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**BALIKESİR ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**YABANCI DİLLER EĞİTİMİ ANABİLİM DALI**  
**İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**AN EXPERIMENTAL STUDY ON THE EFFECTS OF WIKIS  
ON EFL WRITING MOTIVATION**

**YÜKSEK LİSANS TEZİ**

**Şeyda SAVRAN ÇELİK**

**BALIKESİR, 2016**

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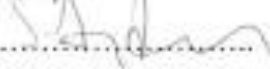
**Tez Danışmanı**  
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**Balıkesir, 2016**

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BALIKESİR ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
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Enstitümüzün Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 201312553014 numaralı Şeyda SAVRAN ÇELİK'in hazırladığı "An Experimental Study on the Effects of Wikis on EFL Writing Motivation" konulu YÜKSEK LİSANS tezi ile ilgili TEZ SAVUNMA SINAVI, Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliği uyarınca 01/07/2016 tarihinde yapılmış, sorulan sorulara alınan cevaplar sonunda tezin onayına OY BİRLİĞİ ile karar verilmiştir.

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02.08.2016

  
Enstitü Müdürü  
Doç. Dr. Halil İbrahim ŞAHİN

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Previously, writing was merely the expectance of teachers as a product completed by learners and meaning was not focused in no sense. It was also seen as a tool to practice grammatical items, in which learners solely learn to write, not write to learn. However, this trend has substantially changed and writing is recognized as a process which allows learners to express themselves freely by producing, sharing, discussing and reproducing. Furthermore, integrated with wikis that are the benefits of technology, writing process has turned into an activity which exhilarates learners while learning. The aim of this study is obtaining newer ways, tools and environments to increase learners' motivation to increase EFL writing proficiency and productivity. For this reason, wiki, as an efficacious tool to increase EFL writing achievement and motivation, needs to be examined and adapted for ELT and ELL process.

Writing this thesis has been a long but unique process for me to grasp self-knowledge and academic progress. First and foremost, I would like to thank my thesis supervisor Assoc. Prof. Dr. Selami AYDIN for his encouragement and guidance throughout the study. Without his constructive feedback and insightful comments, I would not have managed to accomplish this process.

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## ÖZET

# WİKİ KULLANIMININ YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE YAZMA MOTİVASYONUNA ETKİLERİ ÜZERİNE DENEYSEL BİR ÇALIŞMA

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İngilizcenin yabancı dil olarak öğretiminde, wiki kullanımının yazma motivasyonu ve başarısına etkileri üzerine yapılan çalışmaların sayıca sınırlı olduğu açıktır. Özellikle, Türkiye’de İngilizcenin yabancı dil olarak öğretilmesi kapsamında wiki kullanımının yazma motivasyonuna ve başarısına etkileri çok az önemsenmiştir. Bu sebeple, bu çalışma Türkiye’de İngilizcenin yabancı dil olarak öğretilmesi kapsamında wiki temelli yazma ortamının yazma motivasyonu ve başarısı üzerine etkilerini ortaya çıkarmayı ve tanımlamayı amaçlamaktadır. Veriler yazma başarısını ölçen bir test, bir arka plan ve motivasyon ölçeği aracılığıyla toplanmıştır. Ölçeklerin deney ve kontrol gruplarındaki 42 öğrenciye uygulanmasının ardından toplanan veriler istatistiki olarak incelenmiştir. Sonuçlar, geleneksel ve wiki temelli yazma ortamlarının her ikisinin de öğrencilerin yazma becerilerini arttırmasına rağmen wiki temelli yazma ortamının yazma başarısı açısından daha yüksek puanlara zemin hazırladığını göstermiştir. Ayrıca, wiki temelli ve geleneksel yazma ortamlarının öğrencilerin motivasyon ve yazma sürecinden hoşlanma düzeylerini arttırdığı bulunmuştur. Fakat düzeltme yapma sıklığı ve yazma sürecine atfedilen önem kâğıt kalem temelli yazma ortamından dolayı önemli derecede azalmıştır. Yazma motivasyonunu arttırmada etkili bir araç olan wikilerin İngilizcenin yabancı dil olarak öğretilmesi sürecine dâhil edilmesi ve sunduğu avantajların öğretmenler tarafından göz ardı edilmeden kullanılması tavsiye edilmektedir.

**Anahtar Kelimeler:** Wiki; Yabancı dil olarak İngilizce; Yazma başarısı; Yazma motivasyonu.

## **ABSTRACT**

### **AN EXPERIMENTAL STUDY ON THE EFFECTS OF WIKIS ON EFL WRITING MOTIVATION**

**SAVRAN ÇELİK, Şeyda**

**Master's Thesis, Department of Foreign Language Teaching,  
English Language Teaching Programme**

**Advisor: Assoc. Prof. Dr. Selami AYDIN**

**2016, 113 pages**

It is evident that the number of the studies conducted on the use of wikis on EFL writing motivation and achievement has remained limited. Especially, in the Turkish EFL context, very little attention has been paid to the effects of wikis on EFL writing motivation and achievement. Hence, the current study attempts to find out and describe the effects of wiki-based writing environment in terms of EFL writing achievement and motivation in the Turkish EFL context. Data were gathered via three tools including a writing achievement test, a background questionnaire and a motivation questionnaire. After the tools were administered to 42 EFL learners in control and experimental groups, the data gathered were statistically analyzed. Results indicate that wiki-based online writing environment, in terms of writing achievement, leads learners to get higher scores whereas both traditional and wiki-based environments improve learners' writing skills. Furthermore, it is certified that wiki-integrated and traditional writing environments contribute to a higher level of motivation and enjoyment among learners. However, the frequency of revising and attaching importance to EFL writing is decreased owing to pen-paper writing environments. It is recommended that wiki as an appropriate tool to increase learners' EFL writing motivation should be integrated into EFL learning process and the advantages it serves should not be ignored but exploited by the teachers.

**Key words:** English as a foreign language; Wiki; Writing achievement; Writing motivation.



*Dedicated to my late mother, Fatma ÇELİK*

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## **LIST OF ABBREVIATIONS**

AWMQ: Academic Writing Motivation Questionnaire

CALL: Computer Assisted Language Learning

CBI: Content Based Instruction

EFL: English as a Foreign Language

ELL: English Language Learning

ELT: English Language Teaching

ESL: English as a Second Language

FFI: Form Focused Instruction

FL: Foreign Language

FLE: Foreign Language Exam

IT: Information Technologies

L1: First Language

L2: Second Language

MNE: Ministry of National Education

PBA: Process Based Approach

PC: Personal Computer

SPSS: Statistical Package for the Social Sciences

TOEFL: Test of English as a Foreign Language

# 1.

## INTRODUCTION

In this section, background of the study, statement of the problems, aims and significance of the research, research questions and procedure, key terms and concepts and abbreviations are introduced. First, the importance and potentials of writing, motivation and wikis in the background of the study are summarized. Then, problems related to teaching and learning, motivation and learning environments in EFL writing are mentioned. After the purpose of the study is indicated, significance of the study will be introduced. Next, research questions and procedure including tools, data collection and analysis are introduced. After presenting a list of terms and abbreviation, the organization of the study is given.

### 1.1. Background of the Study

Writing in EFL is fundamental in EFL learning process and it is a type of problem solving keeping learners away from memorizing. As Nunan (2015) brings forward, writing is not only a means for communication, but also an implement for intellectual evolvement. Thus, it is a pivotal skill with the acquisition of which vast opportunities are provided for further education, research and career (Mohamed & Zouaoui, 2014). The ability to write proper English is a fundamental aspect regarding success at all levels of education and professional context. Advancing in EFL writing also opens up several opportunities and plays an important role in EFL learning.

Motivation is a principal affair in fostering EFL literacy including various psychological, social and cognitive features, among which motivation ranks as one of the most important. That is to say, one of the problems restraining writing proficiency is learners' motivation in EFL writing. Defined as the choice of, the persistence with and the effort paid on a certain movement by Dörnyei and Ushioda (2013), motivation is very important in meeting the requirements of writing successfully or

unsuccessfully. It is also acknowledged as being positively and dominantly related to achievement in EFL writing (Masgoret & Gardner, 2003). Thus, having been undervalued in the past, the importance and the definition of language learning motivation needs to be expanded and straightened (Warschauer, 1996).

The recent improvements of the digital world have made it necessary to provide learners with online learning and practicing environments, which was already shown to be leading more achievement in writing, increased motivation, sense of self-sufficiency and self-esteem (Bahous, 2011). In other words, digital literacy and proficiency in the use of computers have become considerably necessary (Pierce, 2013). Therefore, EFL teachers and curriculum designers cannot properly respond to learners' needs if they ignore new electronic developments. The reasons requiring the adoption of several technologies in the classroom are the necessities of learners and the curriculum itself (Christison & Murray, 2014). In order to overcome problems stemming from traditional approaches, necessity of accessing limitless resource, motivational factors, web-based learning environments need to be implemented. Among several online tools, wiki serves as an ideal environment for collaborative information exchange and writing (Leuf & Cunningham, 2001). In order to provide fruitful course materials, raise productivity and increase both teachers' and learners' motivation, wikis needs to be integrated into the EFL/ELL process.

In an attempt to improve writing proficiency of EFL learners, learners' motivation as the driving force needs to be taken into consideration. With the aim of choosing the most appropriate material and efficient way to improve EFL writing, the integration of technology receiving respectable amount of interest and attention by the researchers should not be ignored. With the possibility of wikis, since exchanging and reaching information no more limited to the classroom potentials, it is worth implementing wiki-based writing platforms into EFL teaching and learning process. Furthermore, as the emergence of new generations of digital technology provides opportunity for limitless usage of networks in teaching (Ku & Chen, 2015), searching, knowledge building, learning more and together, sharing, experiencing and practicing are possible for every learner. Although there are several studies conducted about CALL in different countries and contexts, the number of the studies is still very

limited. To conclude, the studies conducted across the globe and in Turkey are few to make deduction about the effects of using wikis on the writing skills of learners.

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

Improving EFL writing has been a challenging and compelling experience that scholars and teachers have experienced for several decades. For contributing learners to become competent and proficient language users considering writing skill, various approaches, methods, techniques, procedures and techniques have been developed. While prior theories have mostly focused on structures and correctness within the context of traditional approaches, the focus has subsequently changed from learning and applying rules into fluent use, continuous development and collaborative learning. Along with those developments, the importance paid to the individual has increased and learner-centeredness has prevailed in the field of EFL writing. Furthermore, having a considerable role in achieving a task and continuation of the learning process, motivation needs to be focused on. In an attempt to make learners interested in writing EFL and to receive positive results, materials and tools enhancing learners' motivation should be integrated into EFL and ELL process. It is revealed that information technologies in the curriculum increases students' intercultural skills, global awareness, collaboration, fun, ambition and motivation (Celik & Aytın, 2014). Therefore, it is worth-concerning that teaching EFL and the benefits of technology need to be knitted for promoting learner motivation, autonomy and mitigating inefficacy.

### **1.2.1. Problems in Teaching and Learning EFL in Turkey**

English is valued as a lingua franca today. This circumstance makes teaching and learning English more respectable in Turkey as well as all over the world (Solak & Bayar, 2015). With the recent regulations in Turkish Education System, it has been made obligatory that ELT begins in the 2<sup>nd</sup> grade, which clearly shows Turkey's desire and efforts to improve English proficiency of citizens. However, learners, teachers and scholars agree with the idea that most of people in Turkey cannot reach the expected level of proficiency in English although English is the most common foreign language at every level of education (Karahana, 2007). Although many studies have been conducted on EFL proficiency, numerous problems owing to cognitive, affective and

social factors remain to be solved. With the advent of technology, MNE invested heavily on the integration of education into the teaching and learning process. Despite these investments, there is still inadequate proper improvement. In a broader perspective, some of the reasons hindering the desired objectives in teaching and learning EFL in Turkey are stated as inadequacies of the curriculum and insufficient teacher training programs (Celik & Kasapoglu, 2014). In addition, the use of traditional language exams rather than alternative assessment methods (Han & Kaya, 2014) appears as another problem. Furthermore, teachers' ineffectiveness such as lack of competency and confidence in using technological tools (Aydin, 2013; Basaran, 2013), failure in bridging the gap between theory and practice (Becerem, 2015), overusing mother tongue; and teaching grammar rather than communicative skills (Solak & Bayar, 2015) can be ordered as other problematic issues. Students with different language levels, learning styles and cultures (Ilter & Guzeller, 2005); limited learning activities in terms of four skills, lack of practice and motivation (Solak & Bayar, 2015); parents with unbalanced social and economic backgrounds and learners' anxiety in foreign language learning due to exams and negative evaluation (Aydin & Zengin, 2008) act crucial parts in EFL teaching and learning problems. That is to say, there is still a requirement for improvement in foreign language education in Turkey in addition to major developments (Alptekin & Tatar, 2011).

As there is an escalating request for learning and teaching EFL in Turkey, there exists a need for improvement of research studies in order to improve the quality of ELT and ELL. Since developing four basic language skills and reaching the expected levels have not been possible, motivating learners and teachers along with improving their skills are essential to be the focus of attention. Due to the order of acquisition and learning, these skills are sequenced as listening, speaking, reading and writing. Therefore, writing as a productive and last skill to be acquired is neglected and accepted as the more complicated one necessitating learners to experiment with words and sentences. Although lots of decisions have been taken and new methods, approaches and learning environments have been implemented in Turkey, they have not been able to reach the specified aims in developing learners' writing skills.



### **1.2.2. Problems in Relation to EFL Writing**

Writing in EFL is fundamental practice for academic and professional needs for which various approaches and techniques have been developed. Managing to write in EFL includes appropriate use of lexical and grammatical forms, syntactic patterns, correct punctuation and using linguistic knowledge effectively (Aydın, 2011). Therefore, writing has become more sophisticated and several problems have occurred so far. To begin with, writing is instructed by unpracticed and unprepared teachers in most countries though it is a separate discipline in itself (Lee, 2013). Additionally, the use of traditional summative assessment or formative evaluation by focusing on the learners' performance and writing process are still ambiguous and in debate (Xiaoxiao & Yan, 2010). It is still another puzzling issue to assess learners' composition in English. Similarly, several foreign language exams do not measure participants' writing performance ignoring required entry-level proficiency in writing. On the one hand, learners' imperfect knowledge in terms of grammar, lexis and lack of academic style, content and proofreading play an important role among EFL writing problems (Hammad, 2014). Similarly, interference of the mother tongue and word-for-word translation while writing in the target language create problem (Ahmed & Ahasan, 2015). In addition, putting ideas in a coherent way is also problematic affair for learners (Al Seyabi & Tuzlukova, 2014). Thus, learners have serious troubles in organization of ideas according to the genres and text types (Javid & Umer, 2014).

Psychological filters such as students' lack of motivation, awareness and interest occupy an important place in advancing writing skills (Mohamed & Zouaoui, 2014). Additionally, the lack of peer-review and editing supplying learners with learning both from the feedback they give and get is another problem in EFL writing (Galvis, 2011). Inadequate teacher-feedback that is also crucial for increasing writing accuracy and enhancing both controlled, guided and free writing turns into a problem. The deficiency of project- and research-based writing lectures that allows lecturers to detect students' weaknesses and to enhance them is still insoluble (Ahmed, 2010). To conclude, teaching methodologies need to be improved due to weak environment, methods and teachers' lack of interest to cope with the challenges and troubles of writing (Al-Khasawneh & Maher, 2010).

### **1.2.3. Problems Related to Motivation in EFL Writing**

Motivation has a considerable role in written outcomes of the EFL learning process. External aspects such as teachers' rapport with students, conflict between teaching and learning styles, classroom activities and attitudes of learners and teachers reduce learners' behavioral intention (Dörnyei & Ushioda, 2013). Namely, in the absence of and through the lack of motivation among learners in terms of EFL writing, several problems might occur. Since motivating learners in an EFL classroom is a complicated and crucial issue, these problems need to be identified and handled. To begin with, most learners believe that writing is a tedious activity and it takes a long time to achieve a task. Second, students' perception about the writing process and their difficulty in composing sophisticated pieces lead learners to lose their motivation. Third, lack of individualized consultations and feedback by their instructor causes learners to be demotivated in EFL writing courses (Bahous, Bacha, & Nabhani, 2011). Since motivation and the need of achievement are so important for learners, lecturers should not ignore consulting learners one by one. Forth, writing course content taught without communicative, meaningful and practical purposes where the target language is not actually used via personal goals leads learners to have lower motivation and to compose unimproved content and types in EFL writing (Sasaki, 2011; Thuy, 2009).

Instead of offering various topics and freedom of choice in writing, teachers dictate learners to write about a specific topic, which lowers learners' motivation in EFL writing (Buyukyavuz & Cakir, 2014). Namely, the lecture that is based on learners' preferences is more motivating for the learners. Furthermore, over-focus on correctness along with indifferent materials, pre-structured syllabi not focusing on communicative methods and traditional learning environment lead learners to be demotivated to write in EFL (Bahous et. al. 2011). It is believed by the researchers that writing problems of the students can be overcome by creating awareness about the purpose of writing skills, learning autonomy, attitudes and increasing motivation (Gupta & Woldemariam, 2011). In accordance with this purpose, innovative solutions, efficient techniques and different learning environments need to be focused on to strengthen learners' motivation.

#### **1.2.4. Problems Related to Learning Environment in EFL Writing**

The other key issue affecting EFL writing adversely is the learning environment where learning takes place. Learning environment plays an important role on students' achievement, behavior, motivation, affective state, attendance and well-being (Higgins, Hall, Wall, Woolner, & McCaughey, 2005). In any psychological and physical setting where learning is situated, learners obtain the whole environmental information rather than display and sounds of the instruction (Gratez, 2008). However, environmental features are mostly ignored during the course planning by both curriculum designers and teachers. Since certain improvements save time and increase comfort along with achievement, it has been necessary to determine the problems and sort them out. First, crowded classrooms (Celik & Kasapoglu, 2014) and large class sizes cause learners to have learning disabilities and to receive insufficient care from the instructor. Second, inadequate classrooms in terms of software and technological tools (Merc, 2015) is another major problem resulting in passive and ineffective learning. Third, deficiencies in materials and teacher-centered instruction lead learners to feel anxiety. Therefore, providing a non-stress classroom atmosphere for learners who are shy and anxious is highly needed. Namely, the learning environment in EFL writing is required to help learners reduce anxiety and to motivate them. Forth, environments that contain charts, tables and positive physical characteristics are believed to provide indirect learning and facilitate reaching expected results. To conclude, it is considerably necessary to create an anxiety-free and psychologically safer classroom atmosphere (Oz, Demirezen, & Pourfeiz, 2015).

#### **1.3. Aims of the Study**

Considering the major problems arising from writing in EFL, motivation and learning environments defined above, this study has three aims. First, the purpose of the study is to investigate the current status of EFL writing achievement and the effects of wikis in EFL writing achievement in the Turkish context. The second purpose of the study is to examine the level of EFL writing motivation Turkish EFL learners have towards writing and the influence of wikis in EFL writing motivation. Third, the study intends to compare the effects of traditional learning environment and wiki-based online learning environment in due course of EFL writing achievement. In conclusion,

in terms of writing motivation, and describing the effects and differences of traditional and wiki-based writing environments is the last aim of the study.

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

The study seems significant in terms of several causes. To begin with, the study globally contributes to the related literature with respect to efficaciousness of process-based writing instruction and will fill a gap in this context. Second, the study highlights the importance and effectiveness of motivation in due course of EFL writing. Third, the study makes a major contribution to the related literature on the importance of learning environment for writing achievement. Forth, this study will serve to discuss the effects of wikis on EFL writing achievement. Additionally, in global context, this study provides evidence for the effectiveness of wikis on EFL writing achievement and motivation. Moreover, in response to few studies in Turkish EFL context, this study will serve to provide related literature with evidence based on wiki effect on achievement and writing motivation. The research finally makes suggestions for researchers, teachers along with material and curriculum designers with regard to adjusting wikis properly into progressing EFL writing process.

