts of its worth (King & Orton, 1999). Research to date has concentrated mainly on the affective dimension of cross-cultural e-mail exchange in enhancing writing ability, and has provided mostly qualitative data. These studies have taken the form of surveys, reports, and interviews, and have focused on the following elements:

- student motivation
- style of writing
- nature of cultural exchange
- quality of peer feedback
- development of language usage awareness
- communication strategies
- cross-cultural competence.

Only a few studies have provided quantitative data related to student success with writing after exposure to e-mail exchange, and length of write-ups before versus after experience with e-mail exchange. These investigations involved limited numbers of participants, which means that only general conclusions can be made. In the present study, the researcher made the assumption that a positive correlation exists between self-efficacy related to writing and actual writing success. Very few studies of self-efficacy have been done by foreign-language researchers. Also, there is no valid and reliable self-efficacy scale that would help assess the effectiveness of e-mail exchange in terms of reinforcing elements of self-efficacy that positively influence student writing in a foreign language. Thus, one of the aims of this study was to develop a self-efficacy scale for assessing EFL students' self-efficacy in writing.

In particular, the present study was designed to provide information for EFL teachers who wish to incorporate cross-cultural e-mail exchange into their writing classes as a means of promoting writing ability. The goals were as follows:

1. To investigate the potential benefits of cross-cultural e-mail exchange versus writing to an imaginary person or the teacher with respect to student self-efficacy in writing.
2. To investigate the potential benefits of cross-cultural e-mail exchange versus writing to an imaginary person or the teacher with respect to changing student attitudes toward writing and writing classes.
3. To evaluate the efficacy of cross-cultural e-mail exchange for enhancing students' overall writing quality.

1.4. Research Questions

The following set of questions was addressed:

In a comparative study in which EFL students in the control group write to imaginary people in a traditional classroom and EFL students in the experimental group write to their foreigner key-pals,

1. Does e-mail exchange improve students' self-efficacy belief in writing?
2. Do students' attitudes towards writing and writing classes improve as a result of exchanging e-mail with their foreigner peers?
3. Does the use of cross-cultural e-mail exchange as an aid in writing classes promote students' overall writing quality?

1.5. Hypotheses

1. Cross-cultural e-mail exchange improves students' self-efficacy beliefs in writing.
2. Cross-cultural e-mail exchange improves students' attitudes towards writing and writing classes.
3. Cross-cultural e-mail exchange promotes overall writing quality of students.

1.6. Assumptions

The dissertation is based on the following assumptions that have emerged from previous research.

1. "Second language acquisition best develops where language exposure is real, extensive, and free of anxiety" (Krashen, 1985 & McLaughlin, 1987 cited in Richards and Rodgers, 1991).
2. "It is important to provide learners with opportunities to use their English for communicative purposes" (Richards & Rodgers, 1986).
3. "Writing is an interactive process by nature since it evolves out of the symbolic interplay between writer, text and reader. By making conditions more 'authentic' than the ones in traditional classroom tasks, an awareness of audience, purpose and intentionality is reinforced" (Massi, 2003).
4. "Learning is best facilitated through expert practice and promoting communication amongst learners." "Computer-mediated communication is a powerful means of bringing about the social construction of knowledge by making it possible for a large group of practitioners with a shared goal to engage in collaborative talk irrespective of geographical location and time zone" (Stacey, 2004).
5. "The computer is intrinsically motivating since it promotes challenge and curiosity while at the same time giving the learner control over his/her learning" (Malone, 1981 cited in Fox, 1990).
6. "The beliefs that individuals create and develop and hold to be true about themselves form the very foundation of human agency and are vital forces in their success or failure in all endeavors (school)" (Pajares & Valiante, 1996).
7. "Language learners with a [sic] high self-efficacy who believe they can learn a language are more likely to learn a language than learners who believe they cannot learn a language" (Templin, Shiroku and Taira, 1999, p.1).
8. "Academic self-efficacy beliefs are strongly predictive of academic performance" (Lent *et al.*, 1984). "People with high self-efficacy will exert more attention, effort, persistence, and strategies than those with lower self-efficacy" (Bandura, 1997).
9. "Language-learning self-efficacy is not static and it can change over time depending on a person's reaction to the task and perception of herself" (Bandura, 1997).
10. The experience that is crucial for individual cognitive development takes place through interaction with others. Learners form their own sense of the world, but they do

so within a social context, and through social interactions. The quality of learning increases in collaborative contexts (Vygotsky, 1986).

1.7. Operational Definitions

For the specific purposes of this study, the following key terms should be understood according to the definitions below.

Writing Ability: The ability to express oneself coherently in writing.

Promote: To contribute to progress or growth.

Overall Writing Quality: For the purpose of this study, “overall writing quality” refers to grammatical correctness, content and style, coherence and organization, and proper use of vocabulary in a composition.

Self-efficacy: Self-efficacy refers to a person’s judgments of his/her capabilities to accomplish specific tasks in different dimensions and contexts. Different levels of self-efficacy help explain why people’s behavior can differ markedly, even in groups of individuals with similar knowledge and skill levels (Pajares & Valiante, 1996).

Self-confidence: Self-confidence refers to an individual’s personal qualities.

Self-esteem: Self-esteem pertains to evaluation of self-worth, which depends on how the culture values the attributes one possesses and how well one’s behavior matches personal standards of worthiness. In contrast, self-efficacy is concerned with judgment of personal capabilities (Pajares and Valiante, 1997).

Syntactic maturity: Grammatical correctness in a composition.

Syntactic fluency: Coherence in a composition.

Internet: The largest connection of interconnected electronic networks in the world, including university, corporate, government, and research networks. Millions of systems and people are connected to the Internet via these networks. An individual connects his or her computer to the Internet through an Internet Service Provider.

E-mail: A method used to send and receive messages over a network. An e-mail program is used to compose and send a message. Each message is sent to a remote mailbox, where it can be retrieved and read by the addressee.

Key-pal: Computer keyboard pen pals.

E-pal (another name for key pal): Electronic pal. E-pals are the pen pals of the 1990s. Students are matched with others of common age or interest. The basic difference

between key-pals and pen pals is that, instead of using a pen, key-pals use the computer keyboard as their communication tool.

Computer-mediated communication (CMC): A term that refers to electronic mail, list servers, computer conferencing, bulletin boards.

Synchronous conversation: Messaging via chat or computer audio/video conferencing (e.g., CUseeMe, MS NetMeeting). With these tools, a person can talk directly to their messaging counterpart and, using the proper software, even see and be seen by the person they are addressing. These applications require a large amount of bandwidth and depend on a clear and direct Internet connection; network traffic will also affect the results.

Asynchronous conversation: Messaging via e-mail, list servers, bulletin boards, and computer conferencing.

List servers: Applications that distribute messages to all subscribers on a list. They include facilities for subscribing, unsubscribing and moderation of postings.

Netiquette (network etiquette): Rules for polite social behavior among people in a class of Internet society.

Multimedia: The combination of different types of computer data, such as text, graphics, sounds and moving images.

CDROM: Compact disk read-only memory. Discs principally used for massive text storage.

Hardware: Computer machinery such as monitors, system units, printers, keyboards, etc. The term is often used in opposition to software.

Software: The instruction and information (program and data) given to the computer to make it perform designated activities. The software is the set of instructions that makes the hardware carry out desired functions.

1.8. Abbreviations

ELT: English language teaching

EFL: English as a foreign language

ESL: English as a second language

CMC: Computer-mediated communication

CALL: Computer assisted language learning

CAI: Computer assisted instruction

IT: Information technology

YADİM: Center for Foreign Languages (the research context)

This chapter has outlined the general focus of the present dissertation on the efficacy of cross-cultural e-mail exchange for improving EFL students' self-efficacy in writing, attitudes towards writing and writing classes and overall writing quality. The next chapter reviews the relevant literature.



CHAPTER 2

REVIEW OF THE LITERATURE

2.0. Introduction

The purpose of this study was to test the efficacy of cross-cultural e-mail exchange for promoting the writing skills of EFL students. One main aim was to determine whether the use of cross-cultural e-mail exchange influences students' self-efficacy in writing. A second objective was to investigate whether exposure to cross-cultural e-mail exchange causes any positive shift in students' attitudes towards writing. It also sought to assess the potential of cross-cultural e-mail exchange for improving students' overall writing ability.

To create a framework for the study, this chapter reviews the literature related to the teaching of writing, CALL Internet, e-mail, the theory of self-efficacy, the theory of social constructivism, and cross-cultural email exchange. The sections focus on 11 topics: (1) The development and background of CALL; (2) Overview of Writing Issues; (3) Writing and the Computer; (4) Overview of Social Constructivism; (5) CALL and social constructivism; (6) Overview of Self-efficacy Construct; (7) Self-efficacy and writing in the first language; (8) Computer-mediated communication; (9) Synchronous computer-mediated communication; (10) Asynchronous computer-mediated communication; (11) Cross-cultural E-mail exchange.

2.1. The Development and Background of CALL

The computer has become a familiar technology in every facet of life, from business to medicine, from transportation to entertainment. One important domain that has been greatly influenced by advances in computer technology is that of education. The computer appeared to have potential as an educational tool in the 1940s, but only in 1960s did CALL (computer-assisted language learning) begin to emerge as a recognized discipline (Jung, 1991).

Two acronyms are commonly used to refer to integration of the computer in education: CAI (computer-aided instruction) and CALL. Strictly speaking, CAI refers to instructors' activities in which the learner does not directly participate, whereas

CALL refers to any application of the computer that directly engages the learners (Garrett, 1991). Although some scholars like Lee (2000) and Garrett (1991) make above-mentioned distinction between CAI and CALL, others use these short forms interchangeably.

Arising from the combination of two separate factors; educational needs and technological means, CALL has evolved dramatically since its first applications in 1960s (Ahmad *et al.*, 1991). The four-decade history of CALL can be divided into three stages: behavioristic CALL, communicative CALL, and integrative CALL, with each stage corresponding to a certain level of technology and pedagogical approach.

2.1.1. Behavioristic CALL

Programs in the early days of computer use in the EFL context had features reminiscent of programmed instruction based on behaviorist theories of learning. Repetitive language drills, that is, drill-and-practice (or, the pejorative “drill-and-kill” coined by Warschauer & Healey [1998]) were the typical CALL activities. Since this first phase of CALL was based on behavioristic theories of learning, it was termed “behavioristic CALL.” Behavioristic CALL was conceived in the 1950s and implemented in 1960s and '70s. In this period, the computer was viewed as a vehicle for delivering instructional materials to learners. Ahmad *et al.* (1991) notes that, in this stage of CALL, the computer served as a mechanical tutor that was neither tired nor judgmental, and that allowed students to work at their own pace. Warschauer (1996a) states that CALL drills are still used today because the rationale behind drill-and-practice was not totally flawed. Briefly put, that rationale is as follows (Warschauer, 1996a, p.2):

- Repeated exposure to the same material is beneficial or even essential to learning.
- A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback.
- A computer can present materials on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

decades that affective factors, such as motivation, contribute at least as much as, and often more, to language learning than the cognitive skills (Stern, 1983). If motivation is at the heart of learning, as most scholars agree, then anything that motivates a student is good and should be employed. Students who have experienced CALL report that use of the computer is more attractive to them than combinations of books, tapes, and videos. Quantitative research has indicated that students have favorable attitudes towards CALL (Brett, 1996). As Ravichandran (2000) points out, this is because CALL programs present the learner with a novelty; teach the language in different and more interesting, attractive ways; and introduce language through games, animated graphics, and other creative formats.

Self-confidence: The computer can be very useful for fostering a sense of adequacy. “Computer-based simulations give the learner an opportunity to have a sort of ‘dry run’ before venturing into the more demanding environment of the classroom live simulation and eventually to the real things in the outside world” (Kenning and Kenning, 1990).

Self-access: CALL is a powerful way to enhance self-access. In Philip’s words, it helps to generate autonomous learners who will experience freedom of choice, since each individual student works directly with the computer at his or her own pace on the subject of their choice. The computer can change content specialty depending on the software that is used; it can act as a grammar instructor, or a dictionary, or a composition specialist or a listening lab. Students who are particularly shy can greatly benefit from individualized, student-centered learning. It is also advantageous for high-achievers in that these students can use their full potential while learning without preventing their peers from working at their own pace (Lee, 2000).

Experiential Learning: The World Wide Web triggers experiential learning that exposes learners to a huge amount of human experience, since learners can become creators, not just receivers of knowledge when surfing the Internet (Brett, 1996). Information on the Web is presented in nonlinear fashion, and this prompts learners to develop thinking skills and choose what they want to explore.

A Compatible Learning Style: There is a popular saying in Second Language Acquisition: “Everybody can learn English, but not on the same day in the same way.” This refers to the fact that students’ learning styles and strategies differ. As

Ravichandran (2000) states, serious conflicts can arise when a teacher employs a style that is not compatible with a student's mode of learning. In this regard, the computer is a useful tool because the instruction can be adapted to the unique styles of individual students.

Authentic Language: It is easy to expose students to authentic language in CALL contexts because the Internet brings authentic materials directly into the students' learning environment. Reading daily news, listening to the news, watching a basketball game, and checking the weather forecast are just a few such authentic possibilities the Net offers.

Timing: The computer is also capable of presenting textual and graphic material as a function of time. Computer software can vary the display rate for texts, or can pause and reveal a segment of text. Traditional language-learning aids do not offer this feature.

Availability: Gathbonton and Segalowitz (1995) comment on the availability feature of CALL. They emphasize that a language software program can be run over and over again 24 hours a day. These programs repeat lessons, concepts and directions without the human elements of boredom, frustration, fatigue or impatience. Thus, students who have trouble matching their schedule with that of a human teacher can benefit from using the computer. Since CALL offers instruction beyond the borders of the classroom, learners can take distance courses, and even do a master's or doctor of philosophy degree.

2.2.2. Disadvantages and Limitations of CALL

Opponents of CALL present a number of reasons for their stand. Implementation expense --the cost of hardware, software, and maintenance-- is the main barrier that inhibits the practice of CALL. However, Hooper (1995 cited in Lee, 2000) states that very soon the cost of computers will be so low that they will be available in most schools and homes. Second, opponents underline that the computer is a tool that is incapable of action and has no inborn wisdom, no mind of its own, no initiative and no inherent ability to teach and to learn (Ahmad *et al.*, 1991). Third, the computer cannot conduct an effective "open-ended" dialogue with the learner. It cannot understand the learner (Ahmad *et al.*, 1991). Fourth, software writers are usually computer people who

have little or no teaching background. There are only few educators skilled in designing software for language learning because software production is costly and time-consuming (McClelland, 1996 cited in Lee, 2000). Thus, studies that have been conducted using poorly written software should be excluded when assessing the efficacy of CALL.

2.3. Overview of Writing Issues

Within the communicative framework of language teaching, writing is not only one of the most important skills for learners, but also the most complex and time-consuming aspect of language learning. Acquiring good writing skills is especially key for those learning English for academic purposes. When people consider the various language skills of listening, speaking, reading, and writing, writing is invariably considered last. As noted by Celce-Mercia (1991), this is because “The ability to express one’s ideas in written form in a second or foreign language, and to do so with reasonable accuracy and coherence is a major achievement.” Writing involves not just a graphic representation of speech, but the development and presentation of thoughts in structured form. White (1980) underline this, stating that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Generally speaking, in order to produce a piece of good writing, the writer needs to do the following

(www.sil.org/lingualinks/LANGUAGELEARNING):

- master conventions of script, spelling and punctuation
- use correct word forms, which may mean using forms to express proper tense, case or gender
- combine words in proper order
- use correct vocabulary
- use the style appropriate to the genre and audience
- make the main sentence constituents, such as subject, verb, and object, clear to the reader
- make the main ideas distinct from supporting ideas or information
- make the text coherent, so the reader can follow the development of the ideas
- judge how much background knowledge the audience has on the subject, and make clear what is assumed they don't know

Even for native speakers of a language, writing is a skill that is hard to master (Arnt and White, 1991; Byrne, 1991; Honig, 1986, and Celce-Murcia, 1991). For second/foreign-language learners the challenges are greater, and this is particularly true for those who plan to study at English-medium universities. Thus, over the past 30 years, an enormous amount of research has been done on the composing processes of student writers.

Approaches to writing instruction have gone through numerous pendulum swings over the decades. Apart from various specific techniques used to teach and reinforce writing skills, two major approaches to writing have been adopted by writing teachers: the product-oriented approach and the process-oriented approach.

2.3.1. Product Approach

Broadly speaking, as the title implies, a product-oriented approach “focuses on the end result of the learning process --What it is that the learner is expected to be able to do as a fluent and competent user of the language” (Nunan, 1999, p.7). Thus, as Nunan explains, the product-oriented approach to the development of writing favors classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language. Typically, students analyze correct model compositions and then attempt to produce something similar. Research has revealed that most teachers are concerned with the final product of writing, but have little understanding of the process that successful writers use in creating that product (Hanson-Smith, 1987; Harste *et al.*, 1988). Traditionally, students have been asked to produce compositions with little guidance on how to work through the steps that quality writing requires.

In the traditional classroom where the product-oriented approach is implemented, the teacher gives the learners a topic and then asks them to write about that particular topic on their own in a given amount of time. At the end of the lesson, the teacher collects the products i.e writing pieces to mark them. In this approach, the learner’s first draft is actually their final draft. This kind of writing lesson serves a testing purpose rather than a teaching one. The teacher’s and student’s role are “dichotomized”—the teacher being the examiner and the students being the examinees. Over time, educators recognized that there was no point in wasting teaching time on this

type of activity, since it is a chore students can do individually outside the classroom. As a consequence, the process approach to writing emerged.

2.3.2. Process Approach

The most significant transformation in the teaching of writing has been the shift from a focus on product to a focus on process. While most EFL writing classes in the 1960s tended to focus on producing well-published compositions, in the 1970s and '80s educators such as Elbow (1981) and Raimes (1983) criticized the emphasis on text production and drew attention to focusing on the composing process, that is, the process of generating ideas, organizing, editing, and revising. The research on how writers compose revealed that writing for real purposes involves choosing, selecting and rejecting, expanding and compressing, adding, deleting, and rearranging at every stage of the writing process.

The philosophy of this approach is that all writers are authors who should participate in the decisions concerning their work. In a writing class where the process approach is implemented, students write a rough draft and the work is then edited by a peer, who comments on the content, provides feedback, checks the work for mechanical mistakes such as grammar, punctuation, capitalization etc., and sometimes makes corrections. Then a conference is held with the peer or a teacher who also reads the work. Required changes are made in light of the peer's and teacher's suggestions and, finally, a finished copy is produced.

In the vast quantity of literature on writing, there is adequate evidence to support the assertion that the process-oriented approach to writing is a valuable practice in one's native language as well as in a second/foreign language (Britton *et al.*, 1990; Golstein & Carr, 1996; Lindermann & Willert, 1985; Martin *et al.* cited in Sommers, 1985 and Sommers, 1985). The aspect that makes process writing a valuable practice is that the same piece of writing is worked on until a satisfactory and effective final draft is reached through peer-editing. This stepwise method helps forge lasting improvements in student writing. In addition, editing peers' work teaches learners how to critique which may lead them to look at their own works critically and consequently improve their own writing. Thus, researchers such as Emig (1971), Elbow (1981), Zamel (1982), Raimes

(1983) and Sommers (1985) all agree that “process writing” is an effective way to make students’ writing better.

2.3.3. Writing Portfolio

One of the activities that emerged and gained popularity by the introduction of process approach in writing instruction is the “Writing Portfolio.” Paulson *et al.* (1991, p.60) define writing portfolio as “a purposeful collection of student work that exhibits the student’s efforts, progress, and achievements in one or more areas.” Paulson and Meyer (1991) state that a writing portfolio must include the criteria for selection of contents and the criteria for judging merit, as well as an evidence of student self-reflection. A writing portfolio has numerous advantages:

- It allows learners to reflect on their strengths and weaknesses (Gillespie *et al.* 1996).
- It provides opportunities for learners to set academic and personal goals Young *et al.*, 1997), and also encourages the habit of meta-cognition (Frazier & Paulson, 1992). Even learners who are not very successful seem to find a sense of responsibility and efficacy in evaluating their own work and in selecting and attaining their own academic goals (Young *et al.*, 1997).
- “Portfolio assessment offers students a way to take charge of their learning; it also encourages ownership, pride, and high self-esteem” (Frazier & Paulson, 1992, p.64).
- Students take responsibility for their learning and are rewarded with a sense of pride in their work and in their learning (Neiman, 2004, p. 3).

2.4. Writing and the Computer

When the computer comes up in discussion among foreign-language researchers and teachers, use of computers for teaching grammar, vocabulary, listening and reading is almost always criticized. Ever since computer technology has been available on a wide scale, there have been those who advocate and those who oppose its use for teaching these skills. The value of the computer for writing classes, however, has rarely

been questioned. In fact, Pennington, one of the scholars who pioneered CALL, asserts that "Of all the computer-based tools available to educators, word-processing is one of the most accepted and widespread" (1996, p.93).

Studies that have looked at the efficacy of the computer as a word processor for enhancing writing skills have revealed that incorporating the computer into writing classes has beneficial effects on students' academic writing abilities. Pennington (1991) cites the following studies that showed positive effects of the computer medium on the teaching of writing:

1982: Bradley, 1982; Monohan, 1982;
 1983: Bean, 1983; Dauite, 1983;
 1984: Manigan, 1984; Schwartz, 1984; Womble, 1984;
 1985: Daiute, 1985b; Grabe & Grabe, 1985;
 1986: Dickinson, 1986; Nichols, 1986; Selfe & Wahlstrom, 1986;
 1987: Blanton, 1987; Dalton & Hannafin, 1987; Piper, 1987;
 1988: Johnson, 1988; McAllister & Louth, 1988; Weiss, 1988;
 1989: Bernhardt *et al.*, 1989; Chadwick & Bruce, 1989;
 1990: Hermann cited in Holstein and Selfem, 1990.

In addition to these studies cited by Pennington, the following reports noted conclusions that support the utility of the computer in teaching writing (cited in Yavuz, 1997):

1982: Schwartz, 1982;
 1983: Reid *et al.*, 1983;
 1986: Haas, 1986; Daiute, 1986;
 1987: Garret & Hart, 1987; Gillis, 1987; Hawisher, 1987; Hendrickson, 1987;
 Herrmann, 1987; Holdstein, 1987; Mitchell, 1987; Lam & Pennington, 1987;
 Lutz, 1987;
 1988: Glenn, 1988; Hawisher, 1988; Liechty, 1988; McGarvey, 1988; Phinney & Mathis, 1988;
 1989: Garret & Hart, 1989; Haas, 1989; Harris *et al.*, 1989; Hawisher, 1989; Hawisher, 1989; Hawisher & Fortune, 1989; Howie, 1989; Madian, 1989; Phinney, 1989;
 1990: Phinney & Mathis, 1990;

1991: Harris, 1991; Pennington & Brock, 1991;
 1992: Greene, 1992; Levy, 1992; Howard, 1992;
 1993: Gaer & Ferenz, 1993.

2.4.1. Advantages of Using Computers to Enhance Writing Skills

Many studies based in English-language teaching environments have evaluated the effectiveness of the computer as an aid in writing classes relative to student and teacher attitudes, revision behavior, and holistic assessment of the quality of the written products. All results indicate that students who use the computer show better writing performance than those who use pen and paper (Pennington & Brock, 1989). Selfe (1986) lists the advantages of word processing as follows:

Less Tedious: As discussed earlier in this chapter, the process approach to writing is highly rated by researchers and teachers alike. However, students view this approach as a tiring, frustrating, intimidating task because it means going through the steps of generating ideas, drafting, getting feedback from a peer, revising, conferencing with a peer or the teacher, and editing and producing several drafts until the final draft is complete. Experience has shown that, in a process-writing environment, students tend to ignore the feedback they receive since improving their work means recopying and revising it. In this respect, the computer's contribution to writing classes cannot be ignored, since it allows rapid alteration and easy manipulation of text, making writing process easier and more enjoyable. Specifically, the computer allows the writer to move sentences and paragraphs around, reorganize the writing, and insert or delete ideas. When writing on-screen, students feel free to take more risks because they can make necessary changes very easily. In short, process-writing instruction combined with the computer is less tiresome and this contributes to better learning results.

More Motivating: "Motivation is an important variable in successful second language learning" (Gardner and Lambert, 1972, p.8). Thus, one of the responsibilities of the language teacher should be to create interesting lessons that gain and hold the student's attention. Means and Olson (1995) and Muehleisen (1997) state that, when used for educational tasks, the computer provides a strong intrinsic motivation for students as it is still relatively new. Many students are enthusiastic about any learning that involves computers. In time, the motivational aspect of the computer may wear off as the novelty

of computer use diminishes. However, at this point in time this technology is still new and constantly changing; the motivation element should remain strong as long as it continues to evolve.

Improved Attitude: “Positive attitude may lead to much more language learning than hours of exercises” (Phinney cited in Pennington, 1991, p.269). Extensive research on the efficacy of the computer for enhancing writing in general, and for revising and editing in particular, has yielded results in favor of its use as a writing tool (Lam & Pennington, 1995; Daiute, 1995; Piper, 1987; Yavuz, 1997; Allred, 1987; Barker cited in Holstein and Selfe, 1990; Bickel, 1985; Bridwell, *et al.* cited 1984; Collins and Sommers, 1985; Daiute, 1985; Evans cited in Collins & Sommers, 1985; Etchison, 1987; Jones, Meis & Bolchazy, 1985; Lam & Pennington, 1995; Lindeman and Willert cited in Collins & Sommers, 1985; Pennington, 1993; Pennington, 1995; Piper, 1987; Phinney cited in Pennington, 1991). These studies all conclude that use of the computer as a word processor in writing classes helps students develop a positive attitude towards writing. Specifically, they note that students learning by this method ...

- concentrate more on their work
- pay closer attention to the teacher’s instructions and comments
- become less anxious about making mistakes
- fuss less about writing multiple drafts
- pay more attention to teachers’ or peers’ feedback, and revise and edit their work willingly
- become less defensive about criticism and more objective about their need to improve their writing
- write longer essays
- add significantly more words when revising

Better Classroom Management: Using computers as aids in writing classes leads to better overall class management. The physical act of writing with an electronic keyboard helps focus students’ attention on their writing; consequently, there are fewer problems with certain discipline problems in the class. (Selfe, 1986; Spitzer, 1990; Kurth & Stromberg, 1984 cited in Rodrigues & Rodrigues, 1986; and Lindemann & Willert cited in Collins & Sommers, 1985).

Fun Factor: The computer adds a sense of fun to the writing class. One of the main advantages of using the computer as a word processor is its fun factor (Rodrigues & Rodrigues, 1986; Lam & Pennington, 1995; Bridwell *et al.* 1984). Research findings reveal that, when used as a word processor, the computer stimulates students' creativity, causes them to explore more ideas, and prompts them to evaluate and revise those ideas in the target language (Pennington, 1996). When asked to comment on the use of computers for writing, students say they see this as an enjoyable activity.

2.4.2. Disadvantages and Limitations of Using Computers in Writing Classes

The research to date seems to suggest that the potential benefits of computer use for teaching writing are far more numerous than the disadvantages, but, like every advancement, the computer does have certain drawbacks and limitations.

First, the amount of work for the teacher doubles. She or he must serve both as a writing teacher who instructs how to write different kinds of essays and other documents, and as a computer person who teaches how to use the computer to add and delete text, operate the spell checker, do word counts and many other tasks. Sommers (1985) agrees with Bickel (cited in Collins and Sommers, 1985) that the teacher's work challenges get even more difficult with computer use in writing classes. Second, if a student's computer skills are poor this can decrease his/her motivation. For example, if a student is a slow typist, his/her production rate is relatively slow, and this reduces the fun factor and the motivation to work and improve writing skills. Third, mechanical problems, such as losing files, can be frustrating. Fourth, the computer cannot evaluate the content of students' work, and cannot give feedback.

2.5. An Overview of Social Constructivism

Social constructivist theory is currently at the forefront of education (Price *et al.*, 2004), and the field of English language is increasingly influenced by social constructivist learning principles. Social constructivism, which is a learning theory rather than a teaching theory, originates in the thinking of the Russian educational psychologist Vygotsky, and shares much common ground with the thinking of Americans John Dewey and Jerome Bruner. In addition to connections with Vygotsky's

and Bruner's developmental theories, social constructivism is associated with Bandura's social cognitive theory (Shunk, 2000 cited in Kim, 2001).

Vygotsky's brand of constructivism is called social constructivism because it emphasizes the critical importance of culture and the social context for cognitive development. The hypothesis of social constructivism is that "the experience crucial for individual cognitive development takes place through interaction with others," and therefore key evidence for the quality of any learning activity should be found in the discourse that occurs in the collaborative environment surrounding that activity (Martin, 1994 & O'Loughlin, 1993 cited in Abdal-Haqq, 1998).

Social constructivism assumes that each person's development occurs in constant exchange with their social circumstances: their immediate working relationships, the climate of the school, and the wider social forces that affect it. "Learners make their own sense of the world but they do so within a social context, and through social interactions" (Roberts, 1996, p.44). Thus, the quality of learning activity increases in collaborative contexts.

2.5.1. Assumptions of Social Constructivism

Social constructivism is based on some specific assumptions about reality, knowledge, and learning. Kim (2001) explains these assumptions as follows:

Reality: Social constructivists believe that reality is constructed by our own activities. We, together as members of a society, invent the properties of the world (Kukla, 2000 cited in Kim, 2001). For the social constructivist, reality is not something that we can discover, because it does not exist prior to our social invention of it.

Knowledge: To social constructivists, knowledge is also a product of humans and is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prat & Floden, 1994 cited in Kim, 2001). Individuals make meanings through their interactions with each other and with the environment they live in.

Learning: Social constructivists perceive learning as a social process. Learning is neither a process that only takes place inside our minds, nor a passive development from

behaviors that are shaped by external forces (McMahon, 1997 cited in Kim, 2001). Meaningful learning occurs when individuals are engaged in social activities.

2.5.2. Types of Instruction of Social Constructivism

As explained above, social constructivists perceive learning as a social process, and they propose that meaningful learning takes place when individuals are engaged in social activities (Chapelle, 1997). Thus, a constructivist teacher creates a context for learning in which students can become engaged in interesting activities that encourage and facilitate learning. The teacher is, in fact, the facilitator who facilitates students' learning by giving guidance and encouragement when needed. Means and Olson (1995), Scott *et al.* (1992 cited in Chapelle, 1997) and Warschauer (1997) all suggest that use of technology supports a constructivist model of learning. Below are a few examples of how information technology can support social constructivist teaching and learning:

- Telecommunications tools like e-mail and the Internet provide a means for dialogue, discussion, and debat --interaction that leads to social construction of meaning. Students can talk with other students, teachers, and professionals in communities far from their classroom. Telecommunications tools can also give students access to many different types of information resources that help them understand their own culture and others.
- Networked writing programs provide a unique platform for collaborative writing. Students can write for real audiences who respond instantly and who participate in collective writing activity.
- Simulations can make learning meaningful by situating something to be learned in the context of a "real-world" activity, such as running a nuclear power plant, writing "breaking" stories for a newspaper, or dealing with pollution problems of a local waterway. (Social Constructivist Theories.htm, p. 3)

2.5.3. CALL and Social Constructivism

Social constructivist theory has been echoed in the CALL literature as well (Barker & Kemp, 1990; Warschauer, 1997 and Kern & Warschauer, 2000). Work in the area of computer-supported collaborative learning, which is a branch of educational technology has been motivated by the social constructivist approach (Scott, Cole &

Engel, 1992 cited in Chapelle et al, 1985). The constructivist perspectives most closely associated with computer-supported collaborative learning have roots in Vygotskian cultural psychology (Wertsch, 1985). Vygotskian psychology makes sense of learning by reference to the social structure of activity, rather than by reference to the mental structure of the individual (Crook, 1991). The social structure of an activity in a CALL environment is the computer software that a learner interacts with, and that enables learners to interact with other learners in the same computer lab or at a remote location.

The social structure of the present study was created through the framework of e-mail. Using this mode of communication, the students interacted with other learners in a remote location, South Korea, and created a collaborative environment in this way.

2.6. Overview of Self-efficacy Construct

Social cognitive theorists state that the beliefs individuals hold about their abilities markedly influence the ways in which they behave. The construct of self-efficacy, which was introduced by Albert Bandura, represents one core aspect of his social-cognitive theory (1977). While outcome expectancies refer to the perception of the possible consequences of one's action, self-efficacy expectancies refer to personal action control or agency. Self-efficacy makes a difference in how people feel, think and act (Bandura, 1997).

Of all beliefs people have, self-efficacy is considered the most influential factor in human agency, and differences in this element help explain why behavior can differ dramatically, even when individuals have similar knowledge and skills (Pajares and Valiante, 1997).

As defined above, self-efficacy is a person's judgment of how well she or he can accomplish a task or group of tasks. Bandura (1997, p.3), the originator of self-efficacy construct, defines perceived self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." According to Bandura, such beliefs affect people's lives in many ways. He explains that

people's beliefs in their efficacy influence the courses of action they choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity,

whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with taxing environmental demands, and the level of accomplishments they realize (1997, p.3).

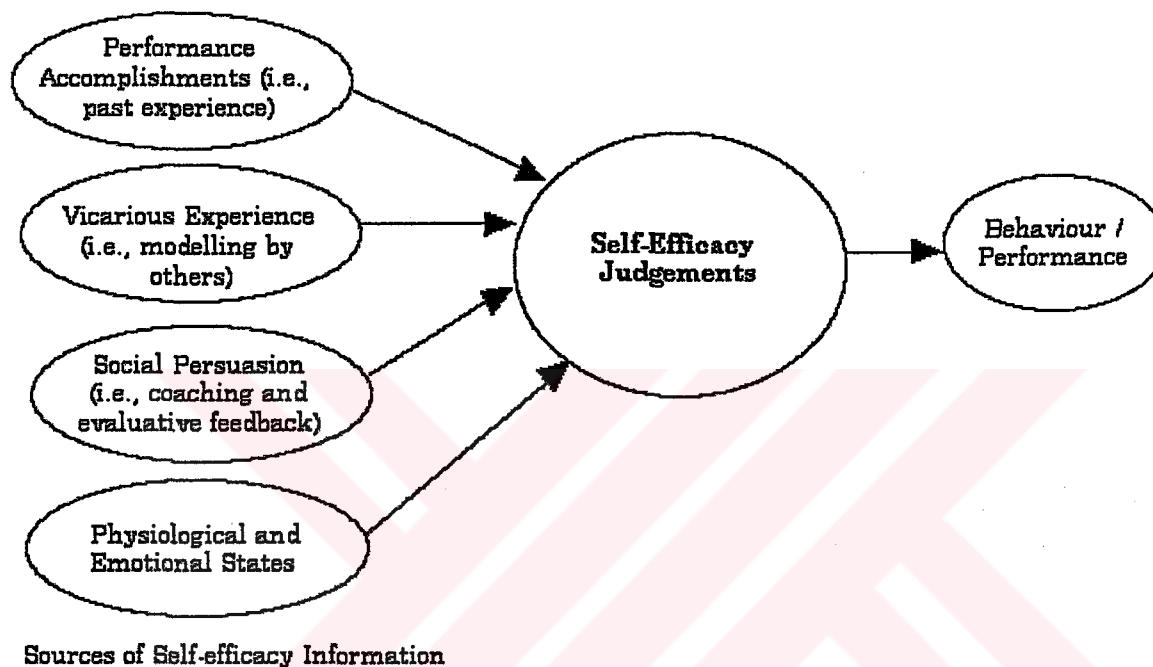
Bandura argued that what people do is often better predicted by their beliefs about their capabilities than by what they are actually capable of accomplishing.

To date, little research has been done on the relationship between self-efficacy and students' academic achievement and performance in second-language learning. Many studies in disciplines other than foreign-language education, such as mathematics, science, and social studies, have found positive relationships between self-efficacy and both achievement and performance. Moreover, psychology researchers have studied the connections between self-efficacy and first-language skills for gifted and remedial students in speaking (Zimmerman & Martinez-Pons, 1990), listening (Schunk & Rice, 1984 cited in Templin, 1999), writing (Zimmerman & Bandura, 1994), and reading (Schunk & Rice, 1993 cited in Templin, 1999). In all these studies, students with high self-efficacy outperformed students with low self-efficacy. However, the element of self-efficacy is currently missing from the list of variables known to affect second-language learning because very few empirical studies have been done on self-efficacy related to foreign-language learning.

Individual's self-beliefs are critical forces in academic achievement. According to Bandura's self-efficacy theory, a learner who has high self-efficacy related to learning a new language is more likely to learn that language than a learner who has no belief in his or her ability to do so (Locke & Latham, 1990). Bandura (1997) states that self-efficacy predicts a person's attention span, level of effort and persistence, strategies of learning, and learning goals. People with high self-efficacy will exert more attention, effort, persistence, and strategies for learning than those with lower self-efficacy. Griffiee (1997 cited in Templin et al. 1999) remarks that people with high self-efficacy set more challenging goals for themselves than those with low-self-efficacy. Further, challenging goals result in better performance, which means that people with high self-efficacy are expected to perform better at a particular task than those with low self-efficacy.

