

**T.C.
BALIKESİR ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI**

**THE EFFECT OF THE USE OF BLOGS ON MOTIVATION IN
EFL WRITING**

YÜKSEK LİSANS TEZİ

Emrah ÖZDEMİR

Balıkesir, 2015

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TEZ ONAY SAYFASI

Enstitümüzün...*Yabancı Diller Eğitimi*.....Anabilim Dalı'nda
20131259006.....numaralı...*Emrah ÖZDEMİR*.....'in hazırladığı
The Effect of the Use of Blogs on Motivation in EFL Writing" konulu YÜKSEK LİSANS tezi ile
ilgili TEZ SAVUNMA SINAVI, Lisansüstü Eğitim Öğretim ve Sınav
Yönetmeliği uyarınca *08/06/2015*..... tarihinde yapılmış, sorulan sorulara alınan
cevaplar sonunda tezin onayına OY BİRLİĞİ/OY ÇOKLUĞU ile karar
verilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduklarını onaylım.

10/06/2015

Enstitü Müdürü
İbrahim Sahin
(Unvanı, Adı, Soyadı)

ACKNOWLEDGEMENTS

Writing is considered as problematic by many people. Additionally, most language learners find writing difficult and time consuming. Today, one of the biggest challenges that teachers encounter is the lack of motivation towards writing. Especially, for the countries where English is taught as a foreign language, writing is posing a significant problem. The aim of this study is to examine the influence of blogs on writing motivation in English as a Foreign Language (EFL) context.

I would like to express my sincere gratitude to my supervisor, Assoc. Prof. Dr. Selami AYDIN for his guidance, constructive feedbacks, comments, criticism and excellent suggestions. Without his help, it would not have been possible to complete this study.

I am also thankful to my professors, Prof. Dr. Mehmet BAŞTÜRK, Assoc. Prof. Dr. Dilek İNAN, and Asst. Prof. Dr. Fatih YAVUZ for their enormous contributions to my academic career.

I also would like to give my special thanks to my dear friend and colleague Arif DEMİREL and for his great encouragement and assistance.

Many thanks to my mother, my sister and my love Aynur, who were always there to support me whenever I needed.

Emrah ÖZDEMİR
April 2015

ÖZET

**BLOG KULLANIMININ YABANCI DİL OLARAK İNGİLİZCE
ÖĞRENERLERİN YAZMA MOTİVASYONU ÜZERİNE ETKİLERİ**

ÖZDEMİR, Emrah

Yüksek Lisans, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Doç Dr. Selami AYDIN

2015, 112 Sayfa

İngilizce'nin yabancı dil olarak öğretiminde, blogların yazma becerileri ve yazma motivasyonu üzerine etkisini araştıran çok az çalışma vardır. Buna ilave olarak, bu çalışmalardan hiçbirisi blogların Türkiye'de yabancı dil olarak İngilizce öğretiminde yazma becerileri ve motivasyonu üzerine etkisini araştırmamıştır. Bu nedenle, bu çalışmanın amacı, blogların Türkiye'de İngilizceyi yabancı dil olarak öğrenenlerin yazma becerileri ve motivasyonları üzerindeki etkisini araştırmaktır. Bu deneysel çalışmada, 40 öğrenciye bir arka plan anketi, motivasyon ölçeği ve yazma başarısını ölçen bir ön test-son test uygulaması yapılmıştır. Araştırma sorularına cevap bulabilmek için veriler istatistiksel olarak analiz edilmiştir. Sonuçlar, blogların tek başına yazma motivasyonu ve başarısını arttırmadığını, fakat süreç tabanlı öğrenmenin, hem geleneksel hem de blogların kullanıldığı öğrenme ortamlarında öğrencilerin başarı ve motivasyon düzeylerini arttırdığını göstermiştir. Öğretmenlerin, blog kullanımının tek başına daha iyi bir öğrenme ve motivasyon artışı sağlamadığının farkında olmaları ve öğrencilerin motivasyon ve başarı düzeylerini arttırmak için destekleyici bir öğrenme ortamı oluşturmaları tavsiye edilmektedir.

Anahtar kelimeler: Yabancı dil olarak İngilizce; blog; motivasyon; yazma; başarı

ABSTRACT
THE EFFECT OF THE USE OF BLOGS ON MOTIVATION IN
EFL WRITING

ÖZDEMİR, Emrah

Master's Thesis, Department of English Language Teaching

Adviser: Assoc. Prof. Dr. Selami AYDIN

2015, 112 pages

Few studies were conducted on the effects of blogging specifically on English as a foreign language (EFL) writing achievement and motivation. Additionally, those studies did not address the effect of blogs on writing motivation in the Turkish EFL context. Thus, this study aims to investigate the effects of the use of blogs on EFL writing achievement and motivation among Turkish EFL learners. In this experimental study, a background questionnaire, a motivation questionnaire and a writing achievement pre-test and a post-test were administered to a sample group of 40 EFL learners. The data gathered were used to provide a statistical analysis to address the research questions. Results indicate that blogging itself does not increase motivation and provide a better performance in terms of writing achievement, while the process-based writing instruction positively affects their achievement and motivation in both traditional and blog environments. It is recommended that teachers should be aware that the use of blogs does not guarantee better writing achievement and increase in motivation among Turkish EFL learners and should create a writing environment in which they encourage students to write in the target language to increase their motivation level and writing achievement.

Key words: English as a foreign language; blogs; writing; achievement

DEDICATION

I would like to dedicate this thesis to my father who passed away last year.

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LIST OF ABBREVIATIONS

AWMQ: Academic Writing Motivation Questionnaire

CAE: Certificate in Advance English

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

FFI: Form-Focused Instruction

FLE: Foreign Language Examination

SDT: Self determination theory

SPSS: Statistical Package for Social Sciences

TBL: Task-based learning

TOEFL: Test of English as a Foreign Language

1. INTRODUCTION

This section aims to present the rationale behind the study. For this purpose, first, it starts with the background of the study. Then, it gives the overall statement of the problem. After the aims of the study are mentioned, significance of the research is presented. Next, research questions are asked; the information on research procedure, subjects, tools and data analysis are introduced. Finally, it finishes with the organization of the thesis.

1.1. Problem

In the broadest perspective, writing as a productive skill in the process of foreign language learning can be considered as a process and a product in which both bodily and intellectual elements play a considerable role (Sokolik, 2003). In other words, writing can be treated as not only a result but also a developing continuum. Moreover, as a result of the paradigm shift from teacher-centeredness to learner-centeredness in the field of language learning since 1950s (Brown, 1987), process and project-based writing instructions have become more popular among teachers and learners. Thus, in EFL classes, writing can be used for a number of reasons some of which include controlling the learning process, minimizing errors, teaching punctuation, deciding the level of students, consolidating vocabulary, boosting memory and developing creative thinking skills.

On the other hand, writing in EFL can be viewed as a problematic area. Among those problems, the lack of writing motivation and concerns with writing environments constitute a significant place. For instance, as Boscolo and Hidi (2007) claim, the lack of motivation in writing instruction is one of the most serious problems needing to be overcome. Additionally, the environment in which the learner is expected to write is also one of the key factors for cultivating positive attitudes. According to Wibble et al. (2001),

web-based learning environments are useful for both learners and teachers. By utilizing these environments, the information stored can be accessed easily with the aim of understanding and overcoming writing problems. In conclusion, this research focuses on the effects of the use of blogs on EFL writing motivation.

Foreign language learning differs from native and second language acquisition processes (Lightbown & Spada, 2006) in the way that it is expected to occur mostly in classrooms. Second language learners may have long-term exposure to a target language. This exposure can happen in any kind of environment in which second language is spoken. On the other hand, foreign language learners have difficulty in speaking the target language outside classrooms, which may slow down the learning process. In countries such as Turkey where English is spoken as a foreign language, the main reasons for learning a foreign language are finding a good job, learning different cultures, new friends from abroad, travelling or simply having fun. According to Harmer (1991), deep interest in the culture of the target language, promotion opportunities in business, necessity for living in the target culture permanently or temporarily and obligation imposed by curriculum are the primary reasons for learning.

Some difficulties are encountered during the process of foreign language learning. In this sense, the basic problems can be classified in accordance with learners' and teachers' characteristics, methodology, materials and language learning environment. First, as Sparks and Ganschow (1993) claimed, the fundamental problems faced during the foreign language learning process are the lack of motivation, level of anxiety, inadequate language learning strategies and variations of learning styles. In a narrower scope, motivation is considered as one of the core elements of language learning, seeing that good attitudes and strong motivation are indicators of an effective learning (Öztürk, 2014). As well as motivation, research focused on anxiety which is one of the significant factors influencing the foreign language learning process (Aydın, 2009; Thompson & Lee, 2013; Tsai, 2013; Young, 1990). Based on the studies conducted, the main factors

causing anxiety are exams, self-efficacy beliefs, teachers' behaviors, the difficulty of the class, cultural differences and the level of ability. Beliefs and perceptions about language learning are also crucial factors affecting learners' success. According to Horwitz (1988), learners may easily hold erroneous beliefs about their language abilities and lose their desire to learn, which may hinder the language learning process. Second, the lack of qualified teachers is the other problem encountered during EFL teaching and learning (Butler, 2004). When the nature of the topic, content, methodology, direct connection between teachers and learners, and sharp difference between native and non-native are considered, language teachers possess unique characteristics (Borg, 2006). So, the teachers must be well-prepared for the changing needs of learners and classes. Additionally, they are expected to have extensive knowledge of language, maintain professional development and broaden their intellectual skills that nurture teaching abilities and development (Hu, 2005). The lack of teachers' motivation is a significant problem for EFL teaching. There are many factors causing demotivation such as salary, interaction between teachers and administrators, curriculum, course books, workload, autonomy problems and securing the job (Brotheridge & Grandey, 2002; Connie, 2000; Doyle & Kim, 1999). Third, the choice of appropriate method and approach is another important problem in EFL learning. Some teachers tend to use traditional grammar-based approaches and have a strong resistance to implement relatively modern approaches such as CLT and TBL (Yu, 2001). Fourth and last of the problems is the language learning environment. In addition to methods and approaches employed, the physical condition of classroom may be distractive. That is, crowded classrooms may have a negative impact on learning (Gorsuch, 2007). Moreover, lack of necessary equipments and language learning materials can be challenging for EFL teachers and learners (Aydın, 2012).

1.1.1. Problems in Turkish EFL Context

In addition to the problems in a global context, there are some extra problems experienced in the Turkish EFL context. The potential problems caused by learners are classified as the lack of motivation, high level anxiety, negative attitudes toward and perceptions of language learning. In addition, according to Soner (2007), the problems encountered in Turkish EFL context are the insufficient number of teachers, the lack of teachers' professional development, implementing unsuitable methods and approaches, crowded classrooms, psychical environment, inadequate materials, and overuse of the native language in the classrooms. More importantly, exam-oriented and grammar-based language teaching is the other problem that has negative effects on the gradual development of learning. As a result of the problems listed above, the productive skills, speaking and writing are often neglected in the Turkish EFL context.

1.1.2. Problems in Relation to Writing

EFL writing is one of the most problematic areas in language classes for several reasons. First, most of the students find writing difficult boring, and thus, have negative attitudes and deep-rooted prejudices toward writing (Khaldieh, 2000). EFL learners often avoid spending time on writing due to the negative perceptions. Second, writing is often overlooked in primary and secondary schools in Turkey. Namely, there is not enough time devoted to writing in the school curriculums. Third, exam-oriented teaching which does not include speaking, listening and writing skills affect writing negatively. In other words, learners, preparing for grammar and reading based multiple choice questions for the central placement tests, are generally likely to neglect writing. Fourth, lack of authentic materials is the other reason for the negligence of writing. In other words, writing activities often fail to attract Turkish language learners' interests. Fifth and last, EFL writing programs in Turkey are not sufficient to be able to meet learners' needs. In a broader

sense, it can be pointed that the problems related to writing cause a decrease in learners' motivation.

1.1.3. Problems Related to Motivation in EFL Writing

It is obvious that the lack of motivation among learners cause certain problems. When writing is considered, it is possible to state several reasons that decrease motivation among EFL writers. First, learners consider writing difficult and they have a common belief that they do not possess the intellectual capacity required to express themselves in written English (Erkan & Saban, 2011). Moreover, students have trouble with writing not just linguistically but in a communicative manner as well (Ismail, 2011). Second, many students have negative attitudes toward writing. They tend to see writing and its processes as time-consuming and tedious (Owston & Wideman, 1997). In addition, as Hashemian and Heidari (2013) claimed, learners having positive attitudes towards writing perform better in writing than the learners possessing negative attitudes. Third, because of the testing system which does not include adequate writing sections, learners are likely to regard writing as unnecessary. In other words, learners focus more on reading comprehension and grammatical correctness owing to the demand of exams and curriculum. Last, despite lots of research which shows the superiority of computer integrated writing instruction over traditional pen-paper writing in terms of motivation and achievement (Chuo, 2007; Owston & Wideman, 1997; Sullivan, & Pratt, 1996; Zhu, Mark Shum, Brian Tse & Liu, 2015), computer based writing instruction is often neglected in Turkish EFL classes, which reduces motivation. In conclusion, by considering the studies in favor of positive settings for writing achievement, enough attention should be given to the environment in which learners are expected to write.

1.1.4. Problems Related to Learning Environment in EFL writing

The other problem faced during EFL writing is the learning environment, defined as the physical elements, psychological or inner states and the effect of social and cultural factors in classes (Okan, 2008). First, one of the main problems brought by learning environment is the lack of classrooms which are designed specifically for language learning and include necessary audio-visual devices. For instance, Lowyck et al. (2004) asserts that learners' perceptions about the style of instruction facilitate language learning. The students, who have positive attitudes toward learning environment, are more likely to be successful in language learning. Second, crowded classrooms cause some problems in EFL writing. According to Yaman (2009), the rising number of learners in classrooms affects learning negatively. That is, the more students a classroom has, the more language learning becomes inefficient. Third, in the environments in which most of the learners use same native language, code switching which means that moving one language to the other in the middle of the conversation provided that both of the writers know same languages can be a problem (Cook, 2013). It may diminish language exposure necessary for comprehensible input (Krashen, 1982). According to Nation (2003), the primary reasons why learners prefer using first language instead of target language are inadequate proficiency, lack of interest, embarrassment while speaking the target language and necessity for doing certain jobs.

1.2. Purpose of the Study

While keeping in mind the concerns discussed above, this study has several aims. First, current study aims at examining the level of EFL writing achievement in the Turkish context. The second aim of this study is to find to what extent Turkish EFL learners have motivation toward writing. In other words, the aim of the study is to investigate the level of writing motivation among Turkish EFL learners. Third, the research aims to compare the effects

of traditional writing environments and blog-oriented environments in the scope of writing achievement. Finally, the study aims to explore the differences between traditional writing environments and blog-oriented environments in terms of EFL writing motivation.

1.3. Significance of the Study

There are certain reasons that make the current study significant. First of all, the study contributes to the related literature in the scope of the efficiency of process-based writing in traditional learning environment and blog-oriented environment on a global scale. Second, the research contributes to the current literature in terms of Turkish EFL context, as there is serious lack of research on the issue mentioned. Then, it contributes to the literature in terms of the effects of the utilization of blogs in EFL writing instruction. Speaking more specifically, the study contributes to the literature on the effectiveness of the use of blogs on writing achievements and motivation. Finally, the research is significant as it presents practical recommendations for teachers, learners, curriculum developers, material writers, and educational politicians.

1.4. Research Questions

As mentioned above, there are a number of critical issues debated in the course of foreign language learning. The central problems encountered during foreign language learning can be listed as learner-related, teacher related, methodological, lack of required equipment, and learning setting. In addition to the common challenges in EFL learning, writing is likely to be considered as problematic because of the various reasons such as lack of authentic materials, negative attitudes and beliefs, concerns about settings and inadequate time devoted. As well as these problems, erroneous testing systems promote negligence of writing in Turkish EFL context. Motivation is a

key factor needing to be clarified in terms of writing as it is related to the achievement in academic settings. Additionally, writing motivation is a crucial point the effect of which is not fully clarified. By bearing these concerns in mind, two research questions were asked to assess the effectiveness of using blogs in EFL writing in the scope of the process-based-approach:

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

1.5. Limitations

This research is limited to 48 EFL learners in the ELT Department of Education Faculty of Balikesir University. Second, the study was limited to an experimental research design that includes pre-post tests, a treatment group and a control group, and random assignment of the participants. Third, the focus of the research is confined to the dependent variables, EFL writing achievement and motivation. Moreover, the tests used for measuring writing achievement are limited to the topics designed for TOEFL. Additionally, the data collected regarding EFL writing motivation is limited to Academic Writing Motivation Questionnaire (AWMQ) developed by Payne (2012).

1.6. Definitions

Academic Achievement: The indicator of a student, teacher or institution's achievements in education.

Autonomous learning: The theory which claims that learners have the responsibility of their own learning process.

Cause and effect essay: An essay which includes the reasons and the results of an event, situation or action.

Certificate in Advance English: An international English language examination developed by Cambridge English Language Assessment.

Code switching: Moving one language to the other in the middle of the conversation provided that both of the writers know the same languages.

Collaborative learning: Status in which at least two people try to learn new things together.

Compare and contrast essay: An essay which includes similar and different points of at least two variables.

Comprehensible input: A hypothesis claiming that learners acquire language best when they are given the appropriate input.

Communicative Language Teaching: An approach which focuses on communication and interaction between speakers.

Constructivism: A theory in which learners make the meaning based on the relationship between what they have already known and what they have just come across.