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

The main problems as mentioned above are the efficient writing approach, motivation and learning environment, which need to be clarified. Furthermore, other problematic issues are writing achievement in EFL learning and motivation, which are not exactly revealed. In addition, the use and effects of wikis need to be found out. Among these controversial topics hindering EFL learning properly and in consideration of the purposes depicted above, the study intends to investigate whether the use of wikis has an effect on learners' EFL writing achievement and motivation. Thus, this study aims to answer the following research questions:

1. Does the use of wikis in EFL writing affect writing achievement?
2. Does the use of wikis in EFL writing have any influence on EFL writing motivation?

## **1.6. Procedure**

### **1.6.1. Participants**

The participants of the study included 42 pre-service English teachers studying at the ELT Department of Necatibey Education Faculty at Balikesir University, Turkey. The group contained 31 (73.8) females and 11 (26.2) males. The mean age of the participants was 20 in the range of 18 and 42.

### **1.6.2. Tools**

For the purpose of obtaining data from the participants, three tools were used in the study. First, a background questionnaire was used in an attempt to collect information about participants' age, gender and academic achievement scores. Second, Payne's (2012) AWMQ with 37 items (see Appendix 1) being a Likert scale was used with the aim of ascertaining participants' motivation levels. Third, a writing achievement test was used to identify participants' writing achievements.

### **1.6.3. Data Collection**

In order to collect data, three tools were used. First, a background questionnaire was administered to obtain data about the age, gender and academic achievement scores of participants. Second, in order to gather explicit data on participants' motivation levels, Payne's (2012) AWMQ (Appendix 1) was used. Third, with the aim of collecting data about participants' writing levels, a writing achievement test including items selected from the TOEFL exam questions was used.

### **1.6.4. Data Analysis**

With the aim of analyzing gathered data, SPSS was used. Initially, minimum and maximum values of participants' ages and numbers along with percentages of participants' gender were calculated. Then, considering academic achievement scores, mean scores and standard deviations were computed. After essays were scored by two experienced EFL teachers based on the evaluation form (See Appendix 2), mean scores, standard deviations, minimum and maximum scores, standard error of means

regarding content, organization, discourse markers, vocabulary, sentence construction, mechanics and total scores were figured. The same calculations were obtained for both the pre- and post-tests. In addition, for AWMQ, inter and intra-rater reliability coefficients, pre- and post-test reliability and overall reliability coefficients in Cronbach's Alpha, paired sample t-tests between the pre-test and post-test scores in control and experimental groups, the independent sample t-tests were calculated. Finally, both pre-and post-tests were taken into consideration for these statistical processes.

### 1.7. Terms and Abbreviation

**Autonomous learning:** The theory that asserts learners to take their own responsibility to learn and decide by themselves what, when, how, and where to learn.

**Collaborative learning:** The term involving students working in pairs and groups to find solutions and discussing by making way for learning.

**Comprehensible input:** A concept meaning that learners are helped to acquire language naturally by being provided input.

**Constructivism:** A theory claiming that learning is performed by constructing and reinterpreting knowledge via socio-cognitive experiences.

**Content-based approach:** An approach based on academic achievement and theme of the written task.

**English as a Foreign Language:** The use or study of English by non-native speakers.

**English Language Learning:** The act of mastering the English language and its properties.

**English Language Teaching:** The act of instructing the English language along with its characteristics.

**Extrinsic motivation:** The term referring to behavior that is driven by external rewards and sources.

**Form-focused approach:** An approach that compels learners and instructors to focus on correct structures.

**Input hypothesis model:** The hypothesis that attaches importance to comprehensible input.

**Instrumental motivation:** The motive including wanting to learn the language with the aim of obtaining goals such as a job, prestige or economic income.

**Integrative motivation:** Learning a language with the purpose of becoming part of target speech community and social interaction.

**Intrinsic motivation:** The inner motive to learn a language which is driven by internal rewards.

**Linguistic competence:** One of the core values referring to use the language code or system itself and all its components.

**Linguistic performance:** A speaker's actual use of language in daily situations and producing authentic utterances.

**Motivation:** The collection of internal and external factors stimulating desire and energy to act.

**Persuasive essay:** An essay that is used with the aim of convincing a reader about a particular idea or topic.

**Process essay:** An essay that is written with the purpose of informing readers about how to do something and describing it step by step.

**Process-based approach:** An approach that is based on the duration of composing characteristics and focused on how students write step by step.

**Productive skills:** Basic language skills that learners are expected to generate such as writing and speaking.

**Reader-dominated approach:** An approach that is aimed to meet the learner's expectation by writing and focusing on theme and reader's pleasure.

**Receptive skills:** Basic language skills in through which learners obtain information such as reading and listening.

**Self-determination theory:** A theory of motivation that focuses on human motivation and personality.

**Situated cognition:** A theory claiming that learning is intrinsically bound up to authentic activity, context, and culture.

**Web 2.0 tools:** A set of new generation technologies and cumulative changes leading users to collaborate and interact with each other.

**Wiki:** A piece of server software providing users with freely creating, editing, sharing and removing the Web page content.

**Writing achievement:** The process of achieving expected goals and improving writing skills.

**Writing motivation:** The sense of being both intrinsically and extrinsically enthusiastic and ready to give more effort to writing activity.

## **1.8. Organization of the Study**

The study is composed of five chapters. Following the first chapter which briefly summarizes the main purpose of the study, the second chapter presents theoretical framework and review of the literature on the approaches, motivation and wikis in EFL writing. Next, the third chapter provides detailed information on the method of the study, which includes research design, participants, tools, pre and post-test administration processes along with the statistical procedure. Chapter 4 expands on statistical analyses of the background questionnaire, writing achievement test and AWMQ that were used to investigate instruction, pen-paper and wiki effect. Then, chapter 5 provides conclusions as well as a discussion of the results. In this chapter, implications and limitations of the current study along with recommendations for teachers, curriculum designers, policy makers, scholars and further research are provided.



## 2.

### **RELATED LITERATURE**

This chapter comprises of two main sections. The first one contains an extensive explanation of theoretical framework of the study which includes elaborative description of writing approaches and the role of writing, motivation along with the use and theoretical background of wikis in EFL learning. Second one included revision of related literature on writing approaches, writing motivation, the use of Web 2.0 tools and wikis along with motivation in EFL writing.

#### **2.1. Theoretical Framework**

##### **2.1.1. Introduction**

This section consists of four sub-sections including detailed information about the theoretical framework of the study. First, writing, its characteristics and role in the EFL learning process are introduced in this section. Second, *productive and receptive skills* are described briefly. Third, learning and acquiring relevant input and output in terms of writing activity are mentioned concisely. Fourth, the differences between EFL and ESL writing are discussed explicitly. Fifth, writing approaches including *form-focused, reader-dominated, process-based and content-based approach* are categorized and expanded within historical framework. Furthermore, the characteristics and effects of *motivation* are explained in depth. Finally, this section ends with types of motivation by being described briefly.

##### **2.1.2. The Role of Writing in EFL Learning**

Linguistic competence and performance are two different terms, which is asserted by Chomsky (1964), distinguishing the knowledge of the rules and the actual use of language. Competence is subconscious linguistic ability, whereas performance

is producing linguistic output. Moreover, while competence is directly related to what the learner knows about a language, performance is actually about how she uses the language. Similarly, whereas competence covers learners' constructing tacit knowledge of the language and psychological capacity, performance contains the actual practice of the competence in productive skills, namely writing and speaking (Taha & Reishaan, 2008). In other words, grammatical components like phonetics, syntax, semantics, morphology and phonology are included as linguistic competence, while skills like speaking and writing are involved in linguistic output.

Competent language use relies on well-practiced vocabulary and grammar competence which involves the accumulation of different elements, semantic components, hyponyms, and structural categories which students exercise and relatively learn the language better. First of all, being one of the most crucial items of linguistic competence, grammar has a substantial part in language learning. Grammatical competence is one's familiarity with grammatical rules and distinct from authentic linguistic activities. According to Swan (2002; cited in Richards & Renandya, 2002), knowing all the rules leads to have the illusion of knowing language properly in spite of the insufficiency in vocabulary, comprehension and fluency. Second, vocabulary competence is a significant factor concerning linguistic competence. Wilkin (1972, p. 111) postulates that *without grammar, very little can be conveyed, without vocabulary nothing can be conveyed*. Vocabulary is the base of language proficiency, boosting learners' speaking, listening, reading and writing competence. Without well-developed vocabulary comprehension, learners are unable to acquire the target language, benefit from language learning opportunities, comprehend and create oral and written sentences. As a consequence, grammatical and vocabulary competence are directly related to and influential in mastering four basic skills.

Language learning involves four basic skills; *listening, speaking, reading and writing*. Among the basic language skills, listening and reading are addressed as receptive skills, defined as the ways in which human beings extrapolate from the heard or seen discourse (Harmer, 2001). During the comprehension process, reading and listening, pre-existing knowledge and patterns humans already know are applied. The aim of the process is not producing or generating a new idea, but understanding,

interpreting the discourse, predicting and associating the matter. Writing and speaking are labeled as productive skills, requiring the writer or speaker to operate (Harmer, 2001). This is due to the reason that language production infers that students need to use language to fulfill a communicative and informative task and punctuate correctly instead of just being the receiver, a passive and restricted language learner.

Productive and receptive skills are interrelated, as they support each other in certain aspects. By being exposed to examples of writing and speaking, learners benefit from it and get inspired to tell or write their own narration. Along with this relationship between producing and getting feedback, input and output occur. The practice of productive skills contributes to receptive skills of the learners. Moreover, the exercise of receptive skills has the significant influence on production; namely, the output is the key factor for the input. While writing, what a learner writes mostly depends on what she hears and reads. No matter what kind of texts the learners try to create; in a word, a letter, an essay, a blog post, a short message, an academic writing, the overriding concern is the comprehensible input and composing output in return.

Comprehensible input, which is defined as input being understood by learners in spite of them not understanding overall the words and routines is firstly suggested by Krashen (1981). With respect to the hypothesis, learners acquire a language by hearing and perceiving topics even if it is above their grade, which sums up *input + 1*. According to *input hypothesis model* by Krashen, people acquire language just by being provided *comprehensible input* and comprehending the message (Krashen, 1981; cited in Cook, 2001). By providing new instruction, learners' former knowledge is enhanced. There exists a deep-rooted relationship between input and output. When second language learners take up acquiring and learning, they are assuredly expected to have an input to compose output. In order to produce exquisite and well-done output, learners need to pick up good command and proper input. The sort and quantity of input are directly proportionate to eligibility and progress of output. The way to acquire a language is to be exposed to comprehensible input. In the process of L2 and FL writing, learners need to encounter with and pay attention to linguistic items belonging to areas such as grammar, vocabulary and syntax. Thus, learners obtain meaningful data and create meaningful expressions and structures progressively.

Writing is one of the basic constituents of language learning, which is a communicative activity and belongs to productive skills. Among the four-basic language skills, proper and coherent writing is generally acknowledged as being the last one to be acquired by native, ESL and EFL learners (Hamp & Heasley, 2006). Although writing in English is relatively difficult, it is essential for being coherent, fluent and competent language learners, as writing inherently requires practicing, which means the more learners practice, the more they can obtain writing skills (Tuan, 2010). That is to say, a learner writes better and in a proper way by writing, which indicates that it is achieved with the help of itself. Writing is both a product and process which necessitate the use of body and mind collaboratively (Sokolik, 2003). As a different point of view, writing is the most troublesome and demotivating skill for learners. In other words, since written pieces belonging to learners clearly show how much learners could obtain and there is always one to check and correct them, learners always find it draining.

EFL writing requires an environment and approach to learn while ESL writing takes place mostly in an acquisition-like processes, which gives rise to a number of standpoints between ESL and EFL writing. First, EFL learners have a prior language and knowledge about writing. ESL writers, on the contrary, do not have any former language knowledge and cognizance about writing. Second, EFL learners have exposure to writing instructions, and try to write exclusively during the courses while ESL learners have extensive daily exposure to write and attain written materials in and outside the classroom. Third, all the EFL learners are not willing and anxious to master writing in English. In other words, EFL learners need to be more motivated to write during the process in comparison with ESL learners. Fourth, EFL writing instruction can be in learners' mother tongue and the target language optionally as ESL writing instruction is merely English which is the shared language among learners. Fifth, EFL writing learners are conscious learners being aware of the process whereas ESL learners acquire and unconsciously have a general knowledge about how to write. Sixth, EFL learners having limited time and material to learn how to write in English require much more practice and input than ESL learners having ample opportunity to use English. Finally, EFL writing is arranged in accordance with the syllabus, a structured lesson plan and ready-prepared textbooks for the young and the adults. On

the contrary, ESL writing is a process consisting of natural interaction, daily printed written materials, writing arbitrarily and early- aged learners. To conclude, EFL and ESL writing take place in many distinct ways by their nature because of the surrounding community where English is used in communicative situations.

Writing plays a vital role in EFL learning and serves as the source of product based development for the EFL learners (Richards & Renandya, 2002), and is conceived as one of the most tough skills in language learning and generally driven for a particular purpose (Cohen & Riel, 1989). EFL learners explicitly learn to write by writing to learn, the concrete evidence for teacher evaluation and self-evaluation. In this context, writing is thought to be the most difficult skill by the reason of necessitating prior competence, accurate language use, vocabulary and syntactic knowledge (Tangpermpoon, 2008); thus, it constraints learners to focus on the language, organize their opinions, develop their skills to sum up, assay and criticize (Rao, 2007), treats the correct application of grammatical components, especially structured and guided writing tasks require learners to manage linguistic forms in the context. Moreover, it has productive functions, learned with the help of systematic information and directions (Emig, 1997). Among language skills, writing is preferable by EFL learners due to the attitude that they check and correct their mistakes, have enough time to form sentences according to the grammar rules, observe their language development, and conceal their mispronunciation and inaccurate intonation. In addition to these, EFL learners carry off writing since education mostly is based on written exercises, materials and examination. When they write, they probably feel that they learn and might produce new information. From a different point of view, writing is profoundly a source of output and input relationship without having face- to- face interaction. To conclude, writing is an irreplaceable area for EFL learners' language development and several approaches to teach writing are detailed below.

### **2.1.3. Approaches in Writing**

Through the chronological development process, the emphasis of writing process has changed from simply sentence forming to guided-composition writing (Chen, 2006). Chronologically, four separate points, *form- focused*, *reader-dominated*,

*process-based* and *content-based approach*, in second language writing have appeared and still manipulate current writing guidance (Raimes, 1991).

#### **2.1.3.1. Form- Focused Writing**

Within the years 1950s and 1960s, in which the language studies focused on traditional grammar and translation, the classes were directed by teachers, the form was the central issue and the product was the aim of the courses (Hagemann, 2003). The focus was on accuracy and precision. Being affected by this trend, in 1960s when the Audio-lingual Method was the most frequently used type of instruction, writing was generally based on sentence drills and linguistic forms. The components of writing being conspicuous in this term were accuracy, sentence combining and rhetorical structures. Form-focused approach in writing presents exact instruction, meaning focused tasks, monitoring and finally leads deduction. Form-focused approach contains within itself two different types of instruction: *grammar- based* and *discourse- structure based* (Chen, 2006). While the former includes basic drills and practice activities, the latter contains exercises of written- essays, like completing paragraphs and choosing the correct transitions. Within a writing direction planned according to this approach, the teacher guides learners by pointing out the preset structures, possible mistakes that have been made by unknown learners and isolated imperative, affirmative and negative sentences.

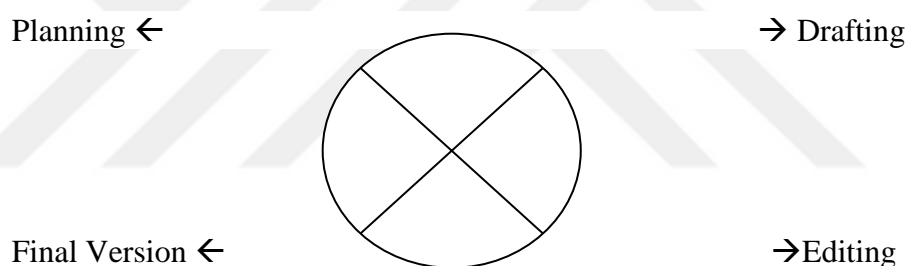
#### **2.1.3.2. Reader-dominated Approach**

Reader dominated approach belongs to the 1980s and is accepted as a text comprehended by the readers in the academic and scientific community. With an interest towards writers' actual proficiency in writing, instead of *accuracy* and *process; meaning, invention* and *various outline* became the new concerns (Raimes, 1991). Writer's intention is to meet a learner's expectation and satisfy by writing. The core principles are the theme and reader's pleasure in reading and writing. Within this approach, reader has the role of standing for all society, for whom the writer inscribes. In this context, form and content are intermingled; teachers aim to boost learners' perception of writing skills academically. Before the form, learners' expectations of

form and attention precede. Within the scope of this approach, learners are encouraged and allowed enough time for composing drafts, revising and they are provided feedback by not only teachers but also other learners (Raimes, 1992).

### 2.1.3.3. Process-based Approach

Emerging in the 1970s, process-based approach is perceived as the duration of composing characteristic meaning and is focused on how students write step by step. Rather than forming correct phrases and structures, students' achievement, progress, ability to state and creativity are the main goals. In this regard, writing consists of cognitive practices like structuring, *drafting*, *brainstorming*, *peer-reviewing*, *evaluating* and *revising* by breaking down the attention from final product to smaller steps (Chen, 2006). Among many ways the writers are reckoned, Harmer's (2004) process *wheel* is a well-competent summarizer.



Final Version

**Figure 1:** The process wheel (Harmer, 2004, p.6)

In contrast to form-focused writing and teacher-centered instruction, learners can sketch, discuss, and have mind mapping and self-evaluation. Instead of forming totally correct sentences, it is aimed that learners can monitor their own learning and progress. This approach intrinsically emancipates writing activity from being *linear* by leading it to be *recursive* (Raimes, 1985). From the standpoint of autonomous and collaborative learning, technology based language learning is enhanced by process-based approach (Chen, 2006). Within this approach, students are required to be included in the process of composing a well prepared piece of work, directing from pre-writing and feedback drafts (Külekçi, 2012). By writing as part of process-based

approach, learners are anticipated to be active learners, planners, enactors and sharers of their knowledge with other participants. At the end of the process, learners' writing skills, drafting strategies and reflecting their opinions are aimed to improve. As Brown states, *process is not the end; it is the means to the end* (2001, p. 337).

#### **2.1.3.4. Content-based Approach**

The focus changed from the process and the reader to content and submission of the academy (Raimes, 1991). Having stemmed from 1980s, content-based approach is mostly based on academic achievement and theme of the written task. It is originally a response and restocking of process-focused approach. Learners within this scope generally have higher language knowledge. Writing is based on the study of significant academic specialty, viewed as a tool for inducing understanding of this content. That kind of instruction boosts *thinking, researching, and writing skills* required for academic writing assignments (Shih, 1986). Within this scope, an ESL course is grouped with courses in other branches, by being added to a content course in the supporting pattern (Raimes, 1991). In language classes designed according to this writing approach, learners practice upon the subjects of other courses and disciplines, possible tasks that are attained by learners in their further academic period (Raimes, 1992).

#### **2.1.4. Motivation**

Derived from the Latin word *movere*, motivation indicates a period starting with a necessity and leads to a behavior that directs an individual towards succeeding a goal (Melendy, 2008; as cited in Babae, 2012). According to its lexical meaning, 'motivation is an inner state that arouses individual's desire for a goal and maintains their efforts in a certain direction and time' (Kong, 2009; pp. 145-146). Motivation, being the causation and initiator of learning a language eagerly, itself leads learners to develop foreign language as one of the main factors of achievement. Motivation is intrinsically a psychological driver, and inspiring, stirring and encouraging action (Gilakjani et al., 2012). Thus, motivation is a must among the key factors leading successful language learning. Being one of the contributors of motivation in language learning, Gardner (1985) makes discrimination between *instrumental* and *integrative*



*motivation* (Jun Zhang & Xiao, 2006). According to Gardner (1985), integrative motivation includes the learner's own interest and enthusiasm in language learning, whereas instrumental motivation is about the exogenous factors like profiting, having a better social status and passing exams. However, since this type of discrimination does not have strong influence on classroom-based motivation, Dörnyei (1994) proposes the terms as *intrinsic* and *extrinsic motivation*.

