Ufuk University Graduate School of Social Sciences

Department of English Language Teaching

THE RELATIONSHIP AMONG SELF-EFFICACY, ATTITUDE AND PERFORMANCE IN ENGLISH WRITING CLASSES AT TERTIARY LEVEL

İlknur Pamuk

Master's Thesis

Ankara, 2014

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KABUL VE ONAY

İlknur Pamuk tarafından hazırlanan "Üniversite Düzeyinde İngilizce Yazma Sınıflarındaki Özyeterlik, Tutum ve Başarı Arasındaki İlişki" başlıklı bu çalışma, 08.12.2014 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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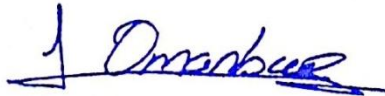Prof. Dr. Gülsev PAKKAN (Başkan)

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…/12/2014

İlknur PAMUK

To my beloved family

ACKNOWLEDGEMENTS

ABSTRACT

PAMUK, İlknur. The Relationship among Self-Efficacy, Attitude and Performance in English Writing Classes at Tertiary Level, Ankara, 2014.

The purpose of this study was to investigate the relationship of self-efficacy beliefs and attitude with performance in writing. Additionally, the effects of gender, age, high school type, department and preparatory class on students' self-efficacy beliefs, attitude and English writing performance were examined. A total of 324 second-grade university students enrolled in Academic Writing Skills II course from ten different departments at Hacettepe University participated in the study. The data were collected through Turkish version of Writing Self-Efficacy Questionnaire (Yavuz, 2004) and Writing Attitude Questionnaire (Bayram, 2006). English writing scores of the participants were attained from administrative unit at the Department of Modern Languages at Hacettepe University. Various statistical methods were used and the findings were interpreted accordingly.

The results of the study revealed a positive relationship exists between self-efficacy, attitude and performance in writing. In addition, some formulas were obtained to predict students' writing performance by means of self-efficacy and attitude questionnaires' scores. Lastly, it was found that gender and preparatory class affect self-efficacy beliefs, attitude and performance in writing and age is in relation to self-efficacy beliefs and performance in writing.

Key Words: Self-efficacy, Attitude, Writing performance

ÖZET

PAMUK, İlknur. Üniversite Düzeyinde İngilizce Yazma Sınıflarındaki Özyeterlik, Tutum ve Başarı Arasındaki İlişki, Ankara, 2014.

Bu çalışmanın amacı, özyeterlik inançları ve tutumun yazma başarısıyla olan ilişkisini araştırmaktır. Ayrıca cinsiyet, yaş, lise türü, bölüm ve hazırlık sınıfının öğrencilerin özyeterlik inançları, tutum ve İngilizce yazma başarılarına olan etkileri incelenmiştir. Çalışmaya Hacettepe Üniversitesi'nde on farklı bölümde okumakta ve Akademik Yazma Becerileri II dersini almakta olan 324 ikinci sınıf öğrencisi katılmıştır. Veriler Yazmada Özyeterlik (Yavuz, 2004) ve Yazmaya Yönelik Tutum (Bayram, 2006) anketlerinin Türkçe örnekleriyle toplanmıştır. Katılımcıların İngilizce yazma dersindeki başarı notları, Hacettepe Üniversitesi Modern Diller Bölümü idari koordinatörlük biriminden alınmıştır. Çeşitli istatistiksel yöntemler kullanılmış ve bulgular bu doğrultuda yorumlanmıştır.

Çalışmanın sonuçları özyeterlik inançları, tutum ve yazma başarısı arasında pozitif bir ilişki olduğunu ortaya koymuştur. Ayrıca, özyeterlik ve tutum anketlerinden elde edilen puanlar kullanılarak öğrencilerin yazma başarı puanlarını yordalıyan bazı formüller elde edilmiştir. Son olarak, cinsiyet ve hazırlık okumanın özyeterlik inançları, tutum ve yazma başarısını etkilediği ve yaşın özyeterlik ve yazma başarısıyla ilişkili olduğu ortaya konulmuştur.

Anahtar Kelimeler: Özyeterlik, Tutum, Yazma başarısı

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CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION

The aim of this chapter is to introduce background information for the study. Secondly, it states the problem and purpose of the study. Furthermore, it indicates why the study is significant and what its research questions are. Lastly, it defines the related terms.

1.2. BACKGROUND OF THE STUDY

In modern world, great attention has been paid to learning English as it functions as a mediator for communication across communities and it proves to be an official language all over the world. People require English to take part in both business and academic contexts with their various purposes and needs. Formality of a language gains considerable significance for people to be able to achieve such goals. In academic contexts, the institutions try to meet the students' needs regarding English through courses, centers or exchange programs. However, English learning is a challenging and long-term process in which students face various difficulties and they may not know how to overcome them.