Descriptive essay: An essay in which the descriptive language is used.

English as a Foreign Language: The use or study of English in countries where English is not native or one of the official languages.

English as a Foreign Language writing: The practice of English writing in countries where English is not native or one of the official languages.

English Language Teaching: The practice and theory of learning and teaching English.

Extrinsic motivation: The rewarding which comes from an outside source includes emotional or pragmatic reasons.

Form-focused approach: An approach in which the learners' and teachers' focus is on accuracy.

Form-Focused Instruction: An instruction in which the learners' and teachers' focus is on accuracy.

Foreign language anxiety: A state of apprehension concerning performance assessment within an academic and social context.

Foreign Language Examination: A determinant while attending a university by Student Selection and Placement Center (ÖSYM) in Turkey.

Genre-based approach: An approach defined as a social and cultural practice which cannot be considered separately from the contexts and norms of the target discourse community.

Integrative motivation: Learning a language by desiring to be integrated into the culture of the target language.

Intrinsic motivation: Humans' acts which are internally driven and done for innate pleasures.

Instrumental motivation: A desire to gain prestige or economic profits by way of using language knowledge.

Motivation: A need, desire, or want which enables to activate or stimulate behavior and give it direction.

Narrative essay: An essay including previous personal experience or a memorable event, and to express the order of events by using time words and time clauses.

Process-based approach: An approach in which writing is considered as a long continuum that includes processes such as planning, drafting, editing.

Productive skills: Skills in which learners are expected to produce such as speaking and writing.

Reader/ audience-dominated approach: An approach which claims that the reader is not only individual but also a part of the greater academic discourse community.

Receptive skills: Skills in which learners do not produce language such as listening and reading.

Self-efficacy beliefs: A person's belief about his/her own capacity to learn.

Situated cognition: A theory which claims that knowledge is affected by the culture, activities, context in which it is used.

Socio-educational model: A theory in which two types of motivation are defined as instrumental and integrative.

Self-determination theory: A motivational theory in which two types of motivation are defined as intrinsic and extrinsic.

Statistical Package for Social Sciences: Computer software used for statistical analysis.

Student Selection and Placement Center: The official institution responsible for administering examinations for attending universities in Turkey.

Task-based learning: An approach which emphasizes the completion of meaningful tasks given by using the target language.

Test of English as a Foreign Language: Proficiency examination for non-native English language speakers who want to attend universities in U.S.

Weblog: Active online tools which can be updated by their owner on the daily basis, and readers may contribute its content by writing comments on the topics.

2. RELATED LITERATURE

This chapter consists of two sections. The first section summarizes the theoretical framework of the study; It includes detailed descriptions of approaches in teaching writing, the importance of writing in EFL learning, motivation, theoretical background of the use of blogs in language learning, and the use of blogs in EFL writing. The second section reviews the literature related to the approaches on writing, writing motivation, blogs in EFL writing, and the effect of blogs on motivation in EFL writing.

2.1. Theoretical Framework

In this section, first, language skills are explained briefly and the place of writing in EFL learning is described in detail. As we are going to mention in the following section, language skills are categorized as receptive and productive. Receptive skills such as listening and reading, and productive skills, namely speaking and writing, are examined in detail. Then, the interaction among language skills is described on the basis of various research in the field. Additionally, it compared and contrasted in terms of their similarities and difference. At the end of this section, foremost approaches on writing such as form-focused approach, process-focused approach, genre-based approach and reader/ audience-dominated approach are defined.

2.1.1. The Importance of Writing in EFL Learning

Fundamentally, four basic skills considered in language competence and production processes are reading, writing, listening and speaking. These language skills are categorized as receptive and productive (Harmer, 2007); listening and reading are receptive skills, whereas speaking and writing are productive skills. According to Krashen (1985), comprehending messages or receiving *comprehensible input* is the only way for acquiring language. Thus,

reading and listening are vital to become proficient in writing and speaking. To put it differently, before productive skills are acquired, learners need to have considerable degree of familiarity with the receptive skills.

Listening is a process in which learners acquire or learn new information by hearing it. In the past, it was considered as a passive process in which a learner receives the new information sent by a speaker, but, today, there is a growing trend to think that listening is an active and interpretative process (Nation & Newton, 2008). Not only does it mean hearing but it also means comprehending and interpreting the message in a meaningful context. Listening skills are often neglected since it is inborn and considered to develop spontaneously in the language learning process by most of the learners. However, in fact, more than 50% of the time which students spend practising the language will be assigned to listening (Nunan, 1997). In other words, learners will spend a great amount of time on listening if they want to be proficient in language.

Reading is a receptive skill that involves an active and interpretative process which includes perception and comprehension of printed or written words by means of some senses. Main purpose of reading is comprehension and the ability to understand the message given by the writer. Mainly, reading can be divided into two kinds as intensive and extensive. The former usually takes places in classrooms. It denotes the comprehensive focus on the form of reading texts obtained from poems, novels, newspapers, magazines, Internet websites, plays and other text genres (Harmer, 2008). The latter, however, signifies the free reading outside classroom with the aim of pleasure or joy. Krashen (2005) claims that in the past few decades, there has been a growing number of evidence for the importance of free voluntary reading or recreational reading. For students who likes reading outside the classroom, it is an excellent source of learning vocabulary and improving comprehension.

Speaking is the vocal transmission of messages which include speakers' thoughts and feelings. In classrooms, According to Harmer (2007),

basically, there are three reasons for getting students to speak. First, speaking activities enable students to practise real-life speaking in a controlled environment. They have the chance to use the language patterns they learn in everyday situations. Second, these tasks contribute to the feedback process in a positive way for both teachers and students. Students realize what level their performance is and teachers take necessary precautions for the problems which students encounter during the process. Last, the degree of the activation of various elements in the language which students store in their brains has a direct affect on the process of automatization.

As a productive skill, writing means to express one's knowledge, ideas, plans, comments, and feelings in a written form. The students begin to communicate through written form when they begin to interact with others at school level (Javed et al. Nazli, 2013). Writing is widely accepted as one of the most difficult skills for EFL learners to develop (Allen & Corder, 1974), as it requires complex mental processes that learners are expected to not only have many thoughts and ideas but also express these ideas and thoughts on paper. In addition to difficulty, many students have negative attitudes towards writing. Writing is seen as difficult by learners especially for beginners (Boscolo & Hidi, 2007). According to Gower et al. (1995), writing is not often regarded by the students as important as the other skills except examinations. Many students also think that writing does not have much importance out of school as a social means of communication (Byrne, 1988). On the contrary, writing helps learners in a number of ways. As Raimes (1983) mentioned, writing boosts vocabulary, grammar and idioms. It also stimulates students' thinking skills, expressing feelings and taking risks in language. Writing has positive effect on improving mental capacity. Krashen and Lee (2004) claim that writing can make a person smarter. During the writing process, the brain works actively and tries to find better cognitive structures for thoughts and ideas.

All four skills are interrelated to each other in particular ways. For instance, during a conversation one is expected to implement both speaking,

listening and comprehension skills at the same time. On the other hand, reading and writing are indispensably related and share many of same cognitive and social processes. Krashen (1993) claims that the learners become efficient readers, learn new words, improve the ability to comprehend grammatical structures, have a good writing style and spelling when they increase the amount of time they spend on reading. Writing and reading are not only complicated and bilateral but also successive processes. Grabe (2003) states that limited reading abilities have a negative effect on the tasks required to combine reading and writing. Readers and writers are similar in terms of their interpretation and construction of meaning of texts. They both highlight the necessity of schemata in mind related to the form and content. It is important to combine the reading, writing, listening, and speaking components in one holistic approach to the development of language. Teachers should decide what methods and approaches will be used in writing classes by taking learners' needs into consideration. Unless they are carefully planned and organized, learners may feel frustration and lose their motivation towards language learning, which has negative effects on performance.

2.1.2. Approaches in Teaching Writing

According to Raimes (1991), there are four different approaches in second and foreign language writing which emerge at different times and still have impacts on teaching writing. In this section, the four approaches used in EFL writing instruction, Form-focused Approach, Process-focused Approach, Content-based Approach and Reader / Audience-dominated Approach are explained.

2.1.2.1. Form-focused Approach

In the form-focused approach, the learners' and teachers' focus is on accuracy and models regarding Behaviorism (Paran, 2012). This approach

first emerged at the time that the Audio-lingual Method was popular in foreign language teaching and learning. In this approach, writing is considered as supplementary to speaking. Learners are expected to produce minimal language by copying or changing a text grammatically. Grammatical and syntactic correctness are prior. Reinforcing activities include sentence drills—fill-ins, substitutions, transformations and completions (Raimes, 1991). According to the approach, by giving students controlled activities, most of the errors might be avoided as students have minimal use of language.

Form-focused instruction can be classified as grammar-based instructions and discourse structure-based instructions. Grammar-based instructions include activities ranging from simple drill and practice activities that require minimal features of grammar to complex interactive software programs which include major grammatical structures and activities integrated with other language skills. The main concern is that students learn grammatical knowledge separate from other skills which cause confusion and not being able to transfer the grammar to actual life. Discourse structure-based instructions focus on the organization of written texts. It involves activities about basic elements of essays such as topic sentences, introductory and concluding paragraphs, supporting details and transitions. Discourse based writing activities may be used in the classrooms for various reasons but especially teaching grammar.

2.1.2.2. Process-focused Approach

Contrary to the product-focused approach which concentrates on what students write, the process-focused approach mainly focuses on how students write. It is parallel with constructivism which claims that each person is unique in terms of interpretation of the world. It is a learner-centered approach in which learners have control over the processes of their writing. Teachers' role is being a guide in the process of learning. According to Zamel (1983) writing is a *non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate*

meaning (p.165). Writing is a process of discovery, focusing of not only final product but also the processes such as thinking, drafting and reviewing. Teachers give their students the time and opportunity for selecting topics, generating ideas, writing drafts and revisions, and providing feedback (Raimes, 1991). Content and student expression are more important than linguistic correctness.

The latest technological developments have paved the way for the integration of writing and computers. This approach is reinforced by technology by providing both collaborative writing opportunities and skill development using computer-based programs. Teachers and students may benefit from all these new innovations. For instance, Web 2.0 tools such as wikis, blogs and podcasts may bring learners great opportunities for collaborating with each other during the writing process.

2.1.2.3. Genre-based Approach

As a relatively new approach for teaching writing, the genre-based approach accepts writing as a social and cultural practice which cannot be considered separately from the contexts and norms of target discourse community (Hasan, & Akhand, 2010). According to Swales (1990), genre is defined as a sequence of communicative events in which members have similar values and communicative purposes. The genre-based approach is a reaction to process approach which pays little attention to the social dimensions of language learning. Genre-based instructions, which cannot consist of only cognitive skills, aim to compensate for this deficit by giving learners clear and organized explanations about how language works in social contexts (Hyland, 2003). Although genre-based differs from product approach in terms of focusing on social contexts, there are some similarities between them. They both accept writing as primarily linguistic (Badger & White, 2000). The main purpose of genre-based instructions is to improve

not only learners' understanding of the dynamics of discourse but also linguistic features as well (Ellis, Johnson, Henry, & Roseberry, 1998).

2.1.2.4. Reader/Audience-dominated Approach

The reader-dominated approach, emerged in 1980s and 1990s, is similar to the content-based approach in many ways. It gives considerable amount of importance to the reader expectations in the academic community, and claims that the reader is not only an individual but also a part of the greater academic discourse community. This approach is also known as English for academic purposes approach in which form and content are emphasized. Within this approach, students are stimulated to think as if they were the reader. According to Raimes (1983) writers ask themselves some questions such as *why am I writing this* and *who am I writing this?* (p.5). The main focus is on an audience outside classrooms, Learners consider the expectations of readers, select their content and write their essays according to these expectations. In this approach, theme-based classes which practice various discourse structures and help students during the development of academic writing skills in different essay genres such as cause and effect, compare and contrast, persuasion and case analysis.

2.1.3. Motivation

Broadly speaking, motivation is defined as a need, desire, or want which activates or stimulates behavior and give it direction (Kleinginna & Kleinginna, 1981). In terms of foreign language learning, motivation includes attitudes and emotional conditions which affect the desire to learn and the amount of effort (Ellis, 1997). In spite of numerous definitions made by many different scholars from various principles, there is not a consensus about understanding of motivation among them (Dörnyei, 2001). However, in general, it is defined as a combination of motives that direct people to make

particular, conscious and goal-oriented moves.

According to Gardner and Lambert's socio-educational model (1972), learning a language is not the same as learning other subjects. Language is a part of an individual's daily life and is used during social interactions. As well as learning the rules and skills of a language, it is necessary to learn the social and cultural context of the target language in this model. Hence, it is thought that the success of language learning is strongly related to learners' attitudes towards the target culture. In the socio-educational model (1972), two types of motivation are mentioned as instrumental and integrative (Brown, 1987, p.168). The model dominated the field for a long time. After that period, during the 1980s and 1990s, the dominance of this model gradually began to decrease. Various models of motivation emerged. Self-determination theory that was proposed by Deci and Ryan (1985) was one of the most influential theories. According to this theory, there are two types of motivation as intrinsic and extrinsic, as explained below.

2.1.3.1. Instrumental Motivation

In the socio-educational model suggested by Gardner and Lambert (1972), instrumental motivation is identified as a desire to gain prestige or economic profits by way of using language knowledge. Individuals who are instrumentally motivated are expected to develop positive attitudes towards some aspects of language for a limited time. It contains the realization of practical reasons during language learning process such as increasing the chance of finding a good job, increasing social status, reaching scientific and technical information or getting a good grade in the exam (Saville Troike, 2012). Within EFL framework, instrumental motivation might be useful for language learning especially for the situations in which learners have a great deal of pragmatic expectation. Although, instrumental motivation is useful in some ways for language learning, it is not sustainable for a long time due to its volatile nature and it is not enough to become competent in a language by itself. According to Krashen (1981), learners may stop learning the language

once they feel that they have enough gains. For example, a learner might lose his or her motivation as soon as getting a good grade in an exam, or completing a certain task. To sum up, there is no doubt that instrumental motivation is useful, while the problem is deciding the degree of it in the language learning process.

2.1.3.2. Integrative Motivation

According to the socio-educational model (1972), integrative motivation means learning a language by desiring to be integrated into the culture of the target language and become a part of that community. Yule (1986) claimed that language is learned for social purposes with the aim of being an accepted member of the community in which the target language is spoken and becoming tied up with the social life of that community. In this type of motivation, language is not learned just for practical reasons. Conversely, it is learned with the aim of learning the culture, life style, traditions and social life of that community. Many studies have been conducted by aiming to find which types of motivation are more effective during the language learning process.

2.1.3.3. Intrinsic Motivation

As the basic elements of human behaviors are their needs, people tend to show a great desire to make an effort for the things serving their needs. That is because they try to satisfy their own needs instead of others. By considering this feature of human nature, intrinsic motivation is identified as acts which are internally driven and done for innate pleasures. Without any external rewards, satisfaction derives from completing an activity (Deci & Ryan, 2000). Intrinsic motivation is grouped into three categories; the first one is intrinsic motivation to know. It means fulfilling a task for the pleasure taken from the feeling of curiosity that is experienced while learning new information. The second category is intrinsic motivation to accomplish. It

means doing an activity for pleasure stemmed from completing it successfully. The last category is intrinsic motivation to experience stimulation. It refers to the stimulating sensations such as pleasures from sensory organs, experience, excitement and fun stemmed from activity (Vallerand et al., 1992).

2.1.3.4. Extrinsic Motivation

Extrinsic motivation refers to the rewarding which comes from an outside source, includes emotional or pragmatic reasons and increases the chance of repeating such as being praised or admired by the others. Ryan and Deci (2000) define extrinsic motivation as performing an activity with the aim of reaching some distinctive outcome. As we can understand from the meaning of the word *extrinsic*, motivation does not come from inside. One learns in order to be rewarded, make others satisfied or avoiding punishment. However, Brown (2001) criticizes proponents of extrinsic motivation for directing students too much on the materialistic aspects of education and weakening creativity and exploration. Extrinsic motivation is also criticized due to the lacking of learners' autonomy. However, Ryan and Deci (2000) are strongly opposed to that notion. They claim that extrinsic motivation may vary notable in terms of the level of autonomy, by giving the example of a student doing homework for fear of parents and a student doing homework for future carrier are not the same in terms of their level of autonomy.

2.1.3.5. Writing Motivation

It is commonly accepted that motivation is an important variable for comprehension which requires high cognitive effort during the learning process (Chapelle, 2003). Hence, learners need a desire to engage in writing. Based on this desire, writing motivation can be defined as intrinsically or extrinsically directed energy stimulating a person to write. It enables learners to put some effort into writing. To become a successful writer, one

needs to have a good many self-regulation and self-motivation skills (Zimmerman & Kitsantas, 2007). In other words, it means that incompetent writers have lack of motivation and discipline facilitating to become a productive writer. Self-efficacy beliefs (Bandura, 1977), which can be described as a person's belief about his/her own capacity to learn, are also agreed as an important indicator of students' learning performances and motivation (Zimmerman, 2000). Learners who have high self-efficacy beliefs show better performance and have better self confidence especially when they deal with tasks requiring a lot of effort (Dornyei, 1998).