Self-efficacy in language learning is not static; it can change over time depending on a person's reaction to the task and perception of him- or herself (www.nclrc.org/portfolio/8-6.html). Bandura (1977) proposes four ways to raise self-efficacy, shown in Figure 2.1.

Figure 2.1: Sources of Self-Efficacy



Enactive Mastery Experience (Performance Accomplishments): Enactive mastery experience is considered the most influential way to raise self-efficacy. When students experience success, that is, when they see they can perform a particular task, this naturally increases self-belief.

Vicarious Experience: This is what occurs when a student observes a peer with similar abilities accomplish something, and says to his or herself, "If he/she can do it, so can I."

Verbal Persuasion (social persuasion): Verbal persuasion refers to the effect that praise from a superior has on the learner. Encouraging remarks from a teacher or peer who outperforms the learner can help raise the learner's self-efficacy.

Physiological and Affective (emotional) Status: Excessive physical and psychological fatigue or stress can negatively impact students' self-efficacy. Thus, overcoming these stresses raises self-efficacy.

2.6.1. Self-Efficacy and Writing in First Language

Most research in the field of writing composition has historically focused on the skills and abilities that writers bring to this essential process, and on the instructional practices teachers use to foster these skills in their students (Faigley, 1990; Faigley, et al., 1985; Hairston, 1990, cited in Pajares and Valiante, 1997). The primary aim has been to understand the thought processes behind students' compositions (e.g., Flower & Hayes, 1981; and Scardamalia, Bereiter, & Goelman, 1982, cited in Pajares and Valiante, 1997). However, another area of research is the self-beliefs that affect student motivation for writing. Work in this realm has revealed that students' beliefs about their own writing processes and competence are instrumental to their ultimate success in writing composition (Beach, 1989). Today, issues related to self-efficacy in writing constitute a considerable amount of the writing research that is being done (Shell, et al., 1989; Pajares & Johnson, 1994; Zimmerman & Bandura, 1994).

Bandura (1986) contends that what people achieve is often better predicted by their beliefs about their capabilities than by what they are actually capable of accomplishing. This is consistent with the views of researchers such as Multon, Brown, and Lent (cited in Pajares, 1997), who agree that academic self-efficacy is strongly predictive of academic performance. Pajares (1997) points out that self-efficacy related to writing is one area that has received comparatively little attention, but has important implications for understanding academic motivation and performance.

Writing is one of the most important academic skills. An understanding of the role self-efficacy plays in developing writing skills may partially explain why a given learner's academic performance in writing can differ markedly from that of others with similar knowledge and skills. The relationship between self-efficacy and writing performance in first language has been explored in studies by McCarthy et al. (1985) and Shell et al. (1989, cited in Pajares and Valiante, 1997). The findings indicate that self-efficacy is positively correlated with academic performance in native language.

McCarthy and colleagues (1985) conducted a study that examined whether the strength of writing self-efficacy is related to quality of writing. Writing assignments submitted by 137 freshmen from Southern Illinois University who were taking beginner creative writing courses were assessed at the beginning and end of a semester. As well, a questionnaire was used to assess students' self-efficacy in writing at these two stages. The results showed that students with strong self-efficacy related to writing wrote better essays than students with weak writing efficacy. In sum, the researchers concluded that students' perceptions of their writing skills influence actual writing performance.

A report by Pajares and Johnson (1996) concluded that competence in writing in first language is partially determined by the self-efficacy connected to that competency. These authors used path analysis to test how writing self-efficacy, self-concept, apprehension about writing, and aptitude for writing influenced the essay-writing performance of 181 ninth-grade students at a public high school in southwestern United States. As hypothesized, the results showed that both aptitude and personal confidence had strong, direct effects on writing performance. Self-efficacy was directly related to level of apprehension, which, in turn, affected performance. These findings support the role of self-efficacy as defined in Bandura's (1986) social cognitive theory. However, the study group included some exceptional subjects who were good at writing despite having low self-efficacy related to writing capability.

Bruning and And (1987) recorded similar results in a study that explored the development of self-efficacy and outcome expectancy related to reading and writing. The participants were 606 children in grades 4, 7, and 10 from a city school system in the American mid-west. Self-efficacy for reading and writing, outcome expectancy for these skills (contingency beliefs and causal attributions), actual reading achievement, and actual writing achievement were measured using questionnaires and achievement tests. Multiple regression analysis of the data supported previous research that revealed significant relationships between self-efficacy in reading and writing and performance in reading and writing, respectively. Bruning and And concluded that, in order to be fully effective readers and writers, children must develop the positive self-efficacy that allows them to effectively organize and apply the cognitive reading and writing skills they possess.

Other work by Pajares and Valiante (1997) has also identified self-efficacy as a strong predictor of academic performance and course satisfaction in traditional classrooms. Specifically, this report concluded that elementary students' self-efficacy related to writing predicts their writing performance, and that these beliefs play the mediational role hypothesized by social cognitive theorists. Pajares and Valiante found that students' self-efficacy linked to writing ability directly influenced their apprehension about writing, their perception of the usefulness of writing, and their essay-writing performance.

In another study that looked at writing in first language, Pajares and Valiante (1997) used a self-efficacy scale to make pre-post assessments. Two hundred and eighteen grade 5 students (115 girls and 103 boys) in three public elementary schools participated. The data were collected in language arts classes during two class periods. In the first period, students were asked to complete the Writing Skills Self-Efficacy scale developed by Shell and coworkers (1989, cited in Pajares and Valiante, 1997). The eight items in this scale asked students to rate their level of confidence for performing specified writing skills. Examples are "correctly punctuating a one-page passage" or "organizing sentences into a paragraph so as to clearly express a theme." Each student rated her or his level of confidence for each skill on a scale of 0 to 100. In the second class period, the students were asked to write a 30-minute essay that was then graded using holistic scoring. The findings supported previous research that has revealed a significant connection between self-efficacy and writing in first language.

2.7. Computer-Mediated Communication Computer-mediated communication, the latest intended advance in second language learning, is defined as "human interaction via computer networks and in online environments," and is regarded as "an interdisciplinary mix of communication, technology and education" (Shulman, 2001). Literally, CMC refers to communication patterns mediated through the computer, and encompasses computer conferencing, electronic mail, Internet relay chat (IRC), multiple-user domains (MUDs, originally known as multiple-user dungeons), multi-user shared hallucination (MUSH), multi-user domains - object-oriented (MOOs), Real Audio, Maven (audio conferencing), and Cu-SeeMe (video conferencing). Each of these CMC systems requires a common computer, a network connection, and special software. In addition to this equipment, for audio conferencing or voicemail, a

conferencing, a special video camera is required as well as all the above equipment. Computer-mediated communication has existed since 1969, and has prompted many changes in the nature and scope of English language Teaching (ELT) pedagogy over the years. It is remarkable that this method of language learning was used very little just a decade ago, because today it is a routine and indispensable application for this purpose. In light of the rapid expansion of CMC usage, researchers have been examining its effectiveness within organizational, interpersonal, and mass communication contexts (Metz, 1994).

Computer-mediated communication can be grounded in “interactionist” approaches to Second Language Learning (SLA). Interactionist approaches emphasize that interaction is the most important way in which learners obtain data for language learning (Fuente, 2003, p.1). Long (1996) asserts that interactive tasks that promote negotiation of meaning among learners facilitate comprehension of input through interactional modifications to the structure of conversation. Consequently, he adds, these tasks facilitate second-language acquisition. However, according to Swain (1985, cited in Sotillo, 2000), comprehending input in meaning negotiations or reading activities is not sufficient for language acquisition. Swain hypothesizes that learner output is also necessary for this type of learning. She contends that language learners need opportunities for “pushed output,” which means they need to produce language in written or spoken forms to learn a language. In a traditional language classroom, creating an authentic environment for interactive communication to take place is usually a problem. In contrast, the addition of CMC offers an excellent space for the necessary input-output processes. In an e-mail exchange process, the student receives a message and replies. If the student compares the received message with the message she or he writes back, input naturally transforms into intake. The act of reading a received e-mail and composing a reply is an interactive process that triggers language learning.

Some researchers (Rice, 1984; Trevino, *et al.*, 1987 and Steinfield, 1986 cited in Leh, 1997) believe that CMC is problematic because it does not always provide paralinguistic cues, such as facial expressions, intonation, gestures, and body orientation. These investigators contend that, when nonverbal codes are not available in a medium, the users pay less attention to the presence of other social participants. They also suggest that some types of misunderstandings are harder to overcome in CMC

settings. Furthermore, traffic jams on the World Wide Web (Internet) are another problem. Connections are slow when electronic traffic is heavy, and this can be demotivating if the time allotted for CMC activity is limited.

On the other hand, there is a growing body of literature that favors the use of CMC in language learning. Some practitioners of language teaching consider these applications a revolution in learning. They point out that the active social learning environment provided by Internet-linked computers helps students cross international boundaries, and enables them to communicate with people all over the world easily and inexpensively. Social constructivism was discussed in depth earlier in this chapter. This theory suggests that when content is meaningless relative to a student's world view, or when a learner is approached as a passive recipient of knowledge, or is minimally engaged in the instructional tasks, the student has no incentive to construct his or her own knowledge and has little motivation to retain information or transfer its use to novel situations (Berge & Collins, 1995). Net-worked computers provide students with platforms for constructing written items that have personal meaning to them. The literature on foreign and second-language learning reports that CMC encourages learners to construct knowledge collaboratively (e.g., Beauvois, 1997, 1997b; Berge & Collins, 1995; Meunier, 1994; Warschauer, 1996, 1997). Cooper and Selfe (1990) stressed that computer-mediated discussions are powerful, nontraditional learning forums for students. They state that the basis for this is not simply that such discussions offer other opportunities for collaboration and dialogue; they also encourage students to resist, dissent, and explore the role that controversy and intellectual divergence play in learning and thinking (p. 849).

Due to its potential for socialization and collaboration, the net-worked computer makes an indispensable contribution to education. The active environment of social learning provided by a net-worked computer increases interaction and communication among students, their teachers, peers, parents, and other members of the world community (Berge and Collins, 1995 and Bush, (1996). Moreover, Berge and Collins state that computers linked to the Internet enable learners to explore alternative pathways to find and develop their own style of learning. He adds that, thanks to net-worked computers, content can be delivered in the form of graphics, text, and/or full-motion video speaking to different intelligences (as discussed by Gardner, 1998).

Recently, there has been great enthusiasm for implementing Gardner's multiple intelligence theory in language learning. (Gardner, 1998) Gardner contends that students come to the learning environment with different tendencies, capabilities, talents, skills and intelligences. Specifically, his multiple intelligence theory suggests that each person possesses at least eight intelligences: verbal-linguistic intelligence, logical-mathematical intelligence, bodily kinesthetic intelligence, visual-spatial intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. The verbal-linguistic and the mathematical-logical intelligences are the only two kinds of intelligence that today's traditional educational system encourages; all other forms are neglected. However, net-worked computers abound with more personalized and diversified learning opportunities. They offer a mass of language-learning activities tailored to all types of intelligence, and thus give every student an equal opportunity to learn. For example, language students with particularly high verbal-linguistic intelligence can be stimulated to learn through puzzles, quiz shows, by creating absurd stories, and other similar tasks or games (e.g., www.englishzone.com). Those with high interpersonal intelligence can learn by accessing bulletin boards, e-mail exchange, and other interactive activities (e.g., www.eslcafe.com).

Studies conducted by Steinfield (1986), Gunawardena (1995), Sorenson *et al.* (1996), and Anderson and Kanuka (1997, cited in Leh, 1997) have all revealed that CMC is appropriate for use as a language-learning aid, since it fosters interactions that are crucial to the learning process. The findings showed that, when students used CMC, they felt they had an online community for communication; consequently, they developed positive attitudes toward language and generated more ideas. Sotillo (2000) points out that, in the hands of experienced teachers, CMC can be used as an aid to enhance the language-acquisition process by encouraging interaction among participants, collaborative text construction, and the formation of electronic communities of learners. Another advantage noted by CALL scholars Kern and Warschauer (2001) is that CMC facilitates collaborative reading and writing. Yet another benefit is that class discussions conducted in a CMC environment give each student an equal opportunity to participate. Studies show that equality of participation is one of the primary benefits of using electronic synchronous discussion in writing instruction. Warschauer (1996a, cited in Ghani and Mat Daud, 2003) claims that "this

equalization effect is the result of the absence of oral interaction, which normally has elements of fear of being interrupted or to interrupt, the need to manage the floor, and the need to co-orient to the production of sequentially relevant discourse.” In another research, Warschauer (1996b) compared equality of student participation in two modes: face-to-face discussion and electronic discussion. In the study, 4 groups of four ESL students conducted discussion face-to-face and electronically. Amount of participation was calculated per person for each mode and was correlated to factors such as nationality, language ability, time in the U.S., and student attitude. In addition, a global measure of equality of participation was calculated and compared across the two modes. The findings showed a tendency toward more equal participation in computer mode.

Chun (1994, cited in Ghani and Mat Daud, 2003) reported a similar outcome in his study of cross-cultural e-mail exchange. He concluded that CMC for language learning is advantageous with respect to equitable participation, since it fosters potential learner development in discoursal, interactional, and functional competence. The findings documented by Beauvois (1992) and Kelm (1992) also seem to support those of Chun. In their impressionistic accounts, these authors reported that shy students tended to show increased participation in the communication. They found that, in the CMC environment, students who were often embarrassed to speak were just as likely to participate in computer-based communication as students who were not embarrassed to speak, because they did not have to worry about the way they spoke. In her study, Beauvois (1992) looked at real-time synchronous discussions among intermediate Portuguese and elementary French learners. On the other hand, Kelm observed fifteen undergraduate non-native speakers of Portuguese enrolled in fourth semester Brazilian Portuguese course at the University of Texas at Austin. The class used a synchronous conferencing program called “interchange” one day per week. According to Kelm his observations suggest that computer assisted class discussions promotes increased participation from all members of a work group, allow students to speak without interruption, reduce anxiety which is frequently present in oral conversations, render honest and candid expression of emotion, provide personalized identification of target language errors and create substantial inter-language communication among L2 learners. Knight (1994) as well conducted an e-mail exchange project between undergraduate American students studying Spanish in U.S. and undergraduate native speakers of Spanish students in Spain. The overall goal of the e-mail exchange was to

encourage personal friendships as well as to obtain cultural information. Knight concluded that correspondence by e-mail provided a natural way of promoting communicative competence, that is, it gave students meaningful, realistic reasons to use language and exposed them to authentic models of written discourse.

Computer-mediated communication includes both synchronous and asynchronous modes of communicating. Both these modes offer learners opportunities for inexpensive, rapid, and authentic interaction with native- or non-native speakers of the target language throughout the world. This enables the learner to achieve good command of target language, and to improve communicative competence. Findings from both empirical and experimental research support the claim that both synchronous and asynchronous CMC in first- and second-language student populations encourage interaction and improve the quality of written and spoken discourse (Warschauer, 2000). Both types of communication are considered to represent a shift from language form to language use in meaningful context (Kelm, 1992; Meskill & Krassimira, 2000 cited in Warschauer, 2001), and both increase learner motivation (Meunier, 1994; Warschauer, 1996b, cited in Warschauer, 2001). Moreover, some experimental studies have tested synchronous and asynchronous communication separately and in combined form, and the data have revealed positive effects on students' motivation and writing ability (Harris & Wambeam, 1996). The following section deals with these two modes of CMC in depth.

2.7.1. Synchronous Computer-Mediated Communication

Synchronous or instantaneous CMC refers to communication via computer networks in real time. Synchronous CMC includes the modes Internet relay chat (IRC), multi-user shared hallucination (MUSH), multi-user dimension (MUD), and multi-user domain-object-oriented (MOO), Internet relay chat, computer conferencing, audio conferencing, videoconferencing, white board and voice mail, all of which allow users to immediately exchange information. With the increased availability of net-worked computers, the use of synchronous CMC in language learning has expanded exponentially. Synchronous CMC has appeared in studies by Beauvois (1997), Berge & Collins (1995), Meunier (1994), and Warschauer (1996, 1997, cited in Sotillo, 2000), who concluded that this type of electronic discussion encourages learners to construct knowledge collaboratively, and to stay on task more than in an ordinary classroom

instruction. Some scholars go even further in supporting synchronous communication, stating that in the hands of professors who know what they are doing, online instruction is superior to face-to-face interaction (Feenberg, 1999; Harasim, Hiltz, Teles, & Turoff, 1995 cited in Sotillo, 2000). Some proponents of CMC, including Kroonenberg 1994/1995 and Warschauer *et al.*, 1996 (cited in Sotillo, 2000), have stated that this method fosters greater student empowerment, autonomy, equality, and enhanced critical thinking skills. Chun (1994) found that students who used synchronous text-chat became more confident about speaking the target language, and Stevens and Hewer (1998, cited in Davies *et al.* 1999) and Beavois (1997) observed that confidence in speaking the target language was improved by providing groups of distance-language learners with access to e-mail. As well, Turbee (1998) and Warschauer *et al.* (1994, cited in Davies *et al.* 1999) noted that shy learners made greater contributions to discussions and learning events in the anonymous environment of text-based CMC than in face-to-face situations.

2.7.1.1. Internet Relay Chat

Internet relay chat (IRC) is defined as “a mode of interaction on the Internet which enables people to communicate in synchronized fashion on different ‘channels’ from disparate locations” (Baym, 1995). This communication is text-based, but it is possible to send images as attachments via instant messaging software such as Microsoft Netmeeting, AOL Instant Messaging, and mIRC. Since IRC offers opportunities for real-time communication with real-world native- and non-native speakers of the target language located in different time zones, it serves as a powerful and effective language-learning aid.

There are three basic computer-based chat modes: text, audio, and video. As noted by Baym (1995), the chat mode that has been most widely used in education to date is text chat; however, as Internet connections become faster and cheaper, it seems highly likely that both audio and video-conferencing will become widespread language-learning tools as well. Today, there are various chat platforms available to cyberspace fans who are involved in education. For example, a software product called Tapped In developed by the Teachers’ Professional Development Institute in the United States, and found at <http://www.tappedin.org/new>, is one of the chat programs that is most popular with teachers, scholars, and researchers in the field of education. Using Tapped

In, people involved in education around the globe are able to carry out joint projects, exchange information, and share experiences and resources.

While chat certainly makes valuable contributions in ESL/EFL contexts, it also has one major pitfall. Most chat users communicate in abbreviated, oversimplified, telegraph-type language to minimize effort and save time, and this is questionable in terms of language learning (Berge & Collins, 1995). While IRC has the potential to improve students' writing in non-native language, it is clear that this speed-adapted text format can negatively affect spelling and grammar.

2.7.1.2. Multi-User Dimension

As noted above, the short-form MUD signifies "multi-user dimension" or "multi-user domain," or "Multi-User Dialogue" and indicates a mode of synchronous CMC that was originally known as "multi-user dungeon." MUD is cyber-game where a person could walk around, talk to other people, explore dangerous monster-infested areas, solve puzzles, and even create rooms, descriptions and items within the game all while sitting in own home through the networked computer (Freeman, 2004). A MUD by definition is "an online, real-time, interactive, text-based virtual environment" (Freeman, 2004, p.1). The first MUD was created by Roy Trubshan and Richard Bartle at Essex University in 1979 (Winnips, 1996). As Freeman (2004) explains the original version merely allowed a user to move about in a virtual location whereas the later versions provided for more variation including objects and commands which could be modified on or off-line. Although the majority of MUDs available today are games, there are also MUDs used for education, research, and general socialization. For example, the Tiny- and Teeny- family of MUDs are two kinds of MUDs that are used for socialization. The players on these MUDs gather, chat, meet friends, make jokes, and discuss all kinds of things. Other types of MUDs are MOOs (MUD Object Oriented), and MUSHes (Multi-User Shared Hallucination).

A MUD is a text-based virtual world that can be accessed on the computer via Telnet technology (Serpentelli, 1992). In MUD users can interact in real time by typing text. As Freeman (2004) explains MUDs are made up of four main components: players, rooms, exits, and objects such as animals, swords, tables, etc. A player is a character created by the user and can take actions by typing commands such as walk,

whisper, kick, etc. (Winnips, 1996). These characters have descriptions and possessions. A room is a physical part of the game world in which players and things exist. These rooms have descriptions so the user can visualize the room. Exits that appear at the end of room descriptions serve as links between rooms.

2.7.1.3. Multi-User Shared Hallucination

A multi-user shared hallucination (MUSH) is another online, real-time, interactive, text-based virtual environment. It is a variety of TinyMUD, a type of MUD that are less reliant on coded combat than some MUD varieties, and are often used for "serious" roleplaying or socializing (<http://www.idyllmtn.com/mush/what.html>). Winnips (1996) explains that the user enters a MUSH environment by Telnetting a site and then moves between and around defined "rooms," and interacts with other visitors. A visitor can speak publicly or speak privately to another visitor.

2.7.1.4. Multi-User Domain – Object-Oriented

As explained above, the acronym MOO stands for "multi-user domain – object-oriented." A MOO is a type of MUD that allows synchronous communication between many users. Many socially oriented MOOs provide a safe environment in which one can meet and talk to people from all over the world. Some of these domains are designed for professional development, and others are set up as educational mediums for students. SchMOOze, CultureMOO, and LambdaMOO are the names of some second-language-learning MOOs on the Internet.

As Turbee (1998c) explains, MOOs can provide a constructivist learning experience that is not available in the traditional second-language classroom. These sites virtually transport the learner directly into the native culture of the new language. The individual is immediately accepted as a member of the culture, and must use the language of the culture in order to interact within the community. Turbee (1998c) also notes that learning occurs as students create personally meaningful objects and interact with the objects and other users in this virtual world. In visiting a MOO, the user accesses an inexpensive means of producing language for authentic purposes, and has real-time conversations with native speakers. Furthermore, a learner can develop writing skills by creating his or her own personal zone within the domain.

2.7.1.5. Computer Conferencing

Computer conferencing software allows a group of people to hold a discussion via computer over a period of time (e.g. First class). As Winnips (1996) explains, members of the group can use the system to post messages to the entire group, and discussions can take place over a period of time. In this mode of asynchronous CMC, all members of the group can communicate within separate networks.

2.7.1.6. Audio Conferencing

Audio conferencing is a mode in which many different telephone lines are connected to one another simultaneously. It enables a group of people to communicate with each other via the Internet, using software such as Microsoft Netmeeting (Walters, 1995).

2.7.1.7. Video Conferencing

Video conferencing is real-time video and audio communication among people in different locations. A video camera, a monitor, and features to control these devices are needed to send and receive images and voices of the participants (Walters, 1995). CU-SeeMee is an example of video conferencing software.

2.7.1.8. Whiteboards

Whiteboards environments are virtual meeting sites where each participant uses his or her mouse to draw sketches on a virtual whiteboard. As each user is drawing, visual updates are transmitted to all other users connected to the server almost immediately (Tang, 1995). Most whiteboard programs also have a chat window where participants can type messages to each other (e.g. Microsoft Netmeeting).

2.7.2. Asynchronous Computer-Mediated Communication

Asynchronous communication means that, instead of communicating simultaneously within the same Internet session, learners send messages to each other either by "snail mail" (mail sent by non-electronic means, such as letter) or by a method such as e-mail, and then collect messages at their convenience. In addition to e-mail, asynchronous CMC encompasses entities such as bulletin boards, newsgroups, Web

forums, and others. The Computer Special Interest group of the IATEFL (The international association of teachers of English as a foreign language) is a good example of platform for asynchronous communication. The partner school for the present research study was found through communication with this “e-group” (e-mail group).

2.7.2.1. Bulletin Boards

Bulletin boards, also referred to as Web forums, message boards, or Net forums, is an effective mode of asynchronous CMC that enables both learners and teachers to contact native- and non-native-speaker counterparts. These are areas of the World Wide Web that allow users to post and respond to messages. They share similarities with both e-mail and chat rooms: Like e-mail, a bulletin board enables users to receive and respond to information on a flexible schedule; and like a chat room, such boards enable users to interact on the Web, while other users monitor and observe each interaction. Today, discussions on more than 10,000 different topics are occurring through bulletin boards on the Internet (Winnips, 1996). Each discussion is stored at a publicly accessible site on the Web. By launching a newsreader program and going to one of these sites, a user can read what others have written, respond publicly or privately to the article's author, and post new ideas, questions or requests to the newsgroup (Harris, 1995). The fact that bulletin-board communication is asynchronous means that users can interact at a time convenient to them, whereas participants must be online to interact via chat rooms. Further, like chat communication, bulletin boards constitute a many-to-many form of communication, which is a useful pedagogical tool for language learners. Such message boards are pedagogically advantageous in that they provide:

- a unique form of communication that complements classroom discussion and formal writing assignments;
- an intellectual space that is both interactive and reflective;
- critical exchange that is student driven and highly expressive;
- a learning community where comments can be observed as they develop over time. (McClennen, 2004)

2.7.2.2. Electronic Mail (E-mail)

E-mail, the most popular internet application that brings millions of people throughout the world together on a daily basis, is another form of CMC in which a user can produce, send and receive messages by computer. With this method, incoming messages are stored on a server and the user uses an e-mail application to read and compose mail at his or her convenience. These messages are usually in text form, but they can contain audio or visual materials as well. E-mail software enables a person to send e-mail to one or several people at a time.

“It is now widely recognized that learners of a second language require opportunities to use the target language above and beyond that which can be achieved in classroom practice” (Stockwell, 2003). Key-pal activity which is considered the easiest and most successful e-mail activity, is one way language learners can engage in such opportunities. As Stockwell (2003) explains, in key-pal activity, a group of learners at one school is paired with a group of native speakers or foreign language learners of the target language. Today, teachers around the globe are using key-pal activity to enable their students to “use the target language to negotiate meaning and form in a social context, which is now thought of as essential for acquisition of a language” (Lee, 2001 cited in Stockwell, 2003). International key-pal projects that connect students with native- or non-native speakers of the target language can be easily implemented where participants have the necessary access, equipment, and foreign contacts (Knight, 1994 and Shelley, 1996)

Greenfield (2003) conducted a qualitative case study examining secondary ESL students' attitudes toward and perceptions of e-mail exchange between a group of 10th grade ESL classes in Hong Kong and an 11th grade English class in Iowa. After exposure to 12-week of cross-cultural e-mail exchange, Hong Kong students were questioned about (a) changes in attitude towards computers and language learning; (b) effect of computer background on attitude, interest, and motivation; (c) perception of their acquired reading, writing, speaking, and listening skills; and (d) attitude towards cooperative learning. Data were collected primarily from surveys given before and after intervention and personal interviews. The data obtained revealed that the majority of Hong Kong participants enjoyed the exchange, gained general confidence in English

and computer skills, and felt that they made significant progress in writing, thinking and speaking.

The most striking benefit of key-pal use for language learning is that students can improve their writing skills by exchanging messages in the target language with native- or non-native speakers, or with their teachers. This is supported by the observations of Warschauer (1997), who looked at the use of e-mail communication between a teacher and her students in a graduate ESL writing class. In this setting, e-mail proved to be a powerful medium for apprenticeship learning, in that the teacher was able to provide students with detailed, rapid feedback on the immediate problems and questions they had.

Today, it is widely believed that the integration of e-mail into writing curricula has beneficial effects on learners' academic writing skills. However, some scholars, such as Biesenbach-Lucas (2001), doubt the efficacy of e-mail for improving writing ability. This author asserts that, since e-mail has features associated with both written and spoken language, it is not certain that creating and exchanging messages of this type will improve academic writing abilities. The body of literature on e-mail describes this communication mode as a hybrid of oral and written features (DuBartell, 1995; Marcus, 1995; Maynor, 1994; Murray, 1996; Uhlirova, 1994; Yates & Orlikowski, 1993 cited in Biesenbach-Lucas, 2001). As Murray (1988 cited in Biesenbach-Lucas, 2001, p. 3) explains, "some e-mails may share many characteristics of spoken language, and other e-mails may share characteristics of written language," just as some writing (e.g., a note to a family member) may be more oral in nature than other writing (e.g., a term paper). According to Murray it is "the result of the specific context of the situation that determines oral or written features in any discourse" (1988 cited in Biesenbach-Lucas, 2001 p. 370).

Extensive research has shown that e-mail exchange enhances EFL writing: Beauvois, 1995; Warschauer, Turbee, & Roberts, 1996; Warschauer, 1997, Opp-Beckman, 1999; Byram, 1997 cited in O'Dowd, 2003; Kinginger, 1994; Saita, Harrison & Inman, 1998; Gray & Stockwell, 1998; Liaw & Johnson, 2001; Aitsiselmi, 2001; Leahy, 2001 cited in Stockwell, 2003; Barker & Kemp, 1990; Cooper & Selfe, 1990; Ganderton, 1998; Greenfield, 2003; Huck, 2003; Kataoka, 2000; Kazunori, 2003; Kern, 1995; King and Orton, 1999; Kitao, 2003; Kunisawa, 2003; Liao, 2003; Kataoka, 2000;

Massi, 2003; Meloni, 2003; Robb, 2003; Vick, 2001; Pages, 2003; Sullivan, 1993; Siekmann, 1998; Lei Lin Ho, 2000. In sum, the information brought to light by these scholars indicates that e-mail offers the following pedagogical benefits:

- facilitates interaction that is lacking in the traditional language classroom;
- connects students quickly and inexpensively;
- establishes a purpose for writing;
- helps generate ideas for writing;
- helps students develop, organize, and clarify thoughts;
- encourages writing;
- reduces anxiety;
- increases written and oral discussion;
- develops the writing/thinking connection;
- facilitates social learning;
- promotes egalitarian class structures;
- enhances student motivation towards writing;
- improves writing skills;
- fosters general confidence in English;
- increases the frequency and length of writing;
- makes students' use of target language more complex and more frequent;
- extends language learning time;
- provides a context for real-world communication and authentic interaction;
- expands topics beyond classroom-based subjects;
- promotes student-centered language learning;
- increases participation in communication;
- promotes equal opportunity for participation;
- decreases the amount of paper used in the classroom (an environmentally friendly activity);

2.7.2.3. Voicemail

Voicemail systems are electronic mail systems for spoken messages, such as iPhone (Palme, 1995). Similar to e-mail, a person leaves a voice message on another person's voicemail system and the recipient retrieves it at a convenient.

2.7.3. Cross-Cultural E-mail Exchange

Experience has shown that for optimal language learning activities, such as writing about personal experiences or writing to an actual audience are more highly rated than writing activities that have no real-life context or purpose. Studies like the one conducted by Borton and Hamilton (1998, cited in Hunt and Otto, 2004) have shown that writing students respond well to topics that involve real-world situations. Cross-cultural e-mail exchange is one activity that captures students' attention by providing valuable real-life experiences as they learn a language.

Cross-cultural e-mail exchange makes language learning more authentic and meaningful, and is thus more effective than traditional writing-class activities in language programs (Tella, 1992b cited in Warschauer, 1998). This was clearly demonstrated by Warschauer's 1996 study, which investigated the efficacy of this type of e-mail exchange in a group of Filipino, Japanese, Chinese, and Vietnamese students attending an American college. The design involved a comparison of the subgroups' participation in face-to-face discussions and electronic discussions. In the face-to-face discussions, Warschauer found that the Filipinos clearly dominated and the other three subgroups contributed less. In this setting, the Japanese students were the quietest due to cultural socialization to listen quietly. Interestingly, however, in the electronic discussions, the Japanese students dominated the other subgroups.

A recent article by Soh & Soon (1991, cited in Yagi and Yaghi, 2004) indicates that, today, language teachers at elementary through tertiary levels are using long-distance e-mail exchange with native- or non-native speakers of the target language. Teachers are implementing these programs to give students more opportunity to engage in authentic communication and do collaborative projects. Examples of such projects include comparisons of films, books, and other arts-based media (Gaer, 1995 cited in Yagi and Yaghi, 2004); business simulations (Feldman, 1995); and survey-based research (Kendall, 1995, cited in Yagi and Yaghi, 2004).

Tella (1991) conducted one of the first ethnographic studies of the processes involved in e-mailing and the results of e-mail use in language learning. The general purpose of Tella's study was to inform secondary-school EFL teachers and their students about possible pedagogical applications of cross-cultural e-mail exchange for

foreign-language teaching. The specific aim was to examine how CMC via e-mail could be adapted to foreign-language teaching in Finnish senior secondary schools. The participants were students from three such schools, and the investigation lasted one semester. The Finnish participants were matched with British and American peers, and corresponded with their key-pals throughout this period. Data were gathered through observation, e-mail correspondence, informal discussions with students, student questionnaires, handouts, written compositions and teachers' logs. Occasional video and audio recording and photographing were also used for data collection. Tella noted many interesting findings:

- the participants became more motivated to write in the target language;
- the emphasis switched from teacher-centered more to learner-centered teaching;
- CMC stimulated a more open flow of ideas, and thus brought in new vocabulary;
- since the participants were able to write and edit electronically, they devoted more time and effort to authentic communication with their British partners. The feelings of personal connection prompted the Finnish students to revise their compositions, poems, and other messages carefully so they would read more like native English;
- the quality of the writing improved because the students felt a natural urge to communicate, and this motivated them more than the wish to achieve good grades;
- students started to write in more diverse styles, using not only narrative and descriptive types of discourse, but also personal and expressive elements;
- reading became more public and collaborative, with students actively assisting each other.

More recent ethnographic research by Leh (1997) also showed that e-mail exchange programs can enhance foreign-language learning and communication. Leh's purpose was to examine how cross-cultural e-mail exchange contributes to foreign-language learning. The subjects were two groups of college students attending different Spanish classes at an American university. One group used e-mail to communicate with

native Spanish speakers in Mexico for 10 weeks, while the other group used traditional methods to practice grammar and vocabulary. The study focused on four main elements: 1) language performance and confidence in the participants who used electronic mail versus those who did not; 2) the content and appropriateness of CMC for distance learning; 3) student and instructor opinions about the use of e-mail for language teaching, and 4) problems the participants encountered in using e-mail exchange. The data collected were cloze test scores, written reports, oral examination results, e-mail messages, responses to a survey, and interview findings. The results revealed that e-mail exchange can enhance distance learning, and that the students and the instructors were in favor of using e-mail for language instruction. Leh also conducted a follow-up investigation 1 year after the initial research was completed. The qualitative findings of the initial study revealed that e-mail provided the participants with a good language-learning environment that motivated them, fostered language learning, and encouraged communication. The follow-up analysis supported the initial findings. Interestingly, 25% of the e-mail participants continued corresponding after the experiment was finished.

The findings documented by Knight (1994) also seem to support those of Leh. Knight ran an e-mail exchange project that involved undergraduate American students studying Spanish in the United States and undergraduates in Spain who were native speakers of the language. The overall goal of the e-mail exchange was to encourage personal friendships and obtain cultural information. The author found that e-mail correspondence provided a natural way of promoting communicative competence, that is, it gave students meaningful, realistic reasons to use language and exposed them to authentic models of written discourse.

Greenfield (2003) conducted a qualitative case study of secondary ESL students' attitudes toward and perceptions of e-mail exchange. Students in a group of grade 10 ESL classes in Hong Kong communicated with peers in a grade 11 English class in Iowa, USA. The cross-cultural e-mail exchange program was 12 weeks long. Data were collected primarily from surveys completed before and after the intervention, and from personal interviews. The Hong Kong students were questioned about four main issues: 1) changes in attitude toward computers and language learning; 2) effects that computer background had on their attitude, interest, and motivation in the program; 3) perception

of their acquired reading, writing, speaking, and listening skills, and 4) attitude toward cooperative learning. The findings revealed that most of the Hong Kong participants enjoyed the exchange, gained general confidence in English and computer skills, and felt they had made significant progress in writing, thinking, and speaking in the target language.

A 1995 report by Florez-Estrada (cited in Stockwell, 2003) also discussed the ways e-mail can contribute to language teaching. That study compared findings in groups of American students learning Spanish who were and were not exposed to e-mail exchange with native speakers. The data showed greater improvements in grammatical accuracy in the e-mail group. More recently, Stockwell (2003) observed that advanced-level Japanese students learning English made significant gains in second-language syntax and vocabulary through task-based e-mail interactions with native speakers.

Kern (1995) also organized an exchange between his elementary-level French students at the University of California at Berkeley and a history class in France. In this program, the students in both classes wrote three essays, each preceded and followed by e-mail discussion of the issue between key-pals. The three writing pieces were as follows: 1) a descriptive essay in which each student described his or her neighborhood, city, family, and school; 2) a narrative essay (including photos or other documentary evidence) in which the student told the story of her or his family origins, and how the family had come to live at their current home, and 3) an argumentative essay in which the student grappled with the concept of nationality, discussing what it meant to be French or American. Kern found that, even in the beginning stages of this program, in addition to enhancing students' cultural and historical awareness, the exchange offered important language-learning benefits.

Vilmi (1995) described cross-cultural e-mail exchange involving EFL students from three countries. These individuals exchanged letters that presented solutions to real-world environmental problems, such as nuclear power, toxic waste disposal, and others. Vilmi noted that, instead of writing most of their compositions and other work alone, as time progressed, the students made increasingly greater use of peer tutoring and other collaborative methods when composing their e-mail messages.