Proficiency appears to be a main goal for students in language learning since they want to learn English in order to pass an exam, take a language test, prepare for a job career and so on. As well as general proficiency in language learning, performance regarding specific skills has mattered to most of the students in such a way that they cannot read, speak or write effectively to achieve their various goals. Writing is one of the most challenging and demanding skills for the students due to the fact that it turns out to be a primary concern through which the students obtain their accomplishments and exhibit performances at educational settings. More specifically, academic writing has a crucial role for students as they face it on the way to achieve their academic goals. They are expected to do research, organize their ideas, transfer them into a paper, form coherence and unity, support their arguments and finally be a good writer in their academic

settings. In this sense, a high level of performance emerges as students' primary expectancy.

Performance in language learning is affected by many factors, but the ones focusing on learners attract greater interest among the researchers nowadays. Learner-centered approaches to language learning have been popular as existing research studies suggest that the learner differences have functioned as predictors of second language learning success (Dörnyei & Skehan, 2003). When students enter a language class, they all bring their whole personality traits which determine their good or poor learning. Within the concept of learner differences, self-efficacy has broadly caught the researchers' interest and many have reported that self-efficacy is a predictor of success in language learning (Mills, Pajares, & Herron, 2007; Schunk & Zimmerman, 2007; Hsieh & Schallert, 2008). Another underlying factor that influences language learning is attitude, which is mostly discussed in relation to motivation. The effect of attitude on language performance has long been studied by the researchers and the research studies indicate that there is a positive relationship between them (Garnder, Smythe, Clement, & Gliksman, 1976; Gardner, Smythe, & Lalonde, 1984; Gardner & Lambert, 1972, as cited in Gardner, 1991).

Self-efficacy is a term brought up by Bandura and defined as the belief in one's capabilities to achieve a goal or an outcome. Many research studies have shed light on the relationship between self-efficacy and outcomes (Pajares & Miller, 1995); thus, self-efficacy has been broadly applied across various domains such as health, career, athletics and education (Bandura, 1997). According to Bandura (1982), self-beliefs of efficacy have impact on the ways of thinking, actions, and emotional reactions. Higher level of self-efficacy beliefs is positively correlated with accomplishments and negatively related to emotional arousal. People are always engaged in the act of decision-making about what type of behavior they will produce and how long they will keep their stance with respect to the relevant situation or object. In this sense, Bandura (1982) underlines the importance of accurate or false judgment in terms that people direct themselves to choose their activities and shape their environments by their judgments. Therefore, they stay away from the activities that are perceived as challenging by themselves and they tend to be involved in the process which they

believe they can overcome. Judgments of self efficacy influence how much people endeavor and how steadily they continue despite challenges. In this sense, people with high self-efficacy beliefs make great effort to overcome the difficulties, which brings the high level of performances. Pajares (2003) states that Bandura draws a picture with respect to human behavior and motivation in which self-beliefs of people regarding their abilities play a crucial role. At that point, self-perception of people mediates the emergence of the motivation towards the target task. For second language (L2) writing, the students who have higher self-efficacy tend to attain higher level of performances than the ones with self-doubts.

Attitude is a broad construct which is mostly considered within the framework of motivation. Gardner (1985: 91-93) defines it as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent". Rokeach describes attitude as "…a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner (1968: 12). As it is understood from the definitions, attitude refers to predisposition or beliefs which drive people to behave in certain ways. In terms of language learning, as long as positive attitudes are acquired by the students, language learning process accelerates (Chamber, 1999). Gardner (1985) defines motivation with respect to L2 as a complicated structure including effort, desire to be successful in language learning and positive attitudes toward learning a language. In this regard, desire for language learning can be provided by orientations which are integrative and instrumental. The former refers to the desire to learn a language in order to get interacted with and know L2 community. The latter includes some reasons for L2 learning such as achieving an academic goal and job career. Gardner and Lambert (as cited in Noels, 2001) assert that integrative orientation would be stronger predictor for achievement rather than the instrumental one as it facilitates positive attitudes toward L2 community and culture. Ryan and Deci (2000) suggest that it is difficult to conceptualize motivation as a unitary construct. In addition to variety in the amount of motivation, what type of motivation people have is important for their actions; that's, the kinds of motivation refer to its orientations, which have to do with the underlying attitudes and goals that bring about the behavior.

Ryan (1995) claims that orientation can be classified into intrinsic and extrinsic ones. Intrinsic orientation or motivation includes the reasons for L2 learning that result from one's internal pleasure, gladness and interest. Extrinsic orientation or motivation refers to the reasons for L2 learning because one wants to attain a degree, or advancement for a career, which all refer to the achievement of an expected outcome. When people have internal or external motives, they are positively driven to their outcomes; thus, they put more effort and persist longer, which strongly predicts the achievement. If people are internally or externally motivated, their attitudes develop in positive ways to attain their goals (Noels, 2001). In parallel manner, students who have positive attitudes toward L2 writing tend to exhibit greater energy and endure despite challenges, which enhances the performance.