In terms of language learning, there are many factors affecting writing motivation such as interests, topic and types of tasks. First, as one of these factors, interest facilitates writing for language learners (Albin et al., 1996). Namely, for language learners, it is much easier to learn when interest exists. Second, the other factor affecting motivation is the choice of topic. According to Hidi et al (2007), learners who are interested in particular topics and have a good deal of self efficacy for writing show better writing performance. Well-chosen topics appropriate for the goals of the course and integrated into curriculum may have a positive effect on writing. Third, another variable of learning is the difficulty of the writing task. For Miller and Meece (1997), difficult writing tasks have a negative effect on writing performance. Many students have the perception that they are not capable writers mainly because of studying under pressure of limited time and context (Daoud, 1998).

Compared to traditional classroom settings, online writing environments are more preferable for students for many reasons. First, integrating technology into the classrooms can increase learners' motivation (Guthrie & Richardson, 1995). They engage in activities more actively. Second, learners may write freely without feeling the pressure of catching up with the traditional timetables of classes, which fosters learners' autonomy and helps to lessen their anxiety. Third, to write on a blog, one should learn something about the topic to be written. Learners must do a lot of extensive reading which increases writing ability (Krashen, 1993). Finally, according to

Aydin (2013), virtual environments help learners' active engagement in the course, creativity and collaborative working skills. In other words, the more students interact with an audience, the better performance they have.

2.1.4. Theoretical Background of the Use of Blogs in Language Learning

In this section, the theories and approaches associated with teaching through blogs are explained in detail. These are constructivism, which concerns the process of learners' making meaning and related to blogs in terms of cognitive process, collaborative learning which is defined as working with peers in order to attain a goal and related to blogs in terms of cooperation, situated cognition, which is related to blogs in terms of social relations, autonomous learning, which stimulates online freedom, and self-determination theory, which is related to blogs in terms of motivational aspects.

2.1.4.1. Constructivism

Constructivism, in a general sense, is defined as a theory in which learners develop meaning based on the relationship between what they have already known and what they have just come across (Resnick, 1989). It is primarily a learning theory that is related to epistemology which is interested in the nature of knowledge. According to constructivism, there is no certain knowledge outside the learner; information is actively constructed depending on the relationship between the learners and the new experiences. Social and cognitive processes are not separable from constructive learning. As one of constructive perspectives, social constructivism focuses on the role of culture and interaction. Piaget's (1945, 1957) studies that are, in fact, on cognitive and developmental aspects of learning paved the way for other researchers in the field of social constructivism (Pritchard & Woollard, 2010). Vygotsky (1978), Bruner (1977) and Bandura (1977) are among the major

contributing figures in the field of social constructivism.

In terms of foreign language learning, it is important to comprehend not only grammar and vocabulary but also discourse strategies, pragmatics and the other aspects of communication. As a matter of fact, learners construct the new knowledge on the basis on these dynamics. When learners find the information relevant, it is probably that their achievement will increase (Mvududu & Thiel-Burgess, 2012). In traditional teaching approaches, students learn new information by means of teachers and course books. This information is accepted as true without questioning. However, in constructivism, the new information is acquired related to the context which learners are in and the information is constructed in a continuing process. In this respect, constructivist theories are accepted as advantageous for today's modern language classrooms in which the use of technology is essential.

Constructivism has an effect on writing in respect to the cognitive processes which learners experience. Namely, while writing, a student has to think more carefully about what is going to be written, social conditions in which the learner experiences, thus, learner constructs new information based on the prior knowledge. As an online writing tool, a blog enhances collaboration construction in the course of interaction (Dyrud et al., 2005). In other words, before, during and after writing, learners' cognitive processes actively work; therefore, they learn collaboratively and constructively.

2.1.4.2. Collaborative Learning

Collaborative learning is mostly defined as a status in which at least two people try to learn new things together (Dillenbourg, 1999). The aim is to achieve the goal by collaborating with each other. The success of this type of learning is closely related to the degree of collaboration, responsibility, and the use of social skills among learners. Collaborative learning has developed on the basis of Piaget and Vygotsky's views which assert that a great many

of cognitive processes occur during collaboration (Brandon & Hollingshead, 1999).

Well-designed collaborative language learning environments may help students in a number of ways. Firstly, and perhaps most importantly, it may help understanding and respecting each other's thoughts, beliefs and ideas. Secondly, it may help motivation and keeping attention in a positive way. Finally, it greatly contributes to social interaction among group members. The teacher is not a strict authority. On the contrary, the teacher has educational, social, administrative and technical role (Ryan et al., 2000). In computer-based learning environments, collaboration is significant, as students learn new information thanks to the interaction among group members by making comments, reviewing and criticizing each other's writing performance.

2.1.4.3. Situated Cognition

According to situated cognition practice, knowledge is affected by the culture, activities, and context in which it is used, and situated on the basis of these factors (Brown et al., 1989). Many teaching practices claim that there is a clear distinction between doing and learning, whereas it is impossible for the activities which are done during the learning process to be independent from learning itself. Semin and Smith (2013) claimed that the views of situated cognition contradict the views of cognitive learning which claim that human cognition comes prior to the social factors during the learning process. Cognitive apprenticeship (Brown et al., 1989) is an important concept needing to be defined. According to this concept, learning should be supported through cognitive apprenticeship. In other words, a learner at the beginner level should work with a more experienced one. In this way, learners are more likely to reach fundamental goals of the learning process. Another concept to be defined here is enculturation (Brown et al., 1989). It means that people living in a certain culture try to integrate themselves into this culture. To illustrate, when a person belongs to a new social group, she acts according to the rules of this group. In the learning process,

enculturation begins when a learner gains the information under the guidance of an expert.

Situated cognition theory has an important effect on language learning and teaching in many ways. According to Brown et al.(1989), readers who have lots of practice may comprehend the words they come across in a new context, and firstly, they think about the meaning of the word by looking at the other constituents as well as other contextual relations before interpreting a word. It may be understood that situated cognition based learning environments help learners to have better understanding of concepts needing to be learned and higher language skills acquired during learning process. On condition that activities are designed by taking into consideration authenticity and social factors, situated cognition contributes language learning. The other important variable that situated cognition affects is assessment. In the traditional teaching approaches, assessment is generally made on the basis of tests and other types of written exams. On the other hand, in situated cognition, it is required to assess the whole process. McLellan (1993) claimed that in the learning environments in which situated cognition is based on, learners should be assessed by using portfolios and statistics that show the learners' developmental process in detail and contribute to this development.

Situated cognition accepts learning as an expected result of the social interaction among learners. In terms of virtual learning, it can be useful for various learning situation such as writing on social networking sites, wikis and blogs. For instance, before writing blogs which are going to be read by other people, learners think, search and practice the new information.

2.1.4.4. Autonomous Learning

The concept of autonomy in learning symbolizes learner-centered notions in a radical manner (Benson, 2007). Autonomous learning or learners autonomy which claims that learners have the responsibility of their own

learning process was first introduced by Holec (1981). Furthermore, Little (1991) claimed that autonomous learning helps learners to choose the appropriate methods and techniques, monitor, control and assess their own learning processes. Especially it helps students realize their own teaching style. During this process, it is important for learners to know not only what is learnt but also how this information is used. Since all learners are not the same in terms of language production during the writing process, autonomous learning is an effective approach to deal with this difficulty (Singer, 2010). To put it another way, owing to the varying writing speeds, it is difficult for teachers to create a balance among students, which makes teachers work difficult.

Autonomous learning, which has recently been very popular in the language learning field, has led the teacher and students' roles to change dramatically. For online writing, the role of teachers in this practice is to monitor and guide students, and revise their writings during the process when necessary. Little (2000) asserts that the condition in order to reach the desirable goals of teaching in autonomous learning is to enable teachers to have their own independence. In this respect, teachers are expected to utilize professional and academic developments in the field autonomously.

For blogging, autonomy means writing on a personalized website, free of time constraints of traditional classes. It actively enhances students' engagements in the course. According to Lee (2011), blogging contributes autonomous learning by means of self-regulation and management. Learners have control of their own writing, make comments about others, decide time limits and learn in an interactive environment, which is important in terms of autonomy.

2.1.4.5. Self-determination Theory

Self-determination is related to humans' basic psychological needs, namely, the reason for human behaviors is the need to control and choose freely what and how they behave. In their self-determination theory (SDT),

Deci and Ryan (1985) differentiated various types of motivation directing behaviors. The fundamental difference is between "intrinsic motivation" which means inner needs controlling behaviors and "extrinsic motivation" which means doing something for the rewards at the end. The focus of SDT is mainly on the autonomy as it is necessary for learning and acquiring new information.

The learning situations which support self-determination and autonomy are very advantageous in terms of learners' creativity, attention, cognitive development and motivation. When they have the right to choose and control their learning, they become more interested even if they do not believe it is fun. In the learning environments in which the determiners of behaviors are inner needs and wishes instead of rewards, rules, orders and pressures from outside sources, learners have better performance. Controlled situations may only contribute to the memorization of knowledge not to internalize it.

Autonomously and intrinsically motivated blog writing may help learning in a positive way. It enables students to learn and write about a topic independently. Moreover, they decide which topics to be written on the basis of their own experiences and lives. They may write about various topics such as travelling, sports and books. The key factor is that no one forces them to write. That is, intrinsic or extrinsic motivation to write comes utterly from students personal choices such as getting a good grade or becoming a successful writer.

2.1.5. The Use of Blogs in EFL Writing

In this context, as one of web 2.0 tools, blogs are looked through in detail. First, the origin and various definitions of the word "blog" are introduced. Then, the advantages of using blogs as an educational tool in

EFL learning are set forth. Then, the effects of blogs in EFL writing and the relationship between blogs and motivation are mentioned.

2.1.5.1. What is a Blog?

The term blog is derived from the word weblog, the combination of the words "web" which refers to the online world and "log or login" which means connecting to a system related to a computer by typing a name and password if necessary. Weblog or its short form blog, an asynchronous means of communication, is usually ascribed to John Barger who was one of the foremost bloggers in 1997 (Ducate & Lomicka, 2005). Thanks to its asynchronous nature, without feeling the pressure of responding in the nick of time, blog writers have a chance to write about various topics chronologically such as critics on recently watched movies, read novels or poems, and recipe for a favorite food as if they wrote on a diary page. According to Richardson (2010), the main difference between traditional web sites and blogs is its ingredients. Blogs are active tools which are updated by their owner on the daily basis. Readers may contribute its content by writing comments on the topics. Various blog service providers such as blogger.com, wordpress.com, glogster.com, and scrapblog.com (Bower et al., 2010) host a personal blog site for users. Bloggers may easily start writing as soon as they sign up. Owing to its easy to use interface, more and more people prefer using blogs today. According to a research conducted in 2012 by blogging.org, WordPress, one of the leading blogging platforms on the web, has 42,000,000 blogs, 500,000 new posts a day, and 400,000 daily comments. And, approximately, in total there are 31 million bloggers in the USA (Rampton, 2013). In conclusion, considering the growing trend, now, blogs have become a very important means of communication for web users, which help the development of creative thinking, reading, writing, autonomy and collaboration.

2.1.5.2. The Use of Blogs in EFL Learning

Today, it is very common among students to spend lots of time on computer-related activities such as playing games, listening to music, chatting with cameras or using mobile phones and other types of entertainment devices (Hutchison & Wang, 2012). As a natural outcome of this tendency, educators seek ways of implementing computer-based activities in classes. Studies on the application of blogs into language classes have recently gained importance (Miceli et al., 2010). According to Ducate and Lomicka (2008), blogs contribute literacy in a number of ways, especially reading and writing skills. They create a learning environment in which students can share and discuss their ideas. In addition to creating an interactive environment, blogs are also helpful in terms of announcing assignments, keeping records, giving feedback, and taking part in discussions, which enables teachers and students to access the information through virtual world whenever or wherever it is needed. In terms of EFL learning, using blogs is useful for several reasons; first, blogs are a quite practical tool for learning, they are easily accessible, and most of them are free of charge (Murray & Hourigan, 2008). Learners can start to utilize them as soon as they find a computer with an internet connection. Second, blogs help collaboration. The students' feelings about group identity increase by commenting on each other's writing (Ducate & Lomicka, 2008; Murray & Hourigan, 2008). Third, they also contribute feedback process (Dippold, 2009). Fourth, the use of blogs develops learners' thinking skills especially on a particular subject in an organized way (Richardson, 2010). Fifth, blogs also help learners' research skills. Before writing, they need to do a lot of extensive reading on the topic (Richardson, 2010; Ward, 2004). Sixth, writing on a blog is not an activity which is done for one time. It is a gradual process similar to writing on a diary page (Ward, 2004). Finally, while writing on a blog, learners consider the target audiences' needs. They adjust the level of their writing without feeling the pressure of face to face communication (Richardson, 2010; Ward, 2004).

2.1.5.3. The Use of Blogs in EFL Writing

Being familiar with the features of a blog site, the next step for the learners is to write (Ducate & Lomicka, 2005). When appropriate conditions are created, according to Wu (2005), blogs are a highly effective learning tool in EFL writing. Learners who have a blog are likely to produce more writing (Lenhart et al., 2008). They write vigorously about a given topic with the aim of completing the task or commenting on other students' writing. In the traditional writing classes, learners write about a given topic in a limited timeframe without thinking about the audience. However, in the blog-oriented writing classes, they think about the audience and prepare their writings according to the target level. Blogs are also an ideal environment for extensive writing by providing opportunities to learners such as writing for different audiences, on different topics, working without pressure from teachers, free from constraints of time and place (Sun, 2010). The habit of writing may help to improve the overall quality of writing. Once they write on a regular basis, learners become more competent writers by learning new information and using new vocabularies.

2.1.5.4. The Use of Blogs in Current Writing Approaches

The first studies in writing, mainly emphasized the final product, today, educators are more interested in the processes which learners go through and the post process of writing (Murray & Hourigan, 2008). According to the process approach, writing consists of various stages such as planning, drafting, revising, editing and publishing, and in this approach, the concepts such as audience, interaction with classmates and teacher are specially emphasized (Arslan & Şahin-Kızıl, 2010). By considering this definition, it can be easily understood that the process approach in writing and writing a blog are similar in terms of their processes. They both emphasize the importance of collaboration. The role of a teacher is to monitor the process, give feedback if necessary and organize the tasks according to learners' needs, but not to take control of the whole process.

2.1.5.5. The Role of Blogs in Writing Motivation

Motivation, in its most general definition, is an energy which drives people to do something. Closely related to this definition, Blogs can help students to write about a topic. Coordinated with writing tasks, blogging increases learners' motivation to take part in the writing process actively (Lacina & Griffith 2012). They become more involved in the activities if they are stimulated properly. If the writing task is implemented correctly, blogging may improve students' motivation in the writing process (Vurdien, 2013). While writing on a blog, learners cooperate with their peers instead of teachers. However, as they also work on their own, it helps to create a sense of autonomy which increases motivation.

2.1.5.6. The Contributions of Blogs to Current Learning Theories

Blogs are a constructivist way of learning (Richardson, 2010). By reaching the information, and constructing the meaning in mind, learners develop a high level of thinking skill. Blogs are also a collaborative learning tool which has aroused great interest among educators lately (Godwin-Jones, 2003). By writing comments, criticism and feedback to each other's page, interaction among users, which is necessary for improving the overall quality of a blog, increases greatly. Blog discussions may help to improve feeling of community among students (Miceli et al., 2010). However, blogs not only support collaboration but they also help autonomy. Learners may decide the topic and write freely whenever they want. By using blogs, ownership and creativity are stimulated. Learners use the foreign language in a comfortable way, and they learn about the target culture, which is impossible to learn from textbooks alone (Ducate & Lomicka, 2008).

2.1.6. Conclusion

After a brief review of the theoretical background on the effects of blogs, some conclusions were reached. First, it is clear that blogs are beneficial in many ways to language learning such as being a quite collaborative and practical tool, providing feedback, improving thinking and research skills. Second, clearly blogs have a place in EFL writing and have a positive effect on students' writing motivation. That is, by using blogs, students may have more positive attitudes towards the writing process and the psychological factors hindering language learning may be overcome. Third, blogs may contribute various learning theories such as constructivism, collaborative language learning and autonomous learning that we have mentioned in the previous sections. As a conclusion, it is important for teachers to be aware of the developments in the field of educational technology and update them according to changing needs. In the following section, the related literature about writing and using blogs with educational purposes will be reviewed.

2.2. Literature Review

In this section, first, research results of various approaches in writing are examined. Then, the studies on writing motivation are examined. Next, research results on blogs on EFL writing are reviewed. Finally, a review of research on the use of blogs on motivation in EFL writing is presented.

2.2.1. Research on the Approaches in Writing

In the following section, form-focused approach, process-based approach, genre-based approach and reader-dominated approach in writing are reviewed.

2.2.1.1. Form-focused Approach

There has been vigorous debate among scholars over whether grammatical features and linguistic correctness should be focused on or not, and to what extent they should be included in the teaching process. Thus, there is a growing body of research that is in favor of form-focused instruction (FFI). To begin with, Norris and Ortega (2000) reviewed findings from various studies published between 1980 and 1998. They concluded that explicit FFI has a significant effect on the durability of learning. According to Ellis et al. (2002), it is unlikely for learners to attain a high level of linguistic competency through purely meaning-focused instruction. For them, teachers should focus on form as well as being a communicative assistant. Similarly, Elgün-Gündüz et al. (2012) investigated the influence of integrated FFI in which language forms can be taught and isolated FFI in which attention is drawn to language forms on writing, grammar and vocabulary development of EFL learners and learners' attitudes towards integrated and isolated FFI in two different primary level settings in Turkey. They found that learners with integrated FFI have better performance and more positive attitudes.