A very recent study by Alias and Hussin (2004) assessed the efficacy of Internet tools, including e-mail, in language learning. The participants were 20 EFL students who were taking a writing course at a private institution of higher learning in Malaysia. Each subject completed a questionnaire after cross-cultural e-mail exchange, and the results indicated that the students felt the program had helped to improve their writing abilities. The authors stated that they believed the students' writing performance improved because e-mail exchange boosted their confidence greatly. Before the exchange project, 85% of the participants felt that their writing skills were not good, and 90% viewed themselves as poor writers because they could not organize ideas well. However, exposure to cross-cultural e-mail exchange raised the students' confidence levels significantly, and their negative self perceptions and attitudes faded away. Alias and Hussin concluded that increased self-confidence leads to enhanced writing composition ability in EFL students. However, as discussed in the next section, this link was not observed in the current study.

In summary, the above-mentioned studies suggest that cross-cultural e-mail exchange offers the following pedagogical benefits for language learning:

- provides a context for real-world communication and authentic interaction;
- establishes a purpose for writing;
- improves writing skills;
- enhances student motivation toward writing;
- increases student participation in the class;
- extends language-learning time;
- creates learner-centered learning environments;
- promotes collaborative learning;
- improves skills in the target language (grammar, vocabulary, reading);
- improves quality of writing in the target language.

As mentioned, most previous investigations of cross-cultural e-mail exchange have been developmental studies that have provided anecdotal accounts of benefits for language learning. To date, little empirical research has been done on cross cultural e-mail exchange for this purpose. The current study comparatively assessed the efficacy

of cross-cultural e-mail exchange versus traditional pen-and-paper writing instruction for enhancing overall writing quality in tertiary-level learners of English. The findings revealed that e-mail exchange enhanced the students' self-confidence in using the target language. No previous study has specifically explored the relationship between cross-cultural e-mail exchange and writing self-efficacy using pre-post measurements. The current study did so, and is the first research of its kind in Turkey.

2.7.3.1. How to Find a Key-pal/Partner School

There are numerous Web sites that serve as registries for classrooms interested in setting up key-pal activity. Teachers can post requests for partner schools to other teachers with similar interests on certain Internet list sites. The following are a few examples of the many on-line mailing lists where classes from different countries can meet to form intercultural partnerships: Intercultural E-Mail Classroom Connections (IECC), ePALS, Dave's ESL Café, EF Englishtown, its-online, Penpal Box, More Than Just Pen Pals, You've Got Mail!, e-pals, Rigby Heinemann Key-pals, Key-pal and Telecollaborative Projects, Rigby Heinemann Key-pal List, englishtown, and merrywing linguistic-funland. These mailing-lists can be easily reached through search engines. Linder (2000, p.41) notes that "the best e-mail exchanges stem not from a shout in the dark asking for a class to exchange e-mails with your class, but rather after two teachers have cultivated an e-mail relationship for some time before actually involving their classes in an e-mail exchange."

E-mail can be used in various creative and fruitful ways, and cross-cultural key-palling is only one of them. To gather ideas about other creative uses, a good Internet site to visit is www.hardin.k12.ky.us/res_techn/TEC/integrate/emailclass.htm.

2.7.3.2. Critical Issues

Reports indicate that e-mail activities have enormous potential as writing tools in language classes if they can be arranged with a careful plan. Cross-cultural key-pal projects are considered the easiest and most successful form of e-mail activity in language learning, but in order for key-pal activity to have a positive impact on writing, certain technical and pedagogical issues should be addressed (Grosz-Gluckman, 1997;

Fumanovsky,2003). Fumanovsky (2003) lists the following tips for teachers implementing a key-pal project:

1. Keep in regular contact with the co-teacher to iron out problems with particular students on either side.
2. Write to your own students between classes to encourage or guide them and to update them on events in the lives of their key-pals, such as national holidays or exam periods.
3. Write to the key-pals to update them on events in your students' lives: holidays, school festivals
4. Once students have exchanged basic personal information, set up some kind of information exchange or cultural information gap activity. Posting an article or picture on a homepage and asking questions is simple but effective.
5. Send examples of "model e-mail dialogues" (with students' permission) to help those whose exchanges remain short and superficial.
6. Consider organizing snail-mail exchanges of pictures or a student-made video.

2.7.3.3. E-mail Tandem Language Learning

Tandem learning refers to the collaboration of two native speakers of different languages, wanting to learn each other's language. In the Tandem system, students are paired with a partner from the target language community, for example; a native speaker of Turkish student learning English is paired with a native speaker of English learning Turkish to learn one another's language. Students exchange e-mail with their partners in both L1 and L2. They can, for example, start their e-mail, writing in their native language and then in their target language, or vice versa, but as the partners become more acquainted and more comfortable with each other, as Healy (2004) explains, they can experiment by mixing the two languages within paragraphs, sentences, etc. There are three principles of tandem learning:

Reciprocity: Both learners must benefit equally from the partnership. Each learner depends on the other's help, and expects to receive as much help as s/he gives. On the principle of reciprocity, both partners should help each other, especially with regards to error correction. Because the partners' teachers are not explicitly involved, they must rely on each other's corrections and suggestions to improve their language learning. Each learner relies on the other's support to make the partnership a success.

Bilingualism: Each partner should contribute equal amounts of L1 and L2 to the conversation.

Learner autonomy: Tandem partners are responsible for their own learning process. There is a mutual responsibility to make the partnership as beneficial as possible to each other. With the support of one another, both partners avail of the opportunity to communicate in their target language, as frequent involvement in purposeful communication plays a crucial role in the development of oral proficiency (Healy, 2004).

The International E-mail Tandem Network (<http://www.slf.ruhr-uni-bochum.de/email>) is one of the most popular Tandem Networks through which thousands of people around the world learn a foreign language and in return teach their mother tongue to their tandem learning partners.

This chapter has reviewed the relevant literature. The following chapter deals with the research design, methodology and introduces data analysis procedures.

CHAPTER 3

METHODOLOGY

3.0. Introduction

This chapter presents the overall design of the study, the results of initial trials with e-mail exchange, detailed information about the study, subjects, and the intervention/treatment that was involved. A combination of quasi-experimental and descriptive methods were used to examine the effectiveness of computer-mediated instruction (cross-cultural e-mail exchange in particular) for promoting writing ability in Turkish tertiary level students learning English as a second language. The objectives were as follows:

1. To investigate the potential advantages of cross-cultural e-mail exchange, as opposed to writing to an imaginary person or the teacher, as a means of improving student self-efficacy in writing,
2. To reveal students' attitudes --positive or negative responses-- related to writing, writing classes, and the use of cross-cultural e-mail exchange for promoting writing,
3. To evaluate the efficacy of cross-cultural e-mail exchange for promoting improvement in writing.

In summary, the study investigated the support that e-mail activity provides in teaching writing to EFL students, and specifically focused on the features and benefits of cross-cultural e-mail exchange for this purpose.

3.1. Researcher Background and Initial Trials

The present study was shaped in the light of the researcher's past experience with e-mail exchange in teaching English as a second language. The researcher's background is relevant to the aims and methodology of the study, and thus is important to outline. Currently, she is a full-time member of the teaching staff at the Cukurova University Center for Foreign Languages (YADIM) in the city of Adana, Turkey. She

has been using the computer in language teaching for seven years, and has employed key-pal activity (e-mail exchange) in CALL classes as an aid to reinforce students' writing skills for the past four years. During this period, she has tried many different applications of e-mail exchange, and has met and overcome a number of obstacles. Her experience has made it clear that, to be successful, an e-mail exchange project requires careful and detailed planning, and the teachers involved must agree on issues such as timing, topics, and message management. It is not rational to expect everything to go well on the very first try. As with any other new teaching application, identifying the best way to implement e-mail in a particular teaching situation takes time.

The researcher's experience in this area and the steps she has found to be required before implementing cross-cultural e-mail exchange in second-language learning may provide insights for others wishing to include this type of program in their teaching. This is the rationale for including the detailed "Implementations" sections below as part of the methodology portion of this thesis. Teachers seeking to take advantage of cross-cultural e-mail exchange are recommended to try it on learners within the same class before matching their students with a class of foreign key-pals. In fact, it is recommended that the teacher be involved in the exchange her- or himself during initial implementation. This was the approach taken by the researcher. It allows the teacher to familiarize her- or himself with the e-mail exchange process, and thus reduce the risk of failure.

The four sections below describe the process the researcher went through in establishing the e-mail exchange program that is presently in use at YADIM.

Implementation 1.

As mentioned, the researcher has been using e-mail exchange in language teaching for four years. She has applied it for different purposes, ranging from enhancing students' reading/writing skills to enriching their vocabulary and grammar knowledge. Initially, she undertook a number of e-mail projects with her students. In the first project, she herself corresponded with her students (see Appendix 1 for an e-mail message from a student); in the second, the students corresponded with their classmates; in the third, they exchanged e-mail with students from other classes at the same

institution; and in the fourth, they corresponded with e-mail partners at other English-medium universities in Turkey.

These preliminary undertakings showed the researcher that e-mail has great potential for improving students' language skills, mainly writing. Moreover, she found that students became more motivated to use the target language in real communication. One fringe benefit of the researcher's own correspondence with her students was that, through e-mail, she was able to overcome discipline problems with some individuals because of the personal connections that developed.

Implementation 2.

Recognizing the benefit of writing to a real person on a real topic, the researcher encouraged students to find foreign key-pals to correspond with, as this would enable them to use English for real communication. The students located key-pals through EFL/ESL Web sites, such as Dave's ESL Café, English learner, and others (see list of key-pal sites in Chapter 2). Specifically, they either chose a key-pal from bulletin board messages posted by students around the world who were looking for key-pals, or else posted messages about themselves on such sites, and waited for someone to contact them. However, in this process, it was common that the remote key-pal student stopped corresponding after only a few messages without explanation, and some even wrote nasty messages that discouraged the researcher's students to exchange e-mail. For some students, it was a challenge to find a key-pal at the same level of language proficiency, or one of same age with similar interests. In some of these cases, the individual kept trying different key-pals until he or she found an appropriate partner. These students seemed to enjoy the challenge, and most reported that they learned a lot through the searching process. However, since a number of students were discouraged by the searching process, the researcher decided to find partner schools that would be willing to collaborate in setting up e-mail projects.

Implementation 3.

To overcome the above-mentioned problem, the next year the researcher found some partner schools through the IATEFL computer SIG list server (IATEFL stands for The international association of teachers of English as a foreign language and SIG for

special interest group. Information about IATEFL computer SIG is available later in this chapter). Because she and the teachers at the partner schools corresponded by e-mail about their teaching situations and their students prior to matching students, the eventual e-mail exchange activity proved more fruitful. For one thing, the key-pals were more serious about the project and were respectful of one another. However, there was an issue with this particular process as well. Since the exclusive purpose of the partner key-pals messages was to assist the researcher's students, after some time almost half of the partners dropped out. Since they felt that they had no required task to fulfill with respect to their own studies, they did not feel obliged to keep sending e-mail regularly. There were some exceptions, of course; some of these partner key-pals continued to exchange e-mail with the researchers' students for almost two years.

Implementation 4.

Considering this last experience, the researcher posted a message on the above-named list server and was contacted by a counterpart at Sogang University in South Korea. This South Korean CALL instructor wished to conduct a Web-based project, and was willing to do so via a student e-mail exchange process in which the researcher's students could improve their writing skills. Since the 2001-2002 academic year, the researcher and her South Korean project partner have been pairing their classes for e-mail exchange. Since both parties reap the benefits of the e-mail exchanging process, the level of student motivation on both sides has been higher than the researcher has experienced previously.

The level of English proficiency in the South Korean classes tends to be slightly higher than that in the researcher's classes in Turkey; however, this has not been a problem for the Korean students, since their main aim is to learn about another culture from a member of that culture and prepare a Web page based on this correspondence.

The Turkish students' aim in being involved in such a project has been to improve their English, particularly their writing ability. Thus, corresponding with peers who are a step higher in terms of English level has not been a problem; rather, it has made the students more careful about their writing. The researcher has noted that students are more willing to ask the teacher or a peer to edit their e-mail prior to

sending, and are also more likely to revise and edit their work themselves. This practice of the researcher is in line with Long's (1996) "interaction hypothesis," which states:

... negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the native speaker or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways" (pp. 451-452).

3.2. Participants

A total of thirty-two young-adult, tertiary-level, Turkish EFL students (two groups of sixteen students) at YADIM participated in the study. Prior to the experiment, each subject had been placed in pre-intermediate classes based on their performance on placement exam mandated by the university.

In the 2003-2004 academic year, the enrollment at YADIM comprised 23 beginner, 12 elementary, and three pre-intermediate groups of students. One of the pre-intermediate classes comprised graduate students, and the other two comprised undergraduates. Since the groups were determined by the administration of the research context prior to the start of the experimental procedure, the researcher could not have the permission to design a controlled experiment; that is, it was not possible to randomly assign students to an experimental or control group. The reason pre-intermediate students were used as subjects is that almost all Turkish students with this level of English have been educated at distinguished secondary schools or private colleges, where they have been exposed to intensive English courses and have had access to computer labs. Moreover, compared to beginner EFL students in Turkey, most at the pre-intermediate level usually come from a more privileged socioeconomic background; even if computer access was not available at high school, they owned a computer or spent considerable time at Internet cafés. For the study, it was important that limited computer skills (particularly typing skills) did not pose a barrier to any writing progress that came from e-mail exchange, thus the researcher selected this particular group with stronger keyboarding skills.

Each of the above-mentioned pre-intermediate classes was composed of sixteen students. One of these groups was designated as the control group, and these students practiced writing using pen and paper in their classes during the 15-week intervention. The other group used e-mail as an aid to practice writing in the CALL lab. The thirty-two participants ranged in age from 18 to 21 years. None had ever used e-mail as an aid in language classes before.

3.3. Research Context

The Cukurova University Center for Foreign Languages offers an integrated-skills program to two groups of students, graduates and undergraduates. This program consists of four levels (elementary, pre-intermediate, intermediate, upper-intermediate), each taught in an eight-week period. At the end of the academic year, each YADIM student takes a standard proficiency test before continuing on in their main area of study. This proficiency test is designed to measure the student's ability in English regardless of the language training they have had throughout the year. In addition, each student takes an achievement test every two month. Thus, they complete four achievement tests and one proficiency test before finishing the program. Each of these tests includes one section solely devoted to writing. At YADIM, students' writing skills are assessed based on a portfolio of revised essays the student produces over the course of the semester, and based on the timed-essay section of the achievement and proficiency tests.

In addition to 24 in-class hours of instruction each week, YADIM provides one-hour CALL class for all students. In the CALL classes, students are free to decide what they will study. They usually review what they have already learned in their grammar classes, or else try to learn new words from available CD-ROMs or Web sites designed to help expand vocabulary. One use of the Internet activity that YADIM students rate highly is cross-cultural e-mail exchange.

3.4. Partner School

One of the crucial steps in any key pal project is the teacher's process of finding suitable matches for his or her students. The literature contains significant discussion about the critical issues in finding partner schools (see Chapter 2). Considering these

issues and the researcher's personal experience, Sogang University in South Korea was chosen as the partner school for this study. As noted above, the partner researcher was a CALL instructor at Sogang University whom the researcher connected with for purposes of e-mail exchange. This contact was made via the IATEFL computer SIG list server, as mentioned earlier. At the time the present study was conducted, the researcher and the partner CALL instructor had been matching their students for e-mail exchange for three years.

3.5. The IATEFL Computer SIG

The researcher found the partner school via the IATEFL computer SIG. Since she finds this discussion forum very useful to find partner schools, it is thought to be appropriate to include information about this forum here in the methodology section. IATEFL stands for "the international association of teachers of English as a foreign language" and SIG for "special interest group." The IATEFL computer SIG is one of the IATEFL special interest groups, which was established in the mid-1980s. It is concerned with all issues related to using computer technology for language learning or teaching. It aims to

- develop members' expertise in the myriad uses of computers for language learning or teaching
- provide a forum for the discussion of issues relating to the use of computers in ELT
- contribute to the knowledge base in ELT on good practice and latest developments in using computers in language teaching and learning.

(<http://www.iatefl.org/newhome.asp>)

IATEFL computer SIG produces a newsletter, the CALL Review, organizes CALL and IT-related events in the UK and overseas, and runs a free e-mail-based Discussion Forum. The international discussion forum of IATEFL list is quite beneficial for those involved in ELT. When a person join this free discussion forum, s/he can automatically receive the latest up-to-date Computer SIG news of forthcoming events and other notices. Furthermore, one can also join debates with other teachers on issues related to educational technology, post queries or information messages that will be distributed to all subscribers and help colleagues around the world with their queries. (<http://www.iatefl.org/newhome.asp>)

3.5. Choice of E-mail Topics

The researcher received permission to conduct a study in the above-described research context on the condition that she did not alter the existing syllabus. Thus, the type of writing (opinion essay, letter, story, *etc.*) and the topics that students were required to write about to include in their revised-essay portfolio (see Appendix 2) were pre-determined by the syllabus committee of researcher's home institution. Fortunately, the partner CALL instructor felt the tasks and topics featured in the YADIM syllabus were also useful for her own Web-based project (see section 3.1 above), since there were items related to self-introduction in English, school life, weather, family life, famous places/people/food, special days etc.

The body of literature on cross-cultural e-mail exchange suggests that a number of issues be considered deciding on topics. According to Turkle, topics of cross-cultural e-mail exchange:

- should be related to the world and the students' place in it;
- should provide students with an opportunity to explore and express their evolving identity;
- should foster the exploration and expression of cultural and social identity.

(1995, cited in Warschauer, 2000 p.12)

3.6. Experimental Procedures

A 15-week writing-improvement program was designed for the two groups (each $n=16$) of pre-intermediate English level undergraduate students. The study involved 75 hours of intervention: 5 hours of instruction per week for 7 consecutive weeks (35 hours total) and 5 hours of instruction per week for 8 consecutive weeks (40 hours total). There was a five-day achievement break, holiday between two achievements while the tests are marked, between the two periods of intervention. The study was conducted in the fall semester of the 2003-2004 academic year (from 29 September, 2003 to 23 January, 2004). For both the control group and the experimental

(e-mail exchange) group, the writing teacher was the researcher herself. For each group, the experimental procedure involved 9 stages:

- (1) Acquisition of information about the experiment and orientation
- (2) Completion of an attitudinal questionnaire before intervention
- (3) Assessment with a writing self-efficacy scale before intervention
- (4) Two pretests of writing ability
- (5) Intervention (during which student reflection forms were filled in and teacher-researcher's field notes were made)
- (6) Two posttests of writing ability
- (7) Repeat of same attitudinal questionnaire after intervention
- (8) Assessment with same writing self-efficacy scale after intervention
- (9) Semi-structured interview

3.7. Orientation

Before starting the actual investigation, the researcher informed all students that an experiment would be conducted and obtained their consent, and that they would be subjected to tests, questionnaires, scoring on a "writing self-efficacy scale," and would be interviewed after the intervention. The researcher also explained the aim of the research and its potential contributions to the literature and the YADIM curriculum, and the likely benefits to them as students. As well, she answered various questions the students had about their participation in the study. Some of the questions were "What if I cannot attend the sessions regularly?," "Will I be penalized for missing sessions?," or "Will missing a session affect my grade?" They were assured that there would be no penalty for absence but reminded that they would benefit from the experiment a lot if they attended regularly.

In addition, although all sixteen students in the experimental group had reported on the first questionnaire that they were computer literate, each completed a mandatory two-hour orientation session designed to ensure they had the following basic skills needed for e-mail exchange:

- word processing
- opening and closing word processing files

- saving documents
- copying files onto floppy discs
- using the Yahoo e-mail program
- carbon copying an e-mail message (*i.e.*, using the "cc" function)
- forwarding an e-mail message
- saving a draft e-mail message
- attaching files to e-mail messages

In the orientation session, students were also instructed on some rules of "Netiquette" that is, Network etiquette for e-mail exchange, which also includes security considerations. E-mail is an informal method of communicating, but some basic rules of style or Netiquette are expected. Below are some of basic rules for Netiquette offered by Virginia Shea in her book called "Netiquette."

3.8. "Netiquette" or Style Tips for E-Mail Exchange

- Don't type in all capital letters. This is perceived as shouting.
- Use emoticons (smileys) when trying to convey a tone of voice.
- Limit line length to 65-70 characters across. Otherwise some e-mail programs will wrap the text at wrong points or not wrap it at all.
- Consider carefully what you write; it's a permanent record and can be easily forwarded to others.
- Don't attach large files (over 50K) without getting permission from your recipient first.
- When sending a web site address, always type it in the form of "http://..." because some e-mail programs will permit the user to click on a web address to go right there. Without the "http://" prefix these programs will not recognize it as such.
- Write descriptive subject lines. Many busy people will only open messages with captivating subject lines. Think creatively.
- Don't quote back an entire message when only responding to one or two points. Delete the excess and make a note at the very top before starting the quotes. Some e-

mail programs will automatically set up to quote the original message when replying and put you at the end of that message. This is very annoying to your recipients.

- When forwarding messages, put your comments at the top of the message.
- Don't use acronyms used in chat such as BTW (by the way) or IMHO (in my humble opinion). Not everyone is experienced with this jargon and they may not want to admit their confusion – they can possibly lose your point.
- Remember the human: "Do unto others as you'd have others do unto you." Imagine how you'd feel if you were in the other person's shoes. Stand up for yourself, but try not to hurt people's feelings.
- Test yourself for anything you're about to mail: Ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread. Repeat the process till you feel sure that you'd feel as comfortable saying these words to the live person as you do sending them through cyberspace.
- Revise what you have written before sending it if you want to look good online. You won't be judged by the color of your skin, eyes, or hair, your weight, your age, or your clothing. You will, however, be judged by the quality of your writing. For most people who choose to communicate online, this is an advantage; if they didn't enjoy using the written word, they wouldn't be there. So spelling and grammar do count.
- Pay attention to the content of your writing. Be sure you know what you're talking about -- when you see yourself writing "it's my understanding that" or "I believe it's the case," ask yourself whether you really want to post this note before checking your facts.
- Make sure your notes are clear and logical. It's perfectly possible to write a paragraph that contains no errors in grammar or spelling, but still makes no sense whatsoever. This is most likely to happen when you're trying to impress someone by using a lot of long words that you don't really understand yourself. It's better to keep it simple.
- Respect other people's privacy.

- Be forgiving of other people's mistakes. When someone makes a mistake -- whether it's a spelling error or a silly question or an unnecessarily long answer -- be kind about it. If it's a minor error, you may not need to say anything. Even if you feel strongly about it, think twice before reacting. Having good manners yourself doesn't give you license to correct everyone else. If you do decide to inform someone of a mistake, point it out politely.
- Finally, be pleasant and polite. Don't use offensive language, and don't be confrontational for the sake of confrontation.

3.9. Intervention

As described above, a 15-week writing-improvement program was set up for the two groups of pre-intermediate English level students. For both groups, the researcher taught all the writing herself. The administration of the researcher's home institution strictly required her to keep to the existing topic schedule for the writing classes. Thus, implementation of cross-cultural e-mail exchange was the only way in which the existing teaching context was manipulated. See Appendix 2 for the weekly topic schedule including the list of required tasks.

The experimental group and control group were both taught using the same writing philosophy and tasks. The process approach was the teaching method used in the writing classes at YADİM. Each week, the students concentrated on a different genre, ranging from writing postcards to opinion essays. The students in the experimental group completed the required tasks in the CALL lab at school, whereas those in the control group did so in the classroom setting. Each student had five hours of writing class per week.

In a typical writing class, students were first taught the subject for that day. For example, they were instructed in how to write an opinion essay (see Appendix 3 for the session material for opinion essays). Then the control group practiced this genre using pen and paper, and the experimental group did so sitting at a word processor. Every student was required to write two compositions per week, completing each one in a two-hour session. When a student felt he or she had a reasonably good piece, he or she had it edited by a peer for content, grammar, word choice, and mechanics, *etc.* The students

used editing symbols they had been trained to use as a requirement of the YADIM syllabus committee (see Appendix 4 for a copy of the editing form). After the writing was peer-edited, the student revised the composition in light of the peer's feedback. Once this was done and the student felt their essay would be clear to the reader, they handed it in to the teacher-researcher and attended a scheduled meeting about the essay in her office. After this review, the student made the necessary final changes and then placed the piece of work, including all drafts, into his or her portfolio folder. The students in the experimental group sent a copy of their work to their key-pals and also placed a hard copy in the regular portfolio folder to submit for evaluation.

Concerning contact with the partner e-mail exchange group, after orientation the students in the experimental group were given their key-pals' e-mail addresses and started corresponding, first sending a "Hello" letter. Students in the experimental group were required to send at least two e-mails to their South Korean peers during the intervention period. However, they were free to correspond more often or chat with their key-pals if they wished. Each time they did so, they were to write about their experience on a "student reflection form," which they completed every other week. Further, they were required to copy and forward all correspondence with key-pals to the teacher-researcher so she could monitor their progress. In this capacity, the researcher acted as a moderator rather than teacher.

3.10. Data Collection

The study was a mix of descriptive and quasi-experimental research designs; that is, both quantitative and qualitative data were collected and interpreted. To be precise, although the questionnaire, pre/posttests, and writing self-efficacy scale were the primary data collection tools used, the researcher also sought to track possible changes in students' attitudes, self-efficacy, and proficiency in writing. Thus, the instruments described below were also used in order to complete a valid and reliable overview of the efficacy of cross-cultural e-mail exchange as a tool for writing instruction. As noted, the study period was the fall semester of the 2003-2004 academic year. Study data were collected at the beginning and end of this four-month period, and also during the intervention period.

3.10.1. Instrumentation

Data were collected with the following instruments:

- Review of existing literature
- Attitudinal questionnaire administered before and after the intervention
- Semi-structured interview with each participant in the experimental group after the intervention
- Writing self-efficacy scale before and after the intervention
- Pretests: Two timed compositions written by each student before the intervention
- Posttests: Two- timed compositions written by each student at the end of the intervention
- Student reflection form filled within the intervention period
- Teacher-researcher field notes made during the intervention

3.10.2. Attitudinal Questionnaire

A 14-item “attitudinal questionnaire” (see Appendix 5) was developed (initially in English and then translated to Turkish; Appendix 6) to assess students’ attitudes toward writing, writing classes, and toward computers and computer use for learning a language. The students in the control group were not required to answer the last seven questions that concerned computer use. In fact, those seven questions were deleted when the same questionnaire was used after the intervention because they were meant to collect data concerning EMG students background prior to the study. In the questionnaire, three questions asked the students to rank items, two asked the student to rate items, eight were multiple-choice questions, two required Yes/No answers, and two were open-ended type of questions. One of the multiple-choice questions also asked for further explanation, which was regarded as open-ended type of question.

The questionnaire was composed of three sections. The first asked for personal information, including name, age, sex, department of study, hometown, and high school. The second section asked seven questions related to the student’s general feelings related to writing skill and writing classes. The final section (seven questions about computer use in general and for language learning purposes) was designed to

assess the experimental group students' attitudes toward computers and their use in learning and practicing a foreign language.

All participants completed the attitudinal questionnaire prior to and after the intervention to assess for changes in attitude related to the intervention. Students were told that their questionnaire answers would be kept confidential. Before the groups were actually surveyed with this instrument, the questionnaire was trialed in a group of twenty-five tertiary-level EFL students from the same institution, YADİM, to test for ambiguous questions, unclear instructions, repetitiveness, timing problems, and questions that might be biased. All necessary changes or replacements were made. It was seen that the allotted twenty-minute period for the completion of the survey allowed the respondents ample time to reflect on each question before they answered.

The questionnaire was translated into Turkish to avoid misunderstandings that might affect the study results. A number of studies, including one by Hughes (1988), have underlined the importance of administering questionnaires in students' native language. Hughes points out that questionnaires written in a foreign language can be incomprehensible or misleading to the students for whom they are intended.

3.10.3. The Semi-Structured Interview

Most of the qualitative data investigated were gathered in a semi-structured interview that was done as the very last step in the study (after all other assessments). These interviews were conducted to validate the data collected with the questionnaires (two per participant), self-efficacy scale assessments (two per participant), and student reflection forms (eight per participant). As well, the interviewer, the teacher-researcher, was able to clarify any ambiguous items or issues noted on the reflection forms or questionnaires. There are four reasons why the semi-structured interview is an appropriate instrument for validating the other qualitative data in this study. First, the interviewee has a degree of power and control over the course of the interview (Nunan, 1994, p. 150). Second, it includes specific, well-defined questions that are determined in advance, but also allows for elaboration of responses and for subsidiary questions to be asked (Sudman, 1982 cited in Greenfield, 2003). Third, as Merriam (1988) and Patton (1990) note, semi-structured interviews are "useful tools for eliciting opinions, feelings, and values" (cited in Greenfield, 2003). Last but not least, this type of interview is an

easy-to-use tool for learning participants' opinions about both specific and overall effects of an intervention such as the one in this study.

All the interviews were conducted on a one-to-one basis in Turkish in the researcher's office, and were done the day after the intervention ended. Before the session started, the researcher explained the purpose and nature of the interview. Then, six interview items (Appendix 7) were addressed to EMG students. The questions that were related to EMG participants' experience of cross-cultural e-mail exchange can be grouped under three headings. The headings are as follows:

1. Questions about the participants attitudes towards cross-cultural e-mail exchange
2. Questions about problems encountered during the exchange process
3. Questions about participants' suggestions for future implementation of cross-cultural e-mail exchange

Each session was recorded on audiotape with the student's permission, and was later transcribed. The interview data were analyzed for content. Main themes that emerged were categorized and attitude-related responses, particularly likes and dislikes regarding the 15-week writing-improvement program, were later quantified to get a clearer perspective on the students' reaction to e-mail exchange.

During each interview, the researcher posed a core set of the same open-ended questions to elicit richer qualitative data. These questions were all meticulously prepared such that they were neither biased nor leading, and this allowed the participants to be objective. Also, the researcher tried not to comment on students' responses so as not to prompt them to reorganize their thoughts or beliefs when answering subsequent questions. In addition to the core questions, other questions were also asked depending on the student. The aim was to obtain further details about the information each student provided on his or her reflection forms and on the questionnaires. Students were asked to tell the researcher about their experiences of corresponding with their South Korean key-pals; their attitudes toward English language instruction with the aid of the computer and writing compositions; and their beliefs about their writing ability over the course of the experiment. Appendix 8 contains a list of the interview items in Turkish.

3.10.4. Writing Self-Efficacy Scale

One of the aims of this study was to determine whether EFL students' self-efficacy related to English writing changes as a result of cross-cultural e-mail exchange. Based on the self-efficacy construct proposed by Bandura (1977), the researcher developed a 21-item writing self-efficacy scale to grade the strength of subjects' belief in their writing ability. A number of steps were taken to devise a valid and reliable writing self-efficacy scale for the study groups. Initially, all pertinent literature was reviewed. Next, considering the literature and through informal conversations with 12 English instructors at YADIM, the researcher drafted a preliminary version of the writing self-efficacy scale with a total of 20 items (Appendix 8; for the Turkish version Appendix 9). Each item was designed to prompt a Likert scale response using a four-tier system of answers: Strongly Disagree, Disagree, Agree, or Strongly Agree. Each statement on the scale was preceded by the phrase "I can ..."

The first version of the scale was edited for content by 20 instructors from YADIM and 5 teachers in the ELT Department of Cukurova University. These assessors concluded that the scale was precise and addressed all the sub-skills required to produce a good piece of writing in English. The introduction text of the scale document stated the purpose of the assessment and certain points that needed the respondent's special attention. As a pilot study, this version of the scale was administered to 86 YADIM students after being translated into Turkish. Factor analysis of the data showed that the scale was reliable but not valid. Further, after factor analysis only six items remained on the scale, and this would have been insufficient to measure students' English-writing self-efficacy. Thus, the researcher improved the first version of the scale.

To create a valid and reliable scale that contained a reasonable number of items, the existing 20 items were re-worded to create a total of 51 items (Appendix 10 and for Turkish version Appendix 11). The 51 items were mixed up and re-numbered before a pilot study was done, so that items related to same writing self-efficacy criteria would not be located close together. This time, the scale was administered to 120 YADIM students, and reliability and validity were assessed again. Factor analysis revealed that five major factors were operating within the scale. The analysis yielded five items

loaded strongly on factor 1; five items on factor 2; five items on factor 3; four items on factor 4; and two items on factor 5. The other 30 items did not load together with sufficient strength to be considered a factor (see Appendix 12 for the 21 item-self-efficacy scale used in the study, Turkish version is available in Appendix 13).

The researcher performed the following analytical steps to establish the final version of the scale:

1. To determine the factor structure of the scale, principal components analysis was done. The result indicated that 13 factors with Eigen values above 1.00 accounted for 69.89% of the variance.
2. In the next phase, taking the criteria that a good piece of writing should meet into consideration, the researcher investigated whether it was possible to reach a solution after conducting principle components analysis with Varimax rotation on 13 factors. Varimax analysis was performed without limiting factors, and a solution with 13 factors was reached with 24 iteration.
3. Factor loads were then analyzed for this 13-factor solution. Items with factor loads of .40 or lower were dropped from the scale. Also, if there was a difference of .15 points between factor loads attached to more than one item, those items were dropped from the scale, too. These steps yielded a solution with five readily interpretable factors. The solution closely aligned with the constructs of self-efficacy in writing, which the researcher determined before developing the writing self-efficacy scale. This same factor load analysis procedure was repeated three times, and then the items that did not meet the above mentioned criteria were deleted and the items that meet the criteria were determined.
4. After the above repetitions were complete, 21 items that meet the criteria that were set beforehand and five factors that entail these items emerged. The other 30 items were dropped from the scale since they did not load on any factors.
5. Of the twenty-one items that remained in the solution, five were loaded on the first factor, five were loaded on the second factor, five were loaded on the third factor, four were loaded on the fourth factor, and two were loaded on the fifth factor.

6. Assessment done according to content revealed that the first factor was loaded with items that were originally intended as items related to content, so this factor was named "Content." The second factor was loaded with the items that were originally intended to be related to design, so this one was named "Design." The third factor was loaded with items originally intended to be related to unity, so this factor was named "Unity." The fourth factor was loaded with items originally intended to reflect accuracy, so this factor was named "Accuracy." The fifth factor was loaded with items that were originally intended to relate to punctuation, so this factor was named "Punctuation."

Table 3.1. lists the factor loads, anti-image correlation coefficient values of the items, common variance values of the items, the items' subscale correlations, the differentiating powers of the items, the mean and standard deviation values for the items, the Eigen values of the factors, percentages reflecting variance among factors ranges of and the individual item numbers for the items that were loaded on the five factors in the final solution that was obtained. Items were listed from largest to smallest, according to their factor loads. The adequacy of the sample was tested with the Kaiser-Meyer-Olkin test. For this solution, Kaiser-Meyer-Olkin measure of sample adequacy was .81.

As Table 3.1 shows, the items' common variance values ranged from .46 to .80, and the total items' subscale correlations ranged from .65 to .88. The item mean values ranged from 2.14 to 2.92, and the standard deviations ranged from .56 to .74. The Cronbach alpha reliability coefficients were .88 for the first factor (Content), .80 for the second factor (Design), .77 for the third factor (Unity), .74 for the fourth factor (Accuracy), and .50 for the fifth factor (Punctuation).

Based on its robust psychometric properties, the researcher deemed this new writing self-efficacy scale a reliable and valid tool for assessing self-efficacy in writing in foreign language. The same scale was administered to the experimental and control groups prior to and after the intervention in order to track possible changes/growth in students' self beliefs linked to writing in English.

Table 3.1.: Factor Analysis results

Items	Factors					Anti-Image Correlation Coefficient	Communality	Mean	Standard Deviation	Item subscale correlation	Minimum-Maximum
	1.	2.	3.	4.	5.						
19	.86		.15		.18	.80	.80	2.58	.72	.84	12.40*
31	.80	.26	.23			.83	.77	2.28	.65	.88	13.16*
37	.79	.24	.18	.16		.81	.75	2.31	.69	.86	13.40*
26	.76					.83	.61	2.54	.59	.74	13.48*
12	.64	.31	.25			.86	.59	2.25	.70	.78	10.28*
1	.80	.24				.81	.71	2.20	.66	.79	10.17*
49	.18	.79				.84	.70	2.28	.59	.82	13.76*
8	.78	.16	.15			.82	.67	2.20	.66	.79	11.02*
34	.25	.58		.25	.23	.88	.52	2.24	.58	.67	6.97*
20	.28	.53	.15		.30	.82	.47	2.14	.65	.65	7.31*
33	.27		.74	.19		.81	.67	2.75	.63	.81	10.20*
16			.70	.24	.33	.84	.68	2.73	.60	.75	10.81*
11	.18		.70			.74	.57	2.70	.63	.66	6.69*
9	.17	.25	.60	.23		.86	.52	2.77	.61	.72	8.08*
15	.18	.20	.57	.23		.88	.46	2.69	.56	.68	10.84*
45			.17	.76	.17	.79	.64	2.56	.60	.77	11.28*
32				.75	.30	.79	.68	2.53	.71	.80	12.67*
30		.17	.16	.72		.82	.58	2.71	.65	.76	8.18*
51	.29			.63	.16	.78	.51	2.29	.74	.69	8.88*
18					.82	.43	.67	2.92	.72	.81	10.87*
13				.29	.69	.53	.56	2.71	.74	.82	9.06*
Eigen values	6.37	2.26	1.78	1.44	1.27						
% of Variance	30.33	10.76	8.47	6.86	6.06	Cumulative62.47%					
Range	64-86	53-80	57-74	63-76	69-82						
Number of items	5	5	5	4	2						
Cronbach alpha	.88	.80	.77	.74	.50						

Note: To make results more readable, factor loads below .15 were not included in the Table, N= 120; * significant at the level of .0001. Factor 1 means "content", 2 means "design", 3 means "unity", 4 means "accuracy", 5 means "punctuation"; * Kaiser-Meyer-Olkin measure of sample adequacy= .81.