1.3. STATEMENT OF THE PROBLEM

Although many studies have emphasized the crucial and mediating role of self-efficacy in language learning, no sufficient attention has been paid to the field of writing in L2. Many research studies provide evidence for the fact that self-efficacy is associated with performance and future outcomes in various domains. In this sense, it is better to study self-efficacy in problematic contexts such as L2 writing. It is essential for the students to master, especially at universities, to be able to succeed in the courses they have to take as they are expected to write a variety of essays or research papers covering various goals and purposes and some of these tasks are to be completed within limited period of time. In addition to the studies in which the focus is on the instruction in the process of writing or strategy use for solving a problem, what the students individually bring into the class as beliefs and attitudes gains more significance to provide an understanding about the students' relation to writing. There have been considerable research studies which concentrate on the role of attitude in language learning and evidence that the attitude plays a crucial role with respect to motivation in terms that positive attitude towards the language learning enhances motivation and so affects performance. However, little research has been done to investigate the relationship between writing self-efficacy and attitude and their effect on performance in L2 writing. In this sense, examining the relationship between self-efficacy, attitude, and performance in L2

writing can provide a better understanding of what makes good writing or what makes a student a good writer.

1.4. PURPOSE OF THE STUDY

The purpose of the present study is to explore whether there is a relationship among writing self-efficacy, writing attitude, and achievement in writing with regard to some demographic variables including gender, age, high school type, department, preparatory class. More specifically, this study intends to find out if self-efficacy and attitude can predict the performance in L2 writing.

1.5. SIGNIFICANCE OF THE STUDY

At Hacettepe University, most of the instructors of English who teach Academic Writing Skills course complain about low student motivation and weak effort to write well. This study can help the instructors and curriculum developers to improve insights for self-beliefs of efficacy and attitudes of their students with respect to L2 writing in this regard. High level of self-beliefs and positive attitudes encourage students to overcome difficulties, which helps them to maintain their motivation, but self-doubts and negative attitudes can undermine motivation, which can lead to frustration and apprehension. Thus, awareness of students' self-beliefs and attitudes is crucial in English language learning settings. The following studies can be directed to explore students' writing self-efficacy and attitudes, which guides the instructors to have a better understanding of how self-beliefs of efficacy and attitudes function in language learning contexts. The instructors can be trained regarding how to improve students' self-efficacy and positive attitudes in L2 writing.

1.6. RESEARCH QUESTIONS

This study investigates the relationship among self-efficacy, attitude, and performance in L2 writing in connection with gender, age, high school type, department and preparatory class as demographic traits. To do so, following four questions have been designed:

1. Is there a relationship between participants' writing self efficacy and writing attitude?

2. Is there a relationship between writing self efficacy and writing performance? If so, is self efficacy a predictor for writing performance?

3. Is there a relationship between participants' writing attitude and writing performance? If so, is attitude towards writing a predictor for writing performance?

4. Is there a relationship between participants' gender, age, high school type, the department, preparatory class and self efficacy, attitude and performance in writing?

1.7. DEFINITION OF THE TERMS

Self-efficacy: "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986: 391).

Attitude: "Relatively stable beliefs and feelings that predispose us to react objects, people, and events in certain ways" (Gardner, 2006: 413).

Intrinsic Orientation: "The doing of an activity for its inherent satisfactions" (Ryan & Deci, 2000: 56).

Extrinsic Orientation: "The doing of an activity in order to attain some separable outcome" (Ryan & Deci, 2000: 60).

Writing Performance in L2: The scores the students obtained from Academic Writing Skills II course.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. INTRODUCTION

This chapter introduces the literature reviewed regarding writing instruction in second language, academic writing, self-efficacy and attitude.

2.2. WRITING INSTRUCTION IN SECOND LANGUAGE

Writing is not a naturally acquired skill; on the contrary, it is a productive one requiring effort, instruction and practice in formal settings. According to Flower and Hayes (1981), it deploys several cognitive activities such as planning including generating ideas and goal setting, translating, and revision. They (1981: 366) further assert that their cognitive process theory of writing is based on four propositions:

> 1. The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing.
>
> 2. These processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other.
>
> 3. The act of composing itself is a goal-directed thinking process, guided by the writer's own growing network of goals.
>
> 4. Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals which embody the writer's developing sense of purpose, and then , at times, by changing major goals or even establishing entirely new ones based on what has been learned in the act of writing.

When the propositions about writing above are taken into consideration, writing proves to be a complex skill to be taught by teachers in language classrooms. Over the years, there have been various L2 writing pedagogies suggested to enhance students' writing performance in this regard. In the following part, main approaches to teaching L2 writing are discussed.