Research shows that FFI is also beneficial during the error correction process. As an example, in their study, Ferris and Roberts (2001) examined 72 university students through three different feedback conditions as errors marked with codes, underlined but not marked and no feedback at all. They concluded that both groups given feedback performed better than the group with no feedback. Moreover, according to Bitchener et al. (2005), if teachers correct students' errors on the basis of linguistic features in a written way, learners have better performance on acquiring some grammatical structures. In this sense, corrective feedback is more influential if it is accompanied with metalinguistic explanation as claimed by Sheen (2007). In other words, provided that the correct explanation is enabled, learners may benefit more from corrective feedback. That is, according to Hyland (2003), there is a strong tendency about the positive effect of focusing accuracy in error correction process among teachers and students. Without recursive

feedback, many students may develop the beliefs that they will fail to succeed.

Not all studies are in favor of form-focused instruction. For example, according to Long (2000), FFI is criticized for causing boredom, setbacks and being too teacher-centered. Overly focusing on form may have negative effects on acquisition (Truscott, 1996). Krashen (1993) is strongly opposed to FFI, he asserted that the effects which can be seen through FFI are limited, as it helps only acquisition of explicit knowledge to some degree. However, it overlooks the implicit knowledge which is necessary for acquiring a language. So, it is clear that teaching is influential in the situations in which focusing on both form and meaning are balanced (Spada & Lightbown, 2008).

2.2.1.2. Process-focused Approach

According to process-based approach, which is a reaction to the traditional product-oriented approaches, writing is seen as a long continuum that includes processes such as planning, drafting, editing (Raimes, 1991). It puts much more focus on the developmental stages of writing than end-product. Many studies have been conducted on process-focused approach. Thus, there has been a widespread consensus among scholars about the positive effects of this approach (Zamel, 1982, Raimes, 1983). For example, Ho (2006) examined 200 upper and lower primary school students to find what extent process writing helps to develop writing skills. Interviews, questionnaires, and observations of the strategies were used to collect data. Results showed that process-based writing is beneficial for both upper and lower level students. Process-focused writing may be beneficial for improving writing skills and fostering positive attitudes towards writing. Up to now, process movement has been seen as the most influential approach in teaching writing (Matsuda, 2003). In his study, Lee (2006) examined 100 language learners. The results showed that learners used more sophisticated sentences in their final drafts. In addition, Boas (2011) investigated how

teachers may integrate up-to-date technology to improve writing in the classroom by using a blog and a Ning network. Results showed that process writing integrating with latest technology helped to improve writing skills, collaborative working and digital literacy. In another study, Muncie (2002) investigated whether process writing has an effect on students' vocabulary development at a Japanese University. The results showed that there was a positive correlation between vocabulary development and writing as a process approach.

Although there are many studies in favor of process writing, some studies have found fairly limited or no contribution to writing skills. Graham and Sandmel (2011) reviewed 29 experimental and quasi-experimental studies conducted on different grades to see whether process writing helps to improve learners' writing skills and motivation. They found that process writing didn't have any significant effect on students' motivation and writing skills. Similarly, Barnhisel et al. (2012) conducted a study on first year college students in Duquesne University in Pittsburgh, Pennsylvania. They found the process approach has no positive effect on students' writing.

2.2.1.3. Genre-based Approach

There are a number of studies that claim using genre-based pedagogies in language learning classes has clear advantages. As an example, Wang (2013) found that genre approach is superior to traditional approaches by helping to improve the quality of writing, lexical knowledge and genre awareness. Reppen (1994) conducted a study on fifth grades in Arizona in order to find whether or not genre based approach has an effect on content writing instruction. He came to a conclusion that genre approach may be useful for both practicing writing and learning content. Knowledge of genre was also useful for teachers to help them acquire deeper understanding as well as professional development (Hyland, 2007). Ellis et al. (1998) investigated 34 participants by dividing them into two groups in an

alphabetical way as genre and non-genre group. They found out genre-based approach may be useful for especially for advanced learners. Moreover, Chen (2012) used pre-test and post-test assessment in order to find whether genre-based pedagogy has an effect on summary writing. Forty-one university students from Taiwan participated in the study. They were asked to summarize a graded reader in a maximum of 500 words. Content, organization, vocabulary and language use were assessed. The results showed that genre-based approach was beneficial in terms of overall summarization performance.

Despite many advantages, genre-based approach has also been criticized in some studies on the grounds that it ignores the issue of creativity. Among those studies, Kay and Dudley-Evans (1998) examined 48 primary, secondary, and tertiary level teachers and adult students from different countries. Some of the teachers were worried about the approach being too much prescriptive rather than descriptive and causing some students to become lazy by telling how to write various text types. By choosing a particular genre, individual writing creativity may be limited (Hyland, 2007). It was virtually impossible to find a perfect approach to handle writing completely. It was recommended that teachers should interweave approaches according to their needs. In fact, process and genre approaches should be seen as complementing each other (Nordin, & Mohammad, 2006).

2.2.1.4. Reader/Audience-dominated Approach

Many differing views about the effect of the reader-dominated approach, which gives considerable amount of importance to an audience's expectations, are held in the academic community. Van de Poel and Gasiorek (2012) investigated a writing program in which the expectations of the academic community are clearly addressed. One of the questions was whether this program would have a positive effect on students' confidence and knowledge. Results indicated that students who followed the program

had a better understanding of expectations of academic writing. Cohen (1989) investigated students' writing in two different audience conditions. The first one was teacher as an assessor and the second one was peer audience from outside the class. The results showed that students who wrote their papers for their peers had higher scores. If functional writing is integrated into classroom writing practice in a proper way, there may be improvements the quality of writing in classes. Similarly, Holliway (2004) conducted a study on 154 fifth and ninth grade students to find out whether audience awareness helps to improve their writing skills. Results demonstrated that when learners took their readers' expectations into consideration, they were more likely to adopt their writing according to these needs. However, giving too much attention to the reader is not always a good approach. According to Kroll (1984), if learners focus on the expectations of readers too much, this may cause them to narrow their perceptions about writing. It may inhibit students' creativity, thus it is important for teachers to have a balanced pedagogy.

2.2.2. Research on Writing Motivation

Early motivational studies on writing mostly emphasized apprehension (e.g. Daly & Miller, 1975; Daly, 1978; Faigley et al., 1981; Daly & Wilson, 1983). However, after the introduction of social cognitive theory, writing motivation was often studied in terms of self-efficacy. Paires (2003) asserted that the students' self-confidence about their writing skills had an effect on their motivation besides different writing outcomes. In addition, Zhang and Guo (2012) examined 66 Chinese EFL learners to find out the relationship between writing motivation and self efficacy. They found that English writing motivation, self-efficacy and writing competence had a positive and considerable correlation for freshmen, but not for sophomores.

Interest is another variable that has a positive effect on writing (Albin, Benton, & Khramtsova, 1996). Lo & Hyland, (2007) conducted a study on young ESL writers in Hong Kong as a part of an action research project that

aimed to improve learners' motivation and engagement based on their own socio-cultural context. They found that interesting and relevant topics had a confidence-building effect on young children. Lam & Law (2007) carried out a survey to find whether instructional practices were connected to students' motivation and performance. They discovered that the more motivating strategies the teachers used, the more the students were motivated. Consequently, learners had better performance when they were motivated.

Age and sex are important factors affecting writing motivation and performance. As an example, Troia et al., (2013) investigated 618 children and adolescents in 4th grades through 10, except 8th grades. The results showed that female and older students had better writing performance. Girls and younger students had higher writing frequency. Literature is another branch which can be integrated into writing classes to enhance motivation. Daly & Sharko (2010) claimed that using children' literature as a part of writing program improved their motivation to write, yet their quality of writing depended on their ability.

2.2.3. Research on Blogs on EFL Writing

Currently, many different technologies have been used in language learning environments thanks to the intense relationship between technology and education. Along with the developments of computer technologies and internet, weblogs or blogs provides many different opportunities to both teachers and language learners. According to Aydın (2014), blogs are useful and practical tools and they can easily be beneficial in an EFL context. Wu (2005) asserted that provided that the instructions were well-organized, blogs would definitely help teachers to improve students' writing performance. Noytim (2010) examined the potential value of blogs in a language learning context in Taiwan. The results showed that the students accepted blogs as a useful tool in terms of improving writing, reading, vocabulary, self expression,

thinking skills and social interaction. Hashemi & Najafi (2011) claimed that blogs have enormous usage in teaching writing in the EFL context.

Task-based blog activities had also an effect on EFL writing. Koçoğlu (2009) investigated 24 freshmen students enrolled in the department of English Language Teaching of Yeditepe University in Turkey. Her aim was to learn if the use of blogs had a role in improving writing. Results showed that blogs were beneficial for learners in both developing writing skills and sparking interest. Interestingly, students taking part in the project continued writing even after the project was over. Vurdien (2013) examined 11 students preparing for the Certificate in Advance English (CAE) Cambridge examination in Spain. The study lasted for five months. The participating students created personal blogs. Activities were mainly about the writing tasks such as letter writing, report, proposal, article, etc. At the end of the project, it was understood that blogs improved writing skills in particular tasks, fostered collaboration and helped to understand the effect of the learners' feedback.

Blogs also have a facilitating effect on the writing process. Arslan and Şahin-Kızıl (2010) conducted a study to investigate the influence of blog-oriented writing instruction on the overall writing performance. Two study groups were used in the quasi-experimental study as control group, which included 23 intermediate students and experimental group, which was consisted of 27 students. The control group took in-class process-based instruction and the experimental group used blogs as a supportive tool for their writing instruction. The results showed that blog-oriented writing may have had a significant effect on developing students' writing performance. Sun (2010) carried out a study in order to find the effects of extensive writing by examining different phases of blog entries written by participants. The results of the study demonstrated that blogs might be useful in developing students' writing skills, boosting motivation and stimulating learner autonomy.

2.2.4. Research on the Use of Blogs on Motivation in EFL Writing

The number of studies on the use of blogs on motivation in EFL context is limited. The prevailing consensus is that blogs may have a prominent role in language classes. Nair et al., (2013) carried out a quasi-experimental research, including 154 undergraduate students, to investigate the effects of blogs on students' attitudes during two semesters. Two types of blogs were compared. One was individual and the other was interactive. They found that interactive blogs had more positive effect on academic achievement and peer interaction. However, in terms of motivation, both groups displayed positive attitudes towards writing. In their research, Deng & Yuen (2012) investigated student teachers' perceptions towards academic blogging and motivating factors. Questionnaires, interviews, and content analysis were used. The results demonstrated that students' perceptions of blogs played an important role in motivation. Nair et al., (2013) compared traditional writing and online blogs. 224 students and 4 teachers participated in the study in Singapore. Two paper-based and two blog-oriented assignments were given. Although there were problems with the students' submission rates and teachers' negative perceptions about the burden of online tasks, blogs might have a positive effect on writing.

2.2.5. Conclusion

There is no certain agreement among scholars whether the form-focused approach is advantageous or not. However, it is obvious that there was harsh criticism over this approach about focusing on the end product to a great extent. Similarly, the process-based approach has many proponents and opponents. The process-based approach helps learners improve their cognitive abilities by directing them to engage in processes such as editing drafting, and revising (Graham & Sandmel 2011). In addition, through a positive learning environment, collaboration, self confidence and

responsibility, learners' motivation may strengthen. However, some studies have found that the process-based writing has no significant effect on learners' motivation and writing. As in other approaches, there is not a widespread agreement among researchers on the effect of genre-based approaches in teaching. There are many studies claiming that genre-based approaches have a place in writing, whereas some others claim that it may harm students' willingness by causing laziness. In the reader dominated approach, it is important for writers to understand what their readers expect in reader-dominated approach, which has clearly some advantages. However, while these expectations are taken into consideration, the factor of creativity and imagination should be equally paid attention to.

Writing and motivation are closely related to each other. One of the prerequisites of becoming a competent writer is to have a strong will for it. Without a motive or strong desire, it would be impossible to create a piece of writing that is worth reading. Academically, the studies on writing and motivation mainly focus on some basic components such as performance goal orientation, interest, perceptions about success and failure and self-efficacy beliefs. The research on self-efficacy beliefs in writing motivation has aroused great interest among scholars. It is commonly believed that the firmer belief a writer has about the achievement, the more chance he or she has for the success of writing. Age and sex are the other important elements affecting writing motivation. As the learners get older, they become more competent in writing. It is clearly understood that motivation is one of the most significant factors which has an effect on writing.

Blogs are very effective online tools to convey message to the readers. As learners are born into a virtual world and most of them are tech-savvy, computer-based environments attract more interest among them. There is a prevailing consensus among scholars about the positive effect of using blogs in education. Learners might add pictures, audio and video files without requiring much technical knowledge. Blogs are also beneficial for EFL settings. Thanks to its easy to use nature, learners may write at

wherever and whenever they want, work more collaboratively, get constructive feedback in a short time. However, the issues such as having a good internet connection, computer overusing, adding inappropriate content should be considered carefully.

Blogs have a significant effect on writing. With the help of the activities emphasizing particular writing tasks such as writing a letter, report, proposal or an article, blogs help learners to improve their writing skills in specific tasks, understand the value of the constructive feedback and support collaborative skills (Vurdien, 2013). Along with the encouragement from teachers and appropriate activities, students' positive perceptions about blogs affect their writing in a positive way. That is, when learners are given powerful inducement by their teachers and have a strong interest in the task, they are more motivated to write. In conclusion, provided that it is used as a supplementary tool for writing instruction, it is clear that blogs may be very beneficial in terms of increasing motivation.

3. METHODOLOGY

In the following section, the methodology used to gather and analyze data about the effects of the use of blogs on motivation in EFL writing is described. To do this, first, the design of the research is explained, second, participants are introduced, third, the tools used are expressed, then procedure is given and finally data analysis is discussed.

3.1. Research Design

This experimental study used a three-step procedure: (1) administration of background questionnaire, AWMQ and writing achievement pre-test, (2) practice, (3) administration AWMQ and writing achievement post-test. Background questionnaire, writing achievement pre-test and AWMQ were administrated during the second week of the fall semester in 2014. Then, participants were assigned randomly in control and experimental groups. In the practice process, the participants were given four-week detailed process-based writing instruction. During the process, participants in the control group completed their tasks in a traditional pen-paper writing process, while the subjects in the experimental group used blogs to complete their tasks. Finally, the posttest, having the same content with the pretest, and AWMQ were administered in order to compare two groups at the end of the semester.

3.2. Participants

48 pre-service teachers studying at the English Language Teaching (ELT) Department of Balikesir University participated in the study. All of the participants were freshmen, as their writing class was taught during the first year of the program. The students who participated in the study were at advanced level of English as a foreign language. The group consisted of 30

(62.5%) female and 18 (37.5%) male students. It should be noted that the reason why the number of female students was higher than that of males was the predominance of female students in the ELT department. In other words, the gender distribution of the participants was a reflection of the overall population in the department. The mean age of the participants was 18.9 in the range of 18 and 26. They all studied EFL during their high school education where they enrolled in English departments which involved 10 to 12 hours of English classes in a week when they are at 10th grade. They also intensively studied English at 10th, 11th and 12th grades.

The mean score as an indication of their academic achievement was 2.85. The mean scores were their official test results in the range of 0 and 4 obtained from the formal examination results from their classes they attended during the semester. The classes they took during the first semester of academic year were Contextual Grammar, Listening and Pronunciation, Advanced Reading and Writing and Oral Communication Skills. For the indication of their language proficiency, their FLE scores were used. FLE, as a determinant while attending a university by Student Selection and Placement Center (ÖSYM) in Turkey, consisted of 80 questions including 15 grammar questions, five cloze items, eight sentence completion, 12 translation sentences from Turkish into English and English into Turkish, 15 reading items, five restatements of sentences, five paragraph completion exercises, five situational items, five dialog completion items and five irrelevant sentence questions were asked.

Table 1. Age, Gender, Academic Achievement Score, FLE Score

Variables		Control Group		Experimental Group		Both	
Age	Mean	18.92		18.43		18.97	
	Minimum	18		18		18	
	Maximum	26		23		26	
Gender	Number	Female	Male	Female	Male	Female	Male
		18	7	12	11	30	18
	Percent	Female	Male	Female	Male	Female	Male
		37.5%	14.58%	25%	22.9%	62.5%	37.5%
Academic Achievement Score		Mean	2.85	2.86		2.86	
		St. Dev.	0.39	0.34		0.36	
		Minimum	2.00	2.20		2.00	
		Maximum	3.74	3.57		3.74	
FLE Score		Mean	58.40	60.35		59.33	
		St. Dev.	5.51	7.99		6.77	
		Minimum	48	46		46	
		Maximum	70	77		77	

3.3. Tools

The study used three tools to collect data: A background questionnaire, writing achievement test, and writing motivation scale. At the first phase, a background questionnaire was developed in order to interrogate gender, age, academic achievement, and FLE scores. The second tool used in the study was a writing achievement test which was designed to obtain descriptive data about the students' writing achievement (See Appendix 1). During this process, the participants were expected to write an essay by choosing one of the three given topics which were used in TOEFL exams. The third tool administered in the study to see participants' motivation levels was Payne's (2012) Academic Writing Motivation Questionnaire (AWMQ), (Appendix 2) including 37 items. The questionnaire was Likert-type that was assessed on a scale ranging from one to five (never = 1, rarely = 2, sometimes = 3, usually = 4, always = 5).