3.10.5. Pretests and Posttests

Each subject completed two writing “pretests” prior to the intervention, and two “posttests” after the intervention. The control and experimental groups’ pretest results were compared to determine whether or not there was a significant difference in writing ability before the intervention. Then pre- and posttest results of the two groups were compared to assess for changes in writing ability related to cross-cultural e-mail exchange. Measures of central tendency (means and standard deviations) in each group were compared, and a covariance analysis was performed on the data collected from the pretests and post-tests to find out the possible difference between the two groups before and after the 15-week intervention.

The testing was set up in a specific way. In research on writing performance in EFL students the correlation between two discrete tasks is often low because scores can vary widely depending on the specific task being tested. To obtain a more valid indication of language students’ proficiency in writing English, a score built on at least two tasks is better. This is why the researcher opted to have all students complete two pretests and two posttests in this study. To balance levels of difficulty in the pretests and posttests, the researcher developed four separate tasks (A, B, C, D). Half of the participants in each research group completed tasks A and B as pretests, and tasks C and D as post-tests. The other half of each group completed tasks C and D as pretests, and tasks A and B as posttests. This test design was employed because it helps to avoid the situation that the pre-tests were more difficult or easier than the post-tests. Through this application the tests are balanced.

The following were chosen as the pre- and posttest topics. All four were intended to be of similar difficulty because they all relate to student matters and were selected from writing topics listed in the TOEFL Information Bulletin.

Topic A. Some people believe that students should be given one long vacation each year. Others believe that students should have several short vacations throughout the year. Which viewpoint do you agree with? Use specific reasons and examples to support your choice.

Topic B. Some students prefer to study alone. Others prefer to study with a group of students. Which do you prefer? Use specific reasons and examples to support your answer.

Topic C. Students at universities often have a choice of places to live. They may choose to live in university dormitories, or they may choose to live in apartments in the community. Which one is better? Give reasons for your preference.

Topic D. In the United States, some high schools require all students to wear uniforms whereas others do not. Which of these policies do you agree with? Use specific reasons and examples to support your opinion.

The tests were scored by two YADIM teachers in addition to the researcher using the “YADIM marking scale” (Appendix 14). None of the raters required training for scoring the tests because all three had been using this marking scale to grade students’ writing tests for approximately 10 years. As part of the study design, the pre- and posttests were to be scored analytically (the YADIM scale requires rater objectivity). However, before any of the raters scored any of the essays, to ensure high rater reliability, each one was given 10 sample essays and was asked to score them using the YADIM marking scale. This scale consists of four components: grammar, content and style, coherence and organization, and vocabulary. Based on the scale method, the raters recorded a mark between 0 and 5 for each component. Afterwards, these scores were used to test inter-rater reliability. A Pearson product moment correlation was determined for each pair of raters (A/B, A/C, B/C). The inter-rater reliability findings for the three raters in the sample essays was $r.89$.

3.10.6. Teacher-Researcher’s Field Notes

In each session with the experimental group, the teacher-researcher took field notes, recording any significant, interesting, or unexpected issues and occurrences during the intervention period. These included technical and institutional problems, as well as reasons students went off task during sessions. She also included in these notes a record of informal conversations she had with participants about their writing process in class.

3.10.7. Student Reflection Forms

The student reflection form was another instrument that provided the researcher with valuable qualitative data related to the writing lessons. As described earlier, each student was required to fill in a reflection form provided by the teacher (Appendix 15) every other week. On this, they wrote their impression of the writing classes. The instruction on the reflection form read, "How do you like the writing classes? Think of the last two weeks of lessons and record anything about the class activity or writing portfolio work that is noteworthy (Note anything that makes you happy, annoyed, discouraged, disappointed, *etc*). The e-mail group was asked to write feedback on their e-mail exchange experience as well.

The researcher had two reasons for using the student reflection form as a data-collection tool. First, these forms provided a deeper understanding of how students felt while the intervention was in progress, and thus enabled the researcher to deal with problems that might have negatively affected the results of the study. The researcher analyzed the reflection forms as soon as she collected them, thus she was able to monitor the students' e-mail exchange fairly closely. This also gave her a chance to help students with issues in a timely manner. Firat's case was an example of this (Firat is a code name of one of the EMG participants, for ethical reasons the participants' names were changed with code names by the researcher). Firat had a South Korean key-pal who answered his "Hello" letter with great enthusiasm and friendliness. However, in the third week, two messages from Firat to his partner remained unanswered. Firat was introverted and did not want to bother the researcher with his problem, so he decided to wait until he got a reply. When the researcher read about the situation on Firat's reflection form, she contacted her South Korean partner CALL instructor and brought the problem to her attention. Firat's key-pal then started to write again. Analysis of the detailed information in Chapter 4 reveals that the student reflection forms contributed a great deal to the study.

The second purpose for using this tool was that the information on the forms validated data collected from the questionnaire, self-efficacy scale results, and the interview.

3.11. Data Analysis

As in all quasi-experimental studies, an artificial learning environment was created, and this means that all results must be carefully evaluated. To make the results more reliable, the data collection instruments were triangulated.

3.11.1. Analysis of the Quantitative Data

Quantitative data for the study were gathered from the pre- and posttests, by questionnaire, and by using the writing self-efficacy scale. The Statistical Package for Social Sciences (SPSS for Windows) release 10.0 was used to make all statistical calculations.

3.11.1.1. Pretests and Posttests

Both EMG and PPG participants' pre and posttests were scored by the three raters as mentioned earlier in this chapter. Before scored, all the tests were mixed together so that the raters would not know if the tests were written by EMG or PPG participants. To assess for statistically significant differences between the pretest and posttest results for each group, first the gain scores of the students for pre and post-test were determined, and then the mean gain values for the two groups were compared using covariance analysis.

3.11.1.2. Questionnaires

Responses to the rating and ranking questions in the questionnaire were analyzed using the descriptive statistics of mean scores and standard deviations. In order to analyze multiple-choice and yes/no type questions, frequencies and percentages of responses to each item were calculated. Responses to the open-ended items were categorized and similar responses were identified. Data collected through the questionnaires are presented in detail in Chapter 4.

3.11.1.3. Self-Efficacy Scale

To assess for statistically significant differences between the before and after intervention writing self-efficacy scale results in each group, the mean score before intervention was compared to the mean score after intervention using t-test.

3.11.2. Analysis of the Qualitative Data

Qualitative data in the study were analyzed inductively. That is to say the analysis was grounded in the content of the data rather than pre-existing categories from the relevant literature. To be precise, the heading, themes and categories emerged from the data collected for the purpose of the present study.

3.11.2.1. The Semi-Structured Interview

After the intervention and all other assessments were completed students in the e-mail group were interviewed so as to validate the data collected using the questionnaire and other tools. As previously mentioned, the interview was semi-structured in form. As previously mentioned, the interview was semi-structured in form. The findings from the interview were analyzed on the basis of content.

3.11.2.2. Student Reflection Forms

Every two weeks, students were required to reflect on their experience in writing on student reflection forms. These notes were also analyzed by content. The researcher determined the differences and commonalities across the data available and tabulated them so as to help the reader see the difference between the two groups easily.

3.11.2.3. Teacher-Researcher's Field Notes

The teacher-researcher recorded field notes during e-mail exchange about problems encountered and interesting experiences that were noteworthy. These data were analyzed by content. There are two reasons why field notes were used as a data collection tool in this study. First, they helped validate the findings yielded by other instruments, specifically the student reflection forms, the semi-structured interview, and the writing self-efficacy scale. Second, the field notes recorded in the experimental

group's writing classes provided insight into problems that might be encountered in future implementation of e-mail exchange. Such observations might be valuable for teachers who wish to use e-mail in their EFL writing classes.

3.12. Conclusion

This chapter presented the methodology for the study, along with detailed information about participants, the research context, choice of e-mail topics, the partner school, the intervention, student orientation to the study, and the data-collection tools that were used (attitudinal questionnaire, writing self-efficacy scale, pretests and posttests of writing ability, student reflection forms, teacher-researcher's field notes, and the semi- structured interview). The next chapter will deal with the data analysis.



CHAPTER 4

STUDY RESULTS AND DISCUSSIONS

4.0. Overview of the Study

This study was designed to determine whether the use of cross-cultural e-mail exchange in writing classes improves EFL students' self-efficacy related to writing and their attitudes—negative or positive feelings—toward writing. Another aim was to evaluate the efficacy of cross-cultural e-mail exchange for promoting improvement in writing.

Thirty-two tertiary-level Turkish undergraduate students were involved in the study. Sixteen of the students formed the experimental group (e-mail group-EMG), and these individuals exchanged letters with their South Korean counterparts over a 4-month period. The other sixteen students comprised the control group (PPG), and used only pen and paper in their writing classes. Each of the thirty-two subjects created a writing portfolio as a requirement of the writing courses at YADİM. The study employed six different data-collection instruments: pre- and posttesting, attitudinal questionnaire, writing self-efficacy scale, semi-structured interview, student reflection forms, and teacher-researcher field notes.

In order to assess how cross-cultural e-mail exchange affects EFL students' writing self-efficacy, attitudes toward writing, and proficiency in writing compositions, a 75-hour experiment was conducted. The participants in the experimental group wrote to their South Korean partners via e-mail, whereas those in the control group wrote to imaginary people using pen and paper. Both groups wrote about predetermined topics that appeared in the school's writing syllabus (see Appendix 1 for topic list).

In each writing class, the participants were initially familiarized with the type of writing activity they would be doing (letter, essay, *etc.*), and then wrote rough drafts on a given topic. The experimental group used the computer for this activity. After the drafts were completed, the students' peers edited the work using the editing sheet provided by the YADİM Syllabus Committee (see Appendix 14). Then each student wrote a second draft, had a meeting with the teacher to discuss the new draft, then made the necessary changes

and completed a final draft. The students in the control group added their handwritten work to their portfolio binder. Those in the experimental group printed out a copy to place in their portfolio, and also e-mailed a copy to their key-pal as well as the researcher. Each participant wrote on two different topics per week for 15 weeks. The 30 topics used during the experiment were requirements set by YADİM, but the computer students (experimental group) were free to correspond with their key-pals on any topic as often as they liked.

All participants completed two pretests and two posttests. The mean pre- and posttest scores for each of the two groups were compared, and the average gain for each group was calculated. To assess attitudes toward writing, students were given an attitudinal questionnaire before and after the experiment. The initial survey was done to evaluate participants' baseline attitudes toward writing, and the second was aimed at detecting attitude changes that might have occurred due to cross-cultural e-mail exchange. To assess self-efficacy related to writing, both groups were evaluated with a writing self-efficacy scale (Appendix 12) before and after the intervention. To validate the data collected with the pre/posttests, questionnaire, and self-efficacy scale, the researcher required that each participant write down their personal feelings about the writing classes every other week (student reflection forms), and she herself took field notes, recording noteworthy incidents throughout the experiment. As a final step, a semi-structured interview was conducted with each participant soon after the intervention.

4.1. Overview of the Analytical Procedures

This section of the chapter documents the results that were obtained from the data collected with the above-mentioned instruments. The discussions of the different analyses are presented in the following order:

1. Results of the before/after questionnaires
2. Results of the writing self-efficacy scale
3. Results of the pre- and posttests
4. Results from the interviews
5. Results from the student reflection forms
6. Results from the teacher-researcher's field notes

As previously explained, each participant completed an identical attitudinal questionnaire before and after the intervention to assess for possible changes linked to the 75 hours of e-mail exchange between the experimental group and their South Korean key-pals. The questionnaire was composed of three sections. The first collected personal information about each student, and the other two sections contained the fourteen questions that comprised the survey. The second section asked about the student's attitudes toward writing and writing classes, and the third investigated computer-use capability, and views or preconceived notions about using computers to learn a foreign language.

The questionnaire (see Appendix 4) contained five types of questions. The question numbers that corresponded to these different types are shown in Table 4.1.

Table 4.1. Types of questions in the questionnaire

Question Type	Question No.
Ranking	2,3,4
Rating	1
Multiple choice	5,6,7,9,10,11,13
Yes/No	8, 12a, 14a
Open-ended	12b, 14b & explanation parts of 6

As Table 4.1. indicates, the questionnaire comprised three ranking, one rating, seven multiple choice, three Yes/No, and three open-ended type questions. Most of the questionnaire data were analyzed quantitatively and presented in table format. To obtain a general idea of overall response (*i.e.*, students' general attitudes), the answers to ranking and rating questions were analyzed by calculating mean scores and standard deviations, whereas answers to multiple choice and Yes/No questions were analyzed by calculating the frequencies of responses to each answer option. The findings from open-ended questions were analyzed by content. The results were then displayed in tables to allow comparison of the data from the before and after questionnaires.

4.1.1. Results of the Quantitative Data

4.1.1.1. Questionnaire-Results and Discussion

To analyze the questionnaire data, the questions were initially categorized according to topic. These topic categories are shown in Table 4.2.

Table 4.2. Categories of questions in the questionnaire

Category	Questions
1. Writing in English and writing classes	1,2,3,4,5,6,7
2. Personal ability to use computers	8,9,10,11
3. Use of computers to learn a foreign language	12,13,14

Question Category 1: Views on Writing in English, and on Writing Classes Specifically

This section presents the data related to the 32 subjects' personal views on their writing skills, and their attitudes towards writing before and after the intervention.

Question 1 of the survey asked the student to rate his or her ability in four language skills in English. Tables 4.3 lists the pen-and-paper group (PPG) and e-mail group (EMG) results (mean [M] and standard deviation [SD]) for before and after the intervention.

Table 4.3. Group Ratings for Language Skills on the Questionnaires: Before and After the Intervention.

	Before intervention				After intervention			
	PPG		EMG		PPG		EMG	
Language skill	M	SD	M	SD	M	SD	M	SD
Listening	2.69	.79	2.31	.92	2.94	.83	2.12	.99
Speaking	1.5	1.06	1.94	1.09	1.31	.58	1.69	.84
Reading	3.57	.86	3.62	.69	3.62	.78	3.44	.93
Writing	2.25	.56	2.12	.86	2.12	.60	2.75	.83

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, N = 16 for each group, Ratings: 1 = poor, 2 = average, 3 = good, 4 = excellent

Prior to the 75-hour e-mail exchange experiment, both the PPG and EMG scored their writing ability as average (PPG M= 2.25, EMG M=2.12). The corresponding standard deviations were .56 and .86. The initial scores also indicated that the two groups had similar perceptions of their writing ability. After the intervention, both groups still rated their writing ability as average (PPG M= 2.12, EMG M=2.75), but the EMG students' felt their writing ability had improved, with scores approaching the "good" level (EMG M= 2.75, SD=.83). In contrast, the PPG students' answers indicated they felt their writing ability had declined slightly, with scores closer to the "poor" level than they had been before the experiment (EMG M=2.12, SD=.60). In fact this is an interesting finding because PPG students scored as high as EMG students. This finding corresponds with the findings from self-efficacy scale. PPG students has low self-beliefs about their writing ability. The results for Question 1 show that the EMG students experienced a positive change in terms of their personal view of their English writing ability.

Question 2 asked the participants to rank the four language skills with respect to learning difficulty. The group results for before and after the intervention are presented in Tables 4.4.

Table 4.4. Group Rankings of Language Skills with Respect to Learning Difficulty: Questionnaire Before and After Intervention.

Language skill	Before intervention				After intervention			
	PPG		EMG		PPG		EMG	
	M	SD	M	SD	M	SD	M	SD
Listening	2.87	.62	2.44	.93	2.69	.77	1.87	0.86
Speaking	1.31	.77	1.63	.77	1.44	.79	1.5	0.71
Reading	3.81	.39	3.87	.33	3.81	.39	3.69	0.58
Writing	2	.61	2.06	.79	2.06	.75	2.94	0.66

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, N=16 for each group, Rankings: 1 = most difficult, 2 = difficult, 3 = easy, 4= easiest

As the table shows, before the experiment, the PPG and EMG both ranked writing the second most difficult skill to learn after speaking (PPG M=2, EMG M=2.06). These values and the corresponding standard deviations (.61 and .79, respectively) indicated that the two groups were initially very similar with respect to their rankings of this skill. After the 75-hour experiment, the answers to Question 2 revealed that both groups still viewed writing as the second most difficult language skill to learn. However, comparison of each group's mean scores and standard deviations before and after the intervention revealed that the EMG students' found writing in English to be considerably less difficult after the e-mail exchange period (EMG M=2.94, SD=.66). In contrast, the PPG students' answers at this stage indicated no major change (PPG M=2.06, SD=.75). The findings for this question show that the EMG students experienced a positive change in their perception of the difficulty of writing during the e-mail exchange period.

Question 3 asked the participants to rank the four English language skills in order of their usefulness with respect to academic achievement. Table 4.5 lists the group results for before and after the intervention.

Table 4.5. Group Rankings of Language Skill Value Relative to Academic Achievement: Questionnaires Before and After the Intervention

	Before intervention				After intervention			
	PPG		EMG		PPG		EMG	
Language skill	M	SD	M	SD	M	SD	M	SD
Listening	2.31	.48	2.19	.40	2.31	.48	2.13	.34
Speaking	1.00	.00	1.00	.00	1.00	.00	1.00	.00
Reading	4.00	.00	3.94	.25	4.00	.00	4.00	.00
Writing	2.69	.48	2.88	.50	2.69	.48	2.88	.34

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, N=16 for each group Rankings: 1 = least useful, 2 =somewhat useful, 3 = useful, 4 = most useful

Prior to the e-mail exchange experiment, the two groups ranked the four language skills similarly in connection to academic achievement. Both ranked writing as the second most useful skill behind reading (results for writing: PPG M=2.69, SD=.48; EMG M=2.88, SD=.50). Comparison of the rankings before and after the experiment indicated no change in the PPG or EMG students' opinions about the value of English writing relative to academic performance (after intervention PPG M= 2.69, SD=.48; EMG M=2.88, SD=.50). In summary, the students' answers to this question were unaffected by the intervention; writing in English was consistently ranked the second most useful skill relative to academic achievement.

Question 4 asked the student to rank the four language skills with respect to how much they enjoyed doing the skill activity. The results prior to and after the experiment are shown in Table 4.6.

Table 4.6. Group Rankings of Language Skills Relative to Enjoyment: Questionnaires Before and After Intervention

	Before intervention				After intervention			
	PPG		EMG		PPG		EMG	
Language skill	M	SD	M	SD	M	SD	M	SD
Listening	2.81	.83	2.50	.82	2.31	1.01	1.81	.91
Speaking	3.06	1.12	3.13	.96	3.06	1.18	2.88	.89
Reading	2.88	.96	3.25	.77	3.13	.72	2.31	1.20
Writing	1.25	.45	1.13	.34	1.50	.73	3.00	1.15

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, N=16 for each group Rankings: 1 = least enjoyable, 2 = somewhat enjoyable, 3 = enjoyable, 4 = most enjoyable

The aim of the fourth question was to reveal how much the students liked their writing classes. Before the intervention, the PPG and EMG students ranked writing similarly with respect to their enjoyment of this activity (PPG M=1.25, SD=.45; EMG M=1.13, SD=.34). At this stage, of the four skills, both groups found writing to be the least enjoyable to perform. However, the findings after the e-mail exchange experiment were very interesting. After the intervention, the PPG results for Question 4 were similar to the findings before the experiment; these students still found writing to be the least enjoyable skill to tackle (M=1.50 SD=.73). In contrast, there was a dramatic change in the EMG participants' responses; they ranked writing as the most enjoyable skill of all to perform (M=3, SD=1.15). For this group, writing class had become the favorite of the four language-learning components that were studied.

Question 5 addressed participants' feelings about learning to write in English. The before and after results are presented in Tables 4.7.

Table 4.7. Group Frequencies for Opinions about Learning to Write in English: Questionnaire Before and After Intervention

	Before intervention		After intervention	
	PPG	EMG	PPG	EMG
Statement	f (%)	f (%)	f (%)	f (%)
Like it very much	-	-	1 (6.25)	14 (87.5)
Like it to some extent	-	1 (6.25)	2 (12.5)	2 (12.5)
Do not like it much	3 (18.75)	1 (6.25)	4 (25)	-
Do not like it at all	13 (81.25)	14 (87.5)	9 (56.25)	-

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, N=16 for each group

Prior to the intervention, more than 80% of the participants in both groups stated that they did not like writing at all (PPG $f=13$ [81.25%]; EMG $f=14$ [87.5%]). After the intervention, all the EMG students stated that they either liked writing to some extent or liked it very much; none said they did not like writing. There was also positive change in the PPG over the 15-week study period. Initially, 13 (81.25%) of these students said they did not like learning to write English at all, but after exposure to intensive writing instruction, four of them changed their minds. At the time of the repeat survey, only 9 (56.25%) students in the PPG still did not like writing at all. However, the difference between the two groups after e-mail exchange was striking. Whereas 14 (87.5%) of the EMG participants stated that they liked writing very much, only one PPG participant (6.25% of that group) made the same statement. Overall, the EMG students showed a very dramatic reversal of responses from before to after the intervention, and a similar but less striking trend was seen in the PPG.

The sixth question on the questionnaire gave eight adjectives that the student could use to describe his or her feelings about the writing classes: boring, fun, difficult, easy, tiring, interesting, important, and useful. The participant was asked to choose the adjectives that best described his or her thoughts, to explain the reason for their choices. The reasons were analyzed for content and then categorized. Table 4.8. lists the frequencies of the PPG and EMG students' responses prior to the intervention, and Table 4.9 lists the reasons the students gave for their opinions at this stage.

Table 4.8. Frequencies of the Different Adjectives Applied to the Writing Classes Before and After Intervention

	Before intervention		After intervention	
	PPG	EMG	PPG	EMG
Adjective	f (%)	f (%)	f (%)	f (%)
Boring	14 (87.5)	13 (81.25)	10 (62.5)	-
Fun	-	-	-	16 (100)
Difficult	7 (43.75)	14 (87.5)	12 (75)	7 (43.75)
Easy	-	-	-	9 (56.25)
Tiring	10 (62.5)	7 (43.75)	16 (100)	2 (12.5)
Interesting	-	-	-	16 (100)
Important	16 (100)	15 (93.75)	16 (100)	16 (100)
Necessary	15 (93.75)	14 (87.5)	16 (100)	16 (100)

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, N=16 for each group

As Table 4.8. shows, the PPG and EMG students' choices in question six were fairly similar. Prior to the experiment, a large majority of students in both groups viewed writing as necessary (PPG $f=15$ [93.75%]; EMG $f=14$ [87.5%]) and important (PPG $f=16$ [100%]; EMG $f=15$ [93.75%]) for academic achievement. Ten (62.5%) of the PPG students and seven (43.75%) of the EMG students characterized it as tiring; seven (43.75%) PPG students and 14 (87.5%) EMG students rated it difficult; and 14 (87.5%) PPG students and 13 (81.25%) EMG students said they found it boring. At this stage, all the adjectives that both groups of students applied to writing class had negative connotations.

Table 4.8. shows that there was very little change in the PPG students' feelings toward writing classes from before to after the experiment. However, the change in EMG students' feelings about writing was striking. After the 15 weeks of intensive writing classes, the PPG students still viewed the classes as important and necessary ($f=16$ [100%] for both), but found them boring ($f=10$ [62.5%]), difficult ($f=12$ [75%]), and tiring ($f=16$ [100%]). In contrast, all the EMG students viewed the writing as important, necessary and interesting. In addition, all of them thought it was fun. Nine of the EMG participants (56.25%)

characterized the writing as easy. Seven (43.75%) still found it difficult, and 2 (12.5%) described it as tiring. It is noteworthy that all of the students who characterized the writing as difficult and tiring also found it to be interesting and fun at the same time after the e-mail exchange intervention.

Participants further were invited to explain the reasons for their opinions (Table 4.9.).



Table 4.9. Examples of Reasons for Opinions About Writing Class Before and After Intervention

Adjective	Reasons Given before Intervention		Reasons Given after Intervention	
	PPG	EMG	PPG	EMG
Boring	1. You do nothing but write. 2. It is monotonous. 3. I cannot put my thoughts on paper. 4. I am not good at it. ---	1. It is monotonous. 2. I cannot think of ideas on a given topic in a limited time. 3. I am not good at it. ---	1. It is monotonous. 2. It is passive. ---	---
Fun	---	---	---	1. I learn and laugh at the same time. 2. I like testing my English by writing to my key-pal. 3. I realized that I am pretty good at English. 4. I learn new things and I can improve my English. 5. I am on a mission to promote my country. My key-pal will definitely visit Turkey. 6. I feel more self-confident in expressing myself in English. 7. I can exchange ideas, and also teach and learn cultural things. 8. I enjoy writing. 9. I enjoy reading what I have written. 10. After I have written a piece, I see that I produce something meaningful. 11. My key-pal thinks my English is good. 12. I am good at it.
Difficult	1. I cannot use the grammar I need to use correctly.	1. I cannot think of ideas on a given topic in a limited time.	1. I have to be careful about grammar, vocabulary, and	1. I have to be good at grammar and vocabulary. I do not want my key-

	2. I do not have enough vocabulary to express myself. 3. I have to use all my knowledge of English. 4. I cannot generate ideas quickly. 5. I am not good at it.	2. I have to be good at grammar and vocabulary. 3. I cannot always remember the right words/structures to express myself properly in a limited time. 4. It is difficult to write in Turkish, too. 5. Sometimes I cannot think of a single idea for minutes. 6. I have limited vocabulary. 7. I have to know the correct words, the correct structure, and correct usage of these. 8. There is no limit to write well. There is always a lot to learn to be a good writer at school. 9. I am not good at it.	punctuation. If I make a mistake, I have to rewrite the first draft and that is no fun. 2. I cannot generate ideas quickly. 3. It is difficult to write a composition in 30 minutes.	pal to think we, Turks, are not as good as them. 2. I am afraid of being misunderstood by my key-pal, so I have to be careful. 3. I do not want to offend my key-pal, so I spend a lot of time on each e-mail.
Easy	---	---	---	1. I like it. 2. Computer makes revising and editing easier.
Tiring	1. I have to think a lot. 2. I have to write on the same topic over and over again. 3. It takes a lot of effort to think of ideas to write about, and I have to be careful about grammar and know the relevant vocabulary. 4. I cannot express myself fully. 5. It is difficult for me.	1. I have to write a lot to improve my writing. 2. I have to think and be careful. 3. I have to do lots of things. I have to generate ideas, find proper grammar and vocabulary, and use punctuation properly. 4. I have to write long essays. 5. Although I do my best, I cannot write properly.	1. It takes a lot of effort to think of ideas to write about, and I have to be careful about grammar and know the relevant vocabulary. 2. I hate editing my friends' writing. 3. Rewriting is tiring.	1. I have to write a lot to improve my writing. 2. I have to use the dictionary, consult the teacher, get help from a friend.
Interesting	---	---	---	1. It is really interesting to have a key-pal. 2. It is so interesting to help a person you have never met and get help in

					return. 3. You never get bored in writing classes or when you do your writing assignments. It is like leisure-time activity, internet café activity.
Important	1. In my department, all of the exams are in English. 2. I will need it to find a good job. 3. I can improve my English by writing. 4. I can expand my vocabulary. 5. I can practice grammar.	1. In my department, all of the exams are in English. 2. I will need it to find a good job. 3. It is the only way to practice what you have learned in terms of grammar and vocabulary.	1. In my department, all the exams are in English. 2. I will need it to find a good job. 3. I can improve my English by writing. 4. I can practice grammar and vocabulary.	1. In my department, all the exams are in English. 2. I will need it to find a good job.	1. In my department, all the exams are in English. 2. I will need it to find a good job.
Necessary	1. I need it for academic and professional life. 2. In professional activities, I do not get opportunities for face-to-face communication in English. 3. In the future, in order to be recruited for jobs I will have to write applications or letters explaining my motivation, and will have to pass written exams in English. 4. I will need it for exams in academic life. 5. It is a good way to improve your general competency in English. 6. I need it to get a well-paid job in the future. 7. It gives me an opportunity to test what I have learned in terms of vocabulary or grammar.	1. I need it for academic and professional life. 2. All international exams, such as TOEFL, have a writing section. I want to do my Master's degree in the United States, so my writing has to be good. 3. It is the best way to learn proper word usage.	1. I need it for academic and professional life. 2. It gives me an opportunity to test what I have learned in terms of vocabulary or grammar.	1. I need it for academic and professional life. 2. It is the best way to learn word usage and try out words you have learned. 3. It enables you to communicate with people around the world; you get to know about different cultures first hand.	1. I need it for academic and professional life. 2. It is the best way to learn word usage and try out words you have learned. 3. It enables you to communicate with people around the world; you get to know about different cultures first hand.

As Table 4.9 shows, prior to the experiment the PPG and EMG students had similar opinions about writing classes. They viewed writing classes as necessary and important because of its value for testing vocabulary and structures they had learned in other EFL classes, and because they saw the need for English writing in their academic and professional lives. However, the students said they found writing classes boring because it was monotonous and because they felt they were not good at it. They characterized writing class as difficult for similar reasons. Students in both groups stated that the difficulty is that writing requires not only proficiency with writing conventions, but also a good command of English, including grammar and vocabulary. Both groups also described writing class as tiring. In this regard, they underlined the hard work that is necessary (several drafts to reach a satisfactory level of competency), and that the learner must do several things at once: generate ideas, select the proper vocabulary and structure to express opinions clearly, and use punctuation correctly.

After the intervention, when the students were again asked to give their opinions about writing classes and their reasons for these views, the answers showed that the PPG students' opinions and reasons had changed very little. This group still viewed writing class as boring, citing monotony and its passive nature as reasons. They also still characterized it as difficult and tiring, stating that one must not only take care with grammar, vocabulary, and punctuation, but also must be able to generate ideas quickly so the assignment is completed in the allotted time. The PPG students also stated that they found the process of rewriting difficult, and highlighted editing as another component that made writing tiring. As at the beginning of the semester, the PPG students viewed writing class as important because they needed it for academic and professional purposes, and because of its value for practicing grammar and vocabulary. They also categorized it as necessary for the same reasons. In contrast to the findings in the PPG, after the intervention there was a striking positive change in EMG students' perceptions of writing in English. Like their PPG counterparts, prior to e-mail exchange this group viewed writing class as necessary and important, but also characterized it as tiring, boring, and difficult. However, after the intervention, they described writing classes as fun, stating that writing e-mail messages had given them the opportunity to meet new people around the world, communicate about real issues, and promote Turkey. The EMG students agreed with the PPG students that writing was difficult, but they gave some different reasons for this. Some noted it was difficult because they had strived to match the English competency of their

South Korean key-pals. Others said they were afraid they might be misunderstood by their key-pal, and thus spent a lot of time composing each e-mail message.

Question 7 required the participants to identify each of eight English writing skills as easy or difficult to master. The results for before and after the intervention are displayed in Table 4.10.

Table 4.10. Group Frequencies for English Writing Skills Identified as Easy or Difficult: Questionnaire Before and After Intervention

	Before Intervention				After Intervention			
	PPG		EMG		PPG		EMG	
	Easy	Difficult	Easy	Difficult	Easy	Difficult	Easy	Difficult
Writing Skill	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Rewriting	-	16(100)	-	16(100)	-	16(100)	15(93.75)	1(6.25)
Editing	-	16(100)	-	16(100)	-	16(100)	16(100)	-
Generating ideas	2(12.5)	14(87.5)	-	16(100)	5(31.25)	11(68.75)	12(75)	4(25)
Vocabulary choice	3(18.75)	13(81.25)	4(25)	12(75)	8(50)	8(50)	13(81.25)	3(18.75)
Punctuation	16(100)	-	16(100)	-	16(100)	-	16(100)	-
Grammar	9(56.25)	7(43.75)	8(50)	8(50)	13(81.25)	1(6.25)	12(75)	2(12.5)
Placing ideas in order	8(50)	8(50)	6(37.5)	10(62.5)	7(43.75)	9(56.25)	12(75)	4(25)

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, N = 16 for each group

As the table reveals, prior to the experiment, all of the participants in both groups indicated that they regarded rewriting and editing as difficult aspects of writing English. Fourteen (87.5%) of the PPG participants and all of the EMG participants also viewed the act of generating ideas as a difficult element of the writing process. Large majorities of each group also identified vocabulary choice as difficult (PPG $f=13$ [81.25%] and EMG $f=12$ [75%]). Eight (50%) of the PPG students and 10 (62.5%) of the EMG students marked placing ideas in proper order as difficult, and 9 (56.25%) and 8 (50%) students in the respective groups identified grammar as difficult.

The results indicated minimal change in the PPG participants' opinions regarding the difficult of these elements of writing. After the intervention, all these students still viewed rewriting and editing as difficult (100% for both skills), whereas the vast majority of EMG students viewed these two skills as easy (frequencies 93.75% and 100% respectively). The findings reflected radical change in the views of the EMG participants, and some shifts on the part of the PPG group as well. For example, prior to the 15-week experiment, only two (12.5%) PPG participants and none of the EMG participants indicated they found it easy to generate ideas. After the intervention, the corresponding figures were five (31.25%) and 12 (75%), respectively. As well, before the e-mail exchange program, only four (25%) EMG participants identified vocabulary choice as easy, whereas after the experiment this number had grown to 13 (81.25%). Interestingly, all of the participants in both groups listed punctuation as easy both times they completed the questionnaire. The results for both groups indicated that many more students found grammar to be easier after the 15-week intervention, but the PPG and EMG results for grammar at this stage were similar. Concerning the skill of placing ideas in order, there was little change in the views of the PPG group from before to after the intervention, but the number of EMG participants who identified this as easy doubled from six (37.5%) to 12 (75%).

Question Category 2. Ability to Use Computers and computer use for language learning

Only the EMG participants answered the questions in this category because all related to computer use, that is, personal ability to use computers and attitudes toward using the computer for general purposes and language-learning purposes. For obvious reasons the EMG group only answered this section once, before the intervention. This set of questions included Questions 8 through 11, and they were asked in order to ensure the students had adequate computer skills to engage in the e-mail exchange program.

Question 8 asked whether or not the respondent had the skills to use a computer, and all the students answered "Yes" (Table 4.11).

Table 4.11. Computer Literacy in the E-mail Group

Computer Use	f (%)
Yes	16(100)
No	-

Note= EMG, N = 16

As noted in Chapter 3, all 32 participants in the study had attended distinguished high schools or came from families with privileged socio-economic backgrounds; thus, it is not surprising that the participants in the EMG were all computer literate. Question 9 investigated specific computer skills, and the results are presented in Table 4.12.

Table 4.12. Proportions of the E-mail Group with Particular Computer Skills

Computer Skill (N = 16)	f (%)
Computer games	16 (100)
Typing	16 (100)
CD-ROM Use	10 (62.5)
E-mail	16 (100)
Program Installation	10 (62.5)
Graphics	3 (18.75)
Computer Programming	1 (6.25)
Internet	16 (100)

According to the answers, all the EMG participants knew how to type and how to use e-mail and the Internet, which were the computer skills required for the study. The responses to this question helped assure the researcher that any problems with the study were unlikely to be linked to students' computer skills. Regardless of their reported skills, all the EMG students were subjected to orientation for computer use to be sure what was noted on the questionnaire was valid. Question 10 asked the EMG participants' to state their feelings about computer use, and the vast majority said they enjoyed working on computers very much (Table 4.13).

4.13. Views of the E-mail Group (EMG, n = 16) on Computer Use

Statement	f (%)
Like computers very much	14 (87.5)
Like computers somewhat	2 (12.5)
Do not like computers much	-
Do not like computers all	-

Question 11 asked each EMG student to gauge their personal computer skills overall, and the findings are listed in Table 4.15. Five students (31.25%) rated their computer skills as excellent, nine (56.25%) as are very good, and two (12.5%) considered they had fair proficiency.

4.14. Personal Assessment of Computer Skills in the E-mail Group

Level of proficiency	f (%)
Excellent	5 (31.25)
Very good	9 (56.25)
Fair	2 (12.5)
Poor	-

Note= EMG, N = 16

The researcher needed to ensure this group had a certain level of typing and Internet skill, and the results in Table 4.14 indicated to her that difficulty with computer use would not be a significant problem or confound the research in any way.

Question Category 3: Views On Computer Use For Foreign-Language Learning

Question 12a asked the EMG students whether they had ever used the computer to learn a language. Since none of them responded “Yes,” it was not necessary for any student to answer 12b or Questions 13 or 14.