2.2.1. PRODUCT APPROACH

Nunan asserts that a product approach to writing "focuses on the end result of the learning process—what it is that the learner is expected to be able to do as a fluent and competent user of the language" (1991: 86). Nunan further believes that product-oriented approaches to the development of writing include classroom activities promoting learners to imitate, copy and transform the models arranged by the correct language. To do this, sentence formation and grammar should be taught at first before the learners are able to write well-organized paragraphs. Hyland (2003) states that L2 writing in product-oriented approach is conceptualized as a product consisting of accurately chosen and arranged words, clauses, and sentences organized according to a system of rules.

According to Silva, this orientation was the result of structural linguistics and behaviorist learning theories of second language teaching which was prevalent in 1960s (as cited in Hyland, 2003). For some who advocate this approach, writing is a habit-forming activity as an extension of grammar, which strengthens language forms by imitating and tests the ability whether to formulate well-organized sentence models. For others, writing is a complex structure requiring a good use of lexis and grammar. This approach proposes four stages to be processed:

> 1. Familiarization: Learners are taught certain grammar and vocabulary, usually through a text.
>
> 2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
>
> 3. Guided writing: Learners imitate model texts.
>
> 4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth. (Hyland, 2003: 3-4)

In this approach, texts function as a package of target grammatical structures. The teacher's role is to instruct the students to produce different texts by using the words and grammatical structure exercised. Writing is taught through guided-compositions in which the students are tested in terms of accuracy by completing sentences, filling in the blanks, changing the tenses or pronouns. For the structural view, good writing requires acquiring a set of rules and structures to produce a text whereas the content or the

meaning is ignored. In classroom application of the product approach, the students are expected to use the structures and vocabulary they have been taught while producing the product. The role of the teacher is to correct errors and take some notes regarding the mistakes. Although this traditional approach is still applied in some writing classes, its disadvantages can hinder the students from becoming a good writer. In this aspect, the students are exposed to real texts with respect to only their syntactic and lexical structures rather than analyzing them in terms of content. This misguidance prevents students from writing beyond limited numbers of sentences and becoming a risk-taker with the sense of the avoidance from making mistakes (Hyland, 2003). In this sense, the students are not capable enough to transfer their knowledge of lexis and syntax to other situations.

2.2.2. PROCESS APPROACH

Process Approach to writing dates back to the late 1960s and the early 1970s, when it came out as a pedagogical approach in reaction to the dominance of a product-centered pedagogy (Matsuda, 2003). Product-oriented approach to writing was not favored within more contemporary views of language and learning which focused on language at the level of discourse. Moreover, teachers of writing were more interested in processes that one could go through when formulating their texts. There was an understanding of how writing was a long process in which there had to be drafts on the way of reaching goals and successful writers did not produce their works at first attempt (Nunan, 1991). In process pedagogy, quantity became more important than the quality for the students who could experience creativeness by writing their own ideas regardless of persistence on error-free sentences at first attempt. According to proponents of process pedagogy, the role of teachers and students changed in the way that teachers became a provider of feedback for students' drafts. Nunan (1991) entitles this process as "conferencing", during which young writes can have a chance to report their writing experience and share them with their teachers and fellows. In this sense, the process approach made it possible to shift from product-oriented and teacher-oriented to process-oriented and student-centered with respect to classroom application of writing.

The students are encouraged to discover their own way of writing by being supported by the intervention and revision. Such methodology facilitates collaborative group work in which the students enhance their own motivation and positive attitudes towards the act of writing. The model of writing process used by L2 writing teachers is planning-writing-reviewing structure built by Flower and Hayes (1981). This model defines the writing process as non-linear, exploratory and generative in terms that writers do not have to follow the steps in an order but can move to previous activity by skipping the following one as they try to achieve the exact meaning. A writer, for example, can revise what he or she has done till then to move to new ideas from the present position (Zamel, 1983; Hyland, 2003). Figure 2.1. refers to the steps in which both teachers and students are involved in process-orientated approach to writing.

Selection of topic: by teacher and/or students
Prewriting: brainstorming, collecting data, note taking, outlining, etc.
Composing: getting ideas down on paper
Response to draft: teacher/peers respond to ideas, organization, and style
Revising: reorganizing, style, adjusting to readers, refining ideas
Response to revisions: teacher/peers respond to ideas, organization, and style
Proofreading and editing: checking and correcting form, layout, evidence, etc.
Evaluation: teacher evaluates progress over the process
Publishing: by class circulation or presentation, noticeboards, Website, etc.
Follow-up tasks: to address weaknesses

Figure 2.1. A Process Model of Writing Instruction (Hyland, 2003).