3.4. Procedure

Before conducting the research, purposes, the significance, and research methodology of the study were explained clearly and concisely to the participants. The importance of writing and the contributions of the study to the related literature were discussed during classroom sessions, in groups and pairs. Then, the approval of Ethical Review Board, whose aim was to supervise, check and approve behavioral researches including people in order to protect their rights and well-being, was obtained through the administration of the Education Faculty. Because of the ethical reasons, the participants were told that their privacy would be ensured, it was confirmed that the participants participated in the study voluntarily, and it was also emphasized that the study would not pose any psychological, social or political risks. The participants were regularly informed before, during and after the study about the purposes, procedure and consequences. Moreover, the consent form providing the participants with the statement that their participation is voluntary was signed by the participants (Appendix 3). After the forms that the participants signed were given to the administration, the study was carried out.

3.4.1. Pre-test Administration

At the beginning of the research, a background questionnaire was administrated to obtain information about their gender, age, academic achievement and FLE scores. After the administration of the background questionnaire, as the first step of pretest application, the achievement test was administered. All of the participants were expected to choose and write an essay about one of the three given TOEFL writing topics. The participants were expected to use specific reasons and examples to support their answers. The essays were graded by two experienced English teacher. Inter-rater and intra-rater reliability of the scores were calculated. Then, AWMQ was administered after the achievement test. The participants responded to

37 items interrogating their writing motivation levels. The questionnaire was aimed to decide to what extent the students have motivation toward writing. After pre-test, participants were randomly assigned as the subjects in control and experimental groups.

3.4.2. Instruction Process

The study consisted of four main periods. The participants in the control group completed their tasks in a traditional pen-paper writing process, whereas the subjects in the experimental group used weblogs to complete their tasks (Appendix 11). On the basis of Flower and Hayes's (1981) process model of writing including the processes such as planning, drafting and revising, the students followed the necessary steps of process-based approach.

3.4.2.1. Week 1

In the first week, the necessary steps for writing a descriptive essay were introduced. In other words, the participants were informed about how to use the descriptive language and organize an essay which includes introduction, a thesis statement, body paragraphs and a conclusion. Descriptive and non-descriptive essay samples were shown. Then, they read a descriptive essay about a restaurant, and completed some exercises to stimulate their learning. Definite and indefinite articles were explained and the students completed some exercises. Before they started to write, they followed some steps to gather ideas for their essay. They thought of some products, services and businesses such as restaurants, stores or technological products. For each product, they answered some questions such as "What are the main features or qualities of the product?" and "How would you describe it?". Then, they selected a product, service or business for reviewing. After that, they used these ideas while making an outline. At

the beginning of the outline, they wrote some introductory ideas and a thesis statement. Then, they wrote two body paragraphs including descriptive language about the features of the product, service or business. At the end, they wrote a conclusion involving final opinions. With the help of the outline they made, they wrote a four-paragraph essay which involved descriptive language. Finally, before editing, they read their partners' essays and discussed with them. They answered some questions such as "Does the introduction interest the reader and state the opinion clearly?", "Does the essay give a clear mental picture of the topic you chose?" and "Does the conclusion convince readers?". They revised and rewrote their essays according to the feedback given by their peers. Then, the essays were read by the teacher and given feedback. Finally, they wrote their final draft and edited their writing.

3.4.2.2. Week 2

The second week covered the organization of narrative essays. The subjects were informed about how to organize an essay including previous personal experience or a memorable event, and to express the order of events by using time words and time clauses. They learned various time clauses such as "after/before", "as", "when", time expressions such as "ago", "last", "later", "next day", and prepositions such as "in", "on", "for". Then, they read an example of essay about interesting kitchen tools and answered the questions which aimed to focus on the features of the narrative essay. Past Perfect Tense and the order of the events in the past were explained to the students. They completed some exercises which aimed to consolidate their learning. After that, they were stimulated to make an outline by practicing the structures they learned. Before writing, the students had a brainstorming session to plan their essays. They wrote down the names of some people or things they were influenced in the past on their notebooks. They wrote specific details and memories about the event. After that, they started to write an outline. At the beginning of the outline, they wrote some

introductory ideas. Next, they wrote three body paragraphs including narrative language about the event they were influenced. They wrote important and interesting details. At the end, they wrote a conclusion involving final opinions. With the help of the outline they made, they were expected to write a narrative essay including the correct ordering of the events and use of time words and clauses. No sooner did they complete their writing then they read and made comments on their partners writing. They answered some questions such as "Does the introduction clearly say who or what influenced the writer?", "Are there enough details to understand the story?" and "What lesson did the story teach to the writer?". They revised and rewrote their essays according to the feedback given by their peers. Then, the essays were read by the teacher and given feedback. Finally, they wrote their final draft and edited their writing.

3.4.2.3. Week 3

The third week involved writing a compare and contrast essay. The participants were explained how to describe two subjects being compared and contrasted and organize body paragraphs by using techniques such as point by point essay in which students choose three or more key points to compare and contrast. Then, they read a compare and contrast essay about two singers and completed some exercises and charts including point by point essay and similarities and differences essay. The students were taught subordinators showing contrast and transitions showing comparison. After practicing the structures they learned, they prepared to plan their own five-paragraph essays to compare and contrast two artists, performers, or works of art. Before starting, they brainstormed to gather new ideas about their essays. They chose two topics to compare and contrast and decided which technique they were going to use: "similarities and differences essay" or "point by point essay". They wrote their ideas in a chart. They started to make an outline. At the beginning of the outline, they wrote some introductory ideas and a thesis statement. Next, they wrote three body paragraphs

including the comparing and contrasting language about the two topics they chose. At the end, they wrote a conclusion involving final opinions. With the help of the outline they made, they wrote a five-paragraph essay which involved a compare and contrast language. Finally, before editing, they read their partners' essays and discussed with them. They answered some questions such as "How is the essay organized?", "Does the essay clearly show the similarities and differences between the two subjects?" and "Does the writer clearly express the opinion about the two subjects?". They revised and rewrote their essays according to the feedback given by their peers. Then, the essays were read by the teacher and given feedback. Finally, they wrote their final draft and edited their writing.

3.4.2.4. Week 4

In the last week, writing a cause and effect essay which includes the reasons and the results of an event, situation or action was explained in detail. At the beginning, the students were explained how to organize a cause and effect essay including causes and effects. Then, they read a cause and effect essay about weigh loss diets and completed some exercises. After that, the passive voice was explained briefly, the students learned how to use agents with passive voice, and did some exercises including the use of agents in passive voice to reinforce their understanding. Before they started to write, they followed some steps to gather ideas for their essay. They thought the positive and negative effects of science on the food we eat. They wrote their ideas on a chart. After that, they used these ideas to make an outline. At the beginning of the outline, they wrote some introductory ideas and a thesis statement. Then, they wrote three body paragraphs supporting the negative and positive effects that science has on the food we eat. At the end, they wrote a conclusion involving final opinions. By means of the outline they made, they wrote a five-paragraph essay which involved causes and effects. Finally, before editing, they read their partners' essays and discussed with them. They answered some questions such as "Does the essay clearly explain three effects of science on the food we eat?",

"Does the essay use cause and effect collocations appropriately?" and "Are the effects supported by facts, examples and descriptions?". They revised and rewrote their essays according to the feedback given by their peers. Then, the essays were read by the teacher and given feedback. Finally, they wrote their final draft and edited their writing.

3.4.3. Post-test Administration

At the final stage of the research, the achievement test was administered. All of the participants were expected to choose and write an essay about one of the three given TOEFL writing topics. The participants were also expected to use specific reasons and examples to support their answers. The post-tests were graded by two experienced English teacher. Inter-rater and intra-rater reliability of the scores were calculated again. Then, AWMQ whose aim was to decide to what extent the students have motivation toward writing was administered after the achievement test. The participants responded to 37 items interrogating their writing motivation levels.

3.5. Data Analysis

In the study, Statistical Package for Social Sciences (SPSS) was used with the aim of analyzing the data. For this purpose, first of all, the mean scores, maximum and minimum values for the participants' ages were calculated. Then, the number and percentage for participants' gender were calculated. After that, mean scores, minimum and maximum values and standard deviation for participants' academic achievement scores were computed. Finally, a similar process was gone through for participants' FLE scores by calculating mean scores, minimum and maximum values and standard deviation.

In order to determine participants' writing achievements, the essays written by the participants at the beginning and the end of the study were graded by two experienced EFL instructors. First, mean scores, standard

deviations, minimum and maximum scores, and standard error of means regarding content, organization, discourse markers, sentence construction, mechanics and total scores for both pre- and post-tests were computed. Then, the inter- and intra-rater reliability coefficients, pre- and post-test reliability and overall reliability coefficients were calculated in Cronbach's Alpha, a model of internal consistency based on the average inter-item correlation. The values shown in Table 2 indicated that the reliability of the tests was obtained. Data showed that there was a high degree of reliability for both pre- and post-tests. For the scorer 1, the reliability of pre-test was 0.87 and post-test was 0.91. On the other hand, for the scorer 2, the reliability of pre-test was 0.71 and post-test was 0.93. After obtaining reliability of the pre- and post-test achievement scores, paired sample t-tests were computed to interrogate whether there was any significant difference between the pre-test and post-test scores in each group separately. In addition, the independent sample t-tests were computed in order to compare differences between groups.

Table 2. Inter-rater and intra-rater reliability of the pre- and post-tests

Scorers	Pre-test		Post-test		Overall
Scorer 1	0.87	0.90	0.91	0.93	0.92
Scorer 2	0.71		0.93		

Finally, the reliability coefficients of AWMQ in Cronbach's Alpha Model and percentages of variance were computed for pre-and post-tests. For the pretest, the reliability was 0.91 whereas the percentage of variance was 77.36. Moreover, for the post-test the reliability was 0.75 and percentage of variance was 76.94. The results shown in Table 5 indicated that reliability and validity of the data were obtained.

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

Reliability coefficients (Cronbach's Alpha)		% of the Variance
Pre-test	0.91	77.36
Post-test	0.75	76.94

4. FINDINGS AND DISCUSSION

This section presents the findings obtained from the study in accordance with the research questions asked in the research. First, the study gives the results about the use of the blogs on EFL writing achievement. Then, it focuses on the findings regarding the effects of the use of blogs on EFL writing motivation

4.1. Research Question 1: Does the Use of Blogs in EFL Writing Affect Writing Achievement?

4.1.1. Instruction Effect on Writing Achievement in Control Group

According to the results presented in Table 4, it was found that there were differences between writing achievement regarding pre- and post-test scores in the control and experimental groups. Above all, the pre-test score was 37.27, whereas the post-test score was found to be 48.84. When the mean scores for content were considered, the pre-test mean score was 9.59, whereas the post-test mean score was found to be 13.15. Considering the mean scores for organization, the value for the mean of the pre-test scores was 5.31, while it was found to be 7.00 for the post-test scores. Mean scores for discourse markers indicated that pre-test result was 3.25, whereas it was 4.78 for the post-test. Results also demonstrated that mean scores for vocabulary increased from 5.09 to 7.00. When mean scores for sentence construction were considered, it was obtained that mean scores of the pre-test score was 11.31 and that it was 13.87 for the posttest. Moreover, in terms of mechanics of writing, their mean scores showed that there was a slight improvement in their scores from 2.78 to 3.12.

Table 4. Writing Achievement for the Control Group

		Mean	Std. Deviation	Std. Error Mean
Content	Pre-test	9.59	1.84	.45
	Post-test	13.15	2.50	.62
Organization	Pre-test	5.31	1.43	.35
	Post-test	7.00	1.36	.34
Discourse markers	Pre-test	3.25	.98	.24
	Post-test	4.78	1.34	.33
Vocabulary	Pre-test	5.09	1.29	.32
	Post-test	7.00	1.89	.47
Sentence construction	Pre-test	11.31	2.51	.62
	Post-test	13.87	3.37	.84
Mechanics	Pre-test	2.78	.40	.10
	Post-test	3.12	.46	.11
Total score	Pre-test	37.28	7.42	1.85
	Post-test	48.84	10.35	2.58

Table 5 presented paired sample t-test results to see whether there was a statistically significant difference between the pre- and post-test scores in terms of writing achievement. The significance values presented in the table indicated that there was a significant increase in writing achievement. First, it should be noted that the values for the significance levels for the overall scores was found to be .00 except mechanics. In terms of content, there was considerable correlation between two scores, as the significance level for content was .00. What is more, with regard to organization, it was found that the significance was .00, which showed that two tests were significantly correlated. Moreover, as the significance levels for discourse markers, vocabulary and sentence construction were 0.00, it was found that there were statistically significant correlations between the pre- and post-test scores. Regarding mechanics, the significance was found to be .01. Last, as for significance levels for the final scores, it was found that there existed to be statistically significant relation between pre- and post tests ($p=.00$).

Table 5. Paired Samples Test for the Control Group

	Paired Differences					Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		
				Lower	Upper	
Content	3.56	2.29	.57	2.34	4.78	.00
Organization	1.68	1.34	.33	.97	2.40	.00
Discourse markers	1.53	1.18	.29	.89	2.16	.00
Vocabulary	1.90	1.99	.49	.84	2.96	.00
Sentence construction	2.56	2.83	.70	1.04	4.07	.00
Mechanics	.34	.47	.11	.09	.59	.01
Total score	11.56	8.59	2.14	6.98	16.14	.00

4.1.2. Instruction Effect on Writing Achievement in Experimental Group

As indicated in Table 6, it was observed that mean scores of the tests administered to the member of the experimental group increased. Similar to the findings obtained from the control group, their overall scores increased from 41.93 to 49.37. Regarding content, the mean score for pre-test was found to be 10.75, while it was 12.75 for post-test. When organization of their writing were considered, values for the mean of the pre-test scores 6.00., whereas it was 7.18 for post-test. In terms of discourse makers, the mean score was found to be 3.84 for pre-test and it was 4.87 for post-test. Mean scores for vocabulary showed that there was a moderate increase in scores from 5.68 to 7.40. With regard to the sentence construction, the mean score was found to be 12.96 for the pre-test; however, it was 14.50 for the post-test. As for mechanics of writing, the mean score of pre-test was 2.87, whereas it was 3.25 for the post-test. Briefly, these findings indicated that not

only blog-oriented writing instruction but pen-paper process writing instruction affected students' writing performance positively.

Table 6. Writing Achievement for the Experimental Group

		Mean	Std. Deviation	Std. Error Mean
Content	Pre-test	10.75	2.16	.54
	Post-test	12.75	2.09	.52
Organization	Pre-test	6.00	1.49	.37
	Post-test	7.18	1.55	.38
Discourse markers	Pre-test	3.84	.97	.24
	Post-test	4.87	1.47	.36
Vocabulary	Pre-test	5.68	1.66	.41
	Post-test	7.40	2.15	.53
Sentence construction	Pre-test	12.96	2.66	.66
	Post-test	14.50	2.52	.63
Mechanics	Pre-test	2.87	.46	.11
	Post-test	3.25	.40	.10
Total score	Pre-test	41.93	7.65	1.91
	Post-test	49.37	.40	.10

As seen in Table 7, the paired sample test results indicated statistically significant differences regarding the scores for content, organization, discourse markers, vocabulary, mechanics and overall test; however, no correlation was found in terms of sentence structure. To begin with, the significance level for the overall scores was found to be .00 which showed significant correlation between the pre- and post-test results. The significance of content was .01 that showed there was a significant correlation. When organization was considered, the significance was found to be .03. Moreover, the significance for discourse markers was .03. Regarding vocabulary, the significance level was found to be .01, which demonstrated that pre- and post-test results were correlated. On the other hand, as for sentence

construction, the significance was found to be .16. This value indicated that there was no correlation between the scores for sentence structure. Finally, in terms of mechanics, based on the significance which was found to be .01, it was seen that there was a significant statistical correlation between the scores of pre- and post-tests.

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	2.00	2.79	.69	.50	3.49	.01
Organization	1.18	1.47	.36	.40	1.97	.00
Discourse markers	1.03	1.71	.42	.11	1.94	.03
Vocabulary	1.71	2.37	.59	.45	2.98	.01
Sentence construction	1.53	4.15	1.03	-.68	3.74	.16
Mechanics	.37	.56	.14	.07	.67	.01
Total score	8.21	9.81	2.45	2.98	13.44	.00

4.1.3. Comparison of Pen-paper and Blogging Effect

Interestingly enough, the values of pre-test scores shown in Table 8 did not show any statistical significance in terms of blogging effect on writing achievement when the scores obtained from the participants in the control and experimental groups were compared. However, as seen in Table 8, overall mean score of pre-test was 36.38 for the control group, while it was 41.94 for the experimental group. The value for significance level for total scores was found to be .61 revealing that no correlation was found. In terms of content, the pre-test mean score was 9.13 for the control group, while it was 10.81 for the experimental group. On the other hand, the significance

was found to be .76 that showed no correlation between groups. When organization was considered, the value for the mean of the pre-test was 5.15 for the control group, whereas it was found to be 5.84 for the experimental group. Similar to findings in relation to content, there was no significant correlation for organization between groups ($p=.96$). As for discourse markers, the pre-test mean score was found to be 3.40 for the control group, as it was 3.81 for the experimental group. Moreover, as the significance level was .53, no correlation was obtained. Regarding vocabulary, the mean score was 4.90 for the control group and 5.65 for the experimental group. As the significance level was found to be .79, no correlation was observed. With regard to sentence construction, the mean value of pre-test for the control group was 10.95, while it was 13.05 for the experimental group. However, no statistically significant correlation was observed between the scores obtained from control and experimental groups according to the value for significance found to be .79. The mean pre-test result of mechanics of writing for the control group was 2.79, whereas it was 2.92 for the experimental group. Similar to the previous values, the significance level was .64 which indicated that there was no significant correlation in terms of mechanics of writing.