4.1.1.2. Self-efficacy scale: Results and Discussions

One of the main aims of the study was to investigate the potential advantages of cross-cultural e-mail exchange, as opposed to writing to an imaginary person or the teacher, as a means of improving student self-efficacy in writing. It was hypothesized that using cross-cultural e-mail exchange would increase students' self-efficacy in writing in English. Based on the self-efficacy construct proposed by Bandura (1994), the researcher developed a 21-item writing self-efficacy scale to determine the strength of participants' belief in their writing ability before and after the 75-hour intervention. 21 items in the questionnaire required the students rate their confidence to write compositions in English (rate means= 1= I cannot do it at all; 2= I can't do it well; 3= I can do it; 4= I can do it very well), in particular of the twenty-one items in the scale, five items meant to determine students' beliefs about their ability in the content of a composition, five in the design, five unity, four accuracy, and two punctuation. Table 4.16. displays the results.

To determine whether there was any significant difference caused by exchanging e-mails with foreign EFL learners during the fifteen-week, seventy-five-hour intervention period, the self-efficacy pre and post-test mean scores in Content, Design, Unity, Accuracy, and Punctuation for each of the two groups were computed and compared (Table 4.15.).

Table 4.15. Writing Self-Efficacy Results Before Intervention and After Intervention

Subscale	Group	Before Intervention				After Intervention			
		M	SD	t-value	p	M	SD	t-value	p
Content (Items 6,9,12,17,21)	EMG	11.50	2.22			17.44	2.16		
	PPG	11.93	3.67	.40	.68	12.44	2.31	6.33	.0001
Design (Items 2,5,8,11,16)	EMG	10.56	1.78			16.81	2.20		
	PPG	11.18	2.28	.86	.39	14.25	2.32	3.21	.003
Unity (Items 3,4,10,13,19)	EMG	14.06	2.11			17.75	2.18		
	PPG	14.43	1.54	.57	.57	14.75	1.95	4.11	.0001
Accuracy (Items 1,7,14,18)	EMG	10.93	1.48			14.69	1.74		
	PPG	9.81	2.19	1.69	.10	13.37	1.63	2.20	.04
Punctuation (Items 15,20)	EMG	5.93	1.18			6.00	.63		
	PPG	5.68	1.53	.51	.61	5.94	.92	.22	.83
Total	EMG	53.00	5.39			72.69	3.48		
	PPG	53.06	6.08	.03	.97	60.75	3.59	9.56	.0001

Note: PPG: Pen-and-Paper Group, EMG: E-mail group, n = 16 for each group, $p < .05$, $df = 30$

Prior to the intervention (Table 4.15), the two groups were evenly matched with respect to self-efficacy about different aspects of English writing composition. However, after the intervention (Table 4.15), testing with the self-efficacy scale revealed significant differences between the EMG and PPG students. At this stage, the EMG students' mean scores for content, design, unity, and accuracy were all significantly higher than the corresponding PPG scores. Table 4.15 shows a trend toward higher punctuation scores in the EMG, but the difference between the groups was not significant [$p = .83$].

In summary, the results for this scale suggest that cross-cultural e-mail exchange helps students' develop stronger self beliefs related to their ability to compose writing pieces in English. This conclusion is supported by statements the EMG participants made during the semi-structured interviews (see section 4.1.2.1. in this chapter). These findings

also correspond with those of Alias and Hussin (2004), who conducted a study to assess the efficacy of Internet tools, including e-mail (see Chapter 2 section 2.7.3.).

4.1.1.3. Pre and posttests: Result and Discussions

One of the hypotheses in this study is that “use of cross-cultural e-mail exchange in writing classes will promote EFL students’ overall writing quality.” For the purpose of this study “overall writing quality” refers to grammatical correctness, appropriate content and style, proper coherence and organization and the use of correct vocabulary in a composition and “promote” means “to contribute to progress or growth.” To trace possible significant changes in the writing proficiency in English between the participants who exchanged e-mails with their South Korean key pals and the participants who wrote compositions with pen and paper without any real audience, testing was done to assess writing ability in each group (EMG and PPG) before and after the intervention.

The change observed in each group was analyzed, and the results for the two groups before and after the intervention were compared. The details of the testing have been described previously (see Chapter 3), In brief, each student completed two pretests (a set of two different topics) and two posttests (a set of two other different topics). For each group, the results for each set of tests were averaged to produce one mean pretest score and one mean posttest score. The group results, including mean scores and standard deviations of pre- posttest of the two groups, posttest corrected mean scores and standard error values determined from covariance analysis are shown in Table 4.16. Statistical calculations were performed using the software program Statistical Package for the Social Sciences (SPSS for Windows), version 10.0.

Table 4.16. Group Statistics for the Pre- and Posttests

Groups	n		Mean scores		Corrected posttest means	
			M	SD	M _c	SE
EMG	16	Pretest	11.69	1.66		
		Posttest	18.25	1.18	18.217	.354
PPG	16	Pretest	12.19	1.87		
		Posttest	17.50	1.60	17.533	.354

Note: EMG: E-mail group, PPG: Pen-and paper group, SE= Standard error, M_c=corrected means

Both groups showed a dramatic positive change in writing ability from pre- to posttesting. As the table shows, the posttest mean for the EMG (M=18.25, SD=1.18) was higher than that for the PPG (M=17.50 SD=1.60). Covariance analysis was performed to determine whether this difference was significant. The results are presented in Table 4.17.

Table 4.17. Covariance Analysis of the Mean Posttest Scores

Source of variance	Sum of squares	df	Mean square	F	P
Controlled variable (Pretest)	1.599	1	1.599	.808	.376
Groups' main effect	3.673	1	3.673	1.856	.184
Error	57.401	29	1.979		
Total	10288.000	32			

Note: $p < .05$

As the table shows, although pretest total mean scores were controlled to ensure that the difference between the pretest mean scores of the two groups would not effect the result obtained from the posttests, there was no significant difference between the groups' mean posttest scores. The groups' main effect was $F = 1.856$; $p = .184$.

This is an interesting finding because normally it is expected that when there is an increase in their self-confidence, students should be able to compose better. The findings of self-efficacy post test revealed significant difference between EMG and PPG in favor of EMG; however, no significant difference has been detected in the posttests of the two groups.

4.1.2. Results of the Qualitative Data

4.1.2.1. Semi-Structured Interview: Result and Discussions

The researcher interviewed each of the 16 participants in the EMG after the 75-hour intervention in order to learn their opinions about cross-cultural e-mail exchange based on the experience. The interviews were done in Turkish language, and the majority of the qualitative data for the study came from these sessions. The interview was conducted in Turkish so that the participants could express their views regarding cross-cultural e-mail exchange more effectively than would have been possible in English.

The interview data were used to validate those collected with the questionnaire, student reflection forms, and self-efficacy scale. The interview was semi-structured in form. In the interview participants were invited to comment on their four-month experience of cross-cultural e-mail exchange. Each interview comprised the following six items.

The Interview Items

1. Tell me about your experience of exchanging e-mail with your South Korean friend.
2. Did you benefit from the cross-cultural e-mail exchange project? Explain in detail.
3. What were the benefits of cross-cultural e-mail exchange with respect to your writing ability?
4. Did you encounter problems during writing class in the last 4 months? If so, what were they?
5. Do you wish to be involved a similar project next semester?
6. Do you have suggestions for future implementation of the key-pal project?

The interview data obtained from EMG participants were subjected to content analysis and were then coded and grouped under three headings. The headings were as follows:

1. Reflections on the positive experience of cross-cultural e-mail exchange
2. Problems encountered during the exchange program
3. Suggestions for future implementation of cross-cultural e-mail exchange

The researcher also categorized the responses under the heading “Reflections on the positive experience of cross-cultural e-mail exchange” by theme. The following 11 main themes emerged:

Category 1. Increases motivation

Category 2. Enhances writing skills

Category 3. Increases care and attention to detail

Category 4. Contributes to general English Proficiency

Category 5. Takes learning beyond classroom borders

Category 6. Improves self-confidence

Category 7. Makes English real; fosters genuine communication

Category 8. Fosters speaking skills

Category 9. Increases attention to writing tone

Category 10. Fosters intercultural understanding

Category 11. Initiates lasting friendships

Representative student statements related to each of the above-mentioned categories are listed in Table 4.18., with frequencies noted as well. It should be noted that the researcher made every effort to select those statements that were representative of the statements of different participants who wanted to convey the same message. The quotations then translated into English word by word so that the reader could ‘hear’ the student’s voice, enthusiasm and intonation. The translations were checked and validated by a colleague.

Table 4.18. Interview Data from the E-mail Group (n=16): Positive Reflections on E-mail Exchange, Problems Encountered, and Suggestions for Future

Statement	Reflections on the Positive Experience of Cross-Cultural E-mail Exchange	f (%)
	<i>Category 1. Increases Motivation</i>	
S1	- It feels great to have a friend on the other side of the world.	16(100)
S2	- I am more motivated to write when I write to my key-pal than when I write to nobody in particular.	15(93.75)
S3	- I used to think writing was a burden; now I think it's a lot of fun.	10(62.5)
S4	- I know I was writing most of the e-mails for my writing class portfolio, but most of the time I forgot about this. It's like you write an e-mail when you feel like writing to your key-pal, and then you just give a copy to your teacher.	9(56.25)
S5	- If you write to a real person, especially a foreigner, you are motivated. I know I will get a reply and this motivates me.	8(50)
S6	- It is an exciting experience. You want to write one e-mail, and then another and another...	2(12.5)
S7	- It is beneficial, because when I write for my teacher she forgets the things I write as soon as she finishes reading. It's different with my key-pal; he/she replies to me. My key-pal cares about my thoughts whereas the teacher cares more about what I have written.	2(12.5)
S8	- I was bad at writing. Actually, I know I can learn whatever I want to learn, but I didn't want to learn how to write a good composition. Now, I want to write; I want to improve my writing. I want to meet foreigners all around the world, and that makes me want to improve my writing more.	1(6.25)
	<i>Category 2. Enhances Writing Skills</i>	
S9	- My writing skills improved a lot. At the start of the semester, when I was given a topic I found it really difficult to get started writing; This was my biggest problem. Now I can start as soon as I am given a topic, and sometimes I even have difficulty stopping!	16(100)
S10	- I write longer compositions when I write to my key-pal.	14(87.5)
S11	- I write faster when I write to my key-pal.	14(87.5)
S12	- I come up with ideas quicker now.	14(87.5)
S13	- I find it much easier to revise and edit my writing using the computer. The writing I did when e-mailing my key-pal has made me better at revising and editing my writing on paper too.	12(75)

S14	- Now, even when I write in class with pen and paper for the teacher, I feel like I am writing to my key-pal. I am fluent, really fluent.	11(68.75)
S15	- I definitely started writing longer compositions. I really like typing anyway, so I found I started to generate a lot more ideas when I was using the keyboard.	10(62.5)
S16	- Now I think faster, I write faster ... thoughts fly into my head and then onto paper so fast.	1(6.25)
S17	I learned that I have to support my ideas. For instance, if I write "The Turkish education system is good or bad" I have to explain why, because my key-pal knows nothing about Turkey except for Hakan Sukur and Ilhan Mansiz [professional soccer players].	1(6.25)
Category 3. Increases Care and Attention to Detail		
S18	- I am more careful with the organization of my writing pieces now.	15(93.75)
S19	- I am more careful about grammar now.	14(87.5)
S20	- I don't want to make mistake. I don't want to be misunderstood.	12(75)
S21	- I revise more. I ask you [the teacher] for help more.	8(50)
S22	- E-mail exchange taught me to support my ideas. This is different from face-to-face communication. You have to be clear.	7(43.75)
S23	- When writing, I make more effort to be more reader-friendly, to make my writing interesting. I want what I write to be coherent.	6(37.5)
S24	- When the teacher can't understand what I mean, she can always ask me. But this doesn't always happen with a foreigner. They can easily get offended and stop writing. I am more careful about what I write so my key-pal will have the best chance at understanding.	6(37.5)
S25	- Compared to what I write to my key-pal, I am not as careful when I write only for the sake of practicing writing.	5(31.25)
S26	- I did my best and revised my e-mails several times before I sent them, because my key-pal's English is very good. I worried that if I made a lot of mistakes my key-pal would become bored trying to read my messages.	4(25)
S27	- I've tried to chat with foreigners before, but the e-mail exchange was better. The key-pals you [the teacher] found are respectful (not cultural or religion prejudiced) My key-pal respects me as a person, so I am more concerned about the quality of my writing.	3(18.75)
S28	- In high school I was the best writer in my class, but the e-mail exchange showed me I have lots to learn. It has made me study because I want to write better.	2(12.5)

S29	- Even if my key-pal didn't reply to me every time I wrote, I always thought there was a chance she would reply, so I did my best each time.	2(12.5)
S30	- I was always afraid to lose my key-pal, so I did my best.	2(12.5)
S31	- I was always meticulous with my writing because I wanted my key-pal to care about me, respect me, and write me back.	1(6.25)
S32	- When I receive a message from my key-pal, I say to myself, "Write and show him a Turkish man can write as well as he does." I am jealous of them. Their English is so good.	1(6.25)
	Category 4. Contributes to General English Proficiency	
S33	- It helped me enrich my vocabulary and learn proper usage.	16(100)
S34	- It contributed to my general English proficiency; grammar, vocabulary, reading, writing, etc.	
S35	- I read and understand text better now because of e-mail exchange.	10(62.5)
S36	- The more I write to my key-pal, the more I like writing in English, and the better my English gets in general.	9(56.25)
S37	- Since my main area of study is science, I am used to doing math, physics, and such. I am not used to writing, so writing was a big problem in the beginning. Now I can say I am good at it.	7(43.75)
S38	- My key-pal's level of English is much higher than mine, so I learned a lot from his messages ... new words, structures, idioms.	6(37.5)
S39	- I use a bilingual dictionary and learn a lot of words. Then I use a monolingual English dictionary to check whether I am using the new word correctly. This is first time in my life that I've been able to use a monolingual English dictionary.	5(31.25)
S40	- At the beginning of the semester, I couldn't use transition words, connectors, correctly. Now I am good at it.	5(31.25)
S41	- I used to believe I did not have the capacity to think in English. E-mail exchange showed me that I do have this ability.	4(25)
S42	- My writing improved a lot because I e-mailed my key-pal very often.	2(12.5)
S43	- I've come to like English a lot because of e-mail exchange.	1(6.25)
S44	- I learned a lot of new words that I can use in daily life. For example, I used to say I "controlled" my mail; now I say I "checked" my mail. My key-pal uses the word "check" a lot.	1(6.25)
S45	- I learned a lot because my key-pal's English was perfect. A few times he corrected my mistakes and explained why I was wrong. I thanked him.	1(6.25)

	Category 5. Takes Learning Beyond Classroom Borders	
S46	- I think this is the best way to improve your English, either at home or at an Internet café after school hours.	10(62.5)
S47	- I would like to have more than one key-pal so I can write in English more often. This is a good way to keep your English fresh after graduating.	5(31.25)
S48	- I have a class with you [the teacher] only twice a week, so I can't practice writing every day with you. But I can correspond with my key-pal as much as I like ... sometimes everyday.	3(18.75)
	Category 6. Improves Self-Confidence	
S49	- Now I can write good compositions.	14(87.5)
S50	- I would like to have key-pals who are native speakers of English. I think I can communicate with them, too.	13(81.25)
S51	- I am not worried about writing English sections of exams anymore.	11(68.75)
S52	- I realized that all EFL learners make mistakes. I am not worried about my mistakes as much as I was in the past.	6(37.5)
S53	- I always wondered how EFL students from other countries spoke English. I found out that they are not very different from us. I found it easy to communicate with my key-pal. Moreover, I realized that all EFL learners make mistakes. I don't worry about my mistakes as much as I did before.	5(31.25)
S54	- I want to correspond with people in the United Kingdom or Americans ... I feel ready for that.	5(31.25)
S55	- At high school, I always got good marks on writing exams so I thought I was good enough. First, this project showed me I was not that good, but then it showed me I could improve.	5(31.25)
S56	- When I speak and see I can convey the meaning I want, I feel I am getting better and I start to feel proud of myself.	2(12.5)
S57	- I can't believe I have South Korean friends.	2(12.5)
S58	- I wonder if I can learn any other languages through e-mail. I'll try and see.	2(12.5)
S59	- Now I like to read the compositions I write.	2(12.5)
S60	- I became confident enough to express myself to a foreigner. I found I could talk about any subject with my key-pal ... the way he viewed the world, the food his people eat, how they celebrate special occasions, and so on. I hope he won't stop corresponding now that our [Web and e-mail] projects are over.	1(6.25)
S61	- Exchanging e-mail has given me self-confidence. I started to surf the Web and join discussion forums. For example, the day before yesterday, Galatasaray's game [a soccer team] was postponed. I navigated to the UEFA [soccer association] Web site and sent a long e-mail to vent my frustration.	1(6.25)

S62	- I was amazed to see that I could communicate in English. When you [the teacher] first told me about this project, I thought I couldn't do it. I know South Korea is a rich country and their education system is very good, so I was afraid that I was not going to be as good as a South Korean at communicating in English. Although my key-pal's English is much better than mine, communication has never been a problem. I did my best to write as well as he does.	1(6.25)
S63	- I speak a little bit of German. I am studying to be a mechanical engineer, so I need to improve my German as well [as English]. I want to find key-pals who speak or who want to improve their German so I can practice German. Or, as you [the teacher] said, maybe I can find a German person who wants to learn Turkish. I can teach him Turkish and he can teach me German.	1(6.25)
S64	- I gained self-confidence and started to play chess and chat with foreigners on the Net.	1(6.25)
	Category 7. Makes English Real/Fosters Genuine Communication	
S65	- This program was the first time I had used English to communicate with a foreigner. I read the e-mails I received over and over again.	12(75)
S66	- Writing to a real person is different because you want to express how you feel ... you want your key-pal to understand the way you feel. You know you will get some sort of response.	8(50)
S67	- It was like, "O.K., you have learned English, now it's show time. Try it and see how good you are."	3(18.75)
S68	- It is quiet interesting to complain to a friend about your life, share your happiness or sorrow in English. It was something I had never done before.	3(18.75)
S69	- Writing is a means of communication. This is what I really became aware of here at YADIM.	2(12.5)
S70	- I understand that English is for real [has real application].	2(12.5)
S71	- I read the e-mails I wrote to my key-pal several times before I sent them because I didn't want to write something that would offend her. For example, once I wrote in capital letters and in red because my key-pal was late replying to my message. She was very offended because red is threatening in South Korea, and capital letters are taken as shouting.	1(6.25)
S72	- In writing e-mail I am actually using English to do something ... I'm using English as a tool. This motivates me. For example, my keypal asked me to tell him about Ramadan (fasting, helping people etc.) It was motivating to write him about my religion.	
S73	- My original key-pal was sort of weird. He stopped corresponding with me because he said he was 26 years old, a lot older than me. I told him I was not looking for a husband or a boyfriend. I don't know why age	1(6.25)

	mattered. Anyway, my second key-pal is so nice; he is really good to me.	1(6.25)
S74	- I am lucky because my key-pal writes almost every day. He gets worried when I am ill. I'm sure we will keep corresponding.	1(6.25)
	Category 8. Fosters Speaking Skills	
S75	- When I write to my key-pal, I don't feel as if I am studying or practicing English. I feel like I am just talking to a friend.	12(75)
S76	- E-mail exchange helped my speaking ability, too.	8(50)
S77	- I didn't realize that it would be helpful for my spoken English. I used to be hesitant to speak English in the past, but now I can talk fluently in class and I think this is because of e-mail exchange.	6(37.5)
S78	- It is like you are speaking to each other rather than writing.	5(31.25)
S79	- You [the teacher] speak English in class, but now we are in your office speaking in Turkish. When you speak in English and I understand you, it doesn't motivate me to master English language. I know that you will be able to understand me when I speak Turkish. But my key-pal is a South Korean ... I am Turkish ... English is like a bridge that connects us. I say to myself, "if I can speak to a Korean, I can speak to an English-speaking person or a German or French person. I can improve my English and learn about the world from them, too." So I am doing my best to improve my English.	1(6.25)
	Category 9. Increases Attention to Writing Tone	
S80	- I was afraid to offend my key-pal, so I always asked a friend to edit my e-mails, especially when I wrote about my religion and the history of Turkey.	5(31.25)
S81	- I did my best because I was the only Turkish person my key-pal had ever met. I knew that the way I came across might form a stereotype in my key-pal's mind. I didn't want my key-pal to think negative things about Turkish people, so I always checked my writing before I sent a message. I didn't want to be rude or offensive.	1(6.25)
S82	- I tried to come across as interesting, funny, informative, friendly, and easygoing in my writing to encourage my key-pal to correspond with me.	1(6.25)
	Category 10. Fosters Intercultural Understanding	
S83	- I enjoyed culture exchange. Now I know how a typical South Korean lives, what they do in their spare time, what they eat, and their relationships with family.	6(37.5)

S84	- It is nice to learn what people from South Korea think about Turkish people.	2(12.5)
Category 11. Initiates Lasting Friendships		
S85	- I feel that my key-pal will be my friend forever. We write to each other several times a week. We get along very well and share lots of things.	3(18.75)
S86	- I actually fell in love with my key-pal. She is [romantically] interested in me, too. We'll see what happens. I told her about Bodrum and Istanbul, and sent some photographs. She is interested in visiting Turkey.	1(6.25)
Problems Encountered		
S87	- Losing the Internet connection (especially while sending e-mail) and slow connections are frustrating.	12(75)
S88	- My key-pal wrote me often until he finished his Web page [the partner group's project], but then he stopped writing. This was not fair. I wish I could have been the one to stop writing. I am offended.	5(31.25)
S89	- It is tiring ... but no pain, no gain!	3(18.75)
S90	- Writing to a foreigner is challenging because I don't want a foreigner to make fun of my English. I felt I had to write with excessive care because of this.	2(12.5)
S91	- Writing to a real person is really difficult.	2(12.5)
S92	- I wrote lots of e-mails to my key-pal, but he put only three of them on his Web page and this made me sad. I'll ask if he did not like the other ones. Actually, I have written to ask the reason several times, but he just hasn't replied.	1(6.25)
S93	- I am offended. My key-pal wanted my photograph, so I sent it and she stopped writing. I have written a few messages to ask why, but she hasn't replied. I am still waiting. Anyway, I have been corresponding with [a friend's] key-pal, and he is better.	1(6.25)
S94	- I hate keeping a portfolio folder. I don't mind the process of writing, but I hate collecting my work into a folder [It is difficult to keep track of a folder].	1(6.25)
Suggestions for Future		
S95	- I would like to be involved in this type of project next semester as well.	16(100)
S96	- Why don't we use the Internet in reading or listening comprehension classes, too.	16(100)
S97	- I wish we could have more access to the computers because then I would have more key-pals. Maybe next semester, when the new CALL lab opens, you [teacher] could arrange access for us after school hours.	15(93.75)
S98	- Corresponding with a South Korean was great, but e-mailing an American or a British person would be more	

	interesting and exciting.	14(87.5)
S99	- My key-pal's project finished a week earlier than mine so he stopped writing. Next time, if you can adjust the project periods so that both projects expire at the same time it would be better.	13(81.25)

4.1.2.1.1. Analysis of Reflections on the Positive Experience of Cross-Cultural E-Mail Exchange

As noted above, the answers grouped under this heading were categorized according to themes. A total of 11 themes emerged from the interview responses: Increases Motivation, Enhances Writing Skills, Increases Care and Attention to Detail, Contributes to General English Proficiency, Takes Learning Beyond Classroom Borders, Improves Self-Confidence, Fosters Speaking Skills, Increases Attention to Writing Tone, Makes English Real/Fosters Genuine Communication, Fosters Intercultural Understanding, and Initiates Lasting Friendships. All of the participants spoke favorably about e-mail exchange during the personal interview, describing it in 86 positive statements within these 11 categories.

As its name implies, the category labeled “Increases Motivation” encompassed students’ comments about the motivating effects of cross-cultural e-mail exchange. Research on second-language acquisition has emphasized the importance of motivation in language learning (Larsen-Freeman & Long, 1991). It has been observed that long-distance exchanges shift the focus from language form to language use in meaningful context (Kelm, 1992; Meskill & Krassimira, 2000 cited in Warschauer, 2001), and thereby increase student motivation (Meunier, 1998; Warschauer, 1996b cited in Warschauer, 2001). As discussed in Chapter 2, both qualitative and quantitative studies that have examined the contribution of e-mail to writing classes have shown that students using e-mail become more motivated, and that they come to view writing as a challenging, dynamic activity. Galloway (1993 cited in King and Orton, 1999) underlines that students’ motivation to learn a language comes from their desire to communicate in meaningful ways about meaningful topics. Thus, it is not surprising that, when students exchange e-mail to discuss real topics, they become more motivated to learn a language. The findings in this category of positive reflections on e-mail exchange conveyed during the semi-structured interview are in line with those of Warschauer (1996b) and Kaufman (1998). Warschauer conducted a survey study that investigated attitudes related to the use of computers for writing and communication in the language classroom. A 30-question survey was administered to 167 ESL and EFL students in 12 academic writing courses in Hong Kong, Taiwan, and the United States. The responses indicated that EFL students were highly motivated to write when they used e-mail. This result was consistent across a number of variables, including

sex, typing skill, and access to a computer at home. Kaufman (1998) analyzed the discourse contained in ESL students' e-mail correspondence and came to the same conclusion, that is, use of e-mail in writing classes promotes motivation. Statement 1 in the interview analysis table above suggests that all the EMG students enjoyed being involved in a cross-cultural e-mail exchange project. "Great," "fun," "exciting" and "beneficial" were the adjectives they used to describe their experience. This finding also corroborates conclusions from the qualitative case study findings of Greenfield (2003). In this study Greenfield examined secondary ESL students' attitudes toward and perceptions of a collaborative e-mail exchange between a 10th grade ESL class in Hong Kong and 11th grade English class in Iowa. Qualitative data gained from personal interviews showed strong student support for the exchange. Hong Kong students used largely positive adjectives to describe the project, believing it was interesting, helpful, enjoyable.

The second category, "Enhances Writing Skills," included the participants' impressions of how e-mail exchange contributed to their writing skills. In short, the students reported that the process of communicating with their key-pals prompted them to write longer pieces and write faster, and also helped them generate ideas and supportive text more quickly and easily (Statements 9,10,11,12,15,17 in Table 4.27). Statements 14 and 16, which read, "*Now, even when I write in class with pen and paper for the teacher, I feel like I am writing to my key-pal. I am fluent, really fluent*" and "Now I think faster, I write faster ... thoughts fly into my head and then onto paper so fast" were noteworthy. A total of 12 (75%) participants in the group made these comments, and they are important because they refer to writing with pen and paper, signaling a transfer of writing ability from the word processor to pen-and-paper mode. Although the computer was used to type the e-mail messages, the benefits the students received from exchanging e-mail were transferred to traditional pen-and-paper composition writing as well. This is very positive since all ESL exams in Turkey currently require that students write with pen and paper. Moreover, Statement 13 in this category, which was also made by 12 participants, suggests that the ease of making necessary changes and reorganizing writing on the computer prompted more willingness to write multiple drafts after editing and revising. These data correspond with the observations of other researchers, such as Tella (1992b), who conducted an ethnographic investigation of a semester-long exchange between high school students in Finland and England. Tella found that, as opposed to writing compositions only once, the Finnish students edited and revised their compositions, poems, and other

messages without being asked to do so, because they wanted to ensure they were appropriate for their English peers. Moreover, the students' e-mails showed more textual and linguistic coherence and organization.

The third category, "Increases Care and Attention to Detail," comprised participants' statements about greater precision in writing as an effect of cross-cultural e-mail exchange. The majority of the students reported that they had started to take more care with organization (Statement 18) and grammar (Statement 19) as a result of the project. It seems the students came to view grammar as "a tool for successful communication," which is exactly what King and Orton (1999) discussed in their action research study that investigated motivation in a group of EFL students who were key-palling. Twelve (75%) of the EMG students stated that they tended to revise more when writing e-mail messages than when writing to an imaginary person or about a random topic (Statements 21 and 26). Seven (43.75%) said they found they could support their ideas better after the e-mail exchange program (Statement 22), six (37.5%) said they cared more about coherence (Statement 23), and six (37.5%) said they made their best effort to avoid being misunderstood (Statement 24). Similarly, students in King and Orton's study also reported that they "... negotiated and clarified meaning often so as not to be misunderstood" (1999, p.5). Two students made the same interesting comment (Statement 29): *"Even if my key-pal didn't reply to me every time I wrote, I always thought there was a chance she would reply, so I did my best each time."* This was interesting because both these students actually had problems with their key-pals. In one case, the key-pal was very slow to reply, and in the other the first key-pal would only reply with very short messages (*"Thanks, I got your mail"*) and a new key-pal had to be arranged. These students both reported that they had benefited from the project despite some communication breakdowns.

Category four was "Contributes to General English Proficiency." All 16 (100%) EMG students stated that the project had helped them enrich their vocabulary and learn proper word usage (Statement 33). The majority of the students (13 total, 81.25%) also stated that they believed e-mail exchange had enhanced their general English proficiency (Statement 34). This outcome is in line with that of St. John and Cash (1995) and Lunde (1990), who studied cross-cultural e-mail exchange for language learning. These authors used linguistic analysis and learner reports to describe the process carried out by an

American learner who improved his German considerably through e-mail exchange with a native-speaker key-pal. The learner systematically studied the new vocabulary and phrases that he read in the e-mails from his key-pal, and stored the messages for later study and use. He wrote replies after reviewing the past messages, and made special effort to use the new vocabulary and phrases that he learned. Through this process, he was able to correct many of his early mistakes and learn a great variety of lexical items, pragmatic and syntactical devices, and idiomatic expressions. By the end of six months, the learner had made spectacular progress at the syntactic level. He was using more complex structures and longer sentences, his word order had improved, and his German was more authentic and natural. Lunde (1990) also reported a similar outcome for cross-cultural e-mail exchange involving students who were learning Japanese and Chinese at the University of Toronto in Canada. In Lunde's investigation, the students were given the option to use e-mail to correspond with their peers and to exchange ideas and information. The goals of the course were to motivate students to use their target language, to enhance the cultural and intellectual component of foreign-language study, and to improve students' ability to read Chinese characters. The students who participated in the e-mail exchange showed "marked improvement in their character production, reading comprehension, and word processing skills in their target language" (Lunde, 1990, p. 76).

In the current study, 5 (31.25%) of the EMG students said they used both bi- and monolingual dictionaries to learn the meaning and usage of new words. One participant explained how he had expanded his vocabulary by providing an example (Statement 44): *"I learned a lot of new words that I can use in daily life. For example, I used to say I 'controlled' my mail; now I say I 'checked' my mail. My key-pal uses the word 'check' a lot."* It is clear from this statement that authentic contexts motivate students to learn vocabulary, and we know from the research done on memory to date that vocabulary learned this way is easily coded and stored in long-term memory. The theory on levels of processing, for example, proposes that the mind undertakes differing levels of processing when encoding newly learned items; specifically, it is suggested that a person only recalls memories that have undergone the most thorough processing (Craik and Lockhart, 1972). Craik and Lochart explain that we naturally forget insignificant trivia because our minds do not undergo the extra levels of processing necessary to retain this information. In the case of the student who mentioned the word "check," the statement clearly indicates that he was impressed to learn the correct word for downloading messages and viewing what

has entered the e-mail inbox. When asked to recall the first time he encountered the word "check," he said that when he initially saw the word in the message from his key-pal, he brought it to the attention of his peer at the next work station in the computer lab, and then used it in his reply to his key-pal.

The fifth category of reflections on the positive aspects of e-mail exchange was "Takes Learning Beyond Classroom Borders," and these statements emphasized how cross-cultural e-mail exchange enables learning independent of time and place. Briefly, almost two-thirds of the students expressed enthusiasm about the flexibility of e-mail exchange; they noted that this process offers the ability to practice English after school hours, at home, in an Internet café, and to maintain or refresh skills after graduation. Gonglewski and coworkers (2001, p.5) are among many researchers who have observed that e-mail extends what a language learner can do in the classroom, since it provides a venue for meeting and communicating in the foreign language outside of class. These authors point out that, because of the nature of e-mail, foreign-language learners do not have to be in a specific classroom at a particular time in order to communicate with others in the foreign language. They also note that students can log in and write e-mail from the comfort of their own room, from a library, or from an internet café, and that these spatial possibilities increase the amount of time they can spend both composing and reading in the foreign language in a communicative context. Rankin (1997 cited in Gonglewski *et al.* 2001, p. 5) notes that "the additional interaction in the foreign language provides foreign-language learners with more input than they would be able to expect from class time, which typically amounts to not more than four hours per week in most high school or college settings."

"Improves Self-Confidence" was the sixth theme of the statements. Fourteen (87.5%) of the 16 EMG participants made the same remark, "*Now I can write good compositins.*" One of these 14 students gave a notable example (Statemen 61): "*Exchanging e-mail has given me self-confidence I started to surf the Web and join discussion forums. For example, the day before yesterday, Galatasaray's game [a soccer team] was postponed. I navigated to the UEFA [soccer association] Web site and sent a long e-mail to vent my frustration.*"

The comments in the seventh category, "Makes English Real/Fosters Genuine Communication," were about the benefits of the authenticity of cross-cultural e-mail exchange. The statements revealed that the students were very enthused about using English for genuine purposes. In fact, there was a definite element of fascination about the e-mail exchange process, with 12 (75%) of the sixteen students indicating that they read the messages from their key-pals "over and over again." These findings support those of King and Orton's action research study (1999). That report concluded that reading and writing activity embodied in key-palling involves open-ended information gaps, such as exchanging personal information, cultural traditions, education systems of the two countries, *etc.*, and that this reinforces genuine communication. Some of the EMG students' statements gave direct indications they were pleased to use English as a tool to communicate with living, breathing people from another culture. Other less direct comments, such as Statements 71 and 73, also implied that e-mail exchange fosters genuine communication. Clark and Ivanac (1997 cited in Hunt and Otto, 2004) also assert that people learn most about writing when they are doing it for real purposes and cross-cultural e-mail exchange adequately prepare the students for the real world.

Category eight was "Fosters Speaking Skills," and a majority of the students indicated that cross-cultural e-mail exchange has the potential to do this. Twelve students (75%) made Statement 75: "*When I write to my key-pal, I don't feel as if I am studying or practicing English. I feel like I am just talking to a friend.*" This finding is also in line with the assertion by Gonglewski and coworkers (2001, p. 5) that "Interaction via e-mail lends a feeling of reality to students' communicative efforts that may seem artificial in a classroom setting. This communicative interaction is much like spoken language because of its informal and interactive nature." Murray (1991) notes that, while e-mail is an exclusively written medium, it is accepted that e-mail discourse is a combination of written and spoken discourse.

The ninth theme was "Increases Attention to Writing Tone." Comments made by seven (43.75%) of the students revealed concern about ensuring their writing conveyed their true message. These individuals clearly viewed cross-cultural e-mail as a positive thing in their lives, and did not want to lose contact with their key-pal. They cared not only about the text they wrote, but also about the nuances in the messages. It was clear they had taken special care not to offend.

Category ten was “Fosters Intercultural Understanding,” and the two statements on this theme were made by half of the EMG students. These participants seemed to have enjoyed exchanging cultural information, learning about South Korea and its people and telling about Turkey in return. Socio-cultural learning theory emphasizes the educational value of creating cross-cultural communities of practice and critical inquiry. As Warschauer (2001) points out, when viewed in the context of this theory, the responses of the EMG participants concerning cultural information exchange suggest that cross-cultural e-mail exchange is a potentially powerful tool for collaborative language learning. Extensive previous research on e-mail exchange suggests that task-based cross-cultural communication has the potential to improve students’ language skills and cultural awareness and to foster student autonomy agree that long-distance e-mail exchange enhances cultural knowledge through communication in the target language (Warschauer, 1995). The findings of the current study also correspond with those reported by Leh (1997). Leh’s experimental research examined the potential of e-mail in foreign-language learning, and also looked at cultural aspects of e-mail exchange. The results indicated that e-mail exchange helped the students learn about the foreign culture (that of the target language) and enhanced their social presence. A follow-up study conducted one year after the original investigation revealed that one-fourth of the e-mail participants had continued the electronic communication after the experiment. O’Down (2003) also came to a similar conclusion based on his research. In that study, students in Spain who were learning English corresponded with key-pals in Britain who were learning Spanish for a year. In this program, the key-pals corresponded in both Spanish and English. The results revealed that e-mail exchange helped develop the learners’ intercultural communicative competence.

The statements in the eleventh category, “Initiates Lasting Friendships,” highlighted one more detail worth noting. Three students stated, *“I feel that my key-pal will be my friend forever. We write to each other several times a week. We get along very well and share lots of things”* (Statement 85). One student even made a closer connection during the experience: *“I actually fell in love with my key-pal. She is [romantically] interested in me, too. We’ll see what happens. I told her about Bodrum and Istanbul, and sent some photographs. She is interested in visiting Turkey”* (Statement 86). Both these statements suggest that cross-cultural e-mail exchange creates opportunities for connections that can evolve into lasting relationships. This finding is also inline with

assertion of Kim and Bonk (2004). Kim and Bonk matched their Finnish and American students for e-mail exchange in order to examine cross-cultural differences in online collaborative behaviors among undergraduate preservice teachers. The results revealed that the students had a strong desire to use e-mail not only while the research study was conducted but also after the study was completed. The students stated that cross-cultural e-mail exchange is "... beneficial for foreign language learning and should be integrated into foreign-language instruction" (p.12).

