

FOREIGN LANGUAGE INSTRUCTORS' VIEWS ON ENGLISH WRITING TASKS

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Abstract

The aim of this study was to investigate foreign language instructors' views on English writing portfolio tasks in English language curriculum of a foreign language preparatory school. In order to achieve this aim, a survey questionnaire designed by the researcher was administered to 35 English language instructors teaching at a foreign languages school of a state university. The questionnaire consisted of two parts. The first part included demographic questions about gender, age, language level taught, graduate school program and work experience to describe the participants in the study. The second part contained open-ended questions to identify instructors' views on English writing portfolio tasks in terms of their contribution to the development of students' English writing skill. Instructors were asked to give their opinions about the difficulties encountered by students in preparing their English writing portfolio tasks. They were also asked to provide suggestions on how English portfolio writing tasks might contribute to the development of students' English writing skill. Face validity and content validity was evaluated by experts. The survey was revised based on experts' opinions and feedback. Survey research method was used in this study. Qualitative and quantitative data analyses methods were used to analyze the data obtained from the study.

Keywords: Writing skill, writing portfolio, writing portfolio task