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

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
Content	Control Group	9.13	2.03	.43	.09	.76
	Experimental Group	10.81	2.00	.45		
Organization	Control Group	5.15	1.40	.30	.00	.96
	Experimental Group	5.84	1.42	.32		
Discourse markers	Control Group	3.40	.98	.20	.39	.53
	Experimental Group	3.81	.90	.20		
Vocabulary	Control Group	4.90	1.23	.26	.07	.79
	Experimental Group	5.65	1.58	.35		
Sentence construction	Control Group	10.95	2.41	.51	.06	.79
	Experimental Group	13.05	2.46	.56		
Mechanics	Control Group	2.79	.39	.08	.22	.64
	Experimental Group	2.92	.44	.10		
Pretest total score	Control Group	36.38	7.07	1.50	.25	.61
	Experimental Group	41.94	6.98	1.60		

Similarly, according to the values of post-test scores shown in Table 9, there were no significant differences between the scores obtained from the scores in the control and experimental groups when compared. According to the findings, the overall mean score of post-test for the control group was 49.50, as it was 49.37 for the experimental group. As the significance level for total scores was found to be .32, no correlation was obtained. With respect to content, the mean value of post-test was 13.39 for the control group, while it was 12.67 for the experimental group. As for the significance, no correlation was found ($p=.44$). Regarding organization of writing, the post-test mean score was 7.28 for the control group, whereas it was 7.10 for the experimental group. The value of significance level found to be .95 indicated that there was no correlation. When discourse markers were considered, the post-test mean score for the control group was 4.84; on the other hand, it

was 4.67 for the experimental group. As the significance level was found to be .54, no correlation was found. In terms of vocabulary, the post-test mean score was 7.05 for the control group, while it was 7.22 for the experimental group. The value of significance was .90 indicating no correlation existed. The post-test mean score of sentence construction for the control group was 13.89, as it was 14.37 for the experimental group. In addition, the significance level was .17. As for the mechanics of writing, the value of post-test mean score for the control group was 3.10; on the other hand, for the experimental group, it was 3.17. As for significance found to be .86, it was observed that there was no statistical correlation between the scores obtained from control and experimental groups.

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

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
Content	Control Group	13.39	3.09	.70	.58	.44
	Experimental Group	12.67	2.22	.49		
Organization	Control Group	7.28	1.78	.40	.00	.95
	Experimental Group	7.10	1.57	.35		
Discourse markers	Control Group	4.84	1.34	.30	.38	.54
	Experimental Group	4.67	1.51	.33		
Vocabulary	Control Group	7.05	1.96	.45	.01	.90
	Experimental Group	7.22	2.22	.49		
Sentence construction	Control Group	13.89	3.77	.86	1.87	.17
	Experimental Group	14.37	2.48	.55		
Mechanics	Control Group	3.10	.45	.10	.03	.86
	Experimental Group	3.17	.46	.10		
Posttest total score	Control Group	49.50	11.74	2.69	.98	.32
	Experimental Group	49.37	8.90	1.99		

4.2. Research Question 2: Does the Use of Blogs in EFL Writing Have Any Influence on EFL Writing Motivation?

4.2.1. Pen-paper Effect on Writing Motivation

This section provides an overview of the results obtained from the Academic Writing Motivation Scale (AWMQ). For this purpose, the data set of variables involving self-assessment of students' writing abilities, language preferences and motives were presented. As an indication of high level of motivation, the value 2.5 and over was evaluated, whereas values below 2.5 were seen as a criterion of low motivation. With the aim of obtaining the level of motivation the participants had for writing, pre-test results of AWMQ was given in detail below. For this purpose, AWMQ was divided into four sub-categories as emotions for writing, self-assessment for the mastery of writing, assessment from others for the mastery of writing, and future expectations for writing.

To begin with, for the pre-test results, when the participants in the control group explaining their emotions about writing were considered, they seemed motivated. For instance, they stated that they enjoyed writing ($x=3.06$) and liked to write down their thoughts ($x=3.31$). They also stated that they liked classes that required a lot of writing ($x=2.68$), enjoyed participation in written online discussions ($x=2.56$), and creative writing assignments ($x=3.50$). Additionally, the students believed that they were motivated to write in their classes ($x=3.06$), liked to write even if their writing would not be graded ($x=3.37$), enjoyed writing literary analysis papers ($x=2.50$), research papers ($x=2.68$) and assignments that challenged them ($x=3.37$).

Self-assessment for the mastery of writing was provided with the aim of investigating the participants' perceptions toward their own achievements of writing. Initially, the participants stated that they used correct grammar in

their writing ($x=3.62$), wrote more than minimum on writing assignments ($x=3.37$), completed a writing assignment even when it was difficult ($x=3.37$) and wrote as well as other students ($x=3.18$). Correspondingly, they thought punctuation ($x=3.18$), spelling ($x=3.00$) and choosing the right word ($x=3.06$) were easy. Moreover, they believed that it was easy to write good essays ($x=2.62$), and focused on what they were writing ($x=3.37$). The participants also stated that they were able to clearly express their ideas in writing ($x=3.62$), more likely to succeed if they could write well ($x=4.18$) and put a lot of effort into their writing ($x=3.81$). In addition, the students stated that they planned how they were going to write something before they wrote it ($x=3.43$), revised their writing before submitting an assignment ($x=3.37$), practiced writing in order to improve their skills ($x=3.18$) and would rather to have written an essay than answered multiple-choice questions ($x=3.12$).

After the participants' thoughts on the mastery of writing were examined, assessment from others for the mastery of writing and future expectations was taken into consideration. The participants liked others to read what they wrote ($x=2.68$), their writing to be graded ($x=3.37$) and to get feedback from an instructor on their writing ($x=2.81$). The participants also believed that it was important to make an A on a writing assignment ($x=3.81$). Moreover, they stated that they wanted others to recognize them as a good writer ($x=2.87$) and the highest grade in the class on a writing assignment ($x=3.50$). Additionally, the students, thinking that being a good writer was important in getting a good job ($x=4.12$), believed that writing would help them in their career ($x=4.50$) and do well academically ($x=4.25$). They also found important to become a good writer ($x=4.06$) and would like to have had more opportunities to write in classes ($x=2.87$).

As well as the pre-test results, the values of the post-test for the control group were also examined to find whether there was a difference between the pre- and post-test scores. First, the participants' emotions about writing were assessed. They declared that they enjoyed writing ($x=3.62$), just as they liked to write down their thoughts ($x=3.87$). Additionally, they stated

that they liked classes that required a lot of writing ($x=3.12$), to participate in written online discussions ($x=2.50$) and to write even if their writing would not be graded ($x=3.37$). The participants, believing that they were motivated to write in their classes ($x=3.06$), enjoyed creative writing assignments ($x=4.06$), writing literary analysis papers ($x=2.50$), research papers ($x=2.81$) and assignments that challenged them ($x=3.37$).

In addition to the participants' feelings, their own opinions on their writing proficiency were evaluated, the participants stated that they used correct grammar in their writing ($x=3.43$), completed a writing assignment even when it was difficult ($x=3.31$), wrote as well as other students ($x=3.50$), and wrote more than minimum on writing assignments ($x=3.12$). Similarly, the participants, finding punctuation ($x=3.37$), spelling ($x=3.37$) and choosing the right word ($x=3.31$) were easy, also stated that it easy to write good essays ($x=2.62$), and to focus on what they were writing ($x=3.43$). The participants, thinking that they were able to clearly express their ideas in writing ($x=3.68$) and more likely to succeed if they could write well ($x=3.75$) stated that they put a lot of effort into their writing ($x=3.87$), planned how they were going to write something before they wrote it ($x=3.75$) and revised their writing before submitting an assignment ($x=3.37$). Finally, the participants, declaring that they practiced writing in order to improve their skills ($x=3.75$), believed that they would rather to have written an essay than answered multiple-choice questions ($x=2.75$).

As soon as the participants' own judgments about writing proficiency were examined, the assessment from others for the mastery of writing and future expectations was analyzed. The participants, explaining that they liked others to read what they wrote ($x=2.81$), their writing to be graded ($x=3.43$) and to get feedback from an instructor on their writing ($x=3.06$), claimed that it was important for them that to make an A on a writing assignment ($x=3.87$). Moreover, the participants stated that they wanted others to recognize them as a good writer ($x=3.18$), and wanted the highest grade in the class on a writing assignment ($x=3.75$). In addition, the students, claiming being a good

writer was important in getting a good job ($x=4.18$), would help them in their career ($x=4.43$) and do well academically ($x=4.25$), stated that it was important to become a good writer ($x=4.06$) and would like to have had more opportunities to write in classes ($x=3.18$).

As shown in Table 10, the paired sample test results that were aimed at exploring whether there was a correlation between pre-test and post-test results of control group indicated that only five items were significantly correlated in terms of of pre- and pos-tests scores. First, the values indicated that the participants enjoyed writing significantly increased ($p=.02$). Namely, there was a noticeable improvement in emotions regarding writing. Second, the participants' statements about their positive feelings to write down their thoughts were significantly correlated ($p=.03$). This showed that they liked writing down their ideas more at the end of the experiment. Moreover, there existed to be a significant correlation ($p=.04$) between values showed that they enjoyed creative writing assignments. That is to say, the participants' beliefs about creative writing increased considerably. Finally, the values demonstrated that spelling was easy for them were correlated ($p=.05$), which showed an obvious improvement.

Table 10. The paired sample test results for the control 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.	.56	.89	.22	.08	1.03	2.52	15	.02
I like to write down my thoughts.	.56	.96	.24	.04	1.07	2.33	15	.03
I enjoy creative writing assignments.	.56	1.03	.25	.01	1.11	2.18	15	.04
Spelling is easy for me.	.37	.71	.17	-.00	.75	2.08	15	.05

4.2.2. Blogging Effect on Writing Motivation

When the participants in the experimental group expressed their emotions about writing, it turned out that they have a high level of writing motivation. First, although they were not in favor of classes that required a lot of writing ($x=2.43$), they enjoyed writing ($x=3.12$), writing down their thoughts ($x=3.37$), participating in written online discussions ($x=2.56$) and doing creative writing assignments ($x=3.68$). In addition, the participants felt motivated to write in their classes ($x=3.25$), liked to write even if their writing would not be graded ($x=3.06$), enjoyed writing literary analysis papers ($x=2.63$), research papers ($x=2.68$) and assignments that challenged them ($x=3.00$).

In addition to the feelings, the mastery of writing was examined in order to decide the participants' perceptions toward their own achievements of writing, the students, claiming that it was easy to write good essays ($x=2.81$), believed punctuation ($x=3.62$), spelling ($x=3.31$) and choosing the right word ($x=3.25$) were easy. They easily focused on what they were writing ($x=3.56$). Similarly, the participants stated that they put a lot of effort into their writing ($x=3.43$), used correct grammar in their writing ($x=3.68$), wrote more than minimum on writing assignments ($x=3.00$), completed a writing assignment even when it was difficult ($x=3.00$) and wrote as well as other students ($x=3.50$). Additionally, the students, believing that they were able to clearly express their ideas in writing ($x=3.56$), and more likely to succeed if they could write well ($x=3.93$), declared that they planned how they were going to write something before they wrote it ($x=3.37$), revised their writing before submitting an assignment ($x=3.75$), practiced writing in order to improve their skills ($x=3.18$) and preferred having written an essay than answered multiple-choice questions ($x=3.18$).

No sooner had the writing proficiency been examined than assessment from others for the mastery of writing and future expectations were evaluated. The participants thought that it was important to make an A

on a writing assignment ($x=3.87$), liked others to read what they wrote ($x=3.31$), their writing to be graded ($x=3.62$), and to get feedback from an instructor on their writing ($x=3.18$). Moreover, they wanted others to recognize them as a good writer ($x=3.43$), and the highest grade in the class on a writing assignment ($x=3.12$). Additionally, the students, believing that being a good writer was important in getting a good job ($x=3.87$), claimed that writing would help them in their career ($x=4.37$), and do well academically ($x=4.06$), that they found it important to become a good writer ($x=3.75$) and that they would like to have more opportunities to write in classes ($x=3.12$).

In addition to the pre-test results, the values of the post-test for the experimental group were also assessed with the aim of deciding the level of writing motivation at the end of the treatment. First, regarding emotions about writing, the participants stated that they liked writing ($x=3.56$), writing classes that required a lot of writing ($x=2.87$), to participate in written online discussions ($x=2.93$), to write down their thoughts ($x=3.62$) and to write even if their writing would not be graded ($x=3.31$). In addition, the participants in the group claimed that they were motivated to write in their classes ($x=3.18$), enjoyed creative writing assignments ($x=4.18$), writing literary analysis papers ($x=2.87$) and research papers ($x=2.62$) and assignments that challenged them ($x=3.06$).

Self-assessment for the mastery of writing was examined to see if there was an increase in scores after the treatments. The participants declared that they liked writing more than minimum on writing assignments ($x=3.18$), wrote as well as other students ($x=3.37$), put a lot of effort into their writing ($x=3.69$), planned how they were going to write something before they wrote it ($x=3.50$) and revised their writing before submitting an assignment ($x=3.75$). They also believed that they used correct grammar in their writing ($x=3.62$) and completed a writing assignment even when it was difficult ($x=3.56$). Correspondingly, the participants, finding punctuation ($x=3.75$), spelling ($x=3.56$) and choosing the right word ($x=3.12$) were easy, stated that it was easy to write good essays ($x=2.62$) and to focus on what they were

writing ($x=3.50$). Additionally, the participants, believing that they were able to clearly express their ideas in writing ($x=3.68$) and more likely to succeed if they could write well ($x=4.18$), declared that they practiced writing in order to improve their skills ($x=3.06$), and preferred to have written an essay than answered multiple-choice questions ($x=2.68$).

The assessment from others for the mastery of writing and future expectations was evaluated. The participants liked others to read what they wrote ($x=3.31$), their writing to be graded ($x=3.87$) and to get feedback from an instructor on their writing ($x=3.62$). Additionally, they thought that it was important for them that they made an *A* on a writing assignment ($x=3.75$), wanted others to recognize them as a good writer ($x=2.87$) and the highest grade in the class on a writing assignment ($x=3.12$). When future expectations were considered, the participants, stating being a good writer was important in getting a good job ($x=3.87$), would help them in their career ($x=4.43$), and do well academically ($x=4.12$), expressed that it was important to become a good writer ($x=3.81$), and would like to have had more opportunities to write in classes ($x=3.25$).

As shown in Table 11, the paired sample test results were analyzed in order to see whether there was a correlation between pre-test and post-test results of experimental group. The results demonstrated that only six of the items were statistically correlated. Initially, the values demonstrated significant increase in terms of enjoying writing ($p=.01$), doing creative writing assignments ($p=.05$), classes that require a lot of writing ($p=.04$) and writing literary analysis papers ($.04$). In other words, there were substantial improvements in feelings related writing. Moreover, there was a significant correlation ($p=.04$) between values showing that they would rather to have written an essay than answer multiple choice questions. Finally, the values showing that they wanted others to recognize them as a good writer were correlated ($p=.01$), In other words, there existed to be clear improvement.

Table 11. 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.	.43	.62	.15	.10	.77	2.78	15	.01
I enjoy creative writing assignments.	.50	.96	.24	-.01	1.01	2.07	15	.05
I like classes that require a lot of writing.	.43	.81	.20	.00	.87	2.15	15	.04
I enjoy writing literary analysis papers.	-.75	1.34	.33	-1.46	-.03	-2.23	15	.04
I would rather write an essay than answer multiple choice questions.	-.50	.89	.22	-.97	-.02	-2.23	15	.04
I want others to recognize me as a good writer.	-.56	.81	.20	-.99	-.12	-2.76	15	.01

4.2.3. Comparison of Pen-paper and Blogging Effect

In order to find out whether there was a difference between control group and experimental group, both pre-test and post-test scores for both groups were compared. As shown in Appendix 9 and Table 12, there was no significant difference between the scores obtained from control and experimental groups in terms of writing motivation except for their statement on having more opportunities to write in classes. The significance level of the item was .02 which showed a strong correlation.

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

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I would like to have more opportunities to write in classes.	Control Group	2.90	.68	.14		
	Experimental Group	3.15	1.21	.27	5.40	.02

To see whether there was any difference between control group and experimental group after the treatment, both pre-test and post-test scores for both groups were compared. As shown in Appendix 10 and Table 13, there was no significant difference between control and experimental groups in terms of writing motivation except for the statement that the participants made about their pleasure from creative writing assignments, the significance level of which was .05 and, their comment on practicing writing in order to improve their skills, whose significance level was .01, which demonstrated a significant correlation.

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

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I enjoy creative writing assignments.	Control Group	4.05	.84	.19		
	Experimental Group	4.05	1.23	.27	4.01	.05
I practice writing in order to improve my skills.	Control Group	3.57	1.42	.32		
	Experimental Group	2.95	.99	.22	6.71	.01

5. CONCLUSIONS, IMPLICATIONS AND PRACTICAL RECOMMENDATIONS

5.1. Conclusions

Six conclusions were reached in the study:

1. It was concluded that the use of process-based writing instruction has considerable positive effects on writing achievement in a traditional learning environment. Speaking specifically, process-based writing instruction increases achievement in terms of content, organization, discourse markers, vocabulary, sentence construction and mechanics of writing. In other words, in a process-based writing class, learners improve their knowledge related to the content, have better organization skills including the use of punctuation, capitalization, paragraph and essay development methods and techniques, use discourse markers more effectively, use vocabulary more appropriately, construct sentences more correctly and improve skills related to mechanics of writing.
2. The study concluded that the use of blogs in EFL writing in a process-based approach positively affects writing achievement. In other words, when blogs as an online writing environment are used in a process-based approach, learners significantly increase their achievement in terms of content, organization, discourse markers, vocabulary, sentence construction and mechanics of writing. However, it should be noted that the use of blogs has no a positive effect on sentence construction.
3. When the comparison between the uses of traditional pen paper and blog writing is considered, it is concluded that blog writing is not superior to traditional pen-paper writing regarding achievement.