Process approach has found considerable advocates in terms that it creates a new scope in the field of teaching writing in L2; however, criticism is not avoidable for the process writing approach due to some drawbacks. With respect to one critical aspect, Nunan (1991: 87) asserts:

> The process approach confines children largely to narrative forms and that this represents a serious limitation on their ability to master texts types such as reports, expositions and arguments which are essential for academic success at school and beyond.

Another critique of process writing has been made by Rodrigues (1985: 26-27):

> The unfettered writing process approach has been just as artificial as the traditional high school research paper. Writing without structure accomplishes as little as writing a mock structure . . . [Students] need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real audiences and real purposes.

Horowitz (1986) asserts that students become insufficient for essay examinations owing to the multiple drafts highlighted by process approach. Furthermore, when the students are exposed to peer evaluation too much, they may have misunderstanding of their abilities. He adds that the attempt in transferring bad writers into good ones can create a matter of efficacy. Inductive learning within the process-writing approach may not meet the needs of all the learners and may not be suitable for some academic tasks. Hyland (2003: 13) claims that process-approaches to writing excessively emphasize the role of cognition in the process of writing and goes on:

> They fail to offer any clear perspective on the social nature of writing or on the role of language and text structure in effective written communication. Encouraging students to make their own meanings and find their own text forms does not provide them with clear guidelines on how to construct the different kinds of texts they have to write.

2.2.3. GENRE APPROACH

Hyland (2007: 149) defines genre as "abstract, socially recognized ways of using language". The advent of genre into classroom practice is a result of communicative approaches to language teaching which appeared in the 1970s, which has an emphasis on the role of language in considering the purposes of learners to achieve in different contexts" (Hyland, 2004). With respect to writing, the emphasis is placed on context and audience for which the writing is produced. In classroom application of the genre approach, different types of writing such as narratives, report and informal letters by analyzing their specific features of organization and language are included in curriculum. It is assumed that genre approach to writing instruction was introduced as an alternative for the structure based on planning-writing-reviewing which imposes the learners to obtain writing strategies. In fact, they need to focus on both the language and the contexts in which it is functioned (Hyland, 2007). Teachers pursue a genre direction

within the framework of Zone of Proximal Development by the Russian psychologist Vygotsky in the way that sociocultural environment equips the students with a variety of tasks to be occupied with. Furthermore, a direct teacher involvement can provide appropriate language use with respect to various genres for students, which increases students' awareness of distinctive ways of arranging information for their writing though these purposeful texts (Hyland, 2003).

In genre-approach to writing, teachers also acquire benefits for their own sake as it facilitates consciousness-raising for them in terms of comprehending writing and professional development. Teachers can become more familiar with the texts and their features in the course of their categorization and analysis before introducing them to the students. In this sense, they can take into consideration the needs of the students well and design the course accordingly. Furthermore, teachers become more effective in giving feedback for the students as they have the chance to analyze the texts deeply and understand their structure (Hyland, 2007).

2.3. ACADEMIC WRITING

Before concentrating on the concept of academic writing, it would be better to discuss a broader term English for Academic Purposes (EAP). Hyland (2006) puts an emphasis on the fact that EAP as a branch of English for Specific Purposes (ESP) which emerged in the early 1980s has become so popular within universities within the field of English language teaching and research. Its importance has expanded with the increasing number of universities in many countries and international students who have goals with respect to academic careers all over the world. EAP is broadly conceptualized within a definition of teaching English with "the aim of assisting learners' study or research in that language" (Jordan, 1997: 1). Such a definition creates broader frame containing all fields with respect to academic practices:

■Pre-tertiary, undergraduate and postgraduate teaching (from the design of materials to lectures and classroom tasks).
■Classroom interactions (from teacher feedback to tutorials and seminar discussions).
■Research genres (from journal articles to conference papers and grant proposals).
■Student writing (from essays to exam papers and graduate theses).
■Administrative practice (from course documents to doctoral oral defenses).

(Hyland, 2006: 1)

The areas to which EAP has a relation can be understood more clearly when they are put into practice in local contexts and the needs of the students are taken into consideration. The outcomes of the current research studies indicate that students have to find new ways of processing new information they encounter when they just come to academic settings at universities. In many contexts, they are exposed to the practices of listening, speaking, reading and writing in unfamiliar genres (Hyland, 2006). Another assertion by Hyland (2006) is that there should be a distinction between teaching English for academic purposes and for other purposes, which leads all the authorities regarding course programming to produce new materials, sources, and programs designed for teaching staff. Research in the field of English language teaching has converted its way to seeking new genres and practices within academic settings. Furthermore, increasing interest in EAP all over the world has shown that most instructors of EAP become non-native speakers of English, which has fostered the variety of EAP materials and teacher training courses.