#### **2.1.4.1. Intrinsic Motivation**

Intrinsic motivation means finding the activity entertaining, exciting and satisfying to do. Bearing the traces of its meaning, intrinsic motivation emerges in the individual itself. Without being manipulated by any external stimulation, the desire to learn comes from within the student (Kost, 2003). Intrinsically motivated learners study hard, set their own objective, focus on assignments and put up with difficulties (Gilakjani et al., 2012). Intrinsic motivation is presupposed to have three items in itself including to learn, achieve and experience (Vallerand, 1997), and is directly the answer of the question related to EFL proficiency, in which learners are interested and want to learn much more in order to achieve a higher level. Intrinsic motivation, especially in language learning, is also based on experiencing for one's own sake, satisfaction and curiosity. Being generally stronger motive of learner achievement, intrinsic motivation pushes learners to learn English more quickly than extrinsic motivation does.

#### **2.1.4.2. Extrinsic Motivation**

Extrinsic motivation is defined as doing something by believing that it is significant, worthy and thinking about an activity as bringing valuable effects and results (Ryan & Deci, 2000; Teo et al, 1998). Extrinsic motivation in language learning contains a separate outcome, expecting a high profit and status, being praised or refraining punishment. Extrinsic motivators are temporary stimulus for language learning, but they can lead learners to impulse intrinsic motivators (Peköz, 2009). Extrinsic motivation can be accepted as the antonym of intrinsic motivation. The goal of the extrinsic motivation is completely different from the expected one at the end of intrinsic motivation. While intrinsic motivation derives from and improves according

to the reasons and inherent pleasure, extrinsic motivation is rooted in the targeted results, instrumental outcome or avoided penalty (Lucas, 2010). While the driving force is the learner in intrinsic motivation, waiting an outside award is the stimulant in extrinsic motivation.

### **2.1.5. The Use of Wikis in EFL Learning**

This sub-section briefly introduces the use of wikis in the ELF learning process. For this purpose, first of all, the term *wiki* is introduced. Then, the origin, properties, advantages of wikis and accessing facility are clarified. Moreover, the use of wikis in EFL learning is clarified. In addition, their use in writing is explained in details. Finally, the relationship between wikis and learners' writing motivation are systematically structured.

#### **2.1.5.1. What is a Wiki?**

First introduced with WikiWikiWeb by Ward Cunningham in 1995, wikis are web pages through which individuals, corporations, millions of people can share information (Chatfield, 2009). Stemmed from the Hawaiian *wiki-wiki* (quick) word, it is an easy application stirring unexplored authors to appear (Richardson, 2010). They have been essentially formed so that people can collaboratively add and create enlightening documents (Warschauer & Grimes, 2007). The differential feature of a wiki, namely being contributed and looked through by anyone, leads it to be one of the most dynamic online environments. In addition, wikis are secured thanks to a personal password, which prohibits the occurrence of vandalism and distortion (Grimm, 2012). Unlike weblogs, wikis have formal language encouraging users to edit, revise and rewrite to create coherent and comprehensive texts. One of the most widely reaching and best-known wikis is the encyclopedia Wikipedia (Aydın, 2014). After having been founded by Jimmy Wales in 2001, it changed the definition of collaborating online with over 4.8 million articles (Chatfield, 2009). Likewise, Wikipedia is the best fitting illustration of wikis, which teaches authors what is possible and accessible with a wiki. Enabling learners all around the world to access information on any topic ranging from A to Z, Wikipedia is the largest online and free encyclopedia. In terms of accuracy and

linguistic features, the articles in Wikipedia content are credible and in formal and standardized style similar to *Encyclopedia Britannica* (Warschauer et al, 2010).

In this global world where new knowledge is produced in every split second, wikis enable all humans to be autonomous writers and explorers. Being one of the Web 2.0 tools, wikis are always on, approachable and right beside with a browser and an internet connection. Wikis are the great chance for people of all ages, demanding to create, edit, communicate and collaborate (O'Bannon & Britt, 2011). Technically, creating wikis, adding information, making comments, and editing are readily doable for all the users. After writing down what is wished, entering is the last action before waiting for other users' comments and addition. Whenever users access any wiki, it means that they have the power to add, fix, erase, and start a new title and information as an author or an editor (Richardson, 2010). Corporations, offices, lecturers and even student groups favor using wikis in order to be able to negotiate, share last event and info, collaborate and search readily. Especially for users taking privacy into consideration, wikis are only signed in and protected by password. At the top or bottom of every wiki page, there is a heading to edit, which is clicked and saved easily (Richardson, 2010). Wikis are not contributed linearly, but recursively due to the users' differing ideas and entries. Each change is saved in terms of content and time; so that it is possible to convert new entries into prior versions. Along with the discussion blanks created by users, learners are urged to comment or add remarks. By means of wikis casting teachers as administrators and facilitators, democratic co-decision process is initiated, which provides students to take active role in autonomous and collaborative learning environment (Grimm, 2012). As a consequence, wikis are utilized as influential, collaborative and tools of communication, which aids students in advancing their writing skills (Özdemir & Aydın, 2015).

#### **2.1.5.2. The Use of Wikis in EFL Writing**

The potentiality of wikis for teaching is implied by the inventor of wiki, Ward Cunningham, who speculated that *the blogosphere is a community that might produce a work, whereas a wiki is a work that might produce a community* (Warschauer & Grimes, 2007, p. 12). In this sense, wikis as educational tools in EFL learning serve fruitful materials which improve basic language skills. Learners using wikis purposely

advance basic skills in EFL learning, pay much more attention and forms truer and more complex sentences (Kuteeva, 2011). Wikis are already created online classrooms, which are free platforms for sharing authentic texts, passages, encouraging learning exercises and any supplementary resource for learners in order to boost their language skills. Being one of the crucial aspects of wikis, writing proficiency is advanced and learners are motivated to write collaboratively by using wikis in EFL classes.

Several advantages can be ordered for the use of wikis in EFL writing. First, as an additional teaching tool, wiki-oriented writing tasks can be completed either during the course or after the school, which shows flexibility in terms of time. Second, EFL writers are given the responsibility and autonomy to look for the scope, learn and perform the language. In other words, a wiki writer is the single person being in charge of determining, typing and checking the content. Third, all the writing progress which is made by learners can be easily monitored by the teacher and feedback is handily and immediately given. What is more, writers have the chance to self-evaluate themselves properly. Fourth, by requiring only a personal computer and an internet connection, wiki-based writing tasks do not cost much. Additionally, in this era that is becoming more technological day by day, learners and teachers do not have difficulty in obtaining a PC and an internet connection. Fifth, as well as publishing entries, EFL teachers and learners have the chance to see their rights and wrongs, which lifts effectiveness of this educational tool. That is, due to being read and edited by other users readily, learner's self-reliance is increased leading to gain credibility. Last, in a stress-free environment without being observed by their teacher and peers outside the class, EFL learners can create their best text and develop teamwork (Chatfield, 2009). For additive information, learners are provided with related and unrelated links such as audio, video, pictures, for further learning. As a result, using wikis in EFL writing is a reasonably rewarding experience for both learners and teachers due to providing academic autonomy, credibility, self- evaluation and practicality.

### **2.1.5.3. The Role of Wikis in Writing Motivation**

Using wikis expediently in writing classes is potentially effective in developing learners' writing performance and motivation (Mohammed, 2010). First, thanks to

learners' interest in and feeling comfortable with technological tools, they find writing and sharing via wikis more interesting and satisfying. In other words, being completely different from traditional methods, teaching writing mingled with wikis motivates learners to write and edit. Second, learners having lessons devoid of writing exercises for excessively planned oral practices have the chance to advance their writing skills. For instance, even if learners do not have the chance to write because of a syllabus filled with speaking exercises, wikis help them to practice their writing as an extracurricular activity. Third, integrating technology into EFL classes is more versatile and amazing for learners (Khoii & Arabsarhangi, 2009). In other words, learners perceive that passing time with wikis is much more amusing and incentive than paper and pencil tasks for learners. Fourth, wikis provide immediate feedback and reflection required for keeping learners motivated, which generates learners' motivation. This is because offering immediate feedback is crucial to keep learners' motivation at a high level which is technically provided by wikis spontaneously. Fifth, wikis serve as a friendly and stress free environment for communication, which is not guaranteed permanently for classroom atmosphere. Moreover, learners find it enjoyable (Mohammed, 2010). Finally, mastering writing on a wiki page increases learners' motivation, self-confidence and leads them to become aware of their strong and weak sides. As a consequence, wikis have an essential role in increasing writing motivation owing to enabling learners to interact in an interesting, stress free and technological setting.

#### **2.1.6. Theoretical Background of Wikis in Language Learning**

Given that recent terms and perspectives have been redefined in technical and educational literature on the extensity of wikis in language learning, this section aims to clarify the theoretical background of wikis in the second language acquisition and foreign language learning processes. The use of wikis in language learning is inclusive of some certain and fundamental learning theories; *Constructivism, Collaborative Learning, Situated Cognition, Autonomous Learning and Self-determination Theory*.

##### **2.1.6.1. Constructivism**

Constructivism implies that learning is performed by constructing and reinterpreting knowledge via socio-cognitive experiences (Larochelle et al., 1998).

Vygotsky points out that knowledge is structured by communicating with other learners (1978). As being one of the other representatives of Constructivism, Piaget (1970) claims that as learners communicate with the world, they investigate, reply, invent and acquire knowledge (as cited in O'loughlin, 1992). In terms of Constructivism, learners both construct their knowledge thanks to interaction with other learners and are actively involved in the learning process (Holmes et al., 2001), as it is based on learning as sense- making, inventing, conceptualizing and evaluating knowledge (Piaget, 1955; as cited in Oldfather et al., 1999). That is to say, learners try to comprehend by hearing; then, comprehend the meaning and gradually construct their own learning after evaluating the prior knowledge. Namely, learners play an active part in interpreting, processing and developing idea by intentional classroom activities such as projects and research works. In a classroom based on Constructivism, learning is performed as learner-centered, whereas teacher acts as a facilitator during teaching and learning processes (Matthew et al., 2009).

Constructivist learning environment brings out a myriad of learning outcomes in learners' mind and behaviors. Learners configure knowledge by attending vigorously rather than readily repeating it, whereas they are benefited by generating idea and report at the end of social interaction. They also monitor themselves not just as listeners and subservient but as producers and executing ones. Moreover, by constructing knowledge, learners' attention is directed to responsibility for their learning. While language is acquired in primarily comprehension of concepts, relationships and the formation of new ideas, learning is externally committed by being included in social environment and then gradually it is internalized within the scope of constructivism (Oldfather et al., 1999). Traditionally, this process has been committed correspondingly in the classroom. In order to lead learners to have enhanced learning ratio and results, constructivist learning atmosphere is requisite for teachers to be created (Kelsey et al., 2011). With the extensiveness of technology and online web tools, collaboratively learning via wikis has caught on with learners and teachers. In this sense, wikis, intrinsically created for collaboration, tempt learners to create, edit, and share anytime with anyone. In other words, writing via wikis corresponds with constructivism which focuses on explanation, alteration and rebuilding information socially.

### **2.1.6.2. Collaborative Learning**

Collaborative learning is to work together during the complete process of learning as a group (Dooly, 2008). Grounding on Constructivism, collaborative learning assigns learners the role of researchers and learners construct knowledge actively rather than just absorbing knowledge passively. Collaborative learning is, in its essence, a systematic instructional method which leads learners to succeed common learning results (Zhang, 2010). Unlike traditional approaches, collaborative learning involves the first steps of communication and creativity. In an environment based on collaborative learning, every student's idea is the new and available source for other learners in the classroom (Matthew et. al., 2009). Within the perspective of EFL learning, the destination is not only teaching structures and certain words, but also teaching learners to use the language practically and communicatively. The use of collaborative learning is advantageous in EFL learning in terms of supplying extensive input and output, providing a proper classroom climate and leading learners to gain autonomy and independence (Zhang, 2010). In this framework, wikis are of the well-known collaborative teaching tools which motivate a variety of users to add, edit and share content and increase interaction socially.

### **2.1.6.3. Situated Cognition**

In terms of situated cognition, learning is based on new situations and dialogues both socially and psychologically (Brown, Collins, & Duguid, 1989). In this perspective, practicing teaches effectively and practicing with community is the aimed learning atmosphere (Brown & Duguid, 2001). Thus, learners form, adapt and compose their own knowledge by observing, simulating and collectively exercising (Hung & Chen, 2001), as cognition and learning are such interlinked acts that meanings are socially constructed and skills are acquired by experience (Hung & Chen, 2001). In this respect, situated cognition requires both personal acts and environmental factors, leading interactional process based learning. Therefore, wikis serve as collaborative web-based environments enabling users to discuss overtly and exchanging ideas actively. That is, situated cognition is mainly based on authentic problem solving and problem solving via communication, likewise creating wiki is

also authentic act, which is the reason for choosing this theory as framework (Matthew & Felvegi, 2009).

#### **2.1.6.4. Autonomous Learning**

Even though the meaning of autonomous learning has not been clearly defined yet, the term was used firstly by Holec (1981) as *the charge of learning* associated with second language learning (as cited in Macaskill & Denovan, 2013). As an addition to Holec's (1981) definition, autonomous learning is mainly about engaging to the period and content psychologically. After having intrinsic motivation to learn, autonomy directs learners to determine, act and maintain the desire to learn by themselves. In this respect, autonomous learners are the ones initiating and ending the learning process, choosing and obtaining the materials, arranging own learning strategies, determining the right time to study, evaluating themselves when necessary and carrying on the process. By this way, autonomous learners find opportunity to build up self- confidence, self-esteem and self- efficacy. Intrinsically, EFL learning requires persistent continuation even after the courses. In order to keep the responsibility to learn, learners need to be self- directed, inside of which autonomous learning takes place (Macaskill & Denovan, 2013). As a result, this chance is offered to learners especially with the help of technology and wikis provide them a proper basis to be self- directed and learn autonomously by being responsible to choose when or what to write.

#### **2.1.6.5. Self-determination Theory**

Self-determination theory deals with the route of behavior and utilizes motivational elements to regulate *cognitive, affective and behavioral* factors (Deci & Ryan, 1985, p. 7). According to self-determination theory, there are two kinds of motivation as discussed above: intrinsic and extrinsic motivation, being different not categorically but in terms of maintaining self- determination (Noels, Pelletier & Vallerand, 2000). Distinctly, Furlich (2013) asserts that the self- determination theory contains two different types of motivation in itself: *autonomous motivation*, which stems from inner desire and *controlled motivation*, which is driven by external factors. To be brief, it can be stated that self- determination theory is mostly about the quality of motivation and the social conditions effecting learners (Deci & Ryan, 2008). In



conclusion, to be able to incorporate self-determination theory into current EFL situations, it is crucial to find out motivational elements and environments. Wikis, as one of the collaborative and motivational Web 2.0 tools, provide learners with social interaction and cooperation, enhance motivation, serve as the instrument increasing competence and provoke a desire to learn.

### **2.1.7. Conclusion**

As clarified above, certain pedagogical terms and theories foster long term effects of wikis on writing achievement and motivation. To begin with, what a learner knows and what a learner produces correspond to two distinct terms as competence and performance. In this scope, proper language use is heavily based on vocabulary and grammar competence which involves the accumulation of different components. On the other hand, language learning includes mastering receptive and productive skills. In other words, being one of the productive skills, writing plays a vital role in EFL learning. However, the focal point of writing process has changed from forming simple structures to guided-process writing. Since EFL writing requires an exclusive environment and is considered as one of the most difficult skills, several approaches such as *form- focused approach*, *reader-dominated approach*, *process-based approach* and *content-based approach* have appeared. Being one of the influencing factors of language learning, motivation is valued as the initiator and causation of desire to learn a language. Moreover, being in different forms like *instrumental*, *integrative*, *intrinsic and extrinsic*, motivation is indispensable for successful language learning. In terms of the use of technology, being one of the omnipresent online tools and enabling users to be autonomous writers, wiki serves as a fruitful material to improve basic language skills. Along with the advantages and properties of it, the use of wikis in EFL learning process is potentially effective in developing learners' writing performance and motivation. However, the use of wikis is completely based on and interwoven with some fundamental theories. By taking advantages of wikis in terms of investigating, adding, discussing, collaborating, sharing, evaluating and rebuilding information, learners carry out ultimate principles. For instance, constructivism is structuring and reinterpreting knowledge by communicating with other learners, in which teacher acts as a facilitator, whereas collaborative learning is working together

as a group and constructing knowledge actively just as learning. To add, Situated Cognition is based on authentic problem solving, observing and simulating with the help of new situations, while autonomous learning describes the act of learners who take over responsibility to learn, initiate and end the learning process. Last of all, Self-determination Theory is based upon the behavior, social conditions effecting learners and quality of motivation. In order to exploit the results of research and development, it is required to be acquainted with the fundamental theories related to use of wikis, the use of Web 2.0 tools and wikis on EFL writing. Thus, in the following section, related research on writing approaches, writing motivation, Web 2.0 tools and wikis on EFL writing is reviewed.

## **2.2. LITERATURE REVIEW**

### **2.2.1. Introduction**

This section presents a brief review of literature. For this purpose, first, a review of research on writing approaches is presented. Then, the section focuses on research on motivation in the scope of EFL learning. Next, studies on the use of Web 2.0 tools and wikis on EFL writing are reviewed. Finally, studies on the effects of wikis on motivation in EFL writing are reviewed.

### **2.2.2. Research on Writing Approaches**

#### **2.2.2.1. Form-focused Approach**

Studies focusing on the use of linguistic features and grammatical issues show that rhetorical structures, accuracy, namely form-based instruction and corrective feedback given by teachers and learners are effective in teaching writing. To begin with, Norris and Ortega (2000), by reviewing findings of the studies completed between 1980 and 1998, pointed out that FFI had considerable effects and measured outcome in effectiveness of instructions. Results obtained from another study carried out by Long (2000) indicated that tasks and native-like competence were best succeeded not only by focusing on meaning, but also form-based attention. In addition, in Chien's (2012) study, linguistic terms and meaning were found to be more interesting in reviewing and rewriting texts for high-achieving learners than low-

achieving ones, whereas Elgün-Gündüz et al. (2012) performed a study on the effects of incorporated and excluded FFI on learners' vocabulary, grammar and writing proficiency in Turkey. They found that learners getting incorporated by FFI mostly approved and achieved higher than getting excluded by FFI. Additionally, findings reached by Horstmanshof and Brownie (2013) indicated that students were satisfied with FFI via IT and formative assessment, particularly feedback provided by instructors facilitated learners' academic writing skills. Last, in a recent study by Dobao (2014), small groups including 64 learners in pairs and 80 learners in groups of four were integrated by paying attention to form. Results of this study showed that groups mostly focused on structures and the texts created by them were mostly composed of grammatically correct structures.

Research also demonstrates that FFI is rewarding for learners' accuracy and writing quality when error feedback and correction are provided. For instance, Hyland (2003) obtained data from teacher-learner interviews and texts written by learners after composing two different writing groups. It was suggested that language accuracy was a crucial factor in terms of feedback and students benefited from receiving form-focused feedback. In another study conducted among 53 adult migrant students, Bitchener et al. (2005) found that feedback had an impact on accuracy in the writing pieces, especially the use of Simple Past Tense and definite article.

While certain studies promote the use of FFI, it has been challenged by other studies owing to being inefficient and detrimental for teaching writing. For instance, according to Truscott's (1996) review, structure correction needed to be abandoned in writing classes due to being helpful for none of the studies and being ineffective in terms of practical and theoretical causes; that is because, students might stumble and do the same mistakes again and again even if they were warned by the teacher. It was also noted that corrections were also harmful in terms of leading stressful condition, harming students' motivation, lowering written texts' level of complexity (Truscott, 1996). Last, Ellis et al. (2002) inserted that by constantly paying attention to form led atmosphere to prevent learners' fluency and the case ceased communicativeness of the course.