Namely, both groups demonstrate similar increase in their writing achievement.

4. It is concluded that the use of process-based approach has mainly no significant effect on writing motivation. Namely, learners have nearly same level of motivation related to emotions about writing, self-assessment for the mastery of writing, assessment from others and future expectations after the instruction. This demonstrates that process based learning does not affect the level of motivation of learners who write in a traditional writing environment. Yet, it should be also noted that process-based writing in a traditional environment increases motivation only for enjoyment of writing, and writing down their thoughts, creative writing assignments, and easiness of spelling.
5. Another conclusion is that the level of motivation does not increase considerably for blog writers. On the other hand, EFL writers feel motivated in terms of enjoyment of writing, and writing down their thoughts, participating classes that requires a lot of writing, pleasure taken from writing literary analysis papers, preference of writing essays to answer multiple questions and wishes about being recognized as a good writer.
6. The final conclusion is that there is no considerable difference between traditional and blog writing in terms of writing motivation. That is to say, apart from enjoyment from creative writing assignments and practicing writing in order to improve their skills, there are not considerable differences between traditional writing environment and blog oriented writing.

5.2. Implications

A comparison of the conclusions drawn in this study to the findings obtained from the previous studies is provided below. First of all, according to

the conclusions obtained from the study, process-based writing instruction has a positive influence on writing achievement in a traditional learning environment. Similar findings are also obtained by Kroll (1990), and Zamel (1982), whose studies highlight the favorable effects of process based writing on writing achievement. In addition, the study concludes that the use of blogs in EFL writing through process-based approach have a positive effect on writing achievement. The results match the findings, which show the favorable influence of using blogs in process-based instruction (Chen, 2012; Quintero, 2008; and Tu, et al., 2007). In this study, it is also explored that blog writing is not superior to traditional pen-paper regarding writing achievement. However, this conclusion contradicts with the results of prior research. For instance, Lin et al. (2014) report that blogging contributes the students to improve their writing compared to the traditional pen-and- paper instruction. With regard to motivation, it is found that the use of process-based approach does not directly affect writing motivation. In that sense, no study was found in relation to motivation and process-based approach. Moreover, it is noted that blog writing environment does not foster the level of motivation for writing, which is similar to the findings demonstrating blog writing instruction does not have an effect on motivation (Nair et al., 2013). Nonetheless, these results are in contradiction with the results showing the positive effect of blow writing on motivation (Aydin, 2014; Taki and Fardafshari, 2012; Vurdien, 2013; and Yunus, et al., 2012). Finally, in terms of writing motivation no considerable difference is observed in this study between traditional and blog writing, which is in contrast with the findings of the study claiming blogs may have a relative contribution to writing motivation (Arslan & Şahin-Kızıl 2010).

The results of the present study suggest that writing teachers might make use of process based writing instruction to support students' writing skills. Integrating process based writing instruction might be useful for the time-restricted writing environment as in this study. As for blogs, despite the considerable number of research claiming the positive effect of blogs, no significant influence was observed in terms of writing achievement and writing motivation in this study. As a final note, the study has considerable

contributions to the related literature in terms of demonstrating the efficiency of process-based writing in traditional learning environment and blog-oriented environment on a global scale. Additionally, the research also contributes to the current literature in Turkish EFL context, as the number of research on this issue is inadequate. The last point is that the study contributes to the literature on the effectiveness of using of blogs on writing achievements and motivation.

5.3. Recommendations

In view of the findings, some practical recommendations can be presented. First, EFL teachers should be well aware of the positive effects of using process-based writing instruction on writing achievement in a traditional learning environment. Namely, teachers should directly use process-based writing approach to promote learners' writing achievement in classroom environment. Additionally, policy makers, curriculum developers and material developers should be aware of the positive effects of process-based approach on EFL writing achievement. In other words, writing activities are needed to be organized in accordance with the dynamics of process-based approach to increase writing achievement among EFL writers. Second, EFL teachers should also use blog-oriented environment in addition to traditional classroom setting to increase writing achievement in a process-based approach. For this purpose, policy makers, curriculum developers and material developers should pay attention to the contribution of blogging to writing achievement, and develop materials, techniques and procedures that are suitable for blog-oriented writing. By this way, it will be possible to integrate blogs into their classroom settings for improving EFL writing achievement. However, target groups should be also aware that the use of blogs as a learning environment does not bring any extra advantage when they are compared to traditional learning environment. That is to say, while the use of blogs increases writing achievement, it does not provide more improvement than the use of traditional learning environments. Third, EFL

teachers should seek ways to improve motivation, as motivation is considered as one of the fundamental constituents of EFL learning. Additionally, policy makers, curriculum and material developers should develop and design new approaches, methods, techniques and procedures to meet learners' needs in terms of motivation. In addition, authentic materials stimulating learners' desires significantly must be developed. Nonetheless, teachers need to know that using blog-oriented instruction may not improve EFL learners' writing motivation, as the findings suggest. That's why, they should integrate blogs into their classes as a complementary environment to traditional pen-paper writing. As a final note, teachers, material developers, curriculum developers, and policy-makers should cooperate to create encouraging and motivating language learning environment which helps improving students' writing skills.

Further research should focus on other approaches, namely form-focused, genre-based, and reader / audience-dominated approaches in addition to process-based approach. Research should also focus on the variables that may affect writing achievement and motivation among EFL writers such as EFL writers' perceptions, attitudes, beliefs, self-efficacy and affective states. In addition, there is a need for research on other Web 2.0 tools such as wikis and podcasts and social media environment such as Facebook and Twitter. Finally, in addition to experimental studies, qualitative, quantitative and correlational studies need to be carried out. As a final point, demographic variables such as age, gender, proficiency levels and familiarity of Internet use and should be examined in terms of EFL writing achievement and motivation.

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7. APPENDIX

Appendix 1 Background Questionnaire

Dear participant,

A questionnaire was presented below to examine the relationship between motivation and EFL writing. Please read the questions and mark the most appropriate choice. I would like to thank for your kind participation.

Emrah
Özdemir

Part 1: Background Questionnaire

Your age _____	Your gender Female (1) Male (2)
Group Pen-paper (1) Blog (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)
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)
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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 Writing Topics

1. People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.
2. It has been said, "Not everything that is learned is contained in books." Compare and contrast knowledge gained from experience with knowledge gained from books. In your opinion, which source is more important? Why?
3. Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

Appendix 3 Research Consent Form

Name of Researcher(s) <i>Emrah ÖZDEMİR</i>
Title of study <i>The Effect of the Use of Blogs on Motivation in EFL Writing</i>

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. Instruction Process

Weeks	Tasks	Grammar	Vocabulary	Process	Organization
Week 1	<ol style="list-style-type: none"> 1. Writing a descriptive essay <ol style="list-style-type: none"> a. Organizing a descriptive essay b. Using a descriptive language by giving clear mental picture of the subject of the essay 	<ol style="list-style-type: none"> 1. Using definite and indefinite articles <ol style="list-style-type: none"> a. Using correct articles with nouns and noun phrases 	Using descriptive adjectives and adverbs	Brainstorming Planning First draft Peer feedback Second draft Teacher feedback Final draft	Introduction Body paragraphs Conclusion
Week 2	<ol style="list-style-type: none"> 1. Writing a narrative essay <ol style="list-style-type: none"> a. Organizing a narrative essay b. Expressing the order of events 	<ol style="list-style-type: none"> 1. Using Past Perfect Tense <ol style="list-style-type: none"> a. Ordering the events in the past b. Using the Past Perfect Tense with time clauses 	Using past time clauses and subordinators		
Week 3	<ol style="list-style-type: none"> 1. Writing a compare and contrast essay <ol style="list-style-type: none"> a. Organizing a compare and contrast essay a. Organizing body paragraphs of a compare and contrast essay in accordance with point by point and blocks 	Using subordinators and transitions to compare and contrast	Using the dictionary to distinguish between homonyms		
Week 4	<ol style="list-style-type: none"> 1. Writing a cause and effect essay <ol style="list-style-type: none"> a. Organizing a compare and contrast essay b. Structuring a cause and effect essay in accordance with reasons (causes) and results (effects) 	<ol style="list-style-type: none"> 1. Using agents with the passive voice 	Using cause and effect collocations		

Appendix 5. Control Group (Pretest / Posttest Comparison)

Statements	Mean	Std. Deviation	Std. Error Mean
I enjoy writing.	3.06	.99	.24
I like to write down my thoughts.	3.62	1.08	.27
I use correct grammar in my writing.	3.31	1.19	.29
I complete a writing assignment even when it is difficult.	3.87	.88	.22
Being a good writer will help me do well academically.	3.62	.80	.20
I write as well as other students.	3.43	.62	.15
I write more than the minimum on writing assignments.	3.37	.88	.22
I put a lot of effort into my writing.	3.31	.87	.21
I like to participate in written online discussions.	4.25	.77	.19
I like to get feedback from an instructor on my writing.	4.25	.68	.17
I am able to clearly express my ideas in writing.	3.18	.91	.22
I easily focus on what I am writing.	3.50	.81	.20
I like my writing to be graded.	3.37	1.02	.25
I am more likely to succeed if I can write well.	3.12	1.02	.25
It is easy for me to write good essays.	3.81	.75	.18
I enjoy creative writing assignments.	3.87	.80	.20
I like classes that require a lot of writing.	2.56	1.15	.28
I plan how I am going to write something before I write it.	2.50	1.03	.25
	2.81	1.04	.26
	3.06	.99	.24
	3.62	.71	.17
	3.68	.94	.23
	3.37	1.02	.25
	3.43	.89	.22
	3.37	.80	.20
	3.43	.81	.20
	4.18	.65	.16
	3.75	.85	.21
	2.62	.88	.22
	2.62	.80	.20
	3.50	1.31	.32
	4.06	.85	.21
	2.68	.70	.17
	3.12	1.02	.25
	3.43	.96	.24
	3.75	1.12	.28

Becoming better writer is important to me.	4.06	1.12	.28
	4.06	1.06	.26
Being a better writer will help me in my career.	4.50	.63	.15
	4.43	.72	.18
It is important to me that I make an A on a writing assignment.	3.81	1.16	.29
	3.87	1.02	.25
I enjoy writing assignment that challenges me.	3.37	1.02	.25
	3.37	.80	.20
I revise my writing before submitting an assignment.	3.37	.61	.15
	3.37	.95	.23
Punctuation is easy for me.	3.18	.98	.24
	3.37	.88	.22
I enjoy writing literary analysis papers.	2.50	1.03	.25
	2.50	.81	.20
I like to write even if my writing will not be graded.	3.37	1.08	.27
	3.37	.95	.23
I like others to read what I have written.	2.68	1.25	.31
	2.81	1.10	.27
I enjoy writing research papers.	2.68	1.01	.25
	2.81	.91	.22
I would like to have more opportunities to write in classes.	2.87	.61	.15
	3.18	.83	.20
Being a good writer is important in getting a good job.	4.12	.80	.20
	4.18	.91	.22
I practice writing in order to improve my skills .	3.18	1.37	.34
	3.75	1.29	.32
I want the highest grade in the class on a writing assignment.	3.50	1.31	.32
	3.75	1.29	.32
I would rather write an essay than answer multiple choice questions.	3.12	1.14	.28
	2.75	1.23	.30
I want others to recognize me as a good writer.	2.87	1.31	.32
	3.18	1.22	.30
Spelling is easy for me .	3.00	.73	.18
	3.37	.88	.22
Choosing the right word is easy for me.	3.06	.68	.17
	3.31	.79	.19
I am motivated to write in my classes.	3.06	1.23	.30
	3.12	.88	.22

Appendix 6. The Paired Sample Test Results for the Control 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.	.56	.89	.22	.08	1.03	2.52	15	.02
I like to write down my thoughts.	.56	.96	.24	.04	1.07	2.33	15	.03
I use correct grammar in my writing .	-.18	.98	.24	-.71	.33	-.76	15	.45
I complete a writing assignment even when it is difficult.	-.06	.57	.14	-.36	.24	-.43	15	.66
Being a good writer will help me do well academically.	.00	.81	.20	-.43	.43	.00	15	1.00
I write as well as other students.	.31	1.30	.32	-.38	1.00	.96	15	.35
I write more than the minimum on writing assignments.	-.25	1.06	.26	-.81	.31	-.93	15	.36
I put a lot of effort into my writing..	.06	.68	.17	-.29	.42	.36	15	.71
I like to participate in written online discussions.	-.06	1.34	.33	-.77	.65	-.18	15	.85
I like to get feedback from an instructor on my writing.	.25	1.18	.29	-.38	.88	.84	15	.41
I am able to clearly express my ideas in writing.	.06	.77	.19	-.34	.47	.32	15	.75
I easily focus on what I am writing.	.06	.92	.23	-.43	.55	.26	15	.79
I like my writing to be graded.	.06	.92	.23	-.43	.55	.26	15	.79
I am more likely to succeed if I can write well.	-.43	.89	.22	-.91	.03	-1.96	15	.06

It is easy for me to write good essays.	.00	.96	.24	-.51	.51	.00	15	1.00
I enjoy creative writing assignments.	.56	1.03	.25	.01	1.11	2.18	15	.04
I like classes that require a lot of writing.	.43	1.15	.28	-.17	1.05	1.51	15	.15
I plan how I am going to write something before I write it.	.31	1.13	.28	-.29	.91	1.09	15	.28
Becoming better writer is important to me.	.00	1.15	.28	-.61	.61	.00	15	1.00
Being a better writer will help me in my career.	-.06	.68	.17	-.42	.29	-.36	15	.71
It is important to me that I make an A on a writing assignment.	.06	.68	.17	-.29	.42	.36	15	.71
I enjoy writing assignment that challenges me.	-.43	1.36	.34	-1.16	.28	-1.28	15	.21
I revise my writing before submitting an assignment.	.00	.81	.20	-.43	.43	.00	15	1.00
Punctuation is easy for me.	.18	1.04	.26	-.37	.74	.71	15	.48
I enjoy writing literary analysis papers.	.00	.81	.20	-.43	.43	.00	15	1.00
I like to write even if my writing will not be graded.	.00	.89	.22	-.47	.47	.00	15	1.00
I like others to read what I have written.	.12	1.08	.27	-.45	.70	.46	15	.65
I enjoy writing research papers.	.12	.80	.20	-.30	.55	.62	15	.54
I would like to have more opportunities to write in classes.	.31	.87	.21	-.15	.77	1.43	15	.17
Being a good writer is important in getting a good job.	.06	.85	.21	-.39	.51	.29	15	.77
I practice writing in order to improve my skills.	.56	1.26	.31	-.11	1.23	1.78	15	.09
I want the highest grade in the class on a writing assignment.	.25	1.18	.29	-.38	.88	.84	15	.41

I would rather write an essay than answer multiple choice questions.	-.37	1.45	.36	-1.15	.40	-1.03	15	.31
I want others to recognize me as a good writer.	.31	.94	.23	-.19	.81	1.32	15	.20
Spelling is easy for me.	.37	.71	.17	-.00	.75	2.08	15	.05
Choosing the right word is easy for me.	.25	.68	.17	-.11	.61	1.46	15	.16
I am motivated to write in my classes.	.06	.92	.23	-.43	.55	.26	15	.79

Appendix 7. Experimental Group (Pretest / Posttest Comparison)

	Mean	Std. Deviation	Std. Error Mean
I enjoy writing.	3.12	1.02	.25
	3.56	.72	.18
I like to write down my thoughts.	3.37	.95	.23
	3.62	.71	.17
I use correct grammar in my writing.	3.68	.70	.17
	3.62	.71	.17
I complete a writing assignment even when it is difficult.	3.00	.73	.18
	3.56	.81	.20
Being a good writer will help me do well academically.	4.06	.85	.21
	4.12	.95	.23
I write as well as other students.	3.50	1.09	.27
	3.37	.80	.20
I write more than the minimum on writing assignments.	3.00	.96	.24
	3.18	.65	.16
I put a lot of effort into my writing.	3.43	.72	.18
	3.69	.79	.12
I like to participate in written online discussions.	2.56	1.09	.27
	2.93	.99	.24
I like to get feedback from an instructor on my writing.	3.18	1.04	.26
	3.62	1.08	.27
I am able to clearly express my ideas in writing.	3.56	.96	.24
	3.68	.79	.19
I easily focus on what I am writing.	3.56	1.09	.27
	3.50	1.03	.25
I like my writing to be graded.	3.62	.88	.22
	3.87	.80	.20
I am more likely to succeed if I can write well.	3.93	.85	.21
	4.18	.83	.20
It is easy for me to write good essays.	2.81	1.04	.26
	2.62	1.02	.25
I enjoy creative writing assignments.	3.68	1.07	.26
	4.18	1.04	.26
I like classes that require a lot of writing.	2.43	1.09	.27
	2.87	1.02	.25
I plan how I am going to write something before I write it.	3.37	.95	.23
	3.50	1.03	.25