4.1.2.1.2. Analysis of Problems Encountered

Although the EMG participants reported that they found e-mail exchange valuable for practicing writing, they also discussed some problems they experienced during the project. One issue identified was loss of Internet connections, especially when sending e-mail. In fact, this was the main pitfall of the medium that was highlighted on the student reflection forms throughout the course of the intervention. The researcher proposed a practical solution for this within the experimental period. She advised students to write their messages offline using a word-processing program, then copy and paste into an e-mail message, and finally go online to send.

The second problem mentioned was that some of the students from the partner class stopped corresponding before the Turkish students' projects were completed. This is one of the inevitable drawbacks of cross-cultural e-mail exchange that cannot be controlled by either of the partner researchers. Even if it is the student's personal project, and even if there is no penalty for failing to correspond regularly, the student may still be lazy or even choose to fail the course. If it is possible to achieve, matching or being prepared to match students with two or more key-pals is one way to avoid this problem.

Warschauer (1995) also discusses lack of response and drop-outs in his article entitled, "E-mail for English Teaching," and offers similar suggestions: allowing students to have multiple partners from the same class, exchanging with several classes in different countries, setting up a mailing list to group two or more classes together, and having students join an international discussion list.

4.1.2.1.3. Analysis of Suggestions for Future

At the end of the interview, the EMG participants were asked if they had any comments or suggestions related to future implementation of cross-cultural e-mail exchange. Every single student in the group indicated that they wished to be involved in such a project the following semester as well. This enthusiastic response is in line with the findings of Greenfield's (2003) qualitative case study, which examined secondary ESL students' attitudes toward collaborative e-mail exchange. The two groups involved were a 10th grade ESL class in Hong Kong and an 11th grade English class in Iowa, USA. Greenfield reported that the students in the Hong Kong class viewed cross-cultural e-mail exchange as something they would like to repeat in future.

The EMG students also expressed great interest in spending time in the CALL lab after school hours, and in using the Internet for other language classes, such as reading and listening comprehension. They were also keen to correspond with native speakers of English in another project.

4.1.2.1.4. Conclusion

The data from the interviews revealed that the EMG students gleaned many personal and English-writing-related benefits from the e-mail exchange program. For the researcher, these data formed a basis from which to comment on general, pedagogical, personal, and technical aspects of the project. Interestingly, the process of e-mail exchange even proved to have positive impacts on students who did not (or could not) correspond with their key-pals regularly. Only one of the sixteen EMG students reported that he did not write more than the required set of pieces for the writing portfolio; in fact, this individual neglected to submit two of the required portfolio pieces. One other student reported that his key-pal did not reply to some of his e-mails. Of the sixteen total EMG students, these two were the ones who seemed to benefit from e-mail exchange the least. However, both expressed a wish to engage in another key-palling project, and both said they would recommend this type of activity to other learners of English because they felt they had gained a lot through the process.

4.1.2.2. Student Reflection Forms: Results and Discussion

During the intervention, each of the 32 study participants was required to complete a student reflection form (see Appendix 13) in Turkish every 2 weeks. These forms were designed by the researcher, and the instruction read, "How do you like the writing classes? Think of the last two weeks of lessons and record anything about the class activity or writing portfolio work that is noteworthy (your enjoyment, boredom, disappointment, fatigue, etc.)." There was a second question on the reflection forms of the EMG participants which read "How do you like exchanging e-mail with your key-pal partner? Note anything that makes you happy, annoyed, discouraged, disappointed, etc."

Each participant completed a total of eight reflection forms. The information obtained provided the researcher with a deeper understanding of how the students felt while the intervention was in progress. It also enabled her to deal with more personal problems that might have negatively affected the results of the study. The written comments were also used to validate the data collected with the questionnaire, the self-efficacy scale, and in the final interview. The data from the forms were analyzed for content, and salient themes were listed. Quotes from students were used to illustrate each of these themes. Responses related to certain features of the project were quantified to more specifically assess students' reactions to the intervention. The PPG and EMG students' responses on these forms are summarized in Table 4.19.

Table 4.19. Analysis of Students' Reflection Form Data: Pen and Paper Group (n=16)

Statement	Control Group Statements	f(%)
1	Writing is very difficult to master.	12
2	I find writing class useful. This is the only platform where I can use my English to actually create something meaningful.	11
3	I don't like writing in English.	11
4	I can't think of ideas quickly. I can't start writing as soon as you give us a topic. The speed-writing assignments helped a bit, but not much.	10
5	Nothing unusual happened last fortnight, writing, editing, revising, writing, editing, revising.	10
6	More than 200 words is too much for me to write in English. My grammar and vocabulary are not good enough.	9
7	I have to improve my writing to pass exams in future (e.g., TOEFL) that will allow me to get a well-paid job.	9
8	I can write better compositions if I have more time. Half an hour in an exam is not enough.	8
9	Writing is important for improving my English.	7
10	Writing drafts is useful but boring.	7
11	Writing drafts is useful but tiring.	7
12	I do not like writing in English because I can never finish in the allotted time. I hate timed writing activities/tests, but I know I have to be faster for the exams at YADİM and in life.	6
13	Writing in English is very tiring. I especially hate writing drafts.	6
14	I hate writing. If it weren't for you [the teacher], I wouldn't come to writing class.	5
15	Writing classes is a waste of time. I do not like writing multiple drafts.	5
16	I don't think writing multiple drafts improves my writing; it is nothing but a waste of time.	3
17	I attend the classes regularly because I know this is a language skill I need for life. I'll need it for my academic studies and for professional life.	2
18	I do not like my friends editing my compositions.	2
19	I like it because I like you.	1
20	I can practice the grammar I learn in other classes.	2
21	I do not like writing, but I find writing classes useful. I've learned a lot in this course.	2
22	I know it is useful and I must master it, but writing drafts is boring.	2
23	I like it because I can try vocabulary I've just learned and see if I can use it correctly.	1
24	I attend your sessions because you teach more than writing. I like the pre-writing activities.	1
25	I don't like my friends editing my work. I never work on the pieces I write again anyway, so why should they bother to edit them? What's more, their English is no better than mine.	1

According to the comments on the reflection forms, the majority of the PPG students (n=11 [68.75%]) found writing class to be useful because it was the only setting in which they could actually test the knowledge of English vocabulary and grammar that they had acquired in class (Statement 2). Another common theme was the belief that good English writing skills are needed for academic work and for success on international English-as-second-language exams, which are usually prerequisites for well-paid jobs (n=9 [56.25%]) (Statement 7). However, the majority also viewed writing as a very difficult skill to master (n=12 [75%]) (Statement 1), and many underlined specific elements of writing they found problematic (Statements 4, 5, 6, 12). Many comments focused on the challenges posed by writing on a given topic in limited time to meet a pre-determined word limit. This group also noted difficulties with thinking of ideas to write, and problems getting started on a given topic. Eleven (68.75%) of the students stated very frankly that they did not like writing (Statement 3). Many of the students in the PPG said they found revising and editing boring, tiring, and of no real value (Statements 10, 11, 13, 15, 16).

Table 4.20. shows the EMG students' reflection-form responses about their e-mail exchange writing classes.

Table 4.20. Analysis of Students' Reflection Form Data: E-mail Group (n=16)

Statement	Experimental Group Statements	f(%)
1	I liked the project a lot and would like to be involved in another key-pal project next semester.	16
2	Writing classes with e-mail exchange are very useful.	16
3	I like writing and writing classes very much.	15
4	This is the only setting in which I have even spoken to a foreigner.	15
5	My key-pal and I write to each other more than is required.	10
6	It feels great to get help from a person you have never met.	9
7	South Koreans are very polite and friendly.	8
8	I wish we had a faster Internet connection.	8
9	It is a great project ... a great way to practice writing.	7
10	I wish we could use the Internet in other classes, too.	7
11	Challenging, tiring, but enjoyable and useful.	5
12	South Koreans are like us; friendly and hospitable.	5
13	Corresponding with a person who you have never met, whose country you know almost nothing about, is very interesting and exciting.	4
14	I learned that South Korean culture is very different from ours. I learnt more about Turkish culture while writing about it to my keypal.	3
15	Waiting for e-mail from my key-pal is exciting. I look forward to	3

	his reply or feedback about my thoughts.	
16	It is very difficult to write to a real audience - it requires a lot of effort to write clear e-mails.	2
17	I feel a responsibility to write regularly. I do not want to keep my key-pal waiting for my reply.	2
18	My key-pal and I write to each other almost every day.	2
19	I used to hate writing at high school and I was bad at it, but I like the writing classes here.	2
20	When I write to the teacher, she forgets what I've written as soon as she reads it. My key-pal cares about what I've written, considers my thoughts and comments, and agrees or disagrees, etc., in the replies. This really motivates me to write.	2
21	My key-pal does not write regularly.	2
22	I feel used. She [key-pal] used me for her project, and after the project she disappeared. Luckily, I do not need her anymore either.	1
23	My key-pal is a lot older than me but this is not a problem and his English is a lot better than mine. I feel more confident because he has not made this a big issue. I can communicate with people who are more mature than me.	1
24	This class is very different from the [writing classes] in high school. There we were given topics and just asked to write a composition at home. Actually writing in class, especially on the computer, is interesting. I can really improve my writing and English this way	1
25	I reply to my key-pal's mail as soon as I receive it. I do not want to make him wait. This is his project as well. What's more, he is my friend.	1
26	My key-pal is 6 years older than me. I wish he was my age.	1
27	This is the third week. I have sent two letters but have received none from my key-pal.	1
28	I feel good. I don't talk about my feelings with my friends or family. I don't usually share my anger, sorrow, or happiness with my friends. I always want to look strong, but in my writing to my key-pal I am who I am.	1

Compared to the PPG comments, the EMG students' notes revealed very different perceptions of writing in English and writing classes during the intervention. Almost all the items students mentioned focused on the e-mail project. In line with the e-mail group's statements in the semi-structured interview and their responses to the questionnaire after the intervention, the items on the reflection forms were generally (almost entirely) positive. All sixteen students conveyed that they had enjoyed the e-mail exchange project, had found it very useful, and were keen to participate in another in the second semester (Statements 1, 2). Fifteen (93.75%) of the EMG participants said that they liked writing and writing classes very much (Statement 3). As in the interview, students tended to use

“speak to” or “talk to” rather than “write to” when referring to interactions with their key-pals (n=15 [93.75%]) (Statement 4).

Three students mentioned that through the keypal project they learnt about South Korean culture as well as deepening their knowledge and awareness of their own culture. This comment is inline with that of Sanaoui and Lapkin’s students. Sanaoui and Lapkin (1992) matched their high school students of French in Toronto with native speakers in Montreal for e-mail exchange project. They reported that their students improved their French writing skills considerably and broadened their cultural awareness through the project.

This group used six positive adjectives to describe their feelings about the project: great, enjoyable, useful, interesting, exciting, and motivating. However, the EMG students also admitted that they found corresponding with a foreigner to be difficult and tiring, since writing clear messages takes considerable effort.

Since the researcher analyzed the data from the reflection forms as soon as they were collected each time, she was able to monitor the students’ progress with e-mail exchange fairly closely. This also gave her a chance to help students with issues in a timely manner (Statements 21 and 27).

One of the researcher’s quietest students made a very interesting comment (Statement 28). The student reported feeling positive and more authentic because he shared more with his key-pal than he did with his family or friends. The researcher has encountered similar impressions from other students engaging in e-mail correspondence. Her experience suggests that cross-cultural e-mail exchange is a good way to involve introverted students in the class. Even the quietest students will often begin speaking English in the class when the topic is their key-pals.

4.1.2.3. Teacher-Researcher’s Field Notes – Results and Discussion

During the experiment, the teacher-researcher kept a written record of problems that arose during e-mail exchange and how she dealt with those problems. She also made note of all unusual, extraordinarily positive or negative, funny, rewarding, or discouraging events that occurred. In short, she recorded any noteworthy events or student reactions that

occurred during the experimental period. Table 4.21 below shows all the field notes that were taken by the teacher-researcher on the spot during the experimental sessions.

Table 4.21. Teacher-Researcher's Field Notes Taken During the 15 Weeks of E-Mail Exchange.

	Field Notes
Week 1	Note 1. Students are writing their "Hello" letter. They seem so excited, but nervous at the same time. They are asking a lot of questions. It is only 20 minutes into the session and I am already tired from answering their questions individually, helping them at their work stations. I encouraged them to do their best. I also reminded them that excessive spelling and grammar mistakes might interfere with the messages they want to convey, and might even discourage their key-pal from corresponding. They are so enthused; I am very pleased. Note 2. One student deleted his message by mistake and got frustrated. I advised the class to write each e-mail message on a floppy disk first, and then copy and paste it into the e-mail composition page in order to send. Note 3. It's break time ... No one cares; they just keep on typing, with no talking or other sounds ... only the sound of fingers tapping keys.
Week 2	Note 1. There was a lot of talking amongst the students during the time they were supposed to be e-mailing and I was finding this annoying. Then I realized they were asking each other for help with expressing ideas in English, using new words etc. So here is a fringe benefit of the program; the students are starting to learn from one another. Note 2. One of the participants told me his "Hello" letter had not yet been answered. I must contact the partner researcher so she can prompt her student to become engaged in the project.
Week 3	Note 1. Two students are having problems with their key-pals. One of the key-pals only writes e-mail messages one or two sentences long. The other has not replied to any of the student's messages. I'll write to the partner researcher about this. Note 2. Two participants are absent today. I'll make sure they get their assignments, and ask them to send the messages to their key-pals on their own time. Note 3. Five students have brought dictionaries to the lab today, and another has borrowed the one that is in the lab. Still another asked if I had one more to lend. I advised them all to visit www.seslisozluk.com, a very practical online dictionary that provides English-English, English-Turkish, and Turkish-English translations of words.
Week 4	Note 1. Three of the participants say they are exchanging e-mail with their South Korean key-pals almost every day, and one of three said she "chats"

	with hers a few times each week. Note 2. One of the students reported that his key-pal was too slow to answer his e-mails, and that he had written her a serious e-mail message about this. In the message he had warned that, if he did not receive a reply to his next e-mail in time, he would make sure her teacher was told about this. He had typed the message in red, uppercase text, and had received a reply the same day. His key-pal informed him that writing in capital letters meant he was shouting at her, and that writing in red was threatening in her culture. He immediately wrote back, telling her he had not meant to threaten her. He asked me for help writing this "Sorry" letter. Note 3. This is a rewarding experience. All the students are so involved in the writing!
Week 5	Note 1. One of the students told me his key-pal is not writing e-mails. I need to contact the partner researcher about this key-pal's lack of commitment. Note 2. The Internet connection was lost in the middle of the session, and the students were so disappointed. I reminded them that they need to write each message in the word-processing program first, and then copy and paste into the e-mail message just before sending.
Week 6	Note 1. The lab is being painted and cannot be used. The students will write their messages outside of school—at home, in the dorm, at an Internet café, etc.
Week 7	Note 1. The e-mail group students are not fussing about revising nearly as much as the control group is. I regret that the control group is being deprived of this rewarding experience. I would like to arrange something for them next semester.
Week 8	Note 1. Everything is going smoothly; no problems to note today. Note 2. Some of the students are so enthusiastic. They say they cannot wait until writing class ... that they are enjoying the sessions a lot.
Week 9	Note 1. No problems or issues to write about today. The students know what they are supposed to do. No sounds other than keys tapping! Note 2. The students are coming to class early, they spend their break time between sessions in the CALL lab, and do not leave the lab until the last minute of the break that follows the sessions. This suggests they enjoy the project.
Week 10	Note 1. Something comical and rather sweet happened. One of the students told me he has fallen in love with his key-pal (they have "exchanged photos of themselves). As part of the writing class, he sent me a copy of his latest e-mail to her, which was full of compliments and flirting. I told him he did not need to carbon copy his private letters to me; rather, to please just let me know when he exchanged personal letters, without mentioning the content.
Week 11	Note 1. We have no Internet connection in the CALL lab due to renovations in the building. The students have word-processed their

	assignment, and I have sent them to the library to send their e-mails. Note 2. All the students attend my classes regularly.
Week 12	Note 1. The students tell me that they find e-mail exchange to be meaningful and exciting. When they finish their assignments in each class, I let them find new key-pals to correspond with. They are now expressing interest in corresponding with key-pals who are native speakers of English.
Week 13	Note 1. Most of the students have sent their photograph to their key-pal so the key-pal can upload the photo onto their Web site. The South Koreans' task in this project is to set up a personal Web site that contains a section devoted to their Turkish key-pal.
Week 14	Note 1. One of the participants says she now has three South Korean key-pals whom she met through her first key-pal. This student says her original key-pal plans to visit her in Turkey next summer. Note 2. In the last 10 minutes of this session, I spoke with the students about their experience over the past weeks. All of them said they had found the experience exciting and meaningful. They said they had learned a lot about South Korea, and wanted to be involved in a similar project next semester. Some of them said they had formed some good friendships that they felt would be lasting.
Week 15	Note 1. They all seem so busy. Actually, I would like to talk more about their experiences during this project, but they are too busy writing their "Good-bye" letters. Note 2. The class was over, the break was over, and I had to essentially push the students out of the lab. They completed the final student reflection forms during reading class.

The weekly field notes on the e-mail group revealed several key elements that support the data obtained from the semi-structured interview, student reflection forms and the questionnaire. It also served as immediate feedback for the researcher to evaluate the content of the ongoing sessions.

- The students were highly motivated to correspond with their South Korean peers (Week 1 - note 3, Week 4 - notes 1 and 3, Week 8 - note 2, Week 9- note 2, Week 12 - note 1, Week 15 - notes 1 and 2).
- In contrast to the control students, they interacted with each other in seeking assistance with the in-class writing assignments (Week 2 - note 1). Similar findings have been noted by others. Tella (1992b) observed that, instead of completing most of their compositions and other writing work alone, when foreign-language

students write to key-pals they make increasing use of peer tutoring and other collaborative methods in order to compose their e-mail messages together.

- Compared to the control students, the EMG participants used the dictionary more while writing during the intervention. [Week 3 – note 3] This was also revealed in the semi-structured interview, where many of the EMG students stated that they had used the dictionary more during the experimental program and had continued to use it more since the project. As a result, they stated they had learned many new words.
- The EMG students attended their writing classes regularly (Week 8 - note 1, Week 11 - note 2, Week 15 - note 2).
- They willingly corresponded with their key-pals after school hours (Week 4 - note 1)
- They found the project meaningful and exciting (Week 12 - note 1)
- They expressed wishes to correspond with more than one key-pal (Week 14 - note 1, Week 12 - note 1),
- They expressed wishes to connect with key-pals whose native language is English, saying they felt this would be more challenging, and therefore even more interesting (Week 12 - note 1).
- Compared to the control group, the students were more focused and stayed on task for longer periods (Week 1 - note 3, Week 15 - note 2, Week 8 - note 2).
- Unlike the control group, the EMG students did not complain excessively about editing or revising (Week 7 - note 1).
- One of the key-pal pairs started a romantic relationship. This is an interesting and positive finding because most language-teaching practitioners would agree that romantic relationships between native and non-native speakers of a language foster language learning (Week 10 - note 1).

All of the above list of positive elements emerged from the teacher-researcher's field notes were inline with the findings from the semi-structured interview and student reflection forms. In addition to positive highlights from the teacher-researcher's record, the field notes also revealed some problems with the intervention. The main issue was actually predicted before the experiment: poor Internet connections. In two sessions, the connection to the Web was lost, so students had to word-process their letters in the lab, copy them onto floppy disks, and then send them from home, or from another computer location such

as an Internet café. Another problem, this time unexpected, was that the CALL lab had to be closed for a week for painting. However, this temporary loss of the work stations and normal class structure was not a major issue. The students were still able to do their writing assignments and send a copy to the researcher as well as to their key-pal, so the inconvenience did not pose a serious problem. A third negative about the experience was that a few of the South Korean students lacked commitment to the writing part of the project. In some cases, key-pals were either too slow to reply to the Turkish students' e-mails or did not reply at all. This is a common problem with e-mail exchange projects. Good communication with the partner teacher usually solves these issues. Once aware of the problem, she or he can monitor her students' work more carefully or, if the class is large enough, switch to a different key-pal who is more responsible or dedicated to the program. Another option might be to ask enthusiastic students to correspond with more than one key-pal. This same issue is discussed, with similar suggestions noted from the literature, in section 4.1.2.1.

This chapter dealt with the research findings and discussions. In the following section the findings in relation to the research questions and prior research, the conclusion of the study, pedagogical implications and the limitations of the study are presented.

CHAPTER 5

CONCLUSION

5.0. Introduction

This study provides useful information about the effects that cross-cultural e-mail exchange has on EFL students' learning of writing composition. Two of the main aims were to determine whether cross-cultural e-mail exchange improves students' self-efficacy in writing, and whether such programs fosters more positive attitudes toward this language skill. The study also evaluated the efficacy of cross-cultural e-mail exchange for promoting better overall writing quality. This chapter reviews the features of the study and summarizes the findings with reference to each of the three research questions, and to other results and conclusions in the literature. The pedagogical implications of cross-cultural e-mail exchange, suggestions for further research, and the limitations of the study are also discussed.

5.1. Study Review

"The rapid diffusion of information and communication technologies is having an effect on many aspects of modern life, including on how we write" (Warschauer, 2002). Over the years, numerous interesting and practical methods have been developed to enhance EFL students' writing abilities, but recently there has been an explosion of interest in computer-mediated communication for language teaching and language learning. In particular, there has been significant focus on cross-cultural e-mail exchange, which is just one of many computer-mediated communication modes that are contributing to new forms of written communication in the 21st Century. Although there has been rapid growth of interest in using e-mail technology to improve students' writing ability, research in this area is still lacking. It is disappointing that little empirical study has been done to assess the potential benefits of this process in language learning. Currently, teachers are relying strictly on qualitative accounts, most of which have concentrated on the motivating effect of cross-cultural e-mail exchange relative to writing ability. Most of the data collected on e-mail exchange have been qualitative. In contrast, this study employed both quantitative and

qualitative methods of testing the effects of cross-cultural e-mail exchange on EFL students' attitudes and abilities in writing.

The initial purpose of this study was to investigate the potential benefits of cross-cultural e-mail exchange versus writing to an imaginary person or the teacher with respect to student self-efficacy in writing. The researcher made the basic assumption that a positive correlation exists between self-efficacy related to writing and actual writing success. Very few studies of this form of self-efficacy have been published by foreign-language researchers. Also, prior to the current investigation, there was no valid and reliable writing self-efficacy scale that would assess the value of a language teaching tool for reinforcing self-efficacy connected with EFL students' writing. Thus, one of the researcher's first tasks was to develop a scale that would detect and characterize changes in EFL students' writing self-efficacy after exposure to cross-cultural e-mail exchange.

In addition to links with self-efficacy, the study also explored whether students' attitudes toward writing improve as a result of e-mail exchange with EFL peers in another country. Further, it evaluated the efficacy of cross-cultural e-mail exchange for raising overall writing quality.

A total of 32 tertiary-level Turkish EFL learners studying at Çukurova University, YADİM volunteered for the study. Sixteen students were allocated to the experimental (e-mail) group and 16 to the control (pen-and-paper) group. All participants were exposed to a 75-hour intervention that took place over 4 months (one academic semester). During the intervention, the e-mail students exchanged letters with their South Korean partners ("key-pals") to practice writing, whereas the other group used pen and paper to write to imaginary people or the teacher. To determine whether cross-cultural e-mail exchange would alter students' writing self-efficacy and their attitudes toward and proficiency in writing, each of the 32 participants underwent writing-ability tests before and after the intervention (pre- and posttests), and completed an attitudinal questionnaire and the writing self-efficacy scale at the same two time points. To validate the main data, each student was required to fill in a "reflection form" every 2 weeks during the 75-hour intervention, and the e-mail group answered questions in a semi-structured interview after the program was finished. As well,

the teacher-researcher took weekly field notes during her writing classes with the e-mail group.

5.2. Research Questions and Findings

This part of the chapter discusses the findings as they relate to the three research questions of this study.

Research Question 1: In a comparative study in which EFL students in the control group write to imaginary people in a traditional classroom and EFL students in the experimental group write to foreign key-pals, does e-mail exchange improve students' self-efficacy in writing?

This question prompted exploration of the contribution that cross-cultural e-mail exchange makes to the self-efficacy component of Bandura's (1986) social cognitive theory. Pajares *et al.* (1999) make the statement, "Social cognitive theory is rooted in a view of human agency in which individuals are agents proactively engaged in their own development and can make things happen by their actions." They explain that key to this sense of agency is the fact that, among other personal factors, individuals possess self-beliefs that enable them to exercise a measure of control over their thoughts, feelings, and actions. The construct of self-efficacy is one core aspect of social cognitive theory. It is defined by Bandura (1977, p.2) as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations." The investigation related to this research question was largely based on some assumptions from earlier research. Bandura (1997) stated that academic self-beliefs are strongly predictive of academic performance, thus, people with high self-efficacy will exert more attention, effort, persistence, and strategies than those with lower self-efficacy. If self-efficacy is a predictor of student competence, then teachers should pay as much attention to students' perceptions of their personal competence as they do to students' actual competence (Pajares and Valiante, 1997).

It is widely accepted that mastery of writing skills in a foreign language is a complex undertaking. The literature clearly indicates that there is a positive correlation

between self-efficacy and writing in first language (see Chapter 2). As discussed in detail in Chapter 2, self-beliefs can enhance a student's accomplishments at school. Likewise students' beliefs about their own writing processes and competence are instrumental to their ultimate success in writing composition in first language (Beach, 1989). Studies by Meier (1984), Shell and coworkers (1989 and 1995), Zimmerman and Bandura (1994), McCarthy (1985), Pajares and colleagues (1999), and Schunk (1993) have investigated the predictive value of efficacy expectations relative to writing performance. All these researchers found that writing self-efficacy is an independent predictor of writing performance in first language. Specifically, the results showed that students with high self-efficacy wrote better English compositions than those who perceived their writing ability to be poor. These findings from first-language research suggest that promoting self-efficacy is one effective way to enhance students' writing in first language.

In this investigation, the researcher presented cross-cultural e-mail exchange as a possible means of enhancing EFL students' writing self-efficacy. One of the three hypotheses in this study was that cross-cultural e-mailing improves learners' self-beliefs related to writing. As noted in the review section above, the 32 participants were assessed with a writing self-efficacy scale before and after the intervention. The researcher designed this 21-item scale using social cognitive theory as a framework, and the scale proved to be reliable, valid, and have robust psychometric properties (see Chapter 3, section 3.10.4).

Specifically, the scale results showed that exchanging e-mails with foreign peers boosted the learners' self-efficacy. The teacher-researcher's field notes (see section 4.1.2.3), the comments on the student reflection forms (see section 4.1.2.2), and the EMG students' responses during the semi-structured interviews (see section 4.1.2.1) all confirmed the findings from the writing self-efficacy assessments. In summary, this study indicates that cross-cultural e-mail exchange is a valuable tool for enhancing EFL students' self-efficacy related to writing.

Research Question 2: In a comparative study in which EFL students in the control group write to imaginary people in a traditional classroom and EFL students in the experimental group write to foreign key-pals, do students' attitudes toward writing and writing classes improve as a result of exchanging e-mail this way?

Attitude is another factor that influences academic performance. Most teachers of English language would agree that positive change in a student's attitude can result in much more learning than hours of exercises. Thus, it is widely accepted that helping students develop positive views on writing leads to greater achievement in this area.

Numerous researchers have investigated the processes that professional writers engage in as they write text, and, in doing so, have initially attempted to understand the cognitive processes that are involved when students create written compositions (Flower & Hayes, 1981; Scardamalia, Bereiter, & Goelman, 1982; Faigley, 1990; Hairston, 1990 cited in Pajares and Miller, 2004). One finding common to these studies is that affective factors are involved in writing (Beach, 1989; Elbow, 1993 cited in Pajares and Miller, 2004). Beach (1989) and Elbow (1993) agree with Faigley and coworkers (1985) that, apart from self-efficacy, the apprehension that students feel as they attempt writing tasks, and their perception of the usefulness of writing have major influence on writing performance.

If attitude is critical to mastering a language or language skill, then teachers should do whatever they can to help students develop more positive views on writing. In the current study, cross-cultural e-mail exchange was introduced as a tool that might improve EFL students' attitudes toward writing and writing classes. Each student in the experimental and control groups completed an attitudinal questionnaire before and after the intervention. The survey included seven questions on elements related to writing and writing classes. Specifically, these items asked about learning difficulty, levels of enjoyment, usefulness for academic work, and feelings (likes and dislikes) about writing.

The responses to these seven questions revealed that cross-cultural e-mail exchange is a valuable way to improve foreign-language students' attitudes toward writing and writing classes. Prior to the intervention, the group data for these questions (frequencies, means, and standard deviations for different responses to each question) were similar,

indicating that the PPG and EMG students had similar attitudes and feelings about writing at this stage. Both groups viewed writing as useful and necessary, but expressed that they found it tiring, difficult, and boring. In contrast, the students' answers after the intervention reflected radical change in the views of the EMG participants, whereas the PPG participants showed no such shift. Before the program, the EMG students identified writing as the least enjoyable of the four language skills listed, but they responded very positively to the challenge of using the cross-cultural e-mail exchange to practice writing. After exchanging e-mail messages with their South Korean key-pals over the 4-month period, the EMG students indicated that they perceived writing as useful, necessary, easy, interesting, and fun. In contrast, the participants who had engaged in traditional pen-and-paper writing classes during this period still described writing as useful and necessary, but difficult and boring (see section 4.1.1.1 for these group results). These findings of positive change in the experimental group were supported by the EMG students' answers in the semi-structured interview (see section 4.1.2.1), the teacher-researcher's field notes (see section 4.1.2.3), and the comments on the student reflection forms (see section 4.1.2.2), all of which are discussed in depth in Chapter 4.

The results linked to this research question reveal that one of the most valuable features of cross-cultural e-mail exchange for foreign-language writing is that it motivates students and maintains their interest in writing activities. This supports the findings of a large number of researchers who have claimed that cross-cultural e-mail exchange reduces apprehension about writing and fosters better attitudes toward this activity (Eastman et al., 1989; Hunt and Otto, 2004; Kim and Bonk, 2004; Gonglewski et al., 2004; Warschauer, 1998).

Research Question 3: In a comparative study in which EFL students in the control group write to imaginary people in a traditional classroom and EFL students in the experimental group write to foreign key-pals, does the use of cross-cultural e-mail exchange as an aid in writing classes enhance overall writing quality?

Another hypothesis in this study was that use of cross-cultural e-mail exchange in writing classes leads to better overall writing ability. As discussed in Chapter 2, there is clear evidence that e-mail is a good way to enhance EFL students' writing skills. In this study, the results from the before/after questionnaires, the semi-structured interviews in the EMG group, the student reflection forms, and the teacher-researcher's field notes all indicate that cross-cultural e-mail exchange is a valuable tool for enhancing writing skills. However, analysis of the results for the writing-ability posttests (the writing skill testing done after the intervention) revealed no significant difference between the mean posttest scores in the PPG and EMG ($F= 1.856$; $p<.184$.) According to these results, exchanging e-mail with foreign EFL learners is not correlated with better overall writing quality in the target language.

This result is surprising. It is out of line with Bandura's (1986, 1997) social cognitive theory, which proposes that students' judgments of what they can accomplish (self-efficacy) predicts their academic achievements, and it conflicts with previous research findings on the relationship between self-efficacy and writing in first language (Faigley et al., 1985; Pajares & Johnson, 1996; Pajares & Valiante, 1997; Shell et al., 1989, 1995; Meier et al., 1984; McCarthy et al., 1985; and Murphy & Bruning, 1989). Regarding the latter area of research, Pajares and Johnson (1996) investigated writing self-efficacy and the writing performance of high school students in first language. The participants were 181 grade 9 students who attended a public high school in southwestern United States. All were enrolled in regular or advanced language arts classes. The investigation was carried out in a two-period session, with each student completing a self-efficacy inventory initially, and then writing a 30-minute essay in the second period. Similar procedures have been used by writing self-efficacy researchers such as Faigley and coworkers (1985), and Beach and Elbow (both cited in Pajares *et al.* 1999). All these studies have identified a significant

correlation between writing self-efficacy and student writing achievements in first language.

In the current investigation, the results related to research questions 1 and 2 showed that cross-cultural e-mail exchange helps EFL students develop stronger writing self-efficacy in English, and improves their attitudes toward writing and writing classes. However, in conflict with previous analyses in first language contexts (Zimmerman & Bandura, 1994; Graham Harris, 1989; Pajares et al., 1999; Pajares & Valiante, 1997), stronger writing self-efficacy and better attitudes toward writing did not translate into higher writing proficiency in this study. The latter might be explained by the length of time the e-mail exchange program ran. As noted, the 75-hour intervention of cross-cultural e-mail exchange was sufficient to enhance tertiary-level EFL learners' writing self-efficacy and improve attitudes toward writing; however, it might not have been extensive enough to allow the higher self-efficacy and more positive attitudes to translate into better writing performance. The study period was relatively short, and, as Greenfield (2003, p.15) states, "It is a well-known phenomenon in language learning research that short-term effects of a particular treatment can change 6 or 8 months down the road." Freeman's assertion supports that of Greenfield: "Change is not necessarily immediate or complete. Indeed, some changes occur over time, with the collaborator serving only to initiate the process" (Freeman, 1989, cited in Yumru-Toros, 2000 p. 11). In other words, in the current study the researcher only "opened a door" for the learners, that is, she initiated a process. Through this door is a cyber world in which learners can connect with people all around the globe to practice their English and learn about different cultures. The decision to go through this door and strengthen skills in the target language is in the hands of the learner, and paces of improvement will differ among individuals.

Although the EMG participants' posttests showed no significant progress with writing skills, the importance of the students' stronger self-beliefs and positive perceptions of their own improvement should not be underestimated. Data from the semi-structured interview, writing self-efficacy scale, before/after questionnaires, teacher-researcher's field notes, and student reflection forms showed that all 16 of the students who used cross-cultural e-mail exchange to practice writing enjoyed the program, became more fluent in

writing, gained general confidence in English, and felt they had made significant progress in writing (see section 4.1.2). As Arnt and coworkers (1991) and Tribble (1996, cited in Massi, 2003) have stated, “once EFL students are writing fluently and confidently, they will be more inclined and more able to write accurately.”

In conclusion, this research study suggests that language teachers who incorporate cross-cultural e-mail exchange into their classes will provide their students with excellent writing-related benefits. This type of program increases students’ writing self-efficacy and encourages more positive attitudes toward writing and writing classes. Given adequate time, the researcher speculates that such effects will translate into improved overall writing quality. Cross-cultural e-mail projects that enable EFL learners to correspond with foreign counterparts as well as native speakers of the target language are simple to organize with current computer technologies, and can be easily implemented in educational settings where the necessary equipment is available. As discussed in Chapter 2, the information on how to implement e-mail exchange is readily accessible on the Internet, so there are virtually no barriers to starting such a project.

5.3. Pedagogical Implications of the Study

The qualitative findings of this study revealed that the tertiary-level Turkish EFL students received many benefits from exchanging e-mail with EFL students from another country. These results show that cross-cultural e-mail exchange ...

- enhances writing skills: The process of communicating with key-pals prompts students to write longer pieces and write faster, and helps them generate ideas and supportive text more quickly and easily. Also, since it is easier to revise and edit text on computer, students are much more willing to revise their work.
- enhances speaking skills
- triggers wishes to try communicating with native speakers: The literature on second-language acquisition has shown that, when EFL students reach intermediate level, most feel they are ready to attempt communicating in the target language with

native speakers. However, in most foreign-language learning settings, opportunities to meet native speakers and be exposed to authentic use of the language are limited. Cross-cultural e-mail exchange is one solution to this problem, as the reactions of the students in this study indicate.

- provides opportunities for learning after course completion: Students often have few chances to use the target language to practice or improve skills after the course is finished. The study confirmed that cross-cultural e-mail exchange is an excellent tool for using the target language after course activities are over.
- motivates writing: Students using e-mail write more than they would write in pen-and-paper mode.
- increases care and attention to detail: Students writing to key-pals take more care with organization and grammar.
- improves general English proficiency
- improves self-confidence
- increases attention to writing tone: When communicating with key-pals, learners care not only about the text they write, but also about the nuances in the messages.
- makes English real/fosters genuine communication: Students enjoy writing to real people for real purposes.
- fosters intercultural understanding: Learners using e-mail develop better understanding of other cultures.
- can lead to lasting relationships: E-mail exchange often leads to connections that evolve into long-term personal bonds.

5.4. Suggestions for Further Research

The present study represents a further step in understanding the role that cross-cultural e-mail exchange can play in writing classes. It could be considered a preliminary study on which follow-up work could be based.

Although several features of the investigation might be incorporated, any future research on this topic should consider the weaknesses of this study (detailed in section 5.5 below), and should involve a larger sample size in order to be able to extrapolate results with more confidence. It would also be valuable to test the process for a longer time span, as this would give some idea of how cross-cultural e-mail exchange might work in the long term, and would yield more reliable results.