### **2.2.2.2. Reader-dominated Approach**

While the debate still continues on the predominant way to teach writing skills in EFL/ESL learning, there are some studies indicating that imagined audience has a crucial effect in the writing process and communicative language learning. More specifically, studies on reader-dominated approach mainly focus on meaning, theme, academic readers' expectations and accepting language teaching as socialization are effective in promoting writing skills. For example, Shih (1986), in a study focused on content-based approaches, reflected that writing and writing courses were related to academic disciplines and subject issues. This case study indicated that students usually wrote about a theme belonging to their field of study and that writing courses generally encouraged the academic procedure including reading and discussion devoted to writing. In addition, as Canagarajah (1993) stated, keeping the target audience in mind helped learners to organize items properly supported with details to persuade the reader and to determine for the necessary materials while writing. Lockhart (1995) analyzed transcripts related to 27 groups in an authentic writing course. It was concluded that conversational peer replies were helpful for learners' improvement. Cohen and Riel (1989) also found that papers written to make contact and share information with other learners were better scored than the ones written to get semester grades which show the necessity of contextualizing writing instead of practicing in imaginary settings. In another study carried out by Miller (2012), it was emphasized that being a well-developed reader was a prerequisite for being a careful and successful writer. A study comparing product and process in writing classes by Hasan and Akhand (2010) specified that students became aware of writing to be read by someone else and this situation helped them to idealize their pieces. The study concluded that, by reviewing and replying as readers, learners had the advantage of reading and mastering without seeking to correct it.

There exist further studies indicating that reader-dominated approach has no effect on teaching EFL/ESL writing. For example, one of the studies opposing audience/reader-dominated approach (Vipond, 1993) asserted that readers epitomized a community and existed only in writers' minds. In addition, writers were postulated to consider their readers pre- and during writing. But they were not given opportunity to speak with, which indicated that readers were only personal constructs. Shapiro

&Hudson (1985) found that learners from first to fifth grade paid more attention to readers while writing for self-interest than writing as classroom tasks, signifying that learners obtained information about their audience while writing in a self-directed way and lost interest in audience as writing for classroom assignments. Last, according to a study conducted by Bull and Shurville (1999), nine of the 39 questionnaire participants did not take their audience into consideration before and during the writing process; showing that students had less audience awareness.

### **2.2.2.3. Process-based Approach**

Studies seeking to find out the effects of process-oriented approach in learners' writing proficiency mostly indicate that process-based instruction leads learners to have higher writing performance. For example, Abbate-Vaughn (2006), by using process-oriented instruction, put forward that prospective teachers were highly helped by drafting, constructing, reconstructing and peer reviewing. Ho (2006) also investigated how effective process writing was for 200 students in the upper primary school level. The approach was found to be effective even at primary levels and heightened learners' both abilities and confidence. Camhi and Ebsworth (2008) incorporated a metacognitive component in process-oriented writing environment. After collecting qualitative and quantitative data over three years, they concluded that students were excessively content with the approach and the only thing frustrating learners was classroom limitation. Within the same year, process-oriented writing instruction was found to influence learners' achievement by Whitney et al. (2008). Additionally, Abdous (2009) proposed a process-oriented model to be able to ensure quality in e-learning environments and resulted in as reaching organizational goals. Furthermore, Arslan and Şahin (2010), in their quasi- experimental study on the effect of blog-centered writing instruction, asserted that the use of blog software based on process-oriented writing approach caused greater improvement in learners' writing competence. In the process-oriented approach, portfolio was assessed by Duong et al (2011). In the study, it was concluded that portfolios were found to have higher efficiency for performance assessment as both product and process oriented. Çiftçi and Kocoğlu (2012) investigated the effect of online peer feedback via blogs on learners' writing performance. Due to being based on process-oriented instruction, both control and experimental groups showed higher performance in their revised data. In another

study conducted by Myers et al (2012), POGIL was concluded to maximize engagement, increase interaction and effectively adjust the level of attention and comprehension in contrast to traditional approaches. Barbot et al. (2012) improvised differentiated approaches and process-oriented writing pedagogy mostly helped to enhance target skills necessary for learners' creative writing development, whereas So and Lee (2013) observed in their case study that participants got higher results and were pleased with this model. What is more, O'Donnell (2014) focused on developing learners' understanding. Having committed surveys before and after the attempt, positive change was revealed in learners' writing competency. From a different viewpoint, Bayat (2014) looked into the effectiveness of this approach on writing achievement and anxiety. It was found that writing process had a considerable effect on success and anxiety. The most recent study by Seban and Tavşanlı (2015) focused on implementing activities such as drafting, creating and sharing. Twenty-seven second grade learners were interviewed after the process lasting a year. As a conclusion, it was obtained that being involved in this process led learners to have writing identity and assumptions about writing were positively influenced.

Some other studies, on the contrary, show that process-oriented writing approach is deficient to enhance learners' writing skills. For instance, Westervelt (1998) conducted a study to identify the factors leading positive attitude towards learning. Results implied that students mostly engaged and more actively participated in process-based writing period. However, the students could not get proper and enough feedback from their peers. In addition, students did not spend enough time on their writing process that required more systematic instruction and guidance by the teachers. Furthermore, Barnhisel et al (2012) suggested that less attention was paid to writing pedagogy and communication drawback owing to results like overwork, which labeled process-oriented approach as being largely unsuccessful. Finally, a recent study by Kalan (2015) reflected that writing cannot be turned into to a single codified process.

#### **2.2.2.4. Content-based Approach**

Research concentrating on CBI asserts that students are able to improve their analytic and critical thinking skills when they come up against authentic, academic

and professional assignments. For example, a case study involving 13 students from America, Africa, Asia and Europe was conducted by Pally (2001). After the process bearing learners' analysis of different text types like summaries and research papers, CBI was found to be beneficial for better argumentation, categorizing and supporting their views. Accordingly, the study by Song (2006) used academic scores of two groups of ESL students matriculating from 1995 to 2000. It was found that students attending content based ESL course both got higher grades and did better at other English courses compared to students who did not receive CBI. Furthermore, Beckett et al (2004) conducted a study and proposed that content-based learning among L2 discourse and subjects areas turned into a sphere which improved ESL learners' cognitive and meta-cognitive learning and thinking skills. On the other hand, the paper suggested that learners' authentic writing proficiency and competence across subject focus improved and they acquired problem solving strategies. In another study, Liaw (2007) collected data from assignments, a critical thinking assessment questionnaire and a teacher-made language proficiency test. It was revealed that learners' proficiency test scores, critical thinking skills and subject competence considerably increased. What is more, learning via CBI was praised by participating learners. Moreover, Kasper (1997) pointed out that CBI supplied learners with increasing self-esteem and confidence in an English-speaking academic setting. Last of all, Foltz et al. (2000) revealed that learners having knowledge about the subject area were more likely to write higher quality and completely, whereas learners having no information wrote lower quality and deficiently. In the light of these results, the content of knowledge was found enough for determining the quality of an essay.

Studies have results specifying that content based approach has no effect on learners' EFL/ESL writing skills. For instance, in a study by Ashwell (2000), four different types of teacher feedback were given to learners in reply to their composition. It was concluded that content-based feedback had merely an average effect on revision. Accordingly, in an online content-based course, Kessler (2009) observed 40 pre-service teachers from a Mexican university. In this study, wiki was the main learning and submitting platform of the course. It was concluded that students were eager to collaborate in this kind of self-reliant atmosphere, but they were reluctant to correct and learn from their peers' and own mistakes.

### **2.2.3. Research on Writing Motivation**

Studies focusing on the relationship between motivation and writing mostly highlight that motivation is a prerequisite for enhancing writing skills. While research focuses on internal factors like self-efficacy, competence, interest and apprehension, some studies concentrate on external factors such as effective instruction and performance assessment method. For example, Öztürk (2014) addressed attitudes and motivation as key factors in successful second language learning process. At the end of the study, it was found that there was a considerable positive relation between learners' attitudes and language learning motivation. In addition, Ruan (2014) aimed to describe EFL learners' metacognitive awareness. Findings showed that self-efficacy, writing anxiety and motivation constituted the majority of variables effecting learners' EFL writing. Another study attaching importance to intrinsic motivation by Sullivan (2011) provided a theoretical argument that motivated students did not underachieve and intrinsic motivation was a prerequisite for achievement, which required English teachers to develop curriculum promoting and nurturing motivation. Last, Chae (2011) asserted that L1 and L2 writing were substantially relevant to L2 writing motivation, performance, self-efficacy, interest and strategy use.

Internal and external variables in relation to motivation also became the research issues in terms of the relationship between motivation and writing. For example, Xiao (2014) investigated external factors of the motivation and concluded that appreciation of tutors' teaching influenced learners' interest as well as their sense of achievement. Buyukyavuz and Cakir (2014) conducted a study among 270 Turkish trainee teachers of English. By aiming to reveal the factors which motivated trainee teachers, they found that prospective English teachers were in need of external support and influence to motivate them. Emotions, being one of the motivational variables effecting writing in English, were checked up by López, and Aguilar (2013). In this qualitative research it was suggested that both positive and negative emotions, although considered hazardous, were influential in enhancing the language learning process.

Research also focused on online technology affecting second and foreign language writing and learners' motivation. For example, Lin and Griffith (2014)



reviewed the related literature to examine the effectiveness and shortcomings of online technology in second and foreign language writing instruction. It was revealed that while interaction, motivation and participation increased, anxiety levels decreased. Moreover, Shih (2011) integrated online tools into English writing class, and found that learners improved their English writing skills by both class instruction and cooperative learning, meanwhile students' interest and motivation rose. Zhang et al (2014) found that blog-based peer feedback had a high correlation between learners' motivation, cooperation, course pleasure, self-reflection and self-confidence. In addition, Lin and Yang (2013) investigated students' experiences with and senses of Google.doc and peer e-tutors in an English writing course and pointed out that this activity increased learners' English writing skills and request to get included in similar practices in times to come. Likewise, Sun (2011) investigated learners' perception of writing by integrating blogging. The study concluded that online environment was efficient at enhancing motivation to write, learner autonomy and self-monitoring. There is limited number of studies indicating no relation between motivation and writing proficiency. For instance, Zhang and Guo (2012) aimed to analyze the relevance between English writing and motivation. It was found that students were not self-efficient in terms of English writing though they had high motivation. The results of correlation analyses showed that English writing motivation, self-efficacy and English writing proficiency were highly related with each other for English major freshmen, but not for sophomores.

#### **2.2.4. Research on Web 2.0 Tools and Wikis on EFL Writing**

Studies seeking out the effects of Web 2.0 tools and wikis focus on various issues. Among these studies, the ones focusing on EFL writing via Web 2.0 tools abound and different results have been obtained so far. For instance, Coutinho (2008) conducted a study by using different Web 2.0 tools with different aims such as creating e-portfolios, increasing cooperation and extending interaction. It was concluded that wikis were very effective for collaborative activities and skills like writing, searching, organizing and sharing. Moreover, Kompen et al (2009) led learners to build Personal Learning Environments by using web 2.0 tools. It was found that social interactions were strengthened; learning and acquiring skills increased, whereas managing content and resources was improved. Turgut (2009), through discourse analysis method, noted

that students became better writers and felt more confident with the help of writing as a part of community. Moreover, by being subjected to a wide variety of opinions, students developed their skills to generate attracting ideas. Additionally, Godwin-Jones (2008) concluded that Web 2.0 tools ease online composition, editing and evaluating writing, which develops writing and revising skills. On the other hand, the effectiveness of online writing activities was examined by Miyazoe and Anderson (2010). They concluded that learners' ability to differentiate writing skills improved. It was articulated by Wu and Hua (2008) that multimedia documents such as images, sound and video files were easily distributed by means of Web 2.0 tools by teachers. In addition, it was concluded that learners could contribute, create and express as it happened in constructivist and social constructivist approaches regarding text-based online interaction. Accordingly, Monje (2014) carried out a quasi-experimental study and found that web 2.0 tools were quantitatively and qualitatively found to be efficacious for the achievement of good scores and better results in EFL section. Furthermore, as it was found by Flores (2015), integrating Web 2.0 into the classroom setting contributed learners to achieve fluency, to enhance their learning and to motivate them. Strobl (2014) attempted to find out whether online collaboration had a constructive impact on academic writing in a foreign language or not. Results showed that the scores of online collaborative texts were higher with regard to selecting content, organizing, discussing and planning the process.

Research also focused on the effects of wikis on EFL writing. For instance, Liu et al (2009) conducted a study by reviewing the literature on the use of Web 2.0 tools in higher education. It was concluded that wiki was one of the most commonly discussed technological tools in the contemporary literature and could enhance teaching and learning. Turgut (2009), in the light of the findings, asserted that writing as a part of a group led learners to become better writers, to feel more confident and to develop their ability for thinking up interesting ideas. Woo et al (2011) claimed that the tracking feasibility of wiki assisted teachers to provide feedback and endorsement, which contented students during their writing process. In a study conducted by Lin and Yang (2011), it was found that meaningful social communication had a crucial role in students' collaborative writing process and students felt more satisfied with their performance. In a recent study, Sun and Qiu (2014) found that learners admired

wiki for enhancing their motivation and the experimental group achieved much more than the control group in terms of performance outcomes. Moreover, Aydin and Yildiz (2014) detected more accurate use of grammatical rules, more attention paid to meaning rather than structure by the learners and advanced writing performance. Ahmadi and Marandi (2014) analyzed 50 wiki posts belonging to 20 EFL learners both qualitatively and quantitatively. It was remarked that students generally preferred using wiki with the aim of posing questions and conveying solutions. Moreover, results indicated that learners paid more attention to punctuation, grammar rules and spelling. They also concluded that the use of wikis enabled students to perform and write better. According to Sleeman (2015), most of the weaker students actively joined online activities, improved their writing skills and felt more confident by using wikis and forums for writing practice. In terms of pieces created by learners, Chin et al (2015) reflected that quality of written products was enhanced generally.

#### **2.2.5. Research on the Use of Wikis on Motivation in EFL Writing**

Studies conducted on the use of wikis on motivation in EFL writing found wikis to be effective in terms of fostering motivation. For example, Franco (2008) aimed to check whether students' writing skills would be developed through wikis or not. It was revealed that a growing interest in being bound up to an online group led learners to have higher degrees of motivation. Moreover, Ducate et al (2011) implemented the wiki on three foreign language classes at the university. Findings obtained from a post-experimental questionnaire showed positive effects of wikis on learners' motivation to write in EFL. Furthermore, Wang (2014) introduced and applied wikis in an EFL writing class. Findings indicated that wikis increased learners' motivation to learn English and increased their writing confidence. For learners, the wiki was engaging, challenging, and interesting as a teaching and learning material. Kontogeorgi (2014) explored the use of wikis in developing students' writing skills in the EFL classroom. The findings revealed that for electronic literacy and motivation, wikis effectively make a significant contribution to learners' collaboration, teacher and peer feedback. Additionally, Chen et al (2015) stated that motivation was the most substantial factor related to encouraging effective collaboration in performing wiki writing tasks. Moreover, Ozdemir and Aydin (2015) reviewed the studies on the effects

of wikis on motivation and found that wiki is an effective instrument to enhance motivation in EFL writing.

### **2.2.6. Conclusion**

From the review of studies on writing approaches, certain conclusions can be reached. To begin with, whereas research focusing on the use of form-focused instruction indicate that focusing on creating accurate structures and providing corrective feedback is effective in teaching writing, there are contradictory findings showing that continuously paying attention to correct structures cause learners to decrease their fluency and motivation and to increase their anxiety level. What is more, while findings show that there is an agreement with the opinion that anticipated reader community is influential in improving writing, research demonstrates that reader-dominated approach has no considerable positive contribution to ESL and EFL writing processes. Moreover, research focusing on the effects of process-oriented approach in learners' writing proficiency shows that process-based instructions cause learners to have better writing performance. On one hand, process-based composing upgrades writing, creative thinking, expressing ideas and conveying meaning; on the other hand, research indicates that process approach is not sufficient for improving learners' writing skills and addressing central issues in ESL / EFL writing. Furthermore, CBI, proposed as an alternative to PBA which neglects writing in English for academic purposes, improves learners' analytic and critical thinking skills when they come up against authentic, academic and professional assignments. To conclude, as results obtained on writing approaches do not show a consensus, it is necessary to be aware that writing approaches need to be used in teaching writing in accordance with their advantages and disadvantages. What is more, more research is necessary to understand the effects of the using writing approaches on developing writing.

Research focusing on the relationship between motivation and writing proficiency shows contradictory results. For instance, there is a considerable positive connection between learners' attitudes and motivation, whereas motivation is one of the major variables effecting EFL learners' writing competence. Research also shows that, among the types of motivation, especially intrinsic motivation is primary consideration having an impact on learners' writing achievement. Moreover, research

demonstrates that anxiety levels decrease just as the level of motivation increase. Nevertheless, there is a limited number of studies asserting no relationship between motivation and writing proficiency. In conclusion, motivation is found to be more effective and worthwhile especially for the beginner levels, namely the first grades, and not for the further and advanced ones.

Within the research results focusing on web 2.0 tools and wikis, research indicates that wikis are effective tools for collaborative activities, writing, organizing, editing and sharing. Research also shows that, by using those online materials, social interactions among learners are strengthened; learning skills, generating ideas and evaluating writing improve. Moreover, to be able to achieve better results in EFL writing, Web 2.0 tools and wikis are both qualitatively and quantitatively efficacious. Research also demonstrates that, as being one of the most discussed and effective technological tools, wikis make learners feel more confident and eager to learn foreign language. Furthermore, most of the weaker students actively join online activities rather than traditional ones; thus, the quality of written products are enhanced.

There is no agreement about the best approach to be applied in the EFL writing process and whether the use of wikis is rewarding or not. As it is clarified above, PBA engages learners with creating, drafting, editing and sharing, whereas wikis develop learners' collaboration and communication skills, self-confidence, eagerness to learn and quality of their written assignments. To add, research shows that, in terms of the use of wikis as a learning and practicing tool in EFL writing courses, it is beneficial for learners due to their easy and free accessibility. For instance, by providing opportunities to share pictures, audios, videos and written products being both authentic and artificial, wikis offer limitless materials for further learning. With regard to motivation, there is a notable relationship between EFL writing and the use of wikis. That is, online environment and electronic literacy increase learners' motivation for EFL learning, writing confidence, self-efficacy, sense of achievement, writing confidence and self-monitoring. Whereas the degrees of motivation and its positive effects on EFL learning increases, the levels of anxiety decrease inversely. Therefore, being dependent on an online community causes learners to have higher motivation to write in EFL; thus, students feel more encouraged to perform their writing tasks. To conclude, using wikis in EFL writing is a reasonably rewarding potentiality for both

learners and teachers owing to ensuring academic autonomy, credibility, self-evaluation, motivation and practicality.

Writing, as one of the most prerequisite and productive skills for EFL learning, needs to be improved as much as possible to be a fluent EFL writer and have a proper performance. First, for achieving this, comparing and contrasting the writing process in EFL learning, several issues of improving writing procedure need to be researched regarding writing approaches. Second, current literature shows that the effects of wikis on learners' writing achievement and motivation have attracted less attention. In Turkish EFL context, for instance, learners have troubles improving their language skills and it is difficult to motivate learners for writing. On the other hand, with the rapid and recent developments in technology, it is possible to develop EFL writing regarding communication and interaction. Furthermore, by exploiting wikis, which are free, accessible and functional, writing proficiency and learners' willingness to write in EFL are possible to be raised. However, it is evident that any empirical research focusing on the effects of wikis on EFL writing motivation in global and local contexts has not yet been conducted. Thus, it is essential to focus on the writing approaches and the effects of wikis on writing achievement motivation in the EFL learning process.

### 3.

## METHOD

In this section, the methods and procedures of the study are introduced. For this purpose, first, research design including the description of the context is explained. Second, participants of the research are introduced. Third, the tools used to collect data are introduced. After the description of research procedure, data collection and statistical procedure are introduced.