Academic writing instruction within EAP has had a crucial position within higher education system as it is a main force for the students who study in the departments that use English as the medium of instruction to be able to survive. As academic writing has its own specific conventions and rules unlike informal types of writing, students are expected to have knowledge with respect to academic writing such as generating ideas, relating concepts, producing supporting ideas, developing arguments and so on. Writing courses at higher education instructions have a curriculum to equip the students with the skills needed to have a writing competence. Coffin et al. (2005) mention that higher education institutions serve for teaching writing through four ways: dedicated writing courses, disciplinary subject courses, English for academic purposes/English for speakers of other languages departments, and study skills or writing centers. Teaching

writing within the concept of English for Academic Purposes named as academic writing occupies a large proportion within the universities. Academic writing is mostly found challenging and demanding by the university students as evaluation and presentation of disciplinary knowledge are employed through the act of writing (Coffin et al., 2005). Beard and Hartley have an assertion that main requirement of academic writing is planning an essay, which includes the processes of selecting relevant material, developing argument, evaluating evidence and writing a conclusion. They emphasize the difficulty of starting an essay as introduction and ending it as conclusion for the students (as cited in Jordan, 1997). To overcome this, Coffin et al. (2005) state that students can develop an awareness regarding the importance of writing through a realization that writing requires different rules and conventions for different contexts at university level. At that point, the courses with the objectives of teaching academic writing skills are designed to present the rules and conventions required for the students who aim for attaining academic success at university.

2.4. SELF-EFFICACY

Over the years, human behavior has often been explained from different approaches. It has generally been examined in terms of one-sided determinism. Within these paradigms, behavior is assumed to be determined either by their environment or by internal dispositions (Bandura, 1989). Unlike these paradigms, Social Learning Theory explains human behavior in terms of triadic reciprocal determinism. This theory, which has been renamed as Social Cognitive Theory by Bandura, proposes that "behavior, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally" (1989: 2). Reciprocity in causation mirrors an interactive relation between thought, affect and action. Behavior is determined according to beliefs, people's perceptions, goals and intentions (Bandura, 1986). As it is assumed that behavior is formed multi-directionally, outcomes of people's actions determine their thoughts and they emotionally react accordingly. In this multi-directional process, personal factor influences the biological properties of the organism whereas physical structure and sensory and neural systems affect behavior and impose constraints on capabilities. Sensory systems and brain structures are, in turn, modifiable by behavioral experiences (Greenough, Black, & Wallace, 1987). Similarly,

people are both producers and the products of their social systems as social setting is formed by the people's activities to organize, direct, regulate their responsibilities by authorized rules. In turn, social structure determines the limitations and allows opportunities for human beings to act and develop (Bandura, 1999). Human behavior is defined as:

> A full understanding requires an integrated causal system in which sociostructural influences operate through psychological mechanisms to produce behavioral effects. However, the self system is not merely conduit for external influences. The self is socially situated but, by exercising self-influence, human agency operates generatively and proactively on social systems, not just reactively. (Bandura, 1999: 24)

Social Cognitive Theory also proposes multi-dimensional structure for humans to construct their knowledge and develop competencies. Rather than imitating and observing negative or positive outcomes of the actions, people acquire their knowledge from observational learning, in which they extract rules for generative and innovative behavior in different contexts. While developing their competencies, people follow a path of transformation and processing the sources of knowledge acquired from past experiences, social guidance and modeling and then put them into cognitive processes like reasoning and action.

According to Bandura, "people are not only knowers or performers. They are self-reactors with a capacity to motivate, guide and regulate their activities" (1999: 27). When people act with forethought, they use actions with positive outcomes, have motivation towards them and do not accept the actions that cause failure.

Through exercise of motivating, guiding and regulating activities by people, self-efficacy mechanism plays a vital role by the impact on thought, affect, motivation and action (Bandura, 1991). The concept of self-efficacy is central to the psychologist Albert Bandura's Social Cognitive Theory, which plays an important role in how people perceive the situations and react to these situations accordingly. Bandura (1995: 2) defines self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations".

Regarding the application of self-efficacy, beliefs about self-efficacy determine what type of task is chosen, to what extent people put their effort, how persistent they are and

level of success (Bandura, 1997; Schunk, 1995). In the development of self-efficacy, some factors play crucial roles. According to Pajares and Schunk (2001), family is the main source of creating self-efficacy and they assert that "the influence is bidirectional. Parents who provide an environment that stimulates youngsters' curiosity and allows for mastery experiences help children's self-efficacy to build. In turn, children who display more curiosity and exploratory activities promote parental responsiveness".

Meece suggests that the environment setting in which various activities are involved can attract children's attention and arouse their curiosity so that highly motivated children can acquire new skills and information (as cited in Pajares and Schunk, 2001). In terms of vicarious sources, parents are also effective models who teach their children to struggle with obstacles and persist and sustain effort. The role of peers should not be ignored in terms of development of self-efficacy as they stand as a similar model. Observing similar models for children can help observers' increase their self-belief of efficacy and encourage them to take part in the task if they believe that they will be successful, as well (Schunk, 1987).