In this study, writing skill was assessed based on comparison of the quality of writing displayed in the students' pre- and posttests. Future research might examine the issue of writing in more detail. For example, the length of compositions could be a focus. The researcher could count the total number of words written on pretests versus posttests to evaluate whether cross-cultural e-mail prompts students to write longer essays. As well, more in-depth examination of quantitative changes in writing might be done, that is, student compositions could be scored for specific elements, such as accuracy, content and style, coherence and organization, and vocabulary in a comparative study. It would be interesting to assess how e-mail exchange affects these elements.

Future work might also investigate which categories and levels of foreign-language learners benefit most from using cross-cultural e-mail exchange to practice writing. Examples of potentially interesting comparisons would be high versus low achievers, introverted versus extroverted students, males versus females, and students with high interpersonal intelligence versus those with high intrapersonal intelligence.

Another suggestion for future might be to include collection of think-aloud protocols that would shed light on the strategies students use when writing e-mail in English. The steps followed by e-mailing and pen-and-paper groups could be compared.

In summary, the researcher views the current study as part of a continuum of research studies that will hopefully be conducted on the effects and value of cross-cultural e-mail exchange for language learners.

5.5. Limitations of the Study

The participants in this study were two groups of 16 tertiary-level Turkish students who were learning English for academic purposes. The 32 participants were assumed to be homogeneous with respect to English proficiency. In any experiment on aspects of language learning, it is important to remember that the intervention creates an artificial learning environment. Considering this, it is essential that all results be carefully evaluated. Although the data collection instruments in this investigation were triangulated to maximize the reliability of the results, the researcher recognizes the importance of interpreting the findings in the light of the study's limitations. For example, the small sample size restricts the researcher's ability of extrapolation of the results. Further, the validity of a construct (cross-cultural e-mail exchange in this research) is hard to assess with a single study, and, as asserted by Pedhazur (1982, cited in Nahl, 1996), without longitudinal studies it is difficult to distinguish cause and effect relationship. Furthermore, while the experimental group participants were exchanging e-mails with their foreigner partners, the participants in the control group were working with pen and paper. This might make the control group students feel deprived of something novel and fun. This could effect their focus on the tasks and their dedication to doing their best on post-testing.

The researcher considers this study to represents a further step in understanding the role that cross-cultural e-mail exchange can play in writing classes. It is left to the reader to assess the similarity of other situations in his or her experience, and to decide which results of this study might apply in those settings.

REFERENCES

- Ahmad, K. et al. (1991). *Computers, Language Learning & Language Teaching*. Cambridge: C. U. P.
- Alias, N. & Hussin, S. (2004). E-learning in a Writing Course at Tenaga National. *University TEFL Web Journal*.
- Arndt, V. & White, R. (1991). *Process Writing*. Essex: Longman.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (Ed.) (1995). *Self-Efficacy in Changing Societies*. New York: C.U.P.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman and Company.
- Barker, T. & Kemp, F. (1990). Network theory: A postmodern pedagogy for the writing classroom. In Handa Carolyn (Ed.), *Computers and community: Teaching composition in the twenty-first century*, 1-27. Portsmouth, NH: Boynton-Cook.
- Barrie Jo Price, J. B., McFadden, A. & Marsh G. E. (2004). Constructivism. Retrieved from <http://www.teacherxpress.com>
- Baym, N. K. (1995). The emergence of community in computer-mediated communication. In S.G. Jones (Ed.), *Cybersociety: Computer-mediated communication and community*, 138-163. Thousand Oaks, CA: Sage.
- Beach, R. (1989). Showing students how to assess: Demonstrating techniques for response in the writing conference. In C. M. Anson (Ed.), *Writing and Response*, 127-148. Urbana, IL: NCTE.

Beauvois, M. H. (1992). Computer-assisted classroom approach to writing instruction: Conversation in slow motion, *Foreign Language Annals*, 25 (5), 455-464.

Beauvois, M. H. (1995). E-Talk: Attitudes and Motivation in Computer-Assisted Classroom Discussion, *Computers and the Humanities*, 28, 177-190.

Beauvois, M. H. (1997). Computer-mediated communication: Technology for improving speaking and writing. In M. D. Bush (Ed.), *Technology Enhanced Language Learning*, 165-184. Lincolnwood, IL: National Textbook Company.

Berge, Z. & Collins, M. (1995). Computer-Mediated Communication and the Online Classroom in Distance Learning. *Computer-Mediated Communication Magazine*, 2 (4), 30-45.

Berge, Z.L. & Collins, M. (1998). *Wired together: The online classroom in K-12*. Vol.2: Case Studies. Cresskill, NJ: Hampton Press, Inc.

Biesenbach-Lucas, S., & Weasenforth, D. (January 2001). E-mail and word processing in the ESL classroom: How the medium affects the message. *Language Learning & Technology*, 5(1), 135-165.

Brett, P.A. (1995). Multimedia for listening comprehension: The design of a multimedia-based resource for developing listening skills. *System*, 23 (1), 3-18.

Bridwell, L. et al. (1984). *Composing and Computers*. London: Biddles Ltd.

Britton, G. L. (1990). Using word processor in the ESL composition class II. *TESOL Newsletter*, 20, 13-35.

Bruning, R., & And, O. (5 Dec. 1987). *Development of Self-Efficacy and Outcome Expectancy for Reading and Writing: A Regression and Causal Modeling Approach.*, 24pp. Paper presented at the Annual Meeting of the National Reading Conference (37th, St. Petersburg, FL, December 3-6, 1987).

Bush, M. D. (May, 1996). *Language Learning via the Web*. Paper presented at the Symposium of the Computer Aided Language Instruction Consortium (CALICO) Albuquerque, NM.

Byrne, D. (1991). *Teaching Writing Skills*. Essex: Longman.

Celce-Murcia, M. (1991). *Language Teaching Methodology*. London: Printince Hall.

Chapelle, C. (1997). CALL in the year 2000: Still in search of research paradigms? *Language Learning and Technology*, 1(1), 19-43. Retrieved March 21, 2004, from <http://llt.msu.edu/vol1num1/chapelle/>

Chapelle, C., & Jamieson, J. (1985). Computer-assisted language learning as a predictor of success in acquiring English as a second language. *TESOL Quarterly*, 20, 27-46.

Chastain, K. (1971). *Developing Second-Language Skills: Theory to Practice*. Rand McNally College Publishing Company: Chicago.

Chun, D. (1994). Using computer networking to facilitate the acquisition of interactive competence, *System*, 22 (1), 17-31.

Collins, J. L. (1985). A writing teacher's guide to computerize. In Collins, J. L. & Sommers, E. A. (Eds.), *Writing on-line*, 11-18. Upper Montclair, NJ: Boyton / Cook Publishers, Inc.

Cooper, M.M. & Selfe, C.L. (1990). Computer conferences and learning: Authority, resistance, and internally persuasive discourse. *College English*, 52, 847-869.

Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, 11, 671 - 684.

Crook, C. (1991). Computers in the classroom. In O. Boyd-Barrett & E. Scanlon (Ed), *Computers and Learning*. Workingham: Addison-Wessley.

Daiute, C. (2000). Writing and communication Technologies. In Indrisano, R., & Squire, J. R., *Perspectives on writing: Research, theory, and practice*, 251-276. Newark, DE: International Reading Association.

- Davies G.D. (1999). The Internet: An introduction for language teachers. Retrieved from <http://www.camsoftpartners.co.uk/webintro.htm>
- Dewey, J. (1963). *Experience and Education*. New York: Macmillan Publishing Co.
- Dole J., Duffy, G., Roehler, L., & Pearson, P. (1991). Moving from the old to the new: Research on reading comprehension instruction. *Journal of Educational Research*, 61, 239-264.
- Duffy, T. M. & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology*, 170-193. New York: Macmillan Library Reference.
- Elbow, P. (1981). *Writing with Power*. Oxford: O. U. P.
- Emig, J. (1971). The composing process of twelfth graders. *ESL writers, System*, 19, 267-275.
- Faigley, L. et al. (1985). *Assessing Writers' Knowledge and Processes of Composing*. Norwood, NJ: Ablex.
- Foelsche, O. 1989. "Hypertext/Hypermedia-like Environments and language Learning". *Designing Hypermedia for Learning*. Springer, Nato Scientific. Affairs Division. Serie F: Computers and Systems Sciences.
- Fox, J. et al. (1990). *Educational Technology in Modern Language Learning*. Sheffield, UK: Training Agency.
- Frazier, D. M. & F. L. Paulson (1992). How Portfolios Motivate Reluctant Writers. *Educational Leadership*, 49 (8), 62-65.
- Free, R. M. (2004). MUD - Multi-User Dungeon. Retrieved from <http://www.graphcomp.com/mutt/mud.html>.

Fuente, M. (2003). Is SLA Interactionist Theory Relevant to CALL? A study on the effectiveness of computer-mediated Interaction in L2 Vocabulary Acquisition. *Computer Assisted Language Learning*, 16 (1), 47-81.

Fumanovsky, M. (2003). Designing an Effective Keypal Exchange. Retrieved September 30, 2003 from http://jaltcall.org/cjo/5_00/fumanovsky.html

Ganderton, R. (1998). Telematics and Language Learning. Retrieved, May. 2, 2003 from www.outremer.com/~sharad/agreg/Ganderton.html

Gardner, H. (1998). *Multiple Intelligences: The Theory in Practice*. NY: Basic Books.

Gardner, R.C. & Lambert, W.E. (1972). *Attitudes and Motivation: Second Language Learning*. Newbury House.

Garrett, N. (1991). Technology in the service of language learning: Trends and issues. *Modern Language Journal*, 75 (1), 74-101.

Gatbonton, E. & Segalowitz, N. (1995). Automaticity and lexical skills in Second Language Fluency. *Computer Assisted Language Learning*, 8, 129-149.

Gay, L. R. (1987). *Educational Research: Competencies for Analysis and Application*. Columbus: Merrill Publishing Company.

Ghani, R. A. & Mat Daud, N. (2003). CMC: Its Pedagogical Aspects and Considerations. *Teaching English with Technology, A Journal for Teachers of English*, 3 (2), 12-29.

Gillespie, C. S. et al. (1996). Portfolio assessment: Some questions, some answers, some recommendations. *Journal of Adolescent and Adult Literacy*, 39 (March) 480- 491.

Golstein, A. & Carr, D. (1996). *Can students benefit from process writing?* (Report No: 80-109) Toronto: Toronto Inst. For studies in education. (ERIC Document Reproduction service no: ED 395320).

Gonglewski, M., C. Meloni & J. Brant. (2001). Using e-mail in foreign language teaching: Rationale and Suggestions. *Internet TESL Journal*, March 2001.

Greenfield, R. (2003). Collaborative e-mail exchange for teaching secondary ESL: A case study in Hong Kong. *Language Learning & Technology*, 7 (1), 46-70.

Grosz-Gluckman, V. (1997). A look at the use of electronic mail as a learning tool in the writing skills of adult LEP female students. ED416720. Retrieved from www.cal.org/ericcll/faqs/rgos/eslint.html

Hanson-Smith, E. (1987). Cooperative learning and CALL. *C.A.L.L. Digest*, 3 (7), 2-18.

Harris, J. (1995). *Way of the ferret: Finding and using educational resources on the Internet*. Eugene, Oregon: International Society for Technology in Education.

Harris, L.D. & Wambeam, C.A. (1996). The internet-based composition classroom: A study in pedagogy. *Computers and Composition*, 13, 353-371.

Harste, J. C., Short, K. G., & Burke, C. L. (1988). *Creating for Classrooms Authors: The Reading-Writing Connection*. Portsmouth: Heinemann.

Healey, D., & Johnson, N. (1995). A brief introduction to CALL. In D. Healey & N. Johnson (Eds.), *1995 TESOL CALL interest section software list*, (pp. iii-vii). Alexandria, VA: TESOL Publications.

Healy, L. (2004). Analysis of Email Tandem Learning. Retrieved from <http://www.compapp.dcu.ie/~away/PROJ3/00-01/healy.html>

Higgins, R. (1991). Computer-mediated cooperative learning: Synchronous and asynchronous communication between students learning nursing diagnosis. *Unpublished doctoral dissertation*. University of Toronto.

Holdstein, D. H. (1987). *Of Composition and Computers*. Modern Language Association: New York.

Honig, B. (1986). *Handbook for Planning an Effective Writing Program*. Sacramento, CA: California State Department of Education.

Hughes, A. (1988). Introducing a needs based test of English language proficiency into an English medium university in Turkey. In A. Hughes (Ed.), *Testing English for University Study*, 136-146. Hong Kong: Modern English Publications.

Hunt, C. & Otto, S. (2004). Real Students, Real Topics: Writing for the Real World. Retrieved from <http://www.umkc.edu/cad/nade/nadedocs/99conpap/socpap99.htm>

Jamieson, J.; Chapelle, C. 1987. "Working Styles on Computers as Evidence of Second Language Learning Strategies". *Language Learning* 37.

Jung, U. O. H. (1991). *Computers in Applied Linguistics and Language Teaching*. Frankfurt: Peter Lang.

Kanning, R.G. (1994). What multimedia can do in our classrooms, *Educational Leadership, April*, 40-44.

Kaufman, L. M. (1998). *E-mail keypals in zone of proximal development*. Puerto Rico: University of Puerto Rico. (ERIC Document Reproduction Service No. ED 423 694).

Kelm, O.R. (1992). The use of synchronous computer networks in second language instruction: A preliminary report. *Foreign Language Annals*, 25, 441-454.

Kenning, M.M. & Kenning M.J. (1990). *Computers and Language Learning*. New York Ellis: Horwood.

Kern, R. (1995). Restructuring classroom interaction with networked computers: Effects on quantity and characteristics of language production. *Modern Language Journal*, 79(4), 457-476.

Kern, R., & Warschauer, M. (2000). Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice*, 1-19. New York: C. U. P.

Kim, B. (2001). Social constructivism. In Orey, M. (Ed.), *Emerging perspectives on learning, teaching, and technology*. Available Website:
<http://it.coe.uga.edu/~morey/epltt/>.

King, L. & Orton, C. (1999). A study of motivation in key-palling in GEGEP ESL classroom. *The Internet TESL Journal*. Retrieved, May 2, 2003 from
<http://iteslj.org/Articles/Liao-Emailing.html>.

Kitao, K., & Kitao, S. K. (2003). Key-pal opportunities for students. Retrieved, April 29, 2003 from www.ling.lanccs.ac.uk/staff/visitors/kenji/kitao/int-keyp.htm

Knight, S. (1994). Making authentic cultural and linguistic connections. *Hispania*, 77, 289-294.

Kyong-Jee Kim and Curtis J. Bonk (2004) *Cross-Cultural Comparisons of Online Collaboration*. Indiana University. Retrieved <http://www.ascusc.org>

Larsen-Freeman, D. & Long, M. (1991). *An Introduction to Second Language Acquisition*. London: Longman.

Lee, K. (2000). English teachers' barriers to the use of computer-assisted language learning. *The Internet TESL Journal*, 6 (12), March 2003 Retrieved, June. 2, 2003 from <http://iteslj.org>

Leh, A. (1997). *Electronic Mail in Foreign Language Learning: Communication and Culture*. Retrieved, March. 29, 2003 from <http://orders.edrs.com/members/sp.cfm>

LeLoup, J. W. & Ponterio, R. (1995). Addressing the Need for Electronic Communication in Foreign Language Teaching. In Steinfeldt, R. (Ed.), *Educational Technologies, monograph of the New York State Council of Educational Associations*, 39-54.

Lent, R. W., Brown, S.D. & Larkin, K.C. (1984). Relation of Self-efficacy expectations to academic achievement and persistence. *Journal of Counselling Psychology*, 31, 356-362.

Linder, D. (2000). Making e-mail exchanges really work. *Modern English Teacher*, 9 (3), 40-44.

Lindermann, S. & Willert, J. (1985). Word Processing in High School Writing Classes. In E. A. Sommers & J. L. Collins (Eds.), *Writing On-Line*, 47 -53. Upper Montclair, NJ: Boyton / Cook Publishers, Inc.

Locke, E. A. & Latham, G. P. (1990). *A Theory of Goal Setting and Task Performance*. Englewood Cliffs, NJ: Prentice-Hall.

Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie, & T. Bhatia (Eds.), *Handbook of Second Language Acquisition*, 413-468. New York: Academic Press.

Lunde, K. R. (1990). Using electronic mail as a medium for foreign language study and instruction. *CALICO Journal*, 7(3), 68-78.

Massi, P. M. (2003). Interactive Writing in the EFL class: A repertoire of tasks. *The Internet TESL Journal*, 9 (3), 45-59.

McCarthy, P., Meier, S., & Rinderer, R. (1985). Self-efficacy and writing. *College Composition and Communication*, 36, 465-471.

McClennen, S. A. (2004). Teaching Portfolio. Department of Foreign Languages.
Retrieved <http://www.lilt.ilstu.edu/smexpos/website/portfolio.htm>

Means, B. & Olson, K. (1995). *Technology's Role in Education Reform*. (SRI Project 2882): SRI International.

Meier, S., McCarthy, P. R., & Schmeck, R. R. (1984). Validity of self-efficacy as a predictor of writing performance. *Cognitive Therapy and Research*, 8, 107-120.

Metz, J.M. (1994). Computer-mediated communication: Literature review of a new context. Interpersonal computing and technology. *An electronic Journal for the 21st century*, 2 (2), 31-49.

Meunier, L.E. (1994). Computer-assisted language instruction in cooperative learning. *Applied Language Learning*, 5, 31-56.

Muehleisen, V. (Jun 1997). Projects Using the Internet in College English Classes. *The Internet TESL Journal*, 3 (6). Available: www.aitech.ac.jp/~iteslj/Lessons/Muehleisen-Projects.html. [1997, May 30].

Murray, D. (1991). *Conversation for Action: The computer terminal as medium of communication*. Amsterdam: John Benjamins.

Nahl, D. (1996). Affective monitoring of Internet learners: Perceived self-efficacy and success. *Journal of American Society for Information Sciences*, 33, 100-109.

Neiman, L.N. (1995). Linking Theory and Practice in Portfolio Assessment, Retrieved June, 2004 from <http://www.weac.org/resource/1999-00/oct99/focus2.htm>

Nunan, D. (1994). *Research Methods in Language Learning*. Cambridge: CUP

Nunan, D. (1999). *Second Language Teaching and Learning*. NY:Newbury House

O'Dowd, R. (2003). Understanding the "Other Side": Intercultural Learning in a Spanish-English E-mail Exchange. *Language Learning & Technology*, 7(2), 118-144.

O'Loughlin, M. (1993). Some further questions for Piagetian constructivists: A reply to Fosnot. *Journal of Research in Science Teaching*, 30(9), 1203-1207.

Opp-Beckman, (1999). Classroom practice: Authentic audience on the Internet. In Egbert, J. and Hanson-Smith, E., (Eds.), *CALL environments: Research, practice and critical issues*, 79-100. Virginia: TESOL.

Pajares, F., & Johnson, M. J. (1994). Confidence and competence in writing: The role of writing self-efficacy, outcome expectancy, and apprehension. *Research in the Teaching of English*, 28, 313-331.

Pajares, F. (1996a). Role of self-efficacy beliefs in the mathematical problem-solving of gifted students. *Contemporary Educational Psychology*, 21, 325-344.

Pajares, F. (1996b). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66, 543-578.

Pajares, F., & Valiante, G. (1996c). Predictive Utility and Causal Influence of the Writing Self-Efficacy Beliefs of Elementary Students., 26pp. *Paper presented at the Annual Meeting of the American Educational Research Association* (New York, NY, April 8-12, 1996).

Pajares, F. (1997). Current directions in self-efficacy research. In M. Maehr & P. R. Pintrich (Eds.). *Advances in motivation and achievement*. Vol. 10, 1-49. Greenwich, CT: JAI Press.

Pajares, F., & Valiante, G. (1997). The predictive and mediational role of the writing self-efficacy beliefs of upper elementary students. *Journal of Educational Research*, 90, 353-360.

Pajares, F., Miller, M. D., & Johnson, M. J. (1999). Gender differences in writing self-beliefs of elementary school students. *Journal of Educational Psychology*, 91, 50-61.

Palme, J. (1995). *Electronic Mail*. Norwood: Artech House, Inc.

Paulson, F. L., Paulson, P. R., & Meyer, C. (1991). What makes a portfolio a portfolio?, *Educational Leadership*, 48 (5), 60-63.

Pennington, M. C. (1991). Positive and negative potentials of word processing for ESL writers. *System*, 19, 267-275.

Pennington, M. C. (1996). The Way of the Computer: Developing Writing Skills in an Electronic Environment. In S. Fotos (Ed.), *Multimedia Language Teaching*, 93-113. San Francisco, CA: Logos International.

Pennington, M. & Brock, M. N. (1989). Use of computers in teaching ESL writing: Effectiveness of text analysis and word processing. *University of Hawaii Working Papers, ESL*, 8, 155-183.

Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: O. U. P.

Ravichandran, T. (2000). Computer Assisted Language Learning: In the Perspective of Interactive approach; advantages and apprehensions. *Proceedings National Seminar on CALL*. Anna University, Chennai, 10-12 February 2000 (pp.82-89).

Richards, J. C. & Rodgers, T. S. (1991). *Approaches and Methods in Language Teaching*. Cambridge: C. U. P.

Roberts, J. (1998). *Language Teachers Education*. London: Arnold, a member of Hodder Headline Group.

Rodrigues, D. & Rodrigues, R. J. (1986). *Teaching Writing with a Word*. Rowley: Newbury House Publisher, Inc.

Sanaoui, R. & Lapkin, S. (1992). A Case study of an FSL senior secondary course integrating computer networking. *The Canadian Modern Language Review*, 48 (3), 525-548.

Schunk, D. H., & Zimmerman, B. J. (Eds.). (1994). *Self-Regulation of Learning and Performance: Issues and Educational Applications*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Selfe, C. L. (1986). *Computer Assisted Instruction in Composition: Create your own*. Urbana: National Council of Teachers of English.

Serpentelli, Jill. (1992). Conversational Structure and Personality Correlates of Electronic Communication. Bachelor's Thesis. Available:
<ftp://ftp.lambda.moo.mud.org/pub/MOO/papers/conv-structure.txt>

Shell, D. F., Murphy, C. C. & Bruning, R. H. (1989). Self-efficacy and outcome expectancy mechanisms in reading and writing achievement. *Journal of Educational Psychology*, 81, 91-100.

Shelley, J. O. (1996). Minneapolis and Brittany: Children bridge geographical and social differences through technology. *Learning Languages*, 2, 3-11.

Shulman, M. (2001). Developing global connections through computer-mediated communication. *The Internet TESL Journal*, VII (6), June. Retrieved from <http://iteslj.org/Articles/Shulman-CMC.html>

Sommers, E.A. (1985). Integrating composing and computing. In Son, E. A. & O'Neill, S. (1999). Collaborative e-mail exchange: A pilot study of peer editing. *Multimedia-Assisted Language Learning*, 2 (2), 69-87.

Sommers, E. A. & Collins, J. L. (1985). *Writing on-line*. Upper Montclair, NJ.

Sotillo, S.M. (2000). Discourse functions and syntactic complexity in synchronous and asynchronous communication. *Language Learning and Technology*, 4 (1), 82-119.

St.John, E. & Cash, D. (1995). Language learning via e-mail: Demonstrable success with German. In M. Warschauer (Ed.), *Virtual connections: Online activities and projects for networking language learners*, 191-197. Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center.

Stacey, E (2004). Learning links online: Establishing constructivist and collaborative learning environments. Retrieved, June, 2004 from <http://www.aset.org.au/confs/2002/stacey.html>

Steinfeld, C. W. (1986). Computer-mediated communication in an organizational setting: Explaining task-related and socioemotional uses. In M. I. McLaughlin (Ed.), *Communication Yearbook*, 9, 777-804. Newbury Park, CA: Sage.

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: O. U. P.

Stockwell G. (2003). Effects of Conversation Threads on Sustainability of Email Interactions between Native Speakers and Nonnative Speakers. *ReCALL Journal*, Vol. 15(1), 120-145.

Tang, Q. (1995). *Instructional Systems Design for Interactive Distance Education on the Internet*. Enschede: University of Twente, Faculty of Educational Science and Technology.

Tella, S. (1992a). The adoption of international communications NetWorks. *Scandinavian Journal of Educational Research*, 36, 303-312.

Tella, S. (1992b). *Talking shop via e-mail: A thematic and linguistic analysis of electronic mail communication*. (Research report No. 99). Department of Teacher Education, University of Helsinki. (Also available as ERIC Document No. ED3).

Templin, S.A, Shiroku, M & Taira, K. (1999). Self efficacy syllabus. Retrieved from <http://www.://langue.hyper.chubu.ac.jp/jalt/pub/tlt/99/apr/templin.html>

Turbee, Lonnie. (1998, February 21). *Re: MOOs as a constuctivist learning environment* [e-mail to Cathy Hall], [On-line].

Van Dijk, T.A. & Kintsch, W. (1983). *Strategies of Discourse Comprehension*. Orlando, FL: Academic Press.

Vick, Penny (2001). Key-pals e-mail dialogue journal 4th grade students. Retrieved, Apr. 29, 2003 from <http://mwp.cla.umn.edu/anthology/2001/vick-ar.html>

Vilmi, R. (1996). Helsinki University of Technology e-mail writing project" in A. Gimeno (Ed.) *Proceedings of EUROCALL '95*, 469-486, Valencia: Universidad Politecnica de Valencia.

Vilmi, R. (2003). Global communication through e-mail: An ongoing experiment at Helsinki University of Technology. Retrieved, Apr. 29, 2003 from www.ruthvilmi.net/hut/autumn93/global.html

Vygotsky, L. (1986). *Thought and language*. A. Kozulin (Trans. and Ed.). Cambridge, MA: MIT Press. Original work published 1934.

Walters, R. (1995). *Computer-Mediated Communications: Multimedia applications*. Boston: Artech House, Inc.

Warschauer, M. (1995). *E-mail for English Teaching*. Alexandria, VA: TESOL Publications.

Warschauer, M. (1996a). Computer-assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia Language Teaching*, 3-20. Tokyo, Japan: Logos International.

Warschauer, M. (1996b). Motivational aspects of using computers for writing and communication. In Warschauer, M. (Ed.), *Telecollaboration in foreign language learning*, 29-46. Honolulu, HI: University of Hawaii Second Language Teaching and Curriculum Center.

Warschauer, M. (1996c). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*, 13 (2), 7-26.

Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *Modern Language Journal*, 81 (4), 470-481.

Warschauer, M. (1998). Interaction, Negotiation and Computer-Mediated Learning. Retrieved from <http://www.insa-on.fr/Departements/CDRL/interaction.html>

Warschauer, M. (1998). Online learning in sociocultural context. *Anthropology & Education Quarterly*, 29, 68-88.

Warschauer, M. (2001). Online communication. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*, 207-212. Cambridge: C. U. P.

Warschauer, M. (2002). Networking into academic discourse. *Journal of English for Academic Purposes*, 1(1), 45-58.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.

Warschauer, M., & Kern, R. (2000). *Network-Based Language Teaching*. Cambridge, England: C. U. P.

Warschauer, M. (2000). *Online learning in second language classrooms: An ethnographic study*. In M. Warschauer & R. Kern (Eds.), *Network-based language teaching: Concepts and practice*. New York: Cambridge University Press.

Wertsch, J. (Ed.). (1985). *Culture, Communication and Cognition: Vygotskian perspectives*. New York: C. U. P.

White, R. (1980). *Teaching Written English*. London: Allen and Unwinn.

Winnips, K. (1996). *Global learning: The design and development of courseware for distance learning at the International Institute for Aerospace Survey and Earth Sciences (ITC)*. Enschede: University of Twente, Faculty of Educational Science and Technology, Instructional Technology.

Yagi, S.M. & Yaghi, M.J. (2004). English Exam & Exam Setter. Retrieved from <http://www.sharjah.ac.ae/courseware/ell/YagiPage/CALL/CALL%20ClassNotes%20Spring%202003.htm>

Yavuz, D. & Genc, A.B. (1998). *Flexibility of setting up a writing unit at YADIM*, Unpublished action research study. Cukurova University, Adana, Turkey.

Yavuz, D. (1997). *Effectiveness of Using the Word Processor in Writing Classes to Enhance Revising and Editing skills*. Unpublished master thesis. Cukurova University, Adana, Turkey.

Young, J. P. et al. (1997). Getting disenchanted adolescents to participate in school literacy activities: Portfolio Conferences. *Journal of Adolescent and Adult Literacy* 40, (February), 348-360. Posted October 26, 1999.

Yumru-Toros, H. (2000). *An ownership approach to teacher development: A constructivist view*. Unpublished doctoral dissertation. Cukurova University, Adana, Turkey.

Zamel, V. (1987). Recent research on writing pedagogy. *TESOL Quarterly*, 21, 697-715

Zimmerman, B. J. & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31, 845-862.

Zimmerman, B. J. & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82, 51-59.



Appendix 1

Date: Sun, 18 May 2000 13:42:11 -
0800 (PST)

From: fatih "cubuk"
<bombfunk31@yahoo.com> |

Block Address | Add to
Address Book

Subject: Thnx :))))))

To: dilek_yavuz@yahoo.com

hi again miss yavuz,

how's it goin? hope everything goes great... whole year passed quickly and am still here to learn something before the final exam, hope you will read this before my exam... hey teacher you know, there are only few days for the exam but feel it is going to be so easy for me to pass, At the beginning of this year, I was really I was really anxious about exams. now I can easily see the differences during a year. I am better now.

By the way I got a ticket to Bodrum for holiday.. I really need it, and will have a chance to meet people who come from abroad... There will be no teachers, no quizzes, no homeworks :) only nice girls and beers...

Maybe I told you, I am planning to work at an international student organisation... there are so many opportunities to meet friends all over the world.

You know I am used to write in english to you, your English is perfect I can understand you so it will be quite easy for me to understand people who are from different countries... I can talk to you too. You say my speakin is good. Hey teacher believe me now I am writing without stopping, I know I still have some mistakes but am sure it is better when you compare it with the beginning of this year... I remembered the first achievement it was really hard for me to write something in writing section really I sucked,, but the others were really easy for me. hope the final will be the easiest... In writing section, I will think I am writing to you. Then, it will be easy.

I hope that we will keep in touch, you know I am going to be engineering student next year and all the lessons are in english... briefly english is everywhere and I really liked it teacher... Maybe I had hundreds of mails from you (biraz abarttim nasil denir?) and every part of those mails I learnt something and am sure when I have a friend abroad I will always remember these days... I have never thought I could write english really fluently. just like dream... Teacher, I will miss you so much. while I was writing to you about my private life, I think you were not my teacher, you were my friend. Teacher you are really perfect friend. sometimes I really need

you because I can't tell somethings to my boyfriends. I believe your experiences because you are 10 years older than me. Anyways, dear Hocam, big thanks for being my teacher.... Maybe one day you are going to see me a director of a big factory, and you will say I thought him English. I will work hard. how a student can't improve english with a teacher like you... see you tomorrow teacher. bye bye have a nice dream yani if you read this before going to bed. If you won't. if you read this mail when you are in yadim, then good morning.:)))) Thanks for everything, my dear teacher.

Love always,
Fatih



Appendix 2

WRITING ACTIVITIES TO BE KEPT IN PORTFOLIO (LEVEL 3)

Block 1

Week 1: writing an informal letter. Task 1. Ss' book p.15, write a letter to your teacher or another student in the class, introducing yourself, telling them about your life, and explaining why you are learning English. Task 2. Last week you went for the day to another town with a group of friends. Write a letter to your teacher or another student in the class, tell where you went, who you went with and what you did. Start with the following sentence: Dear, I had a wonderful day last week.

Week 2: writing a story. Task 1. Ss' book p.23, Think of an incident that happened to you as a child, or when you were much younger. It could be a time when you did something wrong, a time when you tried to do something that went wrong, a story about a pet or animal you had as a child, a point in your childhood when your life seemed to change, a time when you met someone important. Write your story out for other students in the class to read. Task 2. Write about some of your scars both physical and hidden, tell in detail when and how you had them or Task 3 (optional) write the story of your life. Start with your birth and continue the adventure up to the present.

Week 3: writing a fact file. Task 1. Ss' book p.33 write a fact file about your country. Task 2. If an out-of-town visitor was coming to visit, where would you take your visitor? Describe the best places around your town and why they are so interesting. Write about parks, museums, lakes, stores, restaurants, and other places you like.

Week 4: writing a postcard. Task 1. Imagine that you are on holiday, read the sample postcard and write a postcard to an English-speaking friend telling about where you are, what you are doing. Describe what makes it so special Task 2. Write a postcard to your friend to congratulate her on her birthday.

Week 5: writing a biography. Task 1. Ss' book p.43. Your government has decided to issue a set of stamps of famous people in your country. You are on the committee which decides who to put on the stamps and why. Choose one of the following titles.* Great Turkish men and women of the twentieth century. *Great political leaders/sportsmen and women/writers/scientists/ philosophers/musicians/artist/actors or choose a title of your own. Write about how you will justify your choice. Task 2. Ss' book p.43. Write a brief description of a person you admire. Include: -brief biographical details, the person's achievements, your impressions of what kind of person he/she seems to be, why you particularly admire him/her.

Week 6: writing a covering letter. Task 1. Ss' book p. 55, write to Horizons Unlimited in response to their advertisement on page 54. Mention briefly where you would like to work, and what kind of work you would be interested in (you can invent qualifications and experience). Task 2. Imagine you graduated from the university as an engineer, economist etc. and found a job in South Korea, write a covering letter to apply for the job (you can invent qualifications and experience).

Week 7: writing a review of a film/a book. Task 1. write a book review noting the book's name, author, main characters, setting, and plot summary Task 2. write a film review (Ideally something recent.)

Block II

Week 1: writing tips for foreign visitors Ss' book p.75 Task 1. Imagine that a visitor from a different culture coming to your country. Write an essay for your guest about eight tips about social behaviors, like the ones in the book.(addressing people, meeting and greeting, gestures, public behavior, an invitation to someone's house, at a meal, dress code, other important 'dos' and don'ts'). **Task 2.** Imagine that a visitor from a different culture coming to your hometown. Draw up a list of local customs/foods/celebrations etc., anything you think an a tourist would find interesting.

Week 2: writing e-mail: Ss' book Workbook p.50, Ss' book p.77 (inviting/accepting and refusing an invitation) Task 1. Invite your English-speaking friend to stay for the weekend, tell what you can do together to have a good time. **Task 2.** Imagine your English-speaking friend invited you for the weekend, refuse the invitation giving reasons.

Week 3: creative writing Ss' book p.97. Task 1. imagine you won \$10 million on the lottery, write how you want to spend the money, giving reasons for your decision. **Task 2.** write your friend a letter telling about Turkey in your dream, give details about economic, social and educational life.

Week 4: writing informal letter Task 1. Write your English-speaking friend about interesting daily news about your country. **Task 2.** Write your English-speaking friend about Turkey and the European Community, discuss advantages and disadvantages of becoming a member.

Week 5: writing an opinion essay. Task 1. Ss' book p. 91 Do you agree that people in 2050 will be 'the lucky generation'? Why?/Why not? **Task 2.** If you had the power to change any event in the history of your country (outcome of an election, who won a war, etc.), which would you choose to change, and why? **Task 3. (optional)** Do you believe that violence in television programs leads to violence in our society? Explain.

Week 6: writing an advantage/disadvantage essay. Ss' book p.107 Task 1. Discuss the advantages and disadvantages of studying at a state university. **Task 2.** Discuss the advantages and disadvantages of communicating through the Internet — e-mail, chat etc.

Week 7: Week 4: Task 2: writing a story Ss' book p.107 Task 1. Write a description of a frightening dream you have had. **Task 2. Ss' book p.107** write a frightening story you know well (or make up a frightening story yourself.)

Week 8: writing a thank you letter (student book p.87.) Task 1. write a thank you letter to someone who did you a favor. **Task 2.** Write a thank you letter to your teacher for giving you writing courses, include details about the sessions, your attitudes, the teacher, suggestions for future writing courses at YADİM etc. **Task 3. (optional)** You have just had a wonderful holiday staying with some English-speaking friends in the countryside. Write them a letter and thank them for your stay and describe the two things you most enjoyed doing while you were there.

Appendix 3

How to Write an Argument Essay

(excerpted from <http://www.writefix.com/argument/introduction.htm#opinion>)

There are five main steps.

Step 1: Read the essay

Read the question. Decide what kind of essay it is - opinion, compare/contrast, problem and solution, cause and effect, or a mixture. The type of question will decide the layout and your ideas.

Step 2: Underline

Underline key vocabulary in the question and write words with the same or related meaning. This will really save you a lot of time later on. It will also help to avoid repetition of words, and will show that you understand the question.

Vocabulary

Step 1: Read and Underline Key Words

Example: Should governments spend money on space exploration, or should they spend the money on problems here first?

Step 2: Write Down Other Words with the Same Meaning

Should governments spend money on space exploration, or should they spend the money on problems here first?