### 3.1. Research Design

Within this experimental study, a three-phased procedure was utilized: (1) Administration of background questionnaire, AWMQ and writing achievement pre-test, (2) practice and (3) administration of AWMQ and writing achievement post-test. Background achievement pre-test and AWMQ were administered during the third week of the spring semester of academic year 2014-2015. The participants in the study were assigned to control and experimental groups in accordance with their writing achievement pre-test scores. Both groups studied same topics and were taught by the same instructor with same types of instructions and but in different settings. During the practice process, the participants were provided four-week detailed process-based writing instruction. Whereas participants in the control group performed their tasks in a traditional pen-paper writing process, the ones in the experimental group completed their tasks via wikis. Ultimately, to compare control and experimental groups at the end of the process, the post-test with the same content with the pretest and AWMQ were administered.

### **3.2. Participants**

The students who participated in the study were 42 pre-service English teachers studying at the ELT Department of Necatibey Education Faculty at Balikesir University, Turkey. All the students were non-native speakers of English and shared the same native language, Turkish. The group included 31 (73.8) females and 11 (26.2) males. The difference between the number of female and male students was due to a reflection of the overall gender distribution in the department. The mean age of the participants was 20 in the range of 18 and 42. Since advanced writing class was taught during the first year, all of the participants were freshmen. Participants were also at advanced level of English, as they all studied EFL at high school where they chose English department and were taught intensively by taking nearly 12-hour English courses a week. Compulsory courses that were based on English language skills and taken by the students during their first year were Advanced Reading and Writing, Contextual Grammar, Oral Communication Skills, Listening and Pronunciation. In addition, as participants had already attended the course Computer, they were familiar with basic computer skills.

Before attending university, students' language proficiency was evaluated by FLE which is officially administered once every year by Student Selection and Placement Center (ÖSYM). This test was composed of 80 questions in total including six vocabulary and 10 grammar questions, five cloze and eight sentence completion tests, 12 translation sentences from Turkish into English and English into Turkish, 15 comprehension and interpretation according to contexts, five re-formed sentences, five paragraph completion tests, five situation-oriented questions, five dialog completion and five omitting irrelevant sentence. The mean score of the participants' academic score which was obtained from the official examination results was 2.73, ranging from 0.00 to 4.00. Table 1 demonstrates the data on participants' age, gender and academic achievement scores.



**Table 1. Participants' Age, Gender and Academic Achievement Scores**

Variables		Control Group		Experimental Group		Both	
Age	Mean	19.80		19.57		19.69	
	Minimum	18		18		18	
	Maximum	42		30		42	
Gender	Number	Female	Male	Female	Male	Female	Male
		16	5	15	6	31	11
	Percent	Female	Male	Female	Male	Female	Male
		76.2	23.8	71.4	28.6	73.8	26.2
Academic Achievement Score	Mean	2.73		2.72		2.73	
	St. Dev.	0.40		0.76		0.60	
	Minimum	2.00		0.68		0.68	
	Maximum	3.41		4.00		4.00	

### 3.3. Tools

With the aim of collecting data, three tools were used in the study: (1) A background questionnaire, (2) writing achievement tests and (3) AWMQ. First, to have information about participants' age, gender and academic achievement scores, the background questionnaire was used. Second, Payne's (2012) AWMQ with 37 items (Appendix 1) was applied to be knowledgeable with participants' motivation levels. The questionnaire was Likert scale from one to five which required learners to rate among them (never = 1, rarely = 2, sometimes = 3, usually = 4, always = 5). Third, a writing achievement test consisting of chosen topics which were already asked in TOEFL exams was used to measure participants' writing skills and describe in what level they could write.

### 3.4. Procedure

The first step of the study was granting necessary permissions from the administration of the Education Faculty before the experiment. Then, the participants were ensured about the confidentiality of their answers, personal information and the involvement in the study. The next step was informing participants about the importance, purposes, procedure of the present research. Both control and experimental groups were acquainted with the importance and role of writing skill in

learning EFL. During the first session for each group, phases of coming weeks were expanded on. For the control group, working schedule along with the process including pre-test, assigned pen-paper writing tasks after learning structural characteristics of essay types and post-test were clarified. During the first course of experimental group, pre-test administration, wiki-based tasks and post-test were explained. For this purpose, a classroom was created on Wikispaces ([www.wikispaces.com](http://www.wikispaces.com)) and learners were illuminated by how to use Wikispaces, create an account, submit task, share, edit a page, make changes, give peer-feedback and save those changes.

### **3.4.1. Pre-Test Administration**

To have demographic information about participants, a background questionnaire inquiring participants' age, gender and academic achievement score was administered. After the background questionnaire, the next step was administering AWMQ which included 37 items evaluating learners' motivation levels regarding EFL writing. Participants were asked to mark the most appropriate choice for them after reading each statement. Then, writing achievement test was administered. The test consisted of four TOEFL writing topics and learners were required to choose one of them and write an essay about it. The topics used for writing are as follows:

1. 'Street knowledge or book knowledge.' Compare learning from studying and learning from experience.
2. 'Never stop trying to reach your goals.' Do you agree or disagree?
3. If you could change one thing about your hometown, what would it be?
4. Are reading and writing more important today than they were in the past?

Finally, in evaluation phase, two English teachers graded the essays written by participants in accordance with the scoring sheet prepared by Jacobs et al. (1981) (Appendix 2). Before the instruction process, participants were grouped as control and experimental groups. While doing this, their motivation levels were taken into consideration and both groups were composed a balanced way in terms of their eagerness to get through and learn.

### **3.4.2. Instruction Process**

The study began to be carried out with the participation of control and experimental groups in the fourth week of the spring semester. Instruction process

included four weeks of lecturing, assigning and submitting tasks within the scope of process-based writing approach. Phases of writing included brainstorming, planning, drafting, writing, peer review, editing and rewriting. At the beginning of each course, the instructor described the principal steps of an essay type. Students choose their pairs and practiced on the topics and tasks.

### **Week 1:**

The main topic of the first week was writing a process essay. Initially, the description and parts of process essay were introduced. Then, the features of introduction, body and conclusion paragraphs were explained. Transition words such as *afterward*, *eventually*, *the first step*, *gradually*, *later*, *now* and *then*; and subordinators including *after*, *as soon as*, *before*, *by the time*, *once*, *when* and *while* were introduced. In addition, stating the main idea in the thesis statement, basic features of topic and concluding sentences were explained. Then, participants were shown different sample essays to be more acquainted with the structure and content of a process essay.

As the first activity, they read a text titled as *How to Create a Blog*, which was systematically composed of a process essay step by step. After the reading activity, they were asked to decompose the text into introduction, body paragraphs, conclusion, thesis statement, added thoughts and comments. Body paragraphs were disintegrated into first, second and third major steps along with supporting details. Then, participants underlined time words and grammatical patterns. For the grammar point, adjective phrases which are mostly used to describe a process were taught.

During the next phase, it was participants' turn to create original process essays on an activity that they know how to do. For this purpose, required directions including each phase were introduced in accordance with the following steps:

1. Brainstorming: Each participant gathered ideas by brainstorming a list of activities that they know how to do. Then, they chose the activity that interested them most.
2. Outlining: They organized their essay by writing three or four major steps in an outline for the activity.
3. Planning: According to the outline, supporting details were determined related to major steps.

4. Writing the first draft: The essay was written by making use of time words and adjective phrases they learned.
5. Receiving peer feedback: During the feedback process, peers were asked to answer the following questions and to write at least three sentences for each question:
  - Is the process described clear to follow? If not, where could it be clearer?
  - Are there adequate supporting details for each major step in the process?
  - Are time words used effectively sequence the process?
  - Would you enjoy trying or doing what the writer has described? Why or Why not?
6. Writing the second draft: After the peer review, the essays were revised and rewritten.
7. Teacher feedback: The essays were read by the instructor, evaluated according to the questions above and given feedback.
8. Writing the final draft: All the participants edited their mistakes and final drafts were composed.

## **Week 2:**

The topic of second week to be taught was writing an extended definition. Initially, participants read a sample extended definition titled as ‘What is Language?’ and underlined the proper information in consideration of some specific questions. Then, peculiar features of an extended definition, contrast and concession connectors such as but, yet, although, while, however and on the other hand were introduced. As an assignment, they were required to write an extended definition in accordance with the following steps:

1. Brainstorming: Participants thought of a word or concept from a different language that could not be translated exactly into English.

2. Outlining: At least four of the following questions were answered to define the term by writing a brief outline:
  - What is the language?
  - What is the language not?
  - What is the language similar to and different from?
  - What does the language consist of?
  - What are the language's characteristics?
  - What are some examples?
  - How is the language used?
  - Why is the language important?
3. Planning: They decided how many paragraphs they needed and what information they were going to write in each paragraph.
4. Writing the first draft: They completed their extended definition essay.
5. Receiving peer feedback: Each participant read partner's essay and gave feedback in consideration of the following questions:
  - Does the writing define a word or concept that cannot be translated into English?
  - Does the writing explain what would be lost if the language disappeared?
  - Does the writing give enough examples and other details?
  - Are the ideas logically organized?
6. Writing the second draft: After peer feedback, they edited their extended definition by revising.
7. Teacher feedback: After the essays were gathered and reviewed by the instructor, feedback was given according to the questions above.
8. Writing the final draft: The writings were edited and final drafts were accomplished.

### **Week 3:**

How to write a persuasive essay by using evidence to support an argument was the main topic of the third week. First, participants were given a text including relevant evidence. Then, three incomplete paragraphs about video games were read. After

learners were asked to choose appropriate answers including facts, the necessity of making an argument and trying to persuade the readers for academic writing, different rules for good evidence, determining the kind of evidence including statistics, comparisons, personal examples, quotations, explanations and analysis were expressed. Necessary elements for making an argument more convincing without confusing the readers were integrated. As the grammar point, the use of noun clauses was summarized with a couple of examples. Furthermore, as certain verbs are usually kept in academic writings, participants exercised upon those verbs including argue, discuss, study, wonder, state and claim. As the assignment of this week, they were required to write a persuasive essay according to the following steps:

1. Brainstorming: Participants brainstormed for a leisure activity that they enjoy doing. Then, they ordered the reasons why it should not be regarded as work and the differences between work and fun.
2. Outlining: The point to take into consideration was choosing the best ideas from the previous phase.
3. Planning: By determining each paragraph along with main ideas and supporting details, this phase was completed.
4. Writing the first draft: First draft of the essay was written by each participant by using evidences.
5. Receiving peer feedback: Following questions were answered by reviewing a partner's essay:
  - Is the essay persuasive? Why or why not?
  - Should anything be added? If yes, what?
  - Should anything be deleted? If yes, what?
  - Should anything else be changed? If yes, what?
  - Should any part of the essay be reorganized? If so, which part and how?
6. Writing the second draft: They revised and rewrote their essays according to the remarks given by their partners.
7. Teacher feedback: The same questions above were used for teacher feedback.
8. Writing the final draft: After the instructor provided feedback, final drafts were completed.

#### **Week 4:**

Writing a cause-and-effect essay was the main topic of the last week. To understand the reasons behind terms and concepts, written pieces based on causes and effects were usually necessary to be created. After general descriptions, basic features of introduction, body paragraphs and conclusion were introduced. Certain cause-and-effect connectors including coordinating conjunctions, subordinators and transitions were highlighted. For example, *so, because, due to the fact that, since, consequently, as a consequence, for this reason, therefore, because of this* and *as* were integrated. For the grammar part, the use of cause-and-effect connectors was taught. Then, learners were given 20 different but relevant sentences. They were asked to group and order them according to the cause-and-effect relationship. As the second activity, they were given some connectors and asked to rewrite the sentences in the previous activity. Then, they read a text about class time and tried to find the thesis statement, topic sentences, first and second major causes with their effects and concluding statement. For the assignment part, they were required to write a cause-and-effect essay according to the following steps:

1. Brainstorming: Participants brainstormed a list of all the different ways of increasing energy.
2. Outlining: They completed a chart to describe the positive and negative effects of each energy booster.
3. Planning: They chose the best one with most positive effects on people. Then, they decided for major steps and added supporting details.
4. Writing the first draft: They wrote cause-and-effect essay by having regard to the previous details.
5. Receiving peer feedback: Partners revised and gave feedback in consideration for the following questions:
  - What causes of increased energy levels are covered by this essay?
  - Is the cause-and-effect relationship in the essay sound and logical?
  - Are the cause-and-effect relationships well supported with details such as facts, examples, statistics and anecdotes?
  - Does the essay avoid overgeneralization?
6. Writing the second draft: The essays were edited and rewritten.

7. Teacher feedback: After the tasks were evaluated in consideration of the questions above, the instructor gave feedback for each essay.
8. Writing the final draft: Final tasks were completed.

### **3.4.3. Post-Test Administration**

After four weeks of instruction, learning and practicing four different essay types, the post-tests were administered at the last stage of the research. First, AWMQ consisting of 37 items which evaluates learners' motivation relating EFL writing was administered. Second, out of writing achievement test including four TOEFL writing topics, learners were asked to choose one of the topics and write an essay on it by using specific details, examples and quotations. In evaluation phase, two English teachers who graded pre-tests scored the essays.

### **3.4.4. Statistical Procedure**

After the post-test administered, Statistical Package for Social Sciences (SPSS) was utilized for analyzing data collected. First, minimum and maximum values of participants' ages and mean scores were computed. Second, the numbers and percentages of participants' gender were computerized. Third, in terms of academic achievement scores, mean scores, minimum and maximum values and standard deviation were calculated. Then, mean scores, standard deviation, maximum and minimum values of participants' academic achievement scores were calculated.

With the purpose of assigning participants' writing achievements, two experienced EFL teachers who scored the pre-tests evaluated the essays which were written by the participants in accordance with the evaluation form (See Appendix 2). After grading, in terms of pre- and post-tests, mean scores, standard deviations, minimum and maximum scores, standard error of means in terms of content, organization, discourse markers, vocabulary, sentence construction, mechanics and total scores were calculated. Inter and intra-rater reliability, pre-, post-tests and overall reliability were calculated, as seen in Table 1. The data showed that both inter- and intra-scorer reliability was obtained. That is, the reliability coefficient for the pre-test was 0.841 and 0.845 for the post-test for the first scorer. Furthermore, the reliability



coefficient for the pre-test was 0.739 and 0.862 for the post-test was for the second scorer.

**Table 2. Inter-rater and Intra-rater Reliability of the Pre- and Post-tests**

Scorers	Pre-test		Post-test		Overall
Scorer 1	0.84	0.87	0.84	0.91	0.92
Scorer 2	0.73		0.86		

For pre-and post-tests, the reliability coefficients of AWMQ in Cronbach's Alpha and percentages of variance were calculated as shown in Table 3. The reliability of pre-test was 0.92 and the percentage of variance was 76.75. Furthermore, the reliability of post-test was 0.94 and percentage of variance was 80.34.

**Table 3. AWMQ Reliability of the Pre- and Post-tests**

Reliability coefficients (Cronbach's Alpha)	% of the Variance	
Pre-test	0.92	76.75
Post-test	0.94	80.34

## 4.

# RESULTS

### 4.1. Introduction

This section presents the findings of the study in accordance with the research questions. For this purpose, first, the results on the effects of wikis on EFL writing achievement are given. Then, the effects of wikis on EFL writing motivation are presented.

### 4.2. Research Question 1: Does the Use of Wikis in EFL Writing Affect Writing Achievement?

#### 4.2.1. Instruction Effect on Writing Achievement in Control Group

The results regarding writing achievement showed that there were significant differences between the scores of pre-and post-test scores for the control group, as shown in Table 4. To begin with, when pre- and post-test scores were compared, the mean score for content increased from 14.45 to 17.09. Whereas the mean score for organization was 7.07 for the pre-test, it was 8.59 for post-test. In terms of mean scores for discourse markers, the pre-test score was 5.52 whereas the post-test score was 6.23. What is more, the mean score for vocabulary for post- test was higher than pre-test by increasing from 7.59 to 9.38. Another difference was pre- and post-test scores regarding sentence construction. Namely, it increased from 14.83 to 18.85. Mean score for mechanics changed from 3.40 to 3.85. Additionally, the pre-test total score was 53.11, whereas the post-test total score was 63.73.

**Table 4. Writing Achievement for the Control Group**

		Mean	Std. Deviation	Std. Error Mean
Content	Post-test	17.09	4.90	1.06
	Pre-test	14.45	3.27	.71
Organization	Post-test	8.59	3.05	.66
	Pre-test	7.07	2.11	.46
Discourse markers	Post-test	6.23	1.42	.31
	Pre-test	5.52	.95	.20
Vocabulary	Post-test	9.38	2.24	.49
	Pre-test	7.59	1.52	.33
Sentence construction	Post-test	18.85	3.41	.74
	Pre-test	14.83	3.34	.73
Mechanics	Post-test	3.85	.28	.06
	Pre-test	3.40	.51	.11
Total Score	Post-test	63.73	13.76	3.00
	Pre-test	53.11	10.30	2.24

Significant levels of mean differences for writing achievement between pre- and post tests scores are presented in Table 5. The values showed significant differences for all of the items. For instance, in terms of significance levels; whereas content, organization and discourse markers were .00, .00 and .03 respectively, vocabulary, sentence construction, mechanics and total score were .00. Furthermore, this obviously shows that two tests were substantially correlated.

**Table 5. Paired Samples Test for the Control Group**

Items	Paired Differences					Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Content	2.64	3.74	.81	.93	4.34	.00
Organization	1.52	2.39	.52	.43	2.61	.00
Discourse markers	.71	1.40	.30	.07	1.35	.03
Vocabulary	1.78	1.90	.41	.91	2.65	.00
Sentence construction	4.02	3.14	.68	2.59	5.45	.00
Mechanics	.45	.41	.09	.26	.64	.00
Total score	10.63	9.63	2.10	6.23	15.00	.00

#### 4.2.2. Instruction Effect on Writing Achievement in Experimental Group

According to the results presented in Table 6, considerable differences between pre- and post-test scores were found in terms of writing achievement. For instance, regarding content, the mean score for pre-test was 14.69, whereas it was 19.64 for the post-test. For organization, the mean score was found to be 6.47 for pre-test, while it was found to be 8.92 for the post-test. Additionally, the mean score for pre-test was 5.19, whereas it was 6.83 for post-test regarding discourse markers. What is more, for vocabulary, the mean score for the post- test score was 10.28 which increased from 8.09 for the pre-test. Similar to the other items, mean score for sentence construction for the pre-test was 14.83, while it was 20.83 for the post-test. Regarding mechanics, the mean score for the pre-test was 3.50 whereas is was 3.92 for the post-test. Last, whereas overall mean score for the pre-test was 52.78, it was 70.50 for the pre-test.

**Table 6. Writing Achievement for the Experimental Group**

		Mean	Std. Deviation	Std. Error Mean
Content	Post-test	19.64	2.32	.50
	Pre-test	14.69	2.99	.65
Organization	Post-test	8.92	2.55	.55
	Pre-test	6.47	2.63	.57
Discourse markers	Post-test	6.83	1.19	.26
	Pre-test	5.19	.98	.21
Vocabulary	Post-test	10.28	1.93	.42
	Pre-test	8.09	1.80	.39
Sentence construction	Post-test	20.83	3.09	.67
	Pre-test	14.83	3.39	.74
Mechanics	Post-test	3.92	.28	.06
	Pre-test	3.50	.50	.10
Total score	Post-test	70.50	10.40	2.27
	Pre-test	52.78	10.32	2.25

As shown in Table 7, significant correlations between the pre- and post-test scores were found for the experimental group. For example, the significance level for content, organization, discourse markers, vocabulary, sentence construction, mechanics and total score were found to be .00, which indicates a considerable correlation between pre- and post-test results.