2.4.1. Sources of Self-Efficacy

According to Bandura (1994), self-efficacy can be developed through four ways. The first and the most effective contributor is mastery experiences, through which people get strong beliefs if they have successes in their lives. Likewise, the strength in people's beliefs weakens through failures, especially when the failures are experienced without strongly set efficacy. In other words, if people have been successful at a particular skill in the past, they will possibly believe that they will be successful at the skill in the future.

The second source of establishing sense of efficacy in people is modeling other people successfully completing a task. If people witness others' getting successful, they are encouraged with a sense of efficacy that makes them believe they also have the capabilities to accomplish similar tasks. What is important here is the degree of similarities perceived by the observer; that is to say, the more similar to the model the observer is, the more inspiring the model's successes or failures are for the observer.

The next way of developing self-efficacy for people is social persuasion, in which people get higher sense of self-efficacy when they are verbally encouraged. Bandura (1994) asserts that social persuasion may not be a strong way to increase one's beliefs about self-efficacy alone unless realistic encouragement is provided. Furthermore, the ones with the conviction of not possessing the capabilities incline to stay away from the activities that challenge them and so they do not sustain efforts. In this sense, setting appropriate conditions is a true way for the people to be successful instead of putting them into situations in which they can possibly get failure. Here, it is important to evaluate success within the process the one goes through rather than victory.

The fourth way of creating and strengthening people's self-beliefs about efficacy is to control psychological responses and emotional reactions. A person's perception about their capabilities in a given situation can be influenced by their psychological states, psychical reactions and stress levels. Bandura (1994: 71-81) claims "it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted". By learning how to minimize stress and elevate mood when facing difficult or challenging tasks, people can improve their sense of self-efficacy.

2.4.2. Research on Self-Efficacy

Self-efficacy component of Social Cognitive Theory has been studied in various fields and favored by the findings of the studies. It has been found in relation to work field such as career choices (Betz & Hacket, 1986) and job enrichment and organizational practices (Parker, 1998); to health concern such as addiction (Marlatt, Baer, & Quigley, 1995), depression (Davis & Yates, 1982), smoking behavior (Garcia, Schmitz, & Doerfler, 1990); to teacher education (Ashton & Webb, 1986; Gibson & Dembo, 1984; Woolfolk & Hoy, 1990); to athletic performance (Barling & Abel, 1983; Lee, 1982).

Another field related to self-efficacy is academic achievement which many studies and research focus on. The relationship between self-efficacy and academic achievement has been examined in terms of technical and scientific majors (Lent, Brown & Larkin, 1984); mathematics (Hackett & Betz, 1989; Norwich, 1987; Pajares & Miller, 1994; Pajares & Graham, 1999); teachers' self-efficacy beliefs as determinants of their job

satisfaction and students' academic achievement (Caprara, Barbaranelli, Steca & Malone, 2006); first language reading and writing (Pajares, & Valiante, 1997; Shell, Murphy, & Bruning, 1989).

Self-efficacy also has a pivotal role for learners because it is an indication of how strongly learners believe that they have the capabilities to do well. Schunk and Zimmerman (1997: 36) claim as follows:

> Self-efficacy…influence [s] task choice, effort, persistence, and achievement. Compared with students who doubt their learning capacities, those who have a sense of efficacy for [particular tasks] participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level…. Students who do not engage in activities they believe will lead to negative outcomes.

Self-beliefs of efficacy have impact on cognitive processing of one's performances and outcomes that derive from these performances. Perceived reasons of successes and failures are influenced by self-efficacy beliefs. People who perceive themselves as highly efficacious relate their failures to inadequate effort while the ones with low efficacy refer to low ability as an indication of failure (Silver, Mitchell, & Gist, 1995).

In language learning, self efficacy has received increasing attention as it is widely assumed that learners are variable in how successful they are at processing a language. Individual differences determine achievement although learners have the same aptitude and capabilities. Individual differences refer to various concepts such as learning styles, strategies, personal traits, aptitude, age, motivation and belief (Dornyei & Skehan, 2003). Among them, researchers are increasingly steering their studies towards self-beliefs and thoughts of the learners since they can predict learner's performance better than actual abilities (Bandura, 1997). Literature reviewed conveys some studies in which achievement in general and specific skills in language learning has been studied with respect to self-efficacy. To illustrate, Magogwe and Oliver (2007) investigated the relationship between preferred language strategies, age, proficiency and self-efficacy beliefs among 480 Botswana students. The result of the study revealed a dynamic relationship between the use of language learning strategies and proficiency, level of schooling (representing age differences) and self-efficacy beliefs. Another study belongs to Mills, Pajares, and Herron (2007) which studied the relationship between