Becoming better writer is important to me.	3.75	1.29	.32
	3.81	.98	.24
Being a better writer will help me in my career.	4.37	.95	.23
	4.43	.81	.20
It is important to me that I make an A on a writing assignment.	3.87	1.25	.31
	3.75	1.00	.25
I enjoy writing assignment that challenges me.	3.00	.96	.24
	3.06	.99	.24
I revise my writing before submitting an assignment.	3.75	1.06	.26
	3.75	1.00	.25
Punctuation is easy for me.	3.62	.95	.23
	3.75	.85	.21
I enjoy writing literary analysis papers.	2.63	.97	.23
	2.87	.95	.23
I like to write even if my writing will not be graded.	3.06	1.23	.30
	3.31	1.13	.28
I like others to read what I have written.	3.31	1.40	.35
	3.31	1.40	.35
I enjoy writing research papers.	2.68	.94	.23
	2.62	.80	.20
I would like to have more opportunities to write in classes.	3.12	1.20	.30
	3.25	1.18	.29
Being a good writer is important in getting a good job.	3.87	1.08	.27
	3.87	1.02	.25
I practice writing in order to improve my skills.	3.18	1.22	.30
	3.06	.92	.23
I want the highest grade in the class on a writing assignment.	3.12	1.58	.39
	3.12	1.45	.36
I would rather write an essay than answer multiple choice questions.	3.18	1.37	.34
	2.68	1.25	.31
I want others to recognize me as a good writer.	3.43	1.36	.34
	2.87	1.31	.32
Spelling is easy for me.	3.31	1.35	.33
	3.56	1.09	.27
Choosing the right word is easy for me.	3.25	.85	.21
	3.12	1.08	.27
I am motivated to write in my classes.	3.25	.93	.23
	3.18	.91	.22

Appendix 8. 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.	.43	.62	.15	.10	.77	2.78	15	.01
I like to write down my thoughts.	.25	.93	.23	-.24	.74	1.07	15	.30
I use correct grammar in my writing.	-.06	.85	.21	-.51	.39	-.29	15	.77
I complete a writing assignment even when it is difficult.	.56	1.15	.28	-.05	1.17	1.95	15	.07
Being a good writer will help me do well academically.	.06	.99	.24	-.46	.59	.25	15	.80
I write as well as other students.	-.12	1.08	.27	-.70	.45	-.46	15	.65
I write more than the minimum on writing assignments.	.18	.91	.22	-.29	.67	.82	15	.42
I put a lot of effort into my writing.	-.03	.86	.15	-.34	.27	-.20	31	.83
I like to participate in written online discussions.	.37	1.31	.32	-.32	1.07	1.14	15	.27
I like to get feedback from an instructor on my writing.	.43	1.09	.27	-.14	1.02	1.60	15	.13
I am able to clearly express my ideas in writing.	.12	.95	.23	-.38	.63	.52	15	.60
I easily focus on what I am writing.	-.06	.85	.21	-.51	.39	-.29	15	.77
I like my writing to be graded.	.25	.68	.17	-.11	.61	1.46	15	.16
I am more likely to succeed if I can write well.	.25	1.00	.25	-.28	.78	1.00	15	.33

It is easy for me to write good essays.	-.18	1.10	.27	-.77	.40	-.67	15	.50
I enjoy creative writing assignments.	.50	.96	.24	-.01	1.01	2.07	15	.05
I like classes that require a lot of writing.	.43	.81	.20	.00	.87	2.15	15	.04
I plan how I am going to write something before I write it.	.12	.88	.22	-.34	.59	.56	15	.58
Becoming better writer is important to me.	.06	.85	.21	-.39	.51	.29	15	.77
Being a better writer will help me in my career.	.06	.92	.23	-.43	.55	.26	15	.79
It is important to me that I make an A on a writing assignment.	-.12	.88	.22	-.59	.34	-.56	15	.58
I enjoy writing assignment that challenges me.	.06	.68	.17	-.29	.42	.36	15	.71
I revise my writing before submitting an assignment.	.00	1.03	.25	-.55	.55	.00	15	1.00
Punctuation is easy for me.	.12	1.14	.28	-.48	.73	.43	15	.66
I enjoy writing literary analysis papers.	-.75	1.34	.33	-1.46	-.03	-2.23	15	.04
I like to write even if my writing will not be graded.	.25	1.52	.38	-.56	1.06	.65	15	.52
I like others to read what I have written.	.00	.89	.22	-.47	.47	.00	15	1.00
I enjoy writing research papers.	-.06	1.23	.30	-.72	.59	-.20	15	.84
I would like to have more opportunities to write in classes.	.12	.71	.17	-.25	.50	.69	15	.49
Being a good writer is important in getting a good job.	.00	.96	.24	-.51	.51	.00	15	1.00
I practice writing in order to improve my skills.	-.12	.80	.20	-.55	.30	-.62	15	.54
I want the highest grade in the class on a writing assignment.	.00	1.26	.31	-.67	.67	.00	15	1.00

I would rather write an essay than answer multiple choice questions.	-.50	.89	.22	-.97	-.02	-2.23	15	.04
I want others to recognize me as a good writer.	-.56	.81	.20	-.99	-.12	-2.76	15	.01
Spelling is easy for me.	.25	1.00	.25	-.28	.78	1.00	15	.33
Choosing the right word is easy for me.	-.12	.80	.20	-.55	.30	-.62	15	.54
I am motivated to write in my classes.	-.06	.85	.21	-.51	.39	-.29	15	.77

Appendix 9. Pretest Scores (Control & Experimental Group, Independent Samples Test)

Statements	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I enjoy writing.	Control Group	3.04	.89	.19	.21	.64
	Experimental Group	3.05	.97	.22		
I like to write down my thoughts.	Control Group	3.27	1.07	.22	.29	.59
	Experimental Group	3.36	.95	.21		
I use correct grammar in my writing.	Control Group	3.63	.72	.15	.13	.72
	Experimental Group	3.63	.68	.15		
I complete a writing assignment even when it is difficult.	Control Group	3.40	1.00	.21	3.091	.08
	Experimental Group	2.94	.77	.17		
Being a good writer will help me do well academically.	Control Group	4.18	.79	.16	.04	.83
	Experimental Group	3.94	.84	.19		
I write as well as other students.	Control Group	3.36	.84	.18	.73	.39
	Experimental Group	3.52	1.02	.23		
I write more than the minimum on writing assignments.	Control Group	3.22	1.02	.21	1.26	.26
	Experimental Group	3.00	.88	.20		
I put a lot of effort into my writing.	Control Group	3.90	.75	.15	.78	.38
	Experimental Group	3.36	.76	.17		
I like to participate in written online discussions.	Control Group	2.50	1.05	.22	.05	.81
	Experimental Group	2.52	1.02	.23		
I like to get feedback from an instructor on my writing.	Control Group	2.86	.94	.20	.17	.68
	Experimental Group	3.31	1.00	.23		
I am able to	Control Group	3.63	.65	.14		.26

clearly express my ideas in writing.	Experimental Group	3.47	.90	.20	1.27	
I easily focus on what I am writing.	Control Group	3.27	.98	.20		.83
	Experimental Group	3.52	1.02	.23	.04	
I like my writing to be graded.	Control Group	3.31	.89	.19		.97
	Experimental Group	3.52	.84	.19	.00	
I am more likely to succeed if I can write well.	Control Group	4.04	.78	.16		.28
	Experimental Group	3.94	.84	.19	1.17	
It is easy for me to write good essays.	Control Group	2.68	.83	.17		.40
	Experimental Group	2.73	.99	.22	.70	
I enjoy creative writing assignments.	Control Group	3.54	1.14	.24		.64
	Experimental Group	3.57	1.07	.24	.21	
I like classes that require a lot of writing.	Control Group	2.77	.68	.14		.03
	Experimental Group	2.57	1.16	.26	4.64	
I plan how I am going to write something before I write it.	Control Group	3.36	1.04	.22		.53
	Experimental Group	3.52	.96	.22	.39	
Becoming better writer is important to me.	Control Group	4.00	1.02	.21		.12
	Experimental Group	3.63	1.25	.28	2.48	
Being a better writer will help me in my career.	Control Group	4.45	.59	.12		.03
	Experimental Group	4.31	.94	.21	4.75	
It is important to me that I make an A on a writing assignment.	Control Group	3.77	1.23	.26		.39
	Experimental Group	3.84	1.21	.27	.73	
I enjoy writing assignment that challenges me.	Control Group	3.31	1.08	.23		.19
	Experimental Group	3.00	.94	.21	1.72	
I revise my writing before submitting an assignment.	Control Group	3.36	.78	.16		.08
	Experimental Group	3.84	1.06	.24	3.23	
Punctuation is easy for me.	Control Group	3.31	.99	.21		.27
	Experimental Group	3.73	.93	.21	1.23	

I enjoy writing literary analysis papers.	Control Group	2.63	1.00	.21	.25	.61
	Experimental Group	2.63	.95	.21		
I like to write even if my writing will not be graded.	Control Group	3.27	1.07	.22		.70
	Experimental Group	2.94	1.22	.28	.15	
I like others to read what I have written.	Control Group	2.72	1.20	.25		.88
	Experimental Group	3.26	1.28	.29	.02	
I enjoy writing research papers.	Control Group	2.68	.99	.21		.49
	Experimental Group	2.68	.88	.20	.48	
I would like to have more opportunities to write in classes.	Control Group	2.90	.68	.14		.02
	Experimental Group	3.15	1.21	.27	5.40	
Being a good writer is important in getting a good job.	Control Group	4.09	.75	.15		.07
	Experimental Group	3.89	1.04	.24	3.41	
I practice writing in order to improve my skills.	Control Group	3.04	1.21	.25		.67
	Experimental Group	3.21	1.22	.28	.17	
I want the highest grade in the class on a writing assignment.	Control Group	3.45	1.33	.28		.18
	Experimental Group	3.05	1.61	.37	1.84	
I would rather write. an essay than answer multiple choice questions	Control Group	3.04	1.25	.26		.73
	Experimental Group	3.00	1.37	.31	.11	
I want others to recognize me as a good writer.	Control Group	3.09	1.26	.27		.60
	Experimental Group	3.36	1.30	.29	.26	
Spelling is easy for me.	Control Group	3.09	.75	.15		.00
	Experimental Group	3.47	1.30	.29	9.38	
Choosing the right word is easy for me.	Control Group	3.09	.75	.15		.51
	Experimental Group	3.31	.88	.20	.43	
I am motivated to write in my classes.	Control Group	3.04	1.13	.24		.55
	Experimental Group	3.10	.93	.21	.36	

Appendix 10. Post-test Scores (Control & Experimental Group, Independent Samples Test)

	Group	Mean	Std. Deviation	Std. Error Mean	F	Sig.
I enjoy writing.	Control Group	3.57	1.12	.25		.42
	Experimental Group	3.30	1.03	.23		
I like to write down my thoughts.	Control Group	3.63	1.01	.23		.36
	Experimental Group	3.40	.88	.19		
I use correct grammar in my writing.	Control Group	3.36	.68	.15		.50
	Experimental Group	3.60	.82	.18		
I complete a writing assignment even when it is difficult.	Control Group	3.47	.96	.22		.95
	Experimental Group	3.45	.99	.22		
Being a good writer will help me do well academically.	Control Group	4.21	.71	.16	3.14	.08
	Experimental Group	3.85	1.13	.25		
I write as well as other students.	Control Group	3.57	.83	.19	.02	.87
	Experimental Group	3.20	.95	.21		
I write more than the minimum on writing assignments.	Control Group	3.26	1.04	.23	2.65	.11
	Experimental Group	5.10	9.19	2.05		
I put a lot of effort into my writing.	Control Group	3.94	.77	.17	3.22	.08
	Experimental Group	5.95	11.58	2.58		
I like to participate in written online discussions.	Control Group	2.57	1.01	.23	.77	.38
	Experimental Group	3.00	.97	.21		
I like to get feedback from an instructor on my writing.	Control Group	3.21	1.03	.23	1.34	.25
	Experimental Group	3.40	1.27	.28		
I am able to clearly express my ideas in writing.	Control Group	3.63	.89	.20	1.82	.18
	Experimental Group	3.70	.73	.16		
I easily focus on what I am writing.	Control Group	3.31	.88	.20	.62	.43
	Experimental Group	3.40	.99	.22		

I like my writing to be graded.	Control Group	3.57	.83	.19		.81
	Experimental Group	3.70	.86	.19	.05	
I am more likely to succeed if I can write well.	Control Group	3.78	.78	.18		.43
	Experimental Group	4.10	.85	.19	.63	
It is easy for me to write good essays.	Control Group	2.73	.80	.18		.26
	Experimental Group	2.60	1.04	.23	1.27	
I enjoy creative writing assignments.	Control Group	4.05	.84	.19		.05
	Experimental Group	4.05	1.23	.27	4.01	
I like classes that require a lot of writing.	Control Group	3.05	1.02	.23		.27
	Experimental Group	2.80	1.19	.26	1.24	
I plan how I am going to write something before I write it.	Control Group	3.84	1.06	.24		.88
	Experimental Group	3.35	1.03	.23	.02	
Becoming better writer is. important to me	Control Group	3.94	1.12	.25		.68
	Experimental Group	3.50	1.23	.27	.16	
Being a better writer will help me in my career.	Control Group	4.47	.69	.15		.32
	Experimental Group	4.10	1.16	.26	1.01	
It is important to me that I make an A on a writing assignment.	Control Group	3.84	1.01	.23		.39
	Experimental Group	3.70	1.12	.25	.72	
I enjoy writing assignment that challenges me.	Control Group	3.21	.85	.19		.32
	Experimental Group	3.05	1.14	.25	1.01	
I revise my writing before submitting an assignment.	Control Group	3.52	.96	.22		.25
	Experimental Group	3.60	1.04	.23	1.31	
Punctuation is easy for me.	Control Group	3.21	.97	.22		.66
	Experimental Group	3.75	.85	.19	.19	
I enjoy writing literary analysis papers.	Control Group	2.47	.90	.20		.83
	Experimental Group	2.75	1.01	.22	.04	
I like to write even if my writing will not be graded.	Control Group	3.31	1.05	.24		.29
	Experimental Group	3.20	1.32	.29	1.11	
I like others to read	Control Group	2.84	1.01	.23		.07

what I have written.	Experimental Group	3.25	1.37	.30	3.45	
I enjoy writing research papers.	Control Group	2.84	.89	.20		.59
	Experimental Group	2.55	.94	.21	.28	
I would like to have more opportunities to write in classes.	Control Group	3.15	1.01	.23		.16
	Experimental Group	3.15	1.22	.27	2.03	
Being a good writer is important in getting a good job.	Control Group	4.21	.85	.19		.06
	Experimental Group	3.55	1.27	.28	3.60	
I practice writing in order to improve my skills.	Control Group	3.57	1.42	.32		.01
	Experimental Group	2.95	.99	.22	6.71	
I want the highest grade in the class on a writing assignment.	Control Group	3.63	1.21	.27		.63
	Experimental Group	2.90	1.41	.31	.23	
I would rather write an essay than answer multiple choice questions.	Control Group	2.89	1.28	.29		.65
	Experimental Group	2.65	1.30	.29	.20	
I want others to recognize me as a good writer.	Control Group	3.26	1.14	.26		.79
	Experimental Group	2.85	1.26	.28	.07	
Spelling is easy for me.	Control Group	3.47	.84	.19	2.84	.10
	Experimental Group	3.65	1.03	.23		
Choosing the right word is easy for me.	Control Group	3.36	.76	.17		.45
	Experimental Group	3.15	.98	.22	.56	
I am motivated to write in my classes.	Control Group	3.10	.87	.20		.25
	Experimental Group	2.95	1.05	.23	1.32	

Appendix 11. Sample Blog

...tension type headache attacks.

Conclusion: Foods can have good or bad effects. But we should take them how much we need. If we eat so much, we will have so many illnesses. So; we take care well ourselves.

c) Write

PROS AND CONS OF FOOD

I want to tell about that effects of science on food, good effects and bad effects. People are impressed by these effects.

Food has good effects. For example; Food increases your energy levels.They provide better mental function.Cruciferous vegetables support the body in fighting cancer.Berries contain flavonoids that slow aging and avocados lower your bad cholesterol.You have less chance of getting sick.A healthy diet can keep your weight in check and help build an attractive physique. Food has also bad effects. For example; Any food can cause an allergy.Specific food may cause bad breath. Red meat and processed foods have a negative impact on body odor attractiveness.Most foods contain carbohydrates can cause gas.Many foods high in vitamin C have natural diuretic properties and can lead to frequent bathroom visits.Foods may cause high blood pressure. Food may trigger not only migraine but also tension type headache attacks.

Food can have good or bad effects. But we should take them how much we need. If we eat so much, we will have so many illnesses. So; we take care well ourselves.

d) Rewrite

PROS AND CONS OF FOOD

Windows taskbar: 12:48 3.5.2015

REVISE AND EDIT

a) Peer Review

- 1) Is there a clear opinion expressed about the effect science has had on the food we eat)
- 2) Does the introduction contain a thesis statement that clearly states the opinion?
- 3) Is it clear how each of the effects supports the thesis statement? Are there any ideas that don't support it?
- 4) Are the effects supported by fact, examples, and descriptions?
- 5) Are the paragraphs connected logically using transitions?

SELF-ASSESSMENT

Does the essay clearly describe three effects of science on the food we eat? **Yes**

Does the essay contain an introduction, three body paragraphs, and a conclusion? **Yes**

Does the essay use cause and effect collocations appropriately? **Yes**

Are passive verbs used correctly? Are agents included and omitted appropriately? **No**

Does the essay include vocabulary from the unit? **Yes**

Did you check the essay for punctuation, spelling, and grammar? **Yes**

B) VOCABULARY

Training in Brainstorming and Developing Writing Skills

Windows taskbar: 12:51 3.5.2015