**Table 7. Paired Samples Test for the Experimental Group**

	Paired Differences					Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Content	4.95	3.61	.78	3.30	6.59	.00
Organization	2.45	2.55	.55	1.28	3.61	.00
Discourse markers	1.64	1.25	.27	1.07	2.21	.00
Vocabulary	2.19	1.89	.41	1.32	3.05	.00
Sentence construction	6.00	3.58	.78	4.36	7.63	.00
Mechanics	.42	.48	.10	.20	.64	.00
Total score	17.72	10.69	2.33	12.84	22.58	.00

#### 4.2.3. Comparison of Pen-paper and Wiki

The values given in Table 8 demonstrate that there were no statistically significant differences between the pre-test scores for the control and experimental groups in terms of writing achievement. To begin with, for content, while the pre-test mean score for the control group was 14.45, it was 14.69 for the experimental group ( $p=.58$ ). In terms of organization, the mean score for the pre-test was 7.07 for the control group, whereas it was found to be 6.47 for experimental group ( $p=.51$ ). For discourse markers, the mean score for the pre-test was found to be 5.52 for the control group and 5.19 for the experimental group ( $p=.95$ ). In terms of vocabulary, mean score for the pre-test was 7.59, whereas it was 8.09 for the experimental group ( $p=.54$ ). As for sentence construction, the mean score for the pre-test was 14.83 for both control and experimental groups ( $p=.63$ ). Regarding mechanics, the mean score for the pre-test was 3.40 for control group, whereas it was found to be 3.50 for the experimental group ( $p=.44$ ). The pre-test total score was found to be 53.11 for the control group, but it was 52.78 for the experimental group ( $p=.93$ ).

**Table 8. Pre-test Scores for the Control & Experimental Group**

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
Content	Control Group	14.45	3.27	.71	.30	.58
	Experimental Group	14.69	2.99	.65		
Organization	Control Group	7.07	2.11	.46	.43	.51
	Experimental Group	6.47	2.63	.57		
Discourse markers	Control Group	5.52	.954	.20	.00	.95
	Experimental Group	5.19	.98	.21		
Vocabulary	Control Group	7.59	1.52	.33	.36	.54
	Experimental Group	8.09	1.80	.39		
Sentence construction	Control Group	14.83	3.34	.73	.23	.63
	Experimental Group	14.83	3.39	.74		
Mechanics	Control Group	3.40	.51	.11	.60	.44
	Experimental Group	3.50	.50	.10		
Pretest total score	Control Group	53.11	10.30	2.24	.00	.93
	Experimental Group	52.78	10.32	2.25		

The values in Table 9 showed that mean score for content significantly differed for content, while no significant correlations were found for organization, discourse markers, vocabulary, sentence construction, mechanics and total scores. According to the values, in terms of content, the mean value was 17.09 for the control group while it was 19.64 for the experimental group ( $p=.00$ ). In terms of organization, the mean value for the post-test for control group was 8.59, while it was 8.92 for experimental group ( $p=.49$ ). With respect to discourse markers, the mean value for post-test was 6.23 for the control group and it was found to be 6.83 for the experimental group ( $p=.57$ ). For vocabulary, the mean score for the post-test was 9.38 for control group, as it was 10.28 for the experimental group ( $p=.42$ ). When sentence construction was considered, the mean score for the post-test was found to be 18.85 for the control

group, while it was found to be 20.83 for the experimental group ( $p=.70$ ). In terms of mechanics, the mean score for the post-test was 3.85 for the control group, whereas it was 3.92 for the experimental group ( $p=.44$ ). Last of all, the total mean score for the post-test was found to be 63.73 for the control group, while it was found to be 70.50 for the experimental group ( $p=.13$ ).

**Table 9. Post-test Scores for the Control & Experimental group**

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
Content	Control Group	17.09	4.90	1.06	11.31	.00
	Experimental Group	19.64	2.32	.50		
Organization	Control Group	8.59	3.05	.66	.47	.49
	Experimental Group	8.92	2.55	.55		
Discourse markers	Control Group	6.23	1.42	.31	.32	.57
	Experimental Group	6.83	1.19	.26		
Vocabulary	Control Group	9.38	2.24	.49	.66	.42
	Experimental Group	10.28	1.93	.42		
Sentence construction	Control Group	18.85	3.41	.74	.14	.70
	Experimental Group	20.83	3.09	.67		
Mechanics	Control Group	3.85	.28	.06	.59	.44
	Experimental Group	3.92	.28	.06		
Posttest total score	Control Group	63.73	13.76	3.00	2.36	.13
	Experimental Group	70.50	10.40	2.27		



### **4.3. Research Question 2: Does the use of Wikis in EFL Writing Have Any Influence on EFL Writing Motivation?**

#### **4.3.1. Pen-paper Effect on Writing Motivation**

As shown in Table 10, in terms of post-test results consisting of participants' perceptions and attitudes towards writing, they seem to have intrinsic motivation. For instance, participants agreed that they enjoyed writing ( $x=3.57$ ). Furthermore, they reflected that they liked to write down their thoughts ( $x=3.76$ ), participate in written online discussions ( $x=2.66$ ) and participate in classes that require a lot of writing ( $x=2.71$ ). Moreover, they stated that they enjoyed creative writing assignments ( $x=3.66$ ), writing assignments that challenge them ( $x=3.00$ ), writing literary analysis papers ( $x=2.52$ ) and research papers ( $x=2.71$ ). Additionally, they asserted that they liked others to read what they had written ( $x=2.76$ ), write even if their writing would not be graded ( $x=3.19$ ), and would like to have more opportunities to write ( $x=3.04$ ) and write an essay and that they were motivated to write in classes ( $x=3.00$ ).

As presented in Table 10, from the point of extrinsic motivation within the context of post-test results, participants seemed motivated to write. For example, they stated that they liked to get feedback from an instructor ( $x= 3.90$ ), to be graded ( $x=3.42$ ), to be recognized as a good writer ( $x=3.33$ ) and to get the highest grade in the class on a writing assignment ( $x=3.14$ ). Moreover, they believed that being a good writer would help them do well academically ( $x=4.28$ ) and being a better writer would help them in their careers ( $x=4.23$ ). Furthermore, they attached importance to becoming a better writer ( $x=3.85$ ), making an A on a writing assignment ( $x=3.85$ ). On the contrary, values related to being a good writer for getting a good job ( $x=3.66$ ) considerably decreased ( $p=.04$ ).

According to Table 10, with regard to participants' self-efficacy in terms of the post-test results, participants indicated that spelling ( $x=3.38$ ), punctuation ( $x=3.28$ ), choosing the right word ( $x=3.19$ ) and writing good essays ( $x=2.90$ ) were easy for them. Moreover, they believed that they used correct grammar in their writing ( $3.33$ ), that they wrote as well as other students ( $3.71$ ), and that they were able to clearly express their ideas in writing ( $3.57$ ) and easily focused on what they were writing ( $x=3.33$ ).

Last, they stated that they were more likely to succeed if they could write well ( $x=4.04$ ).

As shown in Table 10, according to post-test results, with the aim of improving writing skills, it was revealed that participants strove excessively. For instance, participants stated that they practiced writing in order to improve their skills ( $x=2.90$ ) and planned before they wrote it ( $x=4.09$ ). They also stated that they completed a writing assignment even when it was difficult ( $x=3.47$ ), wrote more than the minimum on writing assignments ( $x=3.47$ ) and put a lot of effort into their writing ( $x=3.76$ ). In contrast to increases, the mean score for revising participants' writing before submitting an assignment significantly decreased ( $x=3.80$ ). According to post-test results, the frequency of revising was significantly less crucial for the control group ( $p=.00$ ).

As presented in Table 10, it was found that five items were significantly correlated when the pre- and post-test results were compared. For instance, the values regarding enjoying writing and liking to write down their thoughts significantly increased ( $p=.00$ ). Moreover, the participants' motivation to write in their classes considerably increased ( $p=.01$ ). Another improvement was in participants' perceptions that their beliefs about the easiness of writing good essays increased significantly ( $p=.01$ ). Finally, participants' beliefs about writing more than the minimum on writing assignments considerably improved ( $p=.02$ ).

**Table 10. Instruction Effect on Writing Motivation for Control Group  
(The paired sample test)**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
I enjoy writing.	.66	.79	.17	.30	1.02	3.83	20	.00
I like to write down my thoughts.	.61	.86	.18	.22	1.01	3.28	20	.00
I write more than the minimum on writing assignments.	.52	.98	.21	.07	.97	2.44	20	.02
It is easy for me to write good essays.	.42	.74	.16	.08	.76	2.63	20	.01
I revise my writing before submitting an assignment.	-.47	.67	.14	-.78	-.16	-3.21	20	.00
Being a good writer is important in getting a good job.	-.33	.73	.15	-.66	-.00	-2.09	20	.04
I am motivated to write in my classes.	.47	.81	.17	.10	.84	2.68	20	.01

#### **4.3.2. The Effects of Wikis on Writing Motivation**

The values in Table 11 show that the values of certain items stating participants' intrinsic motivation considerably increased. For example, the participants stated that they enjoyed writing ( $x=3.61$ ), writing down their thoughts ( $x=3.80$ ), submitting creative ( $x=3.66$ ) and challenging ( $x=3.33$ ) writing assignments, attending classes that require a lot of writing ( $x=3.09$ ), writing even if their writing would not be graded ( $x=3.09$ ) and writing research papers ( $x=3.33$ ). Furthermore, they stated that they like to participate in written online discussions ( $x=3.47$ ), which is slightly lower in the control group. In addition, they expressed that they liked others to read what they wrote ( $x=2.95$ ), having more opportunities to write in classes ( $x=2.95$ ) and writing an essay

rather than answering multiple-choice questions ( $x=2.61$ ). The participants also mainly claimed that they were motivated to write in their classes ( $x=3.95$ ).

As it is shown in Table 11, in terms of extrinsic properties, the participants have a high level of motivation. For instance, the students claimed that they liked to get feedback from an instructor ( $x=3.66$ ) and for their writing to be graded ( $x=3.38$ ). In addition, they regarded becoming a better writer ( $x=3.95$ ), making an A on a writing assignment ( $x=4.28$ ) and being a good writer for getting a good job ( $x=4.09$ ) as significant factors. Furthermore, they wanted the highest grade in the class on a writing assignment ( $x=3.47$ ) and for others to recognize them as good writers ( $x=3.42$ ) a lot. Moreover, they believed that being a better writer would help them in their career ( $4.61$ ) and in succeeding academically ( $x=4.47$ ).

Regarding participants' self-efficacy and achievement, the values noticeably increased, as presented in Table 11. For instance, the participants believed that writing good essays ( $x=3.09$ ), choosing the right word ( $x=3.85$ ), punctuation ( $x=3.61$ ) and spelling ( $x=3.90$ ) were easy for them. In addition, they believed that they used correct grammar in their writings ( $x=3.80$ ) and that they wrote as well as other students ( $x=3.76$ ). Along with easily focusing on what they were writing ( $x=3.76$ ), they stated that they could succeed if they could write well ( $x=4.19$ ) and clearly express their ideas in writing ( $x=3.85$ ).

According to the values given in Table 11, the level of effort made by the participants in order to master their writing skills increased. In addition to the attitudes and perceptions, values of items including students' attempt to improve their writing skills seem to have considerably increased. For example, the students believed that they wrote more than the minimum on writing assignments ( $x=3.33$ ) and completed it even when it was difficult ( $x=3.42$ ). Furthermore, they stated that they planned before writing ( $x=3.90$ ) and revised before submitting ( $x=3.80$ ), which are some of the crucial elements of process- based writing.

According to the findings presented in Table 11, eight items were correlated and there were significant improvements in values of these items. First, there existed to be considerable increase in motivation to write in classes and willingness to

participate in written online discussions ( $p=.00$ ). Second, in terms of enjoying writing ( $p=.04$ ) and creative writing assignments ( $p=.02$ ), there were considerable improvements. Third, appreciating feedback from an instructor on their writing ( $p=.03$ ), classes that require a lot of writing ( $p=.03$ ) and others to read what they wrote ( $p=.03$ ) were significantly correlated. In addition, the ease of choosing the right word ( $p=.03$ ) was considerably correlated.

**Table 11. Wiki Effect on Motivation for the Experimental Group**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
I enjoy writing.	.47	1.03	.22	.00	.94	2.11	20	.04
I like to participate in written online discussions.	1.09	1.57	.34	.37	1.81	3.18	20	.00
I like to get feedback from an instructor on my writing.	.47	.98	.21	.02	.92	2.22	20	.03
I enjoy creative writing assignments.	.47	.92	.20	.05	.89	2.35	20	.02
I like classes that require a lot of writing.	.47	.98	.21	.02	.92	2.22	20	.03
I like others to read what I have written.	.52	1.07	.23	.03	1.01	2.22	20	.03
Choosing the right word is easy for me.	.42	.8	.18	.03	.82	2.25	20	.03
I am motivated to write in my classes.	1.38	1.20	.26	.83	1.92	5.26	20	.00

### 4.3.3. Comparison of Pen-paper and Wiki Effect

To analyze differences between the control and experimental groups, pre-test and post-test scores for both groups were compared. The similarities and differences were presented in Appendix 7 and Table 12. Within this context, it was found out that five items were significantly correlated in terms of the scores gathered from control and experimental groups. The items having significant difference were stated appreciating feedback from an instructor on their writing ( $p=.01$ ), easily focusing on what they are writing ( $p=.05$ ), thinking that spelling is easy ( $p=.01$ ), revising their writing before submitting an assignment ( $p=.04$ ) and choosing to write an essay rather than answer in multiple choice questions ( $p=.03$ ). The significance level of the items indicated strong correlation being equal to lower than .05.

**Table 12. Pretest Scores (Control & Experimental group, Independent Samples Test)**

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I like to get feedback from an instructor on my writing.	Control Group	3.61	.74	.16	6.41	.01
	Experimental Group	3.19	1.16	.25		
I easily focus on what I am writing.	Control Group	3.23	1.30	.28	3.86	.05
	Experimental Group	3.52	.87	.19		
Spelling is easy for me.	Control Group	3.23	1.26	.27	6.29	.01
	Experimental Group	3.66	.73	.15		
I revise my writing before submitting an assignment.	Control Group	4.28	.95	.20	4.33	.04
	Experimental Group	4.19	.67	.14		
I would rather write an essay than answer multiple choice questions	Control Group	2.85	1.42	.31	4.92	.03
	Experimental Group	2.33	.91	.19		

After the experiment, the post-test scores for the control and experimental groups were compared in order to find out the differences. The values are presented in

Appendix 8 and Table 13 in details. As it is seen, two items were significantly different with regard to motivation in writing. The items that were strongly correlated were that they revised their writing before submitting an assignment ( $p=.01$ ) and that being a good writer was important in getting a good job ( $p=.05$ ). Apart from these items, there was no statistically substantial distinctness between the scores of control and experimental groups.

**Table 13. Post-test Scores (Control & Experimental Group, Independent Samples Test)**

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I revise my writing before submitting an assignment.	Control Group	3.80	.67	.14	6.54	.01
	Experimental Group	3.80	1.24	.27		
Being a good writer is important in getting a good job.	Control Group	3.66	1.31	.28	3.98	.05
	Experimental Group	4.09	.88	.19		

## 5.

### CONCLUSIONS and DISCUSSION

#### 5.1. Introduction

This section consists of five sub-sections including detailed information about the conclusion of the study and discussion about the effects of using the Process-based Approach and wikis on EFL writing achievement and motivation. First, conclusions that were drawn in the study are explained. Second, the findings of the study compared to the ones reached in previous studies are compared. Third, recommendations for learners, teachers, materials and curriculum developers will be given. Fourth, recommendations for further research are listed. Last, the limitations of the study are given.

#### 5.2. Conclusions

1. The first conclusion is that process-based writing instruction has supportive impacts on EFL learners' writing achievement. Speaking more specifically, process-based writing instruction improves content, organization, discourse markers, vocabulary, sentence construction and mechanics of writing in a traditional learning environment. It was also concluded that in a writing class instructed in process-based writing approach, learners advance writing statements and organizing parts of an essay along with adding supporting details, composing much more well-developed essays, correct use of words, enlarged word-choice and usage. Moreover, the process-based writing approach is effective in helping learners to use different types of sentences, coordinators, transitions and prepositions properly. Additionally, competence in



spelling, punctuation, capitalization and spelling is improved due to process-based writing instruction in a traditional classroom context.

2. The second conclusion is that the use of process-based instruction and the wiki based environment in an EFL writing class has an influence on participants' writing achievements. That is, the use of wiki along with the process-based writing approach leads learners to improve their writing skills in terms of content, organization, discourse markers, vocabulary, sentence construction, vocabulary and mechanics. Furthermore, learners compose most relevant sentences to topic, state clearly, support with introduction, body paragraphs, conclusion and details, use signal words, pronouns, adjectives correctly, define paragraphs clearly and make less mistakes. With the help of wikis, EFL learners develop content closely connected with topic, use sophisticated words along with prepositions and make less errors.

3. The third conclusion reached in the study is that, when traditional pen-paper and wiki-based writing are compared, wiki-based online environment enables learners to get higher scores, whereas both types of environments improve their writing skills. Specifically, regarding content, learners are encouraged to write more substantively developed genre, relevant to topic and knowledgeable thesis by means of wiki-based writing environment.

4. The fourth conclusion is that, in terms of writing motivation, process-based writing instruction in a traditional writing environment has both positive and negative effects. In other words, the process-based writing approach in a traditional environment increases learners' motivation with regard to enjoying writing, carrying off writing assignments and writing more than the minimum. On the other hand, revising before submitting and considering writing as significant are affected negatively; the participants' level of motivation also decreases.

5. The fifth conclusion in the study is that the process-based writing approach in wiki-based learning environment has considerable effects on learners' motivation to write in EFL. For instance, learners' enjoyment in terms of writing, participating in online discussions, getting feedback, composing creative assignments, and attending classes that require a lot of writing are enhanced. Moreover, choosing and using correct

words becomes easier with the help of the wiki-based online writing environment. Additionally, EFL writers feel more motivated to write in their classes by means of wiki-based writing classroom.

6. The last conclusion is that wiki-based and pen-paper writing classes have certain similar and different effects, when they are compared in terms of learners' writing motivation. For instance, in terms of enjoying writing and being motivated to write in their classes, traditional and wiki-based writing classes seem similar. However, it was concluded that pen-paper writing increases motivation in terms of writing down thoughts readily and more than the minimum on writing assignments. On the other hand, it has no effect when appreciating being a good writer and the rate of revising assignment before submitting were considered. What is more, wiki-based writing class motivates students in terms of participating in written online discussions, getting feedback from an instructor and others, creative writing assignments and classes that require a lot of writing.

### **5.3. Implications**

Several pedagogical implications including a brief comparison between the findings obtained from previous research and the ones found in the current study. First of all, this study provides evidence for the effectiveness of process-based writing instruction in a traditional learning environment in terms of increasing achievement in EFL writing. Similar results are found in terms of deducing that process approach is effective in improving writing ability (Abbate-Vaughn, 2006; Arslan & Şahin, 2010; Whitney, 2008; Zhou, 2015). Similarly, as is found by Susser (1994), the study concluded that process-oriented writing pedagogy enables learners to be conscious of their learning process. Additionally, the study draws a conclusion that the process-oriented writing approach is a useful way to stretch their vocabulary and gain more sophisticated vocabulary knowledge, as found by Muncie (2002). Furthermore, the study concludes that process-oriented writing instruction enables learners to create more complex sentences and coherent texts with more words, which is also concluded by Lee (2006). Second, process-based writing instruction by using wiki is found to have positive impacts on EFL writing in this study. Similar findings are also obtained

by Kontogeorgi (2014) indicating that wikis lay emphasis on the effectiveness of process-oriented writing and that wikis improve electronic literacy, collaboration, providing teacher and peer feedback. Furthermore, the conclusion of this study stating that wikis have the capacity to improve teaching and learning activities match with the findings by Chu (2010). Third, the finding shows that learners are either motivated or demotivated in certain points in traditional learning environment. The results match with the findings pointing out that writing cannot be turned into a codified process (Kalan, 2015), and less attention is paid to writing pedagogy and feedback (Barnhisel, 2012; Westervelt, 1998). Fourth, the study provides evidence that the wiki-oriented writing environment strengthens learners' level of motivation. Similar findings were reached in the previous research. For example, the use of wikis are claimed to increase motivation and enhance writing confidence (Ducate, 2011; Franco, 2008; Kontogeorgi, 2014; Ozdemir & Aydin, 2015; Wang, 2014). Furthermore, this study concludes that wikis encourage effective collaboration, which is also found by Chen (2015).