Example:

Governments = nations, countries, authorities, politicians

Spend = allocate, give, allot, provide, budget, make available, waste, award

Space exploration = space program, trips to the moon, the international space station, planets, planetary voyages

Money = budgets, taxes, resources,

Problems = concerns, issues, worries, disasters, threats, threatening, war, famine, poverty, education, homelessness, drugs, global warming

Here = on earth, in our own countries, closer to home, in developing countries, foreign aid,

Step 3: Use Your New Words in the Opening Sentences

With many global concerns such as war, poverty, hunger and pollution, many people do not think that nations should waste money on exploring space. (One side) However, others are convinced that expenditure on space programs is justified. (Other side)

Step 4: Add a Thesis

With many global concerns such as war, poverty, hunger and pollution, many people question whether nations should waste money on exploring space. However, others are convinced that expenditure on space programs is justified. This essay will examine some arguments for and against space exploration. (Thesis)

Step 3: Get Ideas

Decide if you are for or against the idea. Usually it is best to give both sides (for and against - one paragraph each) and then to give your opinion in the conclusion.

You should try to balance your essay by giving the other side of the argument

Two sides of an argument

Give the other side's opinion, and then give YOUR opinion

Give the other side

- Some people think that...
- Although many people feel that...
- It is claimed that...
- Some people feel that...

One sentence (While, although)

- While it is true that... ... I believe...
- Despite the fact that millions of people die every year from lung cancer, many people think it is cool to smoke.
- Although many people think that..., I feel that
- Although it is often said that..., in fact the opposite is true

Two sentences

- It is undoubtedly true that... ...However...
- It is often argued that... However, it is
- Some people say that... They claim... However, I feel...
- Supporters of this viewpoint say that... However, it is

One sentence (While, although)

- While it is true that... ... I believe...

- Despite the fact that millions of people die every year from lung cancer, many people think it is cool to smoke.
- Although many people think that..., I feel that
- Although it is often said that..., in fact the opposite is true

Step 4: Decide Layout

You should decide on a layout. The easiest is 3773. That means four paragraphs: introduction (3 sentences) one side (7 sentences), the other side (7 sentences) and the conclusion (3 sentences). This will give you 20 sentences. An average of about 12 words each, that is 240 words.

There are two kind of introduction. You may choose to write one of the following twokinds.

Situation Introductions

Write two sentences to describe the two sides of the present situation. The third sentence - the Thesis sentence - will describe what you are going to do in your essay.

Sentence 1 One side of the present situation

Sentence 2 The other side of the present situation

Sentence 3 Thesis: What you are going to do in your essay

Example:

Who should take care of our old people?

Sentence 1 In my country, most old people live happily with their children.

Sentence 2 Increasingly however, many families cannot take care of their parents

Sentence 3 (Thesis) This essay will describe some of the problems involved with taking care of old people, and discuss who should be responsible.

Opinion Introductions

In this kind you give two opposite opinions in the first two sentences. The third sentence says what you are going to do.

Example: Does space exploration benefit mankind?

Sentence For: Many people are excited about space exploration.

Sentence Against: However, others feel it is a massive waste of Money

Sentence 3 (Thesis) This essay will look at some of the arguments for and against space exploration.

Finally, if you are having problem thinking about an introduction, leave some space and write it later - AFTER you write the body or conclusion.

Conclusion

The conclusion is the end of the essay. It is the last part of the essay and it is the part that the reader may remember most. It should be clear and avoid confusing the reader.

The reader expects the conclusion to do some or all of the following

- rephrase the question
- summarize the main ideas
- give your opinion, if you haven't given it already
- look to the future (say what will happen if the situation continues or changes)

The reader DOES NOT expect new information in the conclusion. Never add a new idea just because you have thought of it at the end!

You must do all of this in just three or four sentences!

Vocabulary is Important

The conclusion is very similar to the introduction. However, you should avoid repeating the same words. This is why a few minutes spent at the start of the exam writing down synonyms (words with the same meaning) and related words is very helpful.

After all, if you only have a 250-word essay but use the same word 10 times, this will not show the examiner what you know

Wrapping Paper

Another way to look at the Introduction and the Conclusion is to think about gift wrapping paper. Your intro and conclusion wrap around your essay like a piece of bright paper "wraps" a present. They are not the main part of the essay, but they do make your essay look good.

Your conclusion 'wraps' up the essay. We don't put something valuable, like money or gold, hidden in the wrapping paper, so don't put new information or important ideas in the conclusion.

Step 5: Write

After you have written your plan, write your essay. Follow the steps above for writing the introduction, body, and conclusion. Check for fragments, run-ons and comma splices.

Appendix 4

WRITING CRITERIA EDITING SYMBOLS

CONTENT & STYLE

Style - ST

Content – CONT (inappropriate response to the topic or not enough information)

VOCABULARY

wrong word choice - WW

wrong word form - WF

spelling - SP

inadequate vocabulary – iv

COHERENCE AND ORGANIZATION

unclear message – UNCLEAR

one idea does not lead to the next – COH

begin a new paragraph –

¶

incorrect connector – CONN (underline the incorrect connector and write CONN)

missing connector

CONN
^

ACCURACY

incorrect verb tense – T

incorrect word order – WO

incorrect article – ART (underline the incorrect article and write ART)

missing article

ART
^

problem with singular or plural – S / P

delete - X

link ideas – L

Appendix 5

Dear Students,

This questionnaire is a part of my PhD study at Çukurova University. The purpose of my research is to gain a better understanding of issues related to learning writing as an EFL student, and to enhance the efficacy of writing instruction for this learner group. This questionnaire is designed to collect your opinions on writing in English and difficulties you experience. It will also provide me with data related to your personal use of computers.

Any information provided in this questionnaire will be kept confidential and participation in the study is strictly voluntary. I hope you will consider taking part.

Thank you,

Dilek Yavuz Erkan

Part 1. Personal Information

Name:..... Place of Birth:

High school:..... Age: Sex: Male Female

Department of Study:

Part 2. Items Related to Writing in English

1. How do you rate your ability in the following language skills?

(1= Poor; 2 = Average; 3 = Good; 4 = Excellent)

a. Listening

b. Speaking

c. Reading

f. Writing

2. Rank the following language skills in order of learning difficulty.

(1= Most difficult; 2 = Difficult; 3 = Easy; 4 = Easiest)

..... Listening

..... Speaking

..... Reading

..... Writing

3. Rank the following four language skills relative to their value for your academic studies in your department. Choose one value for each item.

(1 = Least useful; 2 = Somewhat useful; 3 = Useful; 4 = Most useful)

..... Listening

..... Speaking

..... Reading

..... Writing

4. Rank the following language skills in order from most to least enjoyable. Choose one value for each item.

(1 = least enjoyable, 2 = somewhat enjoyable, 3 = enjoyable, 4 = most enjoyable)

..... Listening

..... Speaking

..... Reading

..... Writing

5. Writing is an activity that I ... (circle only one)

a. Like very much.

b. Like somewhat

c. Do not like much

d. Do not like at all

6. Writing class is ... (circle all that apply and give reasons)

a. Boring because.....

b. Fun because.....

c. Difficult because.....

d. Easy because.....

e. Tiring because.....

f. Interesting because.....

g. Important because.....

h. Necessary because.....

7. In the blanks to the left of the items listed below, please identify whether you find each element of writing difficult (D) or easy (E).

..... Revising

..... Editing

..... Generating ideas to write

..... Vocabulary choice and use

..... Grammar (writing grammatically correct sentences)

..... Placing ideas in proper order

Part 3. Attitudes towards computers and using computers to learn and practice a foreign language

8. Do you use computers? (circle one)

a. Yes b. No

IF YES, answer the rest of the questions. IF NO, please hand in the questionnaire at this stage.

9. Which of the following computer activities do you engage in? (circle all that apply)

- a. Computer games
- b. Keyboard use (typing)
- c. CD-ROM use
- d. E-mail
- e. Program installation
- f. Graphics
- g. Writing computer programs
- h. Internet use

10. How do you like using the computer? (circle only one)

- a. Very much
- b. Somewhat
- c. Do not like it much
- d. Do not like it at all

11. Please select one of the following. My computer skills are

- a. Excellent
- b. Good
- c. Fair
- d. Poor

12a. Have you ever used the computer to learn a language?

- a. Yes
- b. No

If so, what are your impressions? Tell about your experience.

IF YES to 12a, please answer the rest of the questions. IF NO, please hand in the questionnaire at this stage.

12b. How long did you use the computer to learn a language?

13. How did you like learning a language with the computer? (circle only one)

- a. Very much
- b. Somewhat
- c. Did not like it much
- d. Did not like it at all

14a. Have you ever used e-mail to practice English?

- a. Yes
- b. No

14b. If yes, please write about your experience.

Appendix 6

Sevgili Öğrenciler,

Bu anket Çukurova Üniversitesi İngiliz Dili Öğretimi Doktora programı çerçevesinde yaptığım çalışmanın bir bölümünü oluşturmaktadır. Yapmakta olduğum çalışmanın amacı yazma becerisinin daha iyi anlaşılmasını sağlamak ve yazma derslerini daha iyiye götürmektir. Bu anketin amacı " yazma becerisi," "yazma dersleri," konusundaki düşüncelerinizi ortaya çıkarmaktır. Anket ayrıca "bilgisayar kullanımı" ve "bilgisayar ile yabancı bir dil öğrenme" konusundaki deneyimlerinizi de sorgulamaktadır.

Anket sorularına vereceğiniz bilgiler saklı tutulacaktır. Anket çalışmasına katılmak zorunda değilsiniz; ancak katılımınız çalışmaya değerli bilgiler sağlayacaktır. Teşekkürler.

Okt. Dilek Yavuz Erkan

Bölüm 1. Kişisel bilgiler

İsim:..... Yaş: Bölüm:.....

Memleket:.....

Cinsiyet: Bay..... Bayan..... Lise:.....

Bölüm 2. İngilizce Yazma becerisine karşı tutum.

1. Aşağıdaki alanlardaki becerilerinizi nasıl değerlendirirsiniz?

(1= Zayıf 2= Orta 3= İyi 4= Mükemmel)

.....Konuşma

..... Dinleme

..... Yazma

..... Okuma

2. Aşağıdaki dil becerilerini en zordan en kolaya göre sıralayınız.

(1= en zor 2= zor 3= Kolay 4= en kolay)

..... Dinleme

..... Konuşma

..... Okuma

..... Yazma

3. Aşağıdaki dil becerilerini bölümünüz için en yararlı olanından en az yararlı olanına doğru sıralayınız.

(1= en az yararlı 2= az yararlı 3= yararlı 4= en yararlı)

..... Dinleme

..... Konuşma

..... Okuma

..... Yazma

4. Aşağıdaki dersleri en eğlenceli olanından en sıkıcı olanına doğru sıralayınız.

(1= en sıkıcı 2= sıkıcı 3= eğlenceli 4= en eğlenceli)

..... Dinleme

..... Konuşma

..... Okuma

..... Yazma

5. Yazmayı (sadece bir seçenek işaretleyiniz)

- a. çok seviyorum.
- b. biraz seviyorum.
- c. sevmiyorum.
- d. hiç sevmiyorum.

6. Yazma dersi..... (birden çok seçeneği işaretleyebilirsiniz)

- a. sıkıcı çünkü
- b. zevkli çünkü
- c. zor çünkü
- d. kolay çünkü
- e. yorucu çünkü
- f. ilginç çünkü
- g. önemli çünkü
- h. gerekli çünkü

7. Sizce yazma dersinde en zor ve en kolay olan konular nelerdir?

Aşağıdaki listede kolayların yanına (K), zorların yanına (Z) yazınız.

- İçerik ile ilgili düzeltmeleri yapıp yeniden yazma (revising)
- Noktalama, paragraph başı yapma, kelime seçimi gibi hataları düzeltip yeniden yazma (editing)
- Yazacak fikir üretme (thinking of ideas)
- Uygun kelime seçimi ve kelimeleri doğru bir biçimde kullanma (vocabulary choice and use)
- Noktalama/büyük harf kullanımı/paragraf başı
- Dil bilgisi (dilbilgisi açısından doğru cümleler kurma)
- Düşünceleri yazıya mantıksal sıralı bir şekilde geçirmek (putting ideas in good order)

Bölüm 3. Bilgisayar kullanımı ve bilgisayar ile bir yabancı dil öğrenmeye karşı tutum

8. Bilgisayar kullanabiliyor musunuz?

- a. Evet
- b. hayır

Cevabınız **EVET** ise aşağıdaki soruları cevaplayınız, cevabınız **HAYIR** ise anketi teslim edebilirsiniz.

9. Bilgisayar ile aşağıdakilerden hangilerini yapabiliyorsunuz? Birden fazla işaretleyebilirsiniz.

- a. Bilgisayar oyunları oynayabilirim.
- b. Yazı yazabilirim.
- c. CDROM kullanabilirim.
- d. E-posta kullanabilirim.
- e. Program yükleyebilirim.
- f. Grafik çizebilirim.
- g. Bilgisayar programı yazabilirim.
- h. İnternet'i kullanabilirim.

10. Bilgisayar kullanmayı ne kadar seviyorsunuz? (sadece bir tane işaretleyiniz)

- a. Çok seviyorum.
- b. Seviyorum.
- c. Pek sevmiyorum.
- d. Hiç sevmiyorum.

11. Bence bilgisayarda yazma becerim

- a. mükemmel
- b. iyi
- c. orta
- d. zayıf

12a. Daha önce bilgisayarı bir dil öğrenmek için kullandınız mı?

- a. Evet
- b. Hayır

Cevabınız EVET ise aşağıdaki soruları cevaplayınız, cevabınız **HAYIR** ise anketi teslim edebilirsiniz.

12b. Ne kadar süre bilgisayarı dil öğrenmek için kullandınız? İzlenimleriniz nelerdir? Tecrübeniz hakkında bilgi yazınız.

.....

.....

.....

13. Bilgisayar ile dil öğrenmeyi ne kadar seviyorsunuz?

- a. Çok seviyorum
- b. Seviyorum
- c. Pek sevmiyorum
- d. Hiç sevmiyorum

14a. Daha önce İngilizcenizi geliştirmek için e-mail aracılığı ile yabancılarla yazıştınız mı?

- a. evet
- b. Hayır

14b. Cevabınız **EVET** ise izlenimlerinizi yazınız.

.....

.....

Appendix 7

The Interview Items

Related to attitudes towards cross-cultural e-mail exchange:

1. Tell me about your experience of exchanging e-mail with your South Korean friend.
2. Did you benefit from the cross-cultural e-mail exchange project? Explain in detail.
3. What were the benefits of cross-cultural e-mail exchange for your writing ability?

Related to problems encountered:

4. Did you encounter problems during writing class in the last 4 months? If so, what were they?

Related to suggestion for future implementations:

5. Do you wish to be involved a similar project next semester?
6. Do you have suggestions for future implementation of the key-pal project?

Appendix 8

Mülakat Soruları

Uluslararası yazışmaya karşı tutumla ilgili olanlar

1. Güney Koreli biri ile yazışma konusundaki deneyimlerinizi anlatır mısınız?
2. Uluslararası yazışmadan yararlanabildiniz mi?
3. Uluslararası yazışmanın yazma becerinize katkıları neler oldu?

Karşılaşılan problemlerle ilgili olanlar

4. Geçen dört ay içerisinde yazma derslerinde herhangi bir problemle karşılaştınız mı?

Gelecekteki uygulamalar için önerilerle ilgili olanlar

5. Gelecek dönem de bu tür bir projede yer almak ister misiniz?
6. Gelecekteki uluslararası yazışma uygulamaları için önerileriniz var mı?

Appendix 9

Self-efficacy in writing Inventory

Read each statement below, and then use the following scale to indicate various degrees of effectiveness. Of course, there are no right or wrong answers to such questions, so do not spend much time on any one statement, but select the answer that best applies to you. Thank you for your cooperation.

Dilek Yavuz Erkan

1= I cannot do it at all 2= I can't do it well 3= I can do it 4= I can do it very well

	1	2	3	4
1. I can write fluently.				
2. I can link ideas together easily.				
3. I can revise my writing-ups.				
4. I can edit my writing-ups.				
5. I can generate ideas to write about easily.				
6. I can think of ideas rapidly and spontaneously.				
7. I can use new words in the right form in the right context.				
8. I can use a wide range of vocabulary in my writing-ups.				
9. I can easily find vocabulary suitable to the topic.				
10. I can use the punctuations correctly.				
11. I can write grammatically correct sentences.				
12. I can arrange ideas in good logical order.				
13. I can get started to write easily.				
14. I can give interesting response to the topic.				
15. I can use the appropriate style in my writing-ups.				
16. I can match style with genre.				
17. I can write on an assigned topic without difficulty.				
18. I can easily get started to write on a given topic.				
19. I can spell very well.				
20. I can easily find examples to support my ideas.				

Appendix 10

İngilizce Kompozisyon Yazmada Yetkinlik Ölçeği

Aşağıdaki İngilizce yazma becerisi konusundaki cümleler için size uygun olanı verilen ölçeği kullanarak işaretleyiniz. Doğru veya yanlış cevap olmadığı için cevaplarınızı verirken çok fazla zaman harcamanıza gerek yok. Katılımınız için teşekkürler.

1= Hiç iyi yapamam 2= İyi yapamam 3= İyi yapabilirim 4= Çok iyi yapabilirim

	1	2	3	4
1. Akıcı bir şekilde konuşabilirim				
2. Yazılarımda düşünceleri birbirlerine kolaylıkla bağlayabilirim.				
3. Yazdığım kompozisyonlarda içerikle ilgili düzeltmeleri yapıp yeniden yazabilirim.				
4. Yazılarımla noktalama, büyük harf kullanımı ve paragraf başı yapma konularında kontrol edip gereken düzeltmeleri yapabilirim.				
5. Bana bir konu verildiğinde fikir üretebilirim.				
6. Bana bir konu verildiğinde hemen fikir üretebilirim.				
7. Öğrendiğim kelimeleri yazılarımda doğru yerde doğru şekilde kullanabilirim.				
8. Yazılarımda zengin kelime bilgisi kullanabilirim.				
9. Konuya uygun kelimeleri hemen akıl edebilirim.				
10. Noktalama işaretlerini doğru şekilde kullanabilirim.				
11. Dilbilgisi açısından doğru cümleler kurabilirim.				
12. Düşüncelerimi mantıksal sırada yazabilirim.				
13. Bir konu verildiğinde hemen yazmaya başlayabilirim.				
14. Konuya uygun ilginç fikirler üretebilirim.				
15. Yazılarıma uygun stili kullanabilirim.				
16. Yazılarımla istenilen yazı biçimine uydurabilirim.				
17. Verilen herhangi bir konuda zorlanmadan yazı yazabilirim.				
18. Verilen herhangi bir konuda zorlanmadan yazı yazmaya başlayabilirim.				
19. İmla hatasız yazı yazabilirim.				
20. Düşüncelerimi desteklemek için kolaylıkla örnek bulabilirim.				

Appendix 11

Writing Efficacy Scale

Circle the appropriate responses to the following statements about writing in Turkish.

Use the following scale.

1= I do it very well 2= I do it well 3= I donot do it well 4= I donot do it well at all

I can write interesting and appropriate response to a given topic.	1	2	3	4
I can easily cover all the information that should be dealt within a given topic.				
I can use appropriate style to the task.				
I can easily match style with topic.				
I can generate ideas to write about easily.				
I can think of ideas rapidly when given a topic to write about.				
I can write on an assigned topic without difficulty.				
I can easily find examples to support my ideas.				
I can justify my ideas in my compositions.				
I can easily decide which style I should use for a given topic while writing a position.				
I can start to write easily.				
I can write grammatically correct sentences in my compositions.				
I can use complex language in writing without difficulty.				
I can produce error free structures.				
I can spell very well.				
I can use the punctuation correctly.				
I can spot my grammar mistakes in my compositions and correct them.				
I can edit my compositions for mistakes such as punctuation, capitalization, graphing.				
I can easily use structures I have learnt in my class accurately.				
I can produce sentences which are perfectly intelligible.				
I can easily start writing on a given topic.				
I can write fluently.				
I can link ideas together easily.				
I can arrange ideas in good logical order.				
I can use transition words correctly to make my composition a better one.				
I can use connectors correctly to make my composition a better one.				
I can use words in the right form in the right context.				
I can use a wide range of vocabulary in my compositions.				
I can easily find vocabulary suitable to the topic.				
I can use nouns, verbs, adverbs, adjectives in the right position in the right				
I can use synonyms in a composition rather than repeating the same word over over again.				
I can get started on a writing task with no difficulty.				
I can write a brief and informative overview of a given topic.				
I can write according to the audience.				
I can communicate my ideas effectively in writing.				
I can manage my time efficiently to meet a deadline on a piece of writing.				
I can rewrite my wordy or confusing sentences to make them clearer.				

I can locate and use suitable sources of information for my topic.				
I can extend the topic to fit in a given word limit.				
I can rewrite a first draft to make it more succinct.				
I can write compositions without being hindered by a given word limit.				
I can meet the writing standards set by an authority.				
I can arrange my ideas in good logical order in a paragraph.				
I can arrange my ideas logically within a whole text.				
I can write paragraphs which have unity within.				
I can express and support my opinion easily.				
I can choose and defend a point of view.				
I can clearly demonstrate competence in writing even though there may be occasional errors in my compositions.				
I can make long and complex sentences				
I can write compositions that are organized very well.				
I can fulfill a writing task without difficulty within a given time limit.				



Appendix 12

İngilizce Kompozisyon Yazmada Yetkinlik Ölçeği

Aşağıdaki İngilizce yazma becerisi konusundaki cümleler için size uygun olanı işaretleyiniz.

1= Hiç iyi yapamam 2= İyi yapamam 3= İyi yapabilirim 4= Çok iyi yapabilirim

	1	2	3	4
1. Konuya uygun sitede yazı yazabilirim. (örn. Benden deneme tarzı bir yazı isteniyorsa deneme yazım kurallarına uygun yazarım. Hikaye yazmam gerektiğinde hikaye yazım kurallarına uyarım.)				
2. İyi kompozisyon yazabilirim.				
3. Akıcı bir şekilde yazabilirim.				
4. Kelimeleri doğru yerde doğru bir şekilde kullanabilirim.				
5. Kafa karıştırıcı veya çok uzun cümlelerimi daha anlaşılır kılmak için yazılarımı düzeltip yeniden yazabilirim.				
6. Yazılarımda istenilen kelime sayısına kolaylıkla ulaşabilirim.				
7. Yazılarımda kolaylıkla zor yapılar kullanarak cümleler kurabilirim.				
8. Hangi tür yazıda hangi stil yazı yazılması gerektiğini bilir ona göre kolaylıkla yazabilirim. (örn. Benden rapor yazılması isteniyorsa rapor yazım kurallarını göz önüne alarak yazmam gerektiğini bilir ona göre yazabilirim.)				
9. Yazılarımda fikir bütünlüğü sağlayabilirim.				
10. Kolaylıkla konuya uygun kelimeler bulabilirim.				
11. Yazılarımda bir bakış açısı seçip onu savunabilirim.				
12. İstenilen konuda yazı yazmaya hemen başlayabilirim				
13. Noktalama işaretlerini doğru bir biçimde kullanabilirim.				
14. Bana bir konu verildiğinde kolaylıkla fikir üretebilirim.				
15. Yazılarımda arada sırada hatalar olsa da genel anlamda yazmada yeterlilik gösterebilirim. (iyi kompozisyon yazabilirim)				

16. Paragraf içi fikir bütünlüğü sağlayabilirim.				
17. Verilen bir konuda yazı yazarken hangi kaynakları kullanmam gerektiğini saptayıp onları kullanabilirim.				
18. Yazılarımı noktalama, büyük harf kullanımı ve paragraf başı yapma konularında kontrol edip gereken düzeltmeleri yapabilirim.				
19. Bana bir konu verildiğinde hemen fikir üretebilirim.				
20. Organizasyonu çok iyi yazılar yazabilirim.				
21. Genel olarak yazma becerimin iyi olduğunu söyleyebilirim.				
22. Fevkalade anlaşılır cümleler kurabilirim.				
23. Fikirlerimi kolaylıkla ifade edip destekleyebilirim.				
24. Paragraf içinde düşüncelerimi kolaylıkla mantıksal bir düzen içinde sıralayabilirim.				
25. Uzun ve kompleks cümleler kurabilirim.				
26. Verilen herhangi bir konu hakkında kolaylıkla yazacak fikir üretebilirim.				
27. Okuyucuya göre yazı yazabilirim.				
28. Yazılarımda daha iyi olması için fikirleri birbirine bağlarken geçiş kelimelerini kullanabilirim. (örn. Bunun yanı sıra, diğer bir taraftan vs.)				
29. Verilen konuda ilk olarak yazdığım taslağı daha iyi bir yazıya çevirmek için yeniden sıkılmadan yazabilirim.				
30. Sınıfta öğrendiğim dilbilgisi yapılarını kolaylıkla doğru bir şekilde doğru yerde kullanabilirim.				
31. Bir konu verildiğinde kolaylıkla yazmaya başlayabilirim.				
32. İsimleri, sıfatları, fiilleri, zarfları doğru şekilde cümlede bulunması gereken yerde kullanabilirim.				
33. Yazılarımda fikirlerimin doğruluğunu destekleyebilirim.				
34. Verilen bir konuda değinilmesi gereken tüm konulara kolaylıkla değinebilirim.				

35. Yazılarımda aynı kelimeyi defalarca kullanmak yerine eş anlamlı kelimeler kullanabilirim.				
36. Yazım hatası yapmadan yazabilirim.				
37. Belirli bir konuda kolaylıkla yazmaya başlayabilirim.				
38. Düşüncelerimi iyi bir mantıksal sırada yazıya dökebilirim.				
39. Yazılarımda otorite tarafından belirlenmiş standardı yakalayabilirim.				
40. Yazılarımdaki dil bilgisi hatalarını görüp düzeltebilirim.				
41. Yazılarımda kolaylıkla fikirlerimi destekleyecek örnekler bulabilirim.				
42. Yazılarımda daha kompleks cümleler kurmak için fikirleri birbirine bağlaçlarla bağlayabilirim. (Örn. Fakat, ve vs.)				
43. Verilen bir konuda kısa, öz ve bilgilendirici yazı yazabilirim.				
44. Verilen bir sürede yazı yazarken zamanımı iyi kullanabilirim.				
45. Yazılarımda dilbilgisi açısından doğru cümleler kullanabilirim.				
46. Yazılarımda zengin kelime bilgisi kullanırım.				
47. Fikirlerimi birbirlerine kolaylıkla bağlayabilirim.				
48. Belirli bir konuya uygun ve ilgi çekici yazı yazabilirim.				
49. Belirli bir konu hakkında yazarken hangi sitil kullanmam gerektiğine kolaylıkla karar verebilirim. (örn. Benden bir yeri tasvir etmem istenildiğinde, tasvir yazarken dikkat edilmesi gereken kuralları aklımda bulundurarak kompozisyon yazabilirim.)				
50. Zorlanmadan istenilen bir konuda kompozisyon yazabilirim.				
51. Hatasız cümleler üretebilirim.				

Appendix 13

Self-efficacy in writing Inventory

Read each statement below, and then use the following scale to indicate various degrees of effectiveness. Of course, there are no right or wrong answers to such questions, so do not spend much time on any one statement, but select the answer that best applies to you. Thank you for your cooperation.

Dilek Yavuz Erkan

1= I cannot do it at all 2= I can't do it well 3= I can do it 4= I can do it very well

	1	2	3	4
1. I can easily use the grammar points I have learnt in the class correctly.				
2. I can easily match style with topic. E.g. If I am asked to write an essay, I can use the appropriate conventions to write a good piece of essay. When asked to write a story, I can write according to the conventions of story writing.				
3. I can express and support my opinion easily.				
4. I can choose and defend a point of view.				
5. I can write compositions that are organized very well.				
6. I can easily start writing on a given topic.				
7. I can write grammatically correct sentences in my compositions.				
8. I can use appropriate style to the task.				
9. I can think of ideas rapidly when given a topic to write about.				
10. I can write unified paragraphs.				
11. I can easily decide which style I should use for a given topic while writing a composition. E.g. If I am asked to write a report, I can use the appropriate conventions to write a report.				
12. I can think of ideas easily when given a topic to write about.				
13. Although I occasionally make mistakes in my writing, I generally write good compositions.				

14. I can use nouns, verbs, adverbs, adjectives in the right position in the right way.				
15. I can use punctuation correctly.				
16. I can easily cover all the information that should be dealt within a given topic.				
17. I can locate and use suitable sources of information for my topic.				
18. I can produce error free sentences in my compositions.				
19. I can write coherent compositions.				
20. I can edit my compositions for mistakes such as punctuation, capitalization, paragraphing.				
21. I can think of ideas rapidly when given a topic to write about.				

Appendix 14

İngilizce Kompozisyon Yazmada Yetkinlik Ölçeği

Bu envanterin amacı İngilizce yazma becerisi konusundaki yetkinliğinizi ölçmektir. Aşağıdaki cümleleri dikkatli bir biçimde okuyup, verilen ölçekte belirtilen dört cümleden sizi en uygun olanı işaretleyiniz.

1= Hiç iyi yapamam 2= İyi yapamam 3= İyi yapabilirim 4= Çok iyi yapabilirim

	1	2	3	4
1. Sınıfta öğrendiğim dilbilgisi yapılarını kolaylıkla doğru bir şekilde doğru yerde kullanabilirim.				
2. Konuya uygun sitilde yazı yazabilirim. (örn. Benden deneme tarzı bir yazı isteniyorsa deneme yazım kurallarına uygun yazarım. Hikaye yazmam gerektiğinde hikaye yazım kurallarına uyarım.)				
3. Yazılarımda fikirlerimin doğruluğunu destekleyebilirim.				
4. Yazılarımda bir bakış açısı seçip onu savunabilirim.				
5. Organizasyonu çok iyi yazılar yazabilirim.				
6. İstenilen konuda yazı yazmaya hemen başlayabilirim.				
7. Yazılarımda dilbilgisi açısından doğru cümleler kullanabilirim.				
8. Belirli bir konu hakkında yazarken hangi sitil kullanmam gerektiğine kolaylıkla karar verebilirim. (örn. Benden bir yeri tasvir etmem istenildiğinde, tasvir yazarken dikkat edilmesi gereken kuralları aklımda bulundurarak kompozisyon yazabilirim.)				
9. Bana bir konu verildiğinde hemen fikir üretebilirim.				
10. Paragraf içi fikir bütünlüğü sağlayabilirim.				
11. Hangi tür yazıda hangi sitil yazı yazılması gerektiğini bilir ona göre kolaylıkla yazabilirim. (örn. Benden rapor yazılması isteniyorsa rapor yazım kurallarını göz önüne alarak yazmam gerektiğini bilir ona göre yazabilirim.)				
12. Verilen herhangi bir konu hakkında kolaylıkla yazacak fikir üretebilirim.				
13. Yazılarımda arada sırada hatalar yapsam da genel anlamda yazmada yeterlilik gösterebilirim. (lyi kompozisyon yazabilirim)				
14. İsimleri, sıfatları, fiilleri, zarfları doğru şekilde cümlede bulunması gereken yerde kullanabilirim.				

15. Noktalama işaretlerini doğru bir biçimde kullanabilirim.				
16. Verilen bir konuda değinilmesi gereken tüm konulara kolaylıkla değinebilirim.				
17. Belirli bir konuda kolaylıkla yazmaya başlayabilirim				
18. Hatasız cümleler üretebilirim.				
19. Yazılarımda fikir bütünlüğü sağlayabilirim.				
20. Yazılarımı noktalama, büyük harf kullanımı ve paragraf başı yapma konularında kontrol edip gereken düzeltmeleri yapabilirim.				
21. Bir konu verildiğinde kolaylıkla yazmaya başlayabilirim.				



Appendix 15

YADİM WRITING MARKING SCALE (20 marks)

GRAMMAR (5)	
5-4	complete linguistic accuracy, few errors of subject-verb agreement, tense, number, word order, articles, pronouns and prepositions, effective use of clauses and sentences
3	errors in basic English structures which don't affect intelligibility
2	basic structures used with inaccuracies, errors making intelligibility difficult
1	basic structures used with gross inaccuracies, errors making the essay unintelligible
0	completely unintelligible and no evidence of English grammar competence
CONTENT&STYLE (5)	
5-4	directly related to the assigned topic, thorough development of ideas –reasons for applying for the job-, interesting and appropriate response to the topic in terms of content and style, sentences varied in length and pattern, style indicating an awareness of purpose and job application
3	some obvious info left out, mostly relevant to the assigned topic but lacks examples and explanations, style indicating an awareness of purpose and job application
2	mostly irrelevant to the assigned topic, not enough ideas to support the point of view, only little evidence of awareness for the style
1	irrelevant ideas to the assigned topic, not appropriate response to the style of the essay.
0	no ideas related to the topic, no style
COHERENCE&ORGANIZATION (5)	
5-4	a variety in the choice of connectors, well-organized, appropriate paragraphing, clear pattern of cause and effect essay, interesting and satisfying to read, fluency provided by necessary referents and expressions
3	main ideas clear though not well-organized, ideas sometimes repeated
2	disorganized and illogical, main ideas not clearly stated and not connected
1	almost no evidence of advantage-disadvantage essay organization, no supporting examples and explanations
0	shows no ability to organize and to present ideas in a coherent way
VOCABULARY (5)	
5-4	extensive vocabulary and expressions related to the topic, correct usage job application lexis, almost no spelling and punctuation errors
3	wide range of vocabulary appropriate to the topic, no repetition of words, minor spelling errors
2	vocabulary appropriate but some repetitions occur, some inappropriate words not affecting intelligibility
1	limited range of vocabulary, many repetitions, very often inappropriate
0	inability to respond to the question in terms of vocabulary

Appendix 16**Student Reflection Form**

How do you like writing classes? Think of the last fortnight and mention anything about writing classes and writing portfolio activities that deserves to be noted. (your enjoyment, boredom, disappointment, tiredness, etc.)



DİLEK YAVUZ

Cukurova University, YADİM, Balcalı, Adana, Turkey,
01330

Phone: +90 322 3386060

Fax: +90 322 3386275

E-mail: dilek_yavuz yahoo.com

Place/Date of Birth: Adana, 1971

EDUCATION

1999-2004 PhD Cukurova University, ELT
Department, Adana

1996-1997 Bilkent University, MATEFL, Ankara

1988-1993 Cukurova University, ELT Department,
Adana

WORK EXPERIENCE

1-1-1994/1-7-1994 Bilfen Primary School

1-7-1994/.....Cukurova University, YADİM (Center for
Foreign Languages)

COURSES

1993 Advanced English Course (Kensington and Chelsea College, London, 3 months)

1994-96 Cambridge Certificate for Overseas teachers of English - COTE Course
(Çukurova University, YADİM)

1996 (30 March -2 April) Winschool Multimedia course, Back Data Eğitim Merkezi;
Softtek Bilgisayar fuarı, İstanbul

1996 Advanced English course, Teacher training course (St. Joseph's University,
Philadelphia, USA, 150 hours)

1997(22-27 June) Bilkent Reunion Summer Course, Ankara

1997-98 CEELT Course (Çukurova University, YADİM)

1997-98 Action Research 1 Course (Çukurova University, YADİM)

1998-99 Action Research 2 Course (Çukurova University, YADİM)

2001 Emotional Intelligence Course (Çukurova University)

2001 Effective use of the Internet in Language Teaching: What & How (Amsterdam
Maastricht Summer University, 1 week with scholarship)

2002 Neuro-linguistic programming Course, YADİM

2003 Digital Audio/video (Amsterdam Maastricht Summer University, 1 week with scholarship)

CERTIFICATES

Cambridge CAE (1993)

Cambridge COTE (1996)

Cambridge CEELT (1998)

St. Joseph's University, ELS Language Center, USA, Teacher Training Certificate (1996)

PAPER PRESENTATIONS/ WORKSHOPS/PANELS

1998 (29 April-3 March) How to make tasty popcorn at Koç University

"Comtemplating Computer", Istanbul.

1999 (9-12 February) How to make tasty popcorn at Dogu Akdeniz University

"Developing English Teaching Practices for the Next Millenium", Cyprus.

1999 (30 April-3 May) Seasoning CALL classes on a little Budget at Koç

University "CALL Conference 1999", Istanbul

2000 (October) Digital Journey: Past, Present, Future at Çukurova University,

YADİM "4th International INGED Çukurova ELT Conference: Encouraging Strategic classroom Application ", Adana.

2001 (22-26 May) Digital Journey: Past, Present, Future at 18 Mart University

"Reflection of Twentieth Century ELT studies on language learning, Çanakkale.

2001 (16-17 November) Introducing WebQuest to EFL teachers at Koç University

"Tech Tactics Across the Curriculum: Cyber tools 2001", Istanbul

2002 (13-15 September) Introducing WebQuest to EFL teachers at Sabancı

University IATEFL Symposium, Istanbul.

2002 (13-15 September) Panelist in the panel on computer assisted language

learning at Sabancı University IATEFL Symposium, Istanbul.

ACTION RESEARCH STUDIES

Flexibility of setting up a writing unit at YADIM, 1999

The effectiveness of CALL classes at YADIM, 1999

Classroom Dynamics in two different CALL settings, 2000

Responsibilities of a CALL committee, 2000

MASTER OF ARTS

"Effectiveness of Using the Word Processor in Writing Classes to Enhance
Revising and Editing Skills"