As regards to the findings, it can be suggested that teachers can carry out process-based writing instruction in order to increase learners' writing performance either in traditional or online environments. That is, both wiki-oriented and pen-paper writing tasks in the process-based approach encourage and challenge learners along with increasing their writing confidence. In terms of increasing learners' level of motivation in EFL writing classes, wikis that are easily, freely and newly accessible tools can be applied. As a final point, it can be inferred that both pen-paper and wiki environment are influential in motivating and inspiring learners to exert effort along with paying more attention.

#### **5.4. Practical Recommendations**

Some practical recommendations can be put forward in consideration of the conclusions. First of all, media literacy and educating teachers to use digital media in the class effectively should be compulsory in teacher training programs. Only when equipped with the required knowledge to implement technological tools and applications in writing course, will pre-service and experienced teachers will

professionally be developed for teaching today's generation who are digital natives being born into a digital world. Second, wiki existing as an advanced technology tool ought not to be ignored by teachers but benefited from the advantages it serves. By incorporating wiki to the course structure with the aim of giving and accepting homework, providing feedback by both teacher and peer, correcting errors, making corrections and teaching in this way, teachers can enable learners to develop higher writing proficiency levels. Third, teachers also need to integrate process-based writing instruction into their traditional teaching environment in order to enhance learners' writing achievement and motivation. Fourth, as being indispensable for EFL learning, the learners' motivations should be taken seriously by the teachers. Both inside and outside of the classroom, teachers need to motivate learners and provide new opportunities.

When it comes to curriculum designers and material developers, more attention should be paid to the supportive impacts of process-based writing instruction and new integrated environments should be considered. Specifically, for advanced level EFL learners who have to focus on complicated structures to write well-developed essays and academic writing, process-based writing instruction needs to be incorporated into the teaching and learning process. Furthermore, concerning writing in EFL, policy makers need to be concerned about preparing and re-orienting the schools and learners for 21<sup>st</sup> century education in a digital era and look over recent research on the use of digital media such as wikis. It is noteworthy that curriculum designers need to pursue a policy, make supportive plans, and fund-raise for making impressive use of wikis in EFL classes. In addition, curriculum and material developers should include wikis to writing course plans in order to provide learners with power and opportunity to share ideas with others and influence thoughts.

### **5.5. Recommendations for Further Research**

Some practical recommendations for further research can be put forward. To begin with, further research should investigate the relevance of wikis between psychological, social and individual variables on influencing the writing achievement and motivation of EFL writers. Namely, the effects of wikis on psychological aspects

including learners' emotions, affective variables, self-consciousness, self-assurance and self-sufficiency should be the subject of further discussion. Researchers also need to focus on the effects of wikis on other writing approaches including form-focused, reader-dominated and content-based approaches and environment effects on the aforementioned approaches. The impacts of other writing environments, either online or traditional, on motivation need to be the focus of further studies. Furthermore, studies should be based on the recent tools of technology including blogs, podcasts and other Web and Web 2.00 tools, as considerable gaps exist in related literature. Issues such as competence of information technologies, drawing advantage from and familiarity with the Internet, academic score and their relationship between EFL writing achievement and motivation must be focused on. Moreover, to determine imperfections and obtain open-ended comments in terms of learners' motivation and achievement, qualitative studies should be carried out.

### **5.6. Limitations of the Study**

Several limitations can be noted. First of all, this study is limited to 42 freshmen students studying at the ELT Department of Necatibey Education Faculty at Balikesir University, Turkey. Second, this study is limited to experimental research process including pre-test along with writing achievement test, four-week administration and post-test together with achievement test. Third, the topics of tests are limited to the ones created for TOEFL. Fourth, the study is limited to investigating EFL writing achievement and motivation. Moreover, the tool for collecting data is limited to AWMQ (Payne, 2012).

## 6.

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## 7. APPENDICES

### Appendix 1 Background and Academic Writing Motivation Questionnaire

Dear participant,

A questionnaire was presented below to measure your attitudes and perceptions towards EFL writing. Please read the questions and mark the most appropriate choice. I would like to thank for your kind participation.

Şeyda SAVRAN ÇELİK

<b>PART 1: Background Questionnaire</b>	
Your age _____	Your gender      Female (1)      Male (2)
Group      Pen-paper (1)      Wiki (2)	Your academic achievement score _____

#### PART 2. Attitudes and perceptions towards EFL writing

Statements	Never	Rarely	Sometimes	Usually	Always
01. I enjoy writing.	(1)	(2)	(3)	(4)	(5)
02. I like to write down my thoughts.	(1)	(2)	(3)	(4)	(5)
03. I use correct grammar in my writing.	(1)	(2)	(3)	(4)	(5)
04. I complete a writing assignment even when it is difficult.	(1)	(2)	(3)	(4)	(5)
05. Being a good writer will help me do well academically.	(1)	(2)	(3)	(4)	(5)
06. I write as well as other students.	(1)	(2)	(3)	(4)	(5)

Attitudes and perceptions towards EFL writing

Attitudes and perceptions towards EFL writing	07. I write more than the minimum on writing assignments.	(1)	(2)	(3)	(4)	(5)
	08. I put a lot of effort into my writing.	(1)	(2)	(3)	(4)	(5)
	09. I like to participate in written online discussions.	(1)	(2)	(3)	(4)	(5)
	10. I like to get feedback from an instructor on my writing.	(1)	(2)	(3)	(4)	(5)
	11. I am able to clearly express my ideas in writing.	(1)	(2)	(3)	(4)	(5)
	12. I easily focus on what I am writing.	(1)	(2)	(3)	(4)	(5)
	13. I like my writing to be graded.	(1)	(2)	(3)	(4)	(5)
	14. I am more likely to succeed if I can write well.	(1)	(2)	(3)	(4)	(5)
	15. It is easy for me to write good essays.	(1)	(2)	(3)	(4)	(5)
	16. I enjoy creative writing assignments.	(1)	(2)	(3)	(4)	(5)
	17. I like classes that require a lot of writing.	(1)	(2)	(3)	(4)	(5)
	18. I plan how I am going to write something before I write it.	(1)	(2)	(3)	(4)	(5)
	19. Becoming a better writer is important to me.	(1)	(2)	(3)	(4)	(5)
	20. Being a better writer will help me in my career.	(1)	(2)	(3)	(4)	(5)
	21. It is important to me that I make an A on a writing assignment.	(1)	(2)	(3)	(4)	(5)
	22. I enjoy writing assignments that challenge me.	(1)	(2)	(3)	(4)	(5)
	23. I revise my writing before submitting an assignment.	(1)	(2)	(3)	(4)	(5)
24. Punctuation is easy for me.	(1)	(2)	(3)	(4)	(5)	
25. I enjoy writing literary analysis papers.	(1)	(2)	(3)	(4)	(5)	
26. I like to write even if my writing will not be graded.	(1)	(2)	(3)	(4)	(5)	
Attitudes	27. I like others to read what I have written.	(1)	(2)	(3)	(4)	(5)

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28. I enjoy writing research papers.	(1)	(2)	(3)	(4)	(5)
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29. I would like to have more opportunities to write in classes.	(1)	(2)	(3)	(4)	(5)
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30. Being a good writer is important in getting a good job.	(1)	(2)	(3)	(4)	(5)
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31. I practice writing in order to improve my skills.	(1)	(2)	(3)	(4)	(5)
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32. I want the highest grade in the class on a writing assignment.	(1)	(2)	(3)	(4)	(5)
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33. I would rather write an essay than answer multiple-choice questions.	(1)	(2)	(3)	(4)	(5)
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34. I want others to recognize me as a good writer.	(1)	(2)	(3)	(4)	(5)
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35. Spelling is easy for me.	(1)	(2)	(3)	(4)	(5)
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36. Choosing the right word is easy for me.	(1)	(2)	(3)	(4)	(5)
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37. I am motivated to write in my classes.	(1)	(2)	(3)	(4)	(5)
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## Appendix 2: Evaluation Form

NAME:

SCORER 1 / 2

ESL COMPOSITION PROFILE*		
	RANGE	CRITERIA
<b>Content</b>	25-22	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable-substantive-thorough development of thesis/genre
	21-17	<b>GOOD TO AVERAGE:</b> some knowledge of subject-adequate range-limited development of thesis/genre-mostly relevant to topic, but lacks detail
	16-11	<b>FAIR TO POOR:</b> limited knowledge of subject-little substance-inadequate development of thesis/genre
	10-5	<b>VERY POOR:</b> does not show knowledge of subject-non-substantive-not pertinent-OR not enough to evaluate
<b>Organization</b>	15-13	<b>EXCELLENT TO VERY GOOD:</b> organization clearly stated and supported-well organized and very thorough development of introduction, body and conclusion, well-organized and very thorough development of supporting details
	12-9	<b>GOOD TO AVERAGE:</b> somewhat choppy-main ideas stand out, but organization unclear-limited development of introduction, body and conclusion-and/or limited development of supporting details
	8-5	<b>FAIR TO POOR:</b> ideas confused or disconnected-lacks logical sequencing and development of introduction, body and conclusion, and/or limited development of supporting details
	4-2	<b>VERY POOR:</b> does not communicate-no organization-OR not enough to evaluate
<b>Discourse Markers</b>	10-9	<b>EXCELLENT TO VERY GOOD:</b> Appropriate use and wide range of cohesive devices (signal words, pronouns, key words, demonstrative adjectives)
	8-6	<b>GOOD TO AVERAGE:</b> Mostly appropriate use and range of cohesive devices (signal words, pronouns, key words, demonstrative adjectives)
	5-3	<b>FAIR TO POOR:</b> Limited use and range of cohesive devices (signal words, pronouns, key words, demonstrative adjectives)
	2-1	<b>VERY POOR:</b> little or no linkage between sentences

Vocabulary	15-13	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range-effective word/idiom choice and usage-word form mastery-appropriate register
	12-9	<b>GOOD TO AVERAGE:</b> adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured
	8-5	<b>FAIR TO POOR:</b> limited range-frequent errors of word/idiom form, choice, usage and/or meaning confused or obscured
	4-2	<b>VERY POOR:</b> essentially translation-little knowledge of English vocabulary, idioms, word form OR not enough to evaluate
Sentence Construction	30-26	<b>EXCELLENT TO VERY GOOD:</b> effective use of simple, compound, and complex sentences-effective use of coordinators, subordinators, and transitions-few errors of S-V agreement, verb tense, number, word order/function, articles, pronouns, prepositions
	25-20	<b>GOOD TO AVERAGE:</b> inconsistent control of simple, compound and/or complex sentences-minor problems in the use of coordinators, subordinators, and transitions-several errors of S-V agreement, verb tense, number, word order/function, articles, pronouns, prepositions
	19-14	<b>FAIR TO POOR:</b> major problems in simple, compound and/or complex sentences-frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, comma splice-meaning confused or obscured
	13-6	<b>VERY POOR:</b> virtually no mastery of sentence construction rules-dominated by errors-does not communicate-OR not enough to evaluate
Mechanics	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions-few errors of spelling, punctuation, capitalization-includes clearly defined paragraphs and title-legible handwriting
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization-unclear paragraphing-but meaning not obscured
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing-poor handwriting-meaning confused or obscured
	2	<b>VERY POOR:</b> no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-handwriting illegible-OR not enough to evaluate



### Appendix 3: Research Consent Form

<b>Name of Researcher(s):</b> Şeyda SAVRAN ÇELİK
<b>Title of study:</b> An Experimental Study on the Effects of Wikis on EFL Writing Motivation

**Please read and complete this form carefully. If you are willing to participate in this study, ring the appropriate responses and sign and date the declaration at the end. If you do not understand anything and would like more information, please ask.**

- I have had the research satisfactorily explained to me in verbal and / or written form by the researcher. YES/NO
- I understand that the research will involve: *4 weeks and 20 hours total* YES /NO
- I understand that I may withdraw from this study at any time without having to give an explanation. This will not affect my future care or treatment. YES /NO
- I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study. YES /NO
- I understand that any material of me will be used solely for research purposes and will be destroyed on completion of your research. YES /NO

**I freely give my consent to participate in this research study and have been given a copy of this form for my own information.**

Signature: .....

Date: .....

**Appendix 4: Control Group (Pretest / Posttest Comparison)**

Statements	Mean	Std. Deviation	Std. Error Mean
I enjoy writing.	2.90	.94	.20
	3.57	.92	.20
I like to write down my thoughts.	3.14	.85	.18
	3.76	.83	.18
I use correct grammar in my writing.	3.14	1.10	.24
	3.33	.96	.21
I complete a writing assignment even when it is difficult.	3.47	.92	.20
	3.47	.87	.19
Being a good writer will help me do well academically.	4.38	.92	.20
	4.28	.84	.18
I write as well as other students.	3.47	.92	.20
	3.71	.84	.18
I write more than the minimum on writing assignments.	2.95	.97	.21
	3.47	.81	.17
I put a lot of effort into my writing.	3.57	.92	.20
	3.76	1.04	.22
I like to participate in written online discussions.	2.47	.92	.20
	2.66	1.19	.26
I like to get feedback from an instructor on my writing.	3.61	.74	.16
	3.90	.83	.18
I am able to clearly express my ideas in writing.	3.33	1.06	.23
	3.57	.87	.18
I easily focus on what I am writing.	3.23	1.30	.28
	3.33	.85	.18
I like my writing to be graded.	2.95	1.28	.28
	3.42	.92	.20
I am more likely to succeed if I can write well.	4.33	.73	.15
	4.04	.92	.20
It is easy for me to write good essays.	2.47	.98	.21
	2.90	.94	.20
I enjoy creative writing assignments.	3.23	.99	.21
	3.66	1.01	.22

I like classes that require a lot of writing.	2.52	1.24	.27
	2.71	1.05	.23
I plan how I am going to write something before I write it.	4.04	1.11	.24
	4.09	.88	.19
Becoming better writer is important to me.	3.90	1.04	.22
	3.85	1.10	.24
Being a better writer will help me in my career.	4.33	1.06	.23
	4.23	.88	.19
It is important to me that I make an A on a writing assignment.	3.90	1.09	.23
	3.85	1.27	.27
I enjoy writing assignment that challenges me.	2.66	1.15	.25
	3.00	.94	.20
I revise my writing before submitting an assignment.	4.28	.95	.20
	3.80	.67	.14
Punctuation is easy for me.	3.47	1.12	.24
	3.28	.95	.20
I enjoy writing literary analysis papers.	2.76	.99	.21
	2.52	1.12	.24
I like to write even if my writing will not be graded.	3.04	1.16	.25
	3.19	1.07	.23
I like others to read what I have written.	2.57	1.16	.25
	2.76	1.17	.25
	2.19	.98	.21
I enjoy writing research papers.	2.71	1.14	.25
	2.80	1.12	.24
I would like to have more opportunities to write in classes.	3.04	1.07	.23
	4.00	1.14	.24
Being a good writer is important in getting a good job.	3.66	1.31	.28
	2.76	1.26	.27
I practice writing in order to improve my skills .	2.90	1.22	.26
	3.52	1.36	.29
I want the highest grade in the class on a writing assignment.	3.14	1.49	.32
	2.85	1.42	.31
I would rather write an essay than answer multiple choice questions.	2.42	1.16	.25

I want others to recognize me as a good writer.	3.09	1.33	.29
	3.33	1.27	.27
Spelling is easy for me .	3.23	1.26	.27
	3.38	.86	.18
Choosing the right word is easy for me.	3.14	.96	.21
	3.19	1.03	.22
I am motivated to write in my classes.	2.52	1.03	.22
	3.00	.94	.20



**Appendix 5: The Paired Sample Test Results for the Control Group**

Statements	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
I enjoy writing.	.66	.79	.17	.30	1.02	3.83	20	.00
I like to write down my thoughts.	.61	.86	.18	.22	1.01	3.28	20	.00
I use correct grammar in my writing .	.19	.74	.16	-.15	.53	1.16	20	.25
I complete a writing assignment even when it is difficult.	.00	1.09	.23	-.49	.49	.00	20	1.00
Being a good writer will help me do well academically.	-.09	.53	.11	-.34	.15	-.81	20	.42
I write as well as other students.	.23	.76	.16	-.11	.58	1.42	20	.17
I write more than the minimum on writing assignments.	.52	.98	.21	.07	.97	2.44	20	.02
I put a lot of effort into my writing..	.19	.67	.14	-.11	.49	1.28	20	.21
I like to participate in written online discussions.	.19	.81	.17	-.17	.56	1.07	20	.29
I like to get feedback from an instructor on my writing.	.28	.90	.19	-.12	.69	1.45	20	.16
I am able to clearly express my ideas in writing.	.23	.88	.19	-.16	.64	1.22	20	.23
I easily focus on what I am writing.	.09	.94	.20	-.33	.52	.46	20	.64
I like my writing to be graded.	.47	1.12	.24	-.03	.98	1.94	20	.06
I am more likely to succeed if I can write well.	-.28	.95	.20	-.72	.14	-1.36	20	.18
It is easy for me to write good essays.	.42	.74	.16	.08	.76	2.63	20	.01

I enjoy creative writing assignments.	.42	.92	.20	.00	.85	2.12	20	.04
I like classes that require a lot of writing.	.19	.98	.21	-.25	.63	.89	20	.38
I plan how I am going to write something before I write it.	.04	1.49	.32	-.63	.73	.14	20	.88
Becoming better writer is important to me.	-.04	.97	.21	-.49	.39	-.22	20	.82
Being a better writer will help me in my career.	-.09	.76	.16	-.44	.25	-.56	20	.57
It is important to me that I make an A on a writing assignment.	-.04	.97	.21	-.49	.39	-.22	20	.82
I enjoy writing assignment that challenges me.	.33	.91	.19	-.08	.74	1.67	20	.11
I revise my writing before submitting an assignment.	-.47	.67	.14	-.78	-.16	-3.21	20	.00
Punctuation is easy for me.	-.19	.98	.21	-.63	.25	-.89	20	.38
I enjoy writing literary analysis papers.	-.23	1.26	.27	-.81	.33	-.86	20	.39
I like to write even if my writing will not be graded.	.14	1.35	.29	-.47	.75	.48	20	.63
I like others to read what I have written.	.19	1.16	.25	-.34	.72	.74	20	.46
I enjoy writing research papers.	.52	1.16	.25	-.00	1.05	2.05	20	.05
I would like to have more opportunities to write in classes.	.23	1.33	.29	-.37	.84	.81	20	.42
Being a good writer is important in getting a good job.	-.33	.73	.15	-.66	-.00	-2.09	20	.04
I practice writing in order to improve my skills.	.142	1.19	.26	-.40	.68	.54	20	.59
I want the highest grade in the class on a writing assignment.	-.38	1.02	.22	-.84	.08	-1.70	20	.10

I would rather write an essay than answer multiple choice questions.	-.42	1.36	.29	-1.04	.19	-1.44	20	.16
I want others to recognize me as a good writer.	.23	1.26	.27	-.33	.81	.86	20	.39
Spelling is easy for me.	.14	.96	.21	-.29	.58	.67	20	.50
Choosing the right word is easy for me.	.04	.66	.14	-.25	.35	.32	20	.74
I am motivated to write in my classes.	.47	.81	.17	.10	.84	2.68	20	.01



**Appendix 6: Experimental Group (Pretest / Posttest Comparison)**

Statements	Mean	Std. Deviation	Std. Error Mean
I enjoy writing.	3.14	.91	.19
	3.61	1.02	.22
I like to write down my thoughts.	3.61	.92	.20
	3.80	1.07	.23
I use correct grammar in my writing.	3.71	.71	.15
	3.80	.74	.16
I complete a writing assignment even when it is difficult.	3.23	.94	.20
	3.42	1.12	.24
Being a good writer will help me do well academically.	4.52	.98	.21
	4.47	.60	.13
I write as well as other students.	3.76	.99	.21
	3.76	.99	.21
I write more than the minimum on writing assignments.	3.52	1.03	.22
	3.33	1.06	.23
I put a lot of effort into my writing.	3.71	.90	.19
	3.61	.92	.20
I like to participate in written online discussions.	2.38	1.20	.26
	3.47	1.12	.24
I like to get feedback from an instructor on my writing.	3.19	1.16	.25
	3.66	1.06	.23
I am able to clearly express my ideas in writing.	3.57	.92	.20
	3.85	.72	.15
I easily focus on what I am writing.	3.52	.87	.19
	3.76	.70	.15
I like my writing to be graded.	3.14	1.10	.24
	3.38	1.11	.24
I am more likely to succeed if I can write well.	3.90	.94	.20
	4.19	.74	.16
It is easy for me to write good essays.	3.19	1.03	.22
	3.09	.83	.18
I enjoy creative writing assignments.	3.19	1.07	.23
	3.66	1.01	.22



I like classes that require a lot of writing.	2.61	1.02	.22
	3.09	.94	.20
I plan how I am going to write something before I write it.	4.14	1.01	.22
	3.90	1.22	.26
Becoming better writer is important to me.	4.00	1.09	.23
	3.95	1.02	.22
Being a better writer will help me in my career.	4.47	.81	.17
	4.61	.58	.12
It is important to me that I make an A on a writing assignment.	3.90	1.09	.23
	4.28	.71	.15
I enjoy writing assignment that challenges me.	3.00	1.18	.25
	3.33	1.23	.27
I revise my writing before submitting an assignment.	4.19	.67	.14
	3.80	1.24	.27
Punctuation is easy for me.	3.42	.87	.18
	3.61	.97	.21
I enjoy writing literary analysis papers.	2.04	.80	.17
	2.42	.92	.20
I like to write even if my writing will not be graded.	2.85	1.06	.23
	3.09	1.09	.23
I like others to read what I have written.	2.42	1.36	.29
	2.95	1.28	.28
I enjoy writing research papers.	2.66	1.01	.22
	3.33	1.19	.26
I would like to have more opportunities to write in classes.	2.61	1.11	.24
	2.95	1.07	.23
Being a good writer is important in getting a good job.	3.85	.91	.19
	4.09	.88	.19
I practice writing in order to improve my skills.	2.71	1.14	.25
	2.85	1.23	.26
I want the highest grade in the class on a writing assignment.	3.33	1.46	.31
	3.47	1.36	.29
I would rather write an essay than answer multiple choice questions.	2.33	.91	.19
	2.61	1.20	.26

I want others to recognize me as a good writer.	3.19	1.32	.28
	3.42	1.12	.24
Spelling is easy for me.	3.66	.73	.15
	3.90	.88	.19
Choosing the right word is easy for me.	3.42	.74	.16
	3.85	.72	.15
I am motivated to write in my classes.	2.57	1.02	.22
	3.95	.92	.20



**Appendix 7: Paired Samples Test for the Experimental Group**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
I enjoy writing.	.47	1.03	.22	.00	.94	2.11	20	.04
I like to write down my thoughts.	.19	1.03	.22	-.27	.65	.84	20	.40
I use correct grammar in my writing.	.09	.53	.11	-.15	.34	.81	20	.42
I complete a writing assignment even when it is difficult.	.19	.92	.20	-.23	.61	.94	20	.35
Being a good writer will help me do well academically.	-.04	.92	.20	-.46	.37	-.23	20	.81
I write as well as other students.	.00	1.00	.21	-.45	.45	.00	20	1.00
I write more than the minimum on writing assignments.	-.19	1.03	.22	-.65	.27	-.84	20	.40
I put a lot of effort into my writing.	-.09	.83	.18	-.47	.28	-.52	20	.60
I like to participate in written online discussions.	1.09	1.57	.34	.37	1.81	3.18	20	.00
I like to get feedback from an instructor on my writing.	.47	.98	.21	.02	.92	2.22	20	.03
I am able to clearly express my ideas in writing.	.28	.71	.15	-.04	.61	1.82	20	.08
I easily focus on what I am writing.	.23	.62	.13	-.04	.52	1.74	20	.09
I like my writing to be graded.	.23	1.37	.30	-.38	.86	.79	20	.43
I am more likely to succeed if I can write well.	.28	.78	.17	-.07	.64	1.67	20	.11
It is easy for me to write good essays.	-.09	1.13	.24	-.61	.42	-.38	20	.70

I enjoy creative writing assignments.	.47	.92	.20	.05	.89	2.35	20	.02
I like classes that require a lot of writing.	.47	.98	.21	.02	.92	2.22	20	.03
I plan how I am going to write something before I write it.	-.23	1.13	.24	-.75	.27	-.96	20	.34
Becoming better writer is important to me.	-.04	.97	.21	-.49	.39	-.22	20	.82
Being a better writer will help me in my career.	.14	.96	.21	-.29	.58	.67	20	.50
It is important to me that I make an A on a writing assignment.	.38	1.24	.27	-.18	.94	1.40	20	.17
I enjoy writing assignment that challenges me.	.33	1.19	.26	-.21	.87	1.27	20	.21
I revise my writing before submitting an assignment.	-.38	1.28	.28	-.96	.20	-1.36	20	.18
Punctuation is easy for me.	.19	1.20	.26	-.35	.74	.72	20	.47
I enjoy writing literary analysis papers.	.38	1.07	.23	-.10	.86	1.63	20	.11
I like to write even if my writing will not be graded.	.23	.88	.19	-.16	.64	1.22	20	.23
I like others to read what I have written.	.52	1.07	.23	.03	1.01	2.22	20	.03
I enjoy writing research papers.	.66	1.65	.36	-.08	1.41	1.84	20	.07
I would like to have more opportunities to write in classes.	.33	1.27	.27	-.24	.91	1.19	20	.24
Being a good writer is important in getting a good job.	.23	.99	.21	-.21	.69	1.09	20	.28
I practice writing in order to improve my skills.	.14	.91	.19	-.27	.55	.71	20	.48
I want the highest grade in the class on a writing assignment.	.14	1.38	.30	-.48	.77	.47	20	.64
I would rather write an essay than answer multiple choice questions.	.28	1.05	.23	-.19	.76	1.24	20	.22

I want others to recognize me as a good writer.	.23	1.04	.22	-.23	.71	1.04	20	.30
Spelling is easy for me.	.23	.99	.21	-.21	.69	1.09	20	.28
Choosing the right word is easy for me.	.42	.87	.18	.03	.82	2.25	20	.03
I am motivated to write in my classes.	1.38	1.20	.26	.83	1.92	5.26	20	.00



**Appendix 8: Pretest Scores (Control & Experimental Group, Independent Samples Test)**

Statements	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I enjoy writing.	Control Group	2.90	.94	.20	.01	.92
	Experimental Group	3.14	.91	.19		
I like to write down my thoughts.	Control Group	3.14	.85	.18	.11	.74
	Experimental Group	3.61	.92	.20		
I use correct grammar in my writing.	Control Group	3.14	1.10	.24	2.38	.13
	Experimental Group	3.71	.71	.15		
I complete a writing assignment even when it is difficult.	Control Group	3.47	.92	.20	.00	.92
	Experimental Group	3.23	.94	.20		
Being a good writer will help me do well academically.	Control Group	4.38	.92	.20	.22	.64
	Experimental Group	4.52	.98	.21		
I write as well as other students.	Control Group	3.47	.92	.20	.01	.91
	Experimental Group	3.76	.99	.21		
I write more than the minimum on writing assignments.	Control Group	2.95	.97	.21	1.53	.22
	Experimental Group	3.52	1.03	.22		
I put a lot of effort into my writing.	Control Group	3.57	.92	.20	.03	.86
	Experimental Group	3.71	.90	.19		
I like to participate in written online discussions.	Control Group	2.47	.92	.20	2.29	.13
	Experimental Group	2.38	1.20	.26		
I like to get feedback from an instructor on my writing.	Control Group	3.61	.74	.16	6.41	.01
	Experimental Group	3.19	1.16	.25		
I am able to clearly express my ideas in writing.	Control Group	3.33	1.06	.23	.41	.52
	Experimental Group	3.57	.92	.20		
I easily focus on what I am writing.	Control Group	3.23	1.30	.28	3.86	.05
	Experimental Group	3.52	.87	.19		
I like my writing to be graded.	Control Group	2.95	1.28	.28	.51	.47
	Experimental Group	3.14	1.10	.24		
I am more likely to succeed if I can write well.	Control Group	4.33	.73	.15	.23	.63
	Experimental Group	3.90	.94	.20		
It is easy for me to write good essays.	Control Group	2.47	.98	.21	.00	.95
	Experimental Group	3.19	1.03	.22		

I enjoy creative writing assignments.	Control Group	3.23	.99	.21	.13	.71
	Experimental Group	3.19	1.07	.23		
I like classes that require a lot of writing.	Control Group	2.52	1.24	.27	.72	.40
	Experimental Group	2.61	1.02	.22		
I plan how I am going to write something before I write it.	Control Group	4.04	1.11	.24	.24	.62
	Experimental Group	4.14	1.01	.22		
Becoming better writer is important to me.	Control Group	3.90	1.04	.22	.33	.56
	Experimental Group	4.00	1.09	.23		
Being a better writer will help me in my career.	Control Group	4.33	1.06	.23	.59	.44
	Experimental Group	4.47	.81	.17		
It is important to me that I make an A on a writing assignment.	Control Group	3.90	1.09	.23	.14	.71
	Experimental Group	3.90	1.09	.23		
I enjoy writing assignment that challenges me.	Control Group	2.66	1.15	.25	.07	.78
	Experimental Group	3.00	1.18	.25		
I revise my writing before submitting an assignment.	Control Group	4.28	.95	.20	4.33	.04
	Experimental Group	4.19	.67	.14		
Punctuation is easy for me.	Control Group	3.47	1.12	.24	1.46	.23
	Experimental Group	3.42	.87	.18		
I enjoy writing literary analysis papers.	Control Group	2.76	.99	.21	3.17	.08
	Experimental Group	2.04	.80	.17		
I like to write even if my writing will not be graded.	Control Group	3.04	1.16	.25	.47	.49
	Experimental Group	2.85	1.06	.23		
I like others to read what I have written.	Control Group	2.57	1.16	.25	.40	.52
	Experimental Group	2.42	1.36	.29		
I enjoy writing research papers.	Control Group	2.19	.98	.21	.00	.93
	Experimental Group	2.66	1.01	.22		
I would like to have more opportunities to write in classes.	Control Group	2.80	1.12	.24	.00	.96
	Experimental Group	2.61	1.11	.24		
Being a good writer is important in getting a good job.	Control Group	4.00	1.14	.24	.05	.81
	Experimental Group	3.85	.91	.19		
I practice writing in order to improve my skills.	Control Group	2.76	1.26	.27	.08	.77
	Experimental Group	2.71	1.14	.25		
	Control Group	3.52	1.36	.29	.01	.89

I want the highest grade in the class on a writing assignment.	Experimental Group	3.33	1.46	.31		
I would rather write. an essay than answer multiple choice questions	Control Group	2.85	1.42	.31	4.92	.03
	Experimental Group	2.33	.91	.19		
I want others to recognize me as a good writer.	Control Group	3.09	1.33	.29	.09	.76
	Experimental Group	3.19	1.32	.28		
Spelling is easy for me.	Control Group	3.23	1.26	.27	6.29	.01
	Experimental Group	3.66	.73	.15		
Choosing the right word is easy for me.	Control Group	3.14	.96	.21	.10	.74
	Experimental Group	3.42	.74	.16		
I am motivated to write in my classes.	Control Group	2.52	1.03	.22	.04	.82
	Experimental Group	2.57	1.02	.22		



<b>Appendix 9: Post-test Scores (Control &amp; Experimental Group, Independent Samples Test)</b>						
Statements	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I enjoy writing.	Control Group	3.57	.92	.20	.02	.86
	Experimental Group	3.61	1.02	.22		
I like to write down my thoughts.	Control Group	3.76	.83	.18	2.08	.15
	Experimental Group	3.80	1.07	.23		
I use correct grammar in my writing.	Control Group	3.33	.96	.21	2.30	.13
	Experimental Group	3.80	.74	.16		
I complete a writing assignment even when it is difficult.	Control Group	3.47	.87	.19	1.32	.25
	Experimental Group	3.42	1.12	.24		
Being a good writer will help me do well academically.	Control Group	4.28	.84	.18	1.32	.25
	Experimental Group	4.47	.60	.13		
I write as well as other students.	Control Group	3.71	.84	.18	.58	.44
	Experimental Group	3.76	.99	.21		
I write more than the minimum on writing assignments.	Control Group	3.47	.81	.17	.66	.41
	Experimental Group	3.33	1.06	.23		
I put a lot of effort into my writing.	Control Group	3.76	1.04	.22	.45	.50
	Experimental Group	3.61	.92	.20		
I like to participate in written online discussions.	Control Group	2.66	1.19	.26	.08	.77
	Experimental Group	3.47	1.12	.24		
I like to get feedback from an instructor on my writing.	Control Group	3.90	.83	.18	1.91	.17
	Experimental Group	3.66	1.06	.23		
I am able to clearly express my ideas in writing.	Control Group	3.57	.87	.18	1.18	.28
	Experimental Group	3.85	.72	.15		
I easily focus on what I am writing.	Control Group	3.33	.85	.18	.81	.37
	Experimental Group	3.76	.70	.15		

I like my writing to be graded.	Control Group	3.42	.92	.20	.95	.33
	Experimental Group	3.38	1.11	.24		
I am more likely to succeed if I can write well.	Control Group	4.04	.92	.20	.01	.91
	Experimental Group	4.19	.74	.16		
It is easy for me to write good essays.	Control Group	2.90	.94	.20	.23	.63
	Experimental Group	3.09	.83	.18		
I enjoy creative writing assignments.	Control Group	3.66	1.01	.22	.03	.84
	Experimental Group	3.66	1.01	.22		
I like classes that require a lot of writing.	Control Group	2.71	1.05	.23	1.29	.26
	Experimental Group	3.09	.94	.20		
I plan how I am going to write something before I write it.	Control Group	4.09	.88	.19	.97	.32
	Experimental Group	3.90	1.22	.26		
Becoming better writer is important to me	Control Group	3.85	1.10	.24	.31	.57
	Experimental Group	3.95	1.02	.22		
Being a better writer will help me in my career.	Control Group	4.23	.88	.19	3.16	.08
	Experimental Group	4.61	.58	.12		
It is important to me that I make an A on a writing assignment.	Control Group	3.85	1.27	.27	3.41	.07
	Experimental Group	4.28	.71	.15		
I enjoy writing assignment that challenges me.	Control Group	3.00	.94	.20	3.74	.06
	Experimental Group	3.33	1.23	.27		
I revise my writing before submitting an assignment.	Control Group	3.80	.67	.14	6.54	.01
	Experimental Group	3.80	1.24	.27		
Punctuation is easy for me.	Control Group	3.28	.95	.20	.02	.88
	Experimental Group	3.61	.97	.21		
I enjoy writing literary analysis papers.	Control Group	2.52	1.12	.24	1.29	.26
	Experimental Group	2.42	.92	.20		
	Control Group	3.19	1.07	.23	.16	.68

I like to write even if my writing will not be graded.	Experimental Group	3.09	1.09	.23		
I like others to read what I have written.	Control Group	2.76	1.17	.25	.063	.80
	Experimental Group	2.95	1.28	.28		
I enjoy writing research papers.	Control Group	2.71	1.14	.25	.02	.87
	Experimental Group	3.33	1.19	.26		
I would like to have more opportunities to write in classes.	Control Group	3.04	1.07	.23	.00	.98
	Experimental Group	2.95	1.07	.23		
Being a good writer is important in getting a good job.	Control Group	3.66	1.31	.28	3.98	.05
	Experimental Group	4.09	.88	.19		
I practice writing in order to improve my skills.	Control Group	2.90	1.22	.26	.33	.56
	Experimental Group	2.85	1.23	.26		
I want the highest grade in the class on a writing assignment.	Control Group	3.14	1.49	.32	.28	.59
	Experimental Group	3.47	1.36	.29		
I would rather write an essay than answer multiple choice questions.	Control Group	2.42	1.16	.25	.04	.83
	Experimental Group	2.61	1.20	.26		
I want others to recognize me as a good writer.	Control Group	3.33	1.27	.27	.65	.42
	Experimental Group	3.42	1.12	.24		
Spelling is easy for me.	Control Group	3.38	.86	.18	.02	.88
	Experimental Group	3.90	.88	.19		
Choosing the right word is easy for me.	Control Group	3.19	1.03	.22	2.54	.11
	Experimental Group	3.85	.72	.15		
I am motivated to write in my classes.	Control Group	3.00	.94	.20	.28	.59
	Experimental Group	3.95	.92	.20		

## Appendix 10: Sample Wiki

The screenshot shows the homepage of a Wikispaces classroom. The browser address bar displays 'bauelt.wikispaces.com'. The page features a navigation bar with a search box and user options. A central content area includes a 'Welcome to Your Classroom!' message with a list of instructions for using the newsfeed and a 'Click edit' prompt. A notification box from 'BauElt' dated 'Apr 14, 2015' contains a congratulatory message about essays. A right-hand sidebar contains navigation links for 'Home', 'pages', 'changes', and 'All Pages'.

**Welcome to Your Classroom!**  
Your Wikispaces Classroom is like the wiki you know and love with a few neat new tricks:

- Announce, schedule, and discuss in your newsfeed at the bottom of this page.
- Create projects – with optional start and end dates – for assignments and topic areas.
- Add pages, files, and more from the top right of every page.
- Assess student engagement in real time.

Click edit at the top right of this section to add your own welcome message and information about your class.

**Congratulations!**  
BauElt Apr 14, 2015

Dear friends, as I read and check your essays, I realize that you have chosen practically rewarding and didactical themes. And I need to add that you have properly learned and practiced all these different essay types. You ought to know that you did it your learning and teaching performance whether it is hard or not. If you have any problem, question

The screenshot shows the 'Pages and Files' section of a Wikispaces page. The browser address bar shows 'bauelt.wikispaces.com/space/content?o=0'. The page has a search bar and a 'Filter' button. Below is a table listing various files with columns for Name, Size, and Type. The files include writing skills documents, assignment essays, and various .docx files.

Name	Size	Type
1. Writing Skill.docx	20 KB	Document
2nd assignment persuasive essay		Document
3rd assignment cause&effect team5		Document
4. Cause and effect.docx	22 KB	Document
A PROCESS OF DIGESTION.doc	23 KB	Document
ANALYSIS OF THE LEGACY.docx	12 KB	Document
Android over iPhone.docx	12 KB	Document
angelfood.docx	10 KB	Document
/1st assignment/Team 3/angelfood.docx	10 KB	Document
ARE WE TOO DEPENDENT ON COMPUTERS.docx	15 KB	Document
/1st assignment/Team 10/cause and effect		Document

The screenshot shows a web browser window with the address bar displaying 'bauelt.wikispaces.com'. The page header includes the 'bauelt' logo, a search bar, and user information for 'seydasvrnckl' with options for 'My Wikis', 'Help', and 'Sign Out'. The main content area features a vertical list of forum posts:

- 2nd Task!** (Mar 13, 2015): A post by 'BauEit' with a blue speech bubble icon. The text reads: "Dear students, this and next week, you are required to prepare 'Persuasive Essay' in the light of the instructions presented during the last lecture. If you have any problem or question, please do not hesitate to ask me. Also I am looking forward to see your comments and suggestion :) Kind regards...". Below the text is a 'Comment' input field.
- Survey - Feb 24 2015** (Feb 23, 2015): A post by 'BauEit' with an orange calendar icon. Below the text is a 'Comment' input field.
- Welcome to your Classroom - Feb 23 2015** (Feb 23, 2015): A post by 'BauEit' with an orange calendar icon. The text reads: "Your classroom has been created. Take a look around to see what you can do with projects and events." Below the text is a 'Comment' input field.