self-efficacy, anxiety, and gender on the listening and reading proficiency of 303 college students enrolled in a French course in United States. They found that students' self-efficacy for self-regulation was the most significant predictor of intermediate French language achievement and female students had greater self-efficacy for self-regulation, interest, value, and enjoyment in learning about both the French language and culture than male students did. Chen (2007) examined the predictive power of English listening self-efficacy, English anxiety, and perceived value of English language and culture on EFL learners' English listening performance. The research, in which two hundred and seventy-seven Taiwanese college students participated, indicated that English listening self-efficacy predicted English listening performance better than English listening anxiety, perceived value of English language and culture did. While English listening anxiety and perceived value of English language affected English listening performance, their impacts were determined by the learners' levels of English listening self-efficacy.

2.4.3. Self-Efficacy and Writing

Generating ideas and expressing them in well-written form undoubtedly bring success for learners in all academic settings. However, this is an arduous task which challenges learners in terms of controlling their learning activities. Writing is an ongoing process through which one should plan, perform alone, needs to be creative and the final master piece requires the writer to continuously rethink till reaching the quality work (Zimmerman & Bandura, 1994). In this regard, self-perception of the students gains more importance while they struggle for overcoming the difficult situations and expect a satisfactory outcome. Regarding the relationship between writing and self-efficacy, Pajares (2003: 140) claims as follows:

> A strong sense of confidence, for example, may serve students well when writing an essay because it engenders greater interest in and attention to writing, stronger effort, and greater perseverance and resiliency in the face of adversity. Confident students are also likely to feel less apprehensive and have stronger feelings of self-worth about their writing.

Favoring the quotation, Bandura (1986) attributes a mediating role to self-efficacy in terms that it helps motivation to emerge or develop towards relevant task.

Self-efficacy has been widely studied in recent times as it has been regarded as a strong predictor and determinant for successful performances in language learning. However, apart from general achievement related to self-efficacy in language learning, there have been few studies paying attention to the relationship between specific skill in language learning and self-efficacy. One of the most problematic skills for the students and teachers is writing in L2. Hetthong and Teo (2013) in his study investigated if there was a relationship between writing self-efficacy and writing performance and if students' overall writing self-efficacy predicted their overall writing performance. The result showed that there was a highly positive relationship between the students' overall writing self-efficacy and their overall writing performance. Chen and Lin (2009) researched to explore the predictors of achievement in English writing test. In the study, 120 students were asked to fill out a writing self-efficacy scale, English writing anxiety scale and to take a written General English Proficiency Test. The results revealed that efforts both to reduce writing anxiety and promote writing self-efficacy increased writing scores of students. Pajares, Johnson and Usher (2007) wanted to examine the influence of sources of self-efficacy on students' writing self-efficacy beliefs. In the study, which 1256 students at elementary, middle and high school levels took part in, each of four sources of self-efficacy proposed by Bandura proved to be significantly associated with writing self-efficacy and each other. Students' perceived mastery experiences were the strongest predictors for writing self-efficacy. Girls with lower writing anxiety had stronger self-efficacy and elementary school students were reported to have greater self-efficacy than middle and high school ones.

2.5. ATTITUDE

The concept of attitude is regarded as complex and there have been many attempts to define it from different perspectives. Thurstone defines attitude as "the amount of affect or feeling for or against a stimulus" (as cited in Cacioppo, Harkins, & Petty, 1981). Allport proposes that "an attitude is a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's

response to all objects and situations with which it is related" (as cited in Fazio, 2007). Another definition is that attitudes are assumed to encompass cognitive, affective, and conative components (Harding et al., 1954). Within this conceptualization, cognitive component means an individual's belief system; the affective refers to emotional responses, and the conative is related to the effort of the individual to act toward the target object. Gardner (1985: 91-93) defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent". Gardner (1988: 9) does not involve the conative component into the definition as he states an irrelevance regarding the fact that attitudes have behavioral implications. However, this statement does not imply that attitudes are not related to behavior. In fact, attitudes and behavior are correlated with each other but not always directly, especially with respect to the studies in the field of second language learning.

Rokeach (1968: 12) defines attitude as "…a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner". Regarding this definition, Smith (1971: 82) focuses on "relatively enduring" for attitude as it is learned. From his view, as attitudes are learned, it is possible to say that they are unlearned. As a result, they are taught as in the same way as liking foreign language learning is taught. No learners are born with the sense of like or dislike regarding language learning. When the learners come into the class with neutral or positive attitudes towards the target language with an open and willing sense about language learning, the situation itself affects their attitudes. Teacher, book, materials, class, language, task are the factors that influence the learners' attitudes in positive or negative manners.

In terms of second or foreign language learning, the concept of attitude has long been studied under the concept of learner differences as affective factors in L2 learning. According to Gardner (2006: 413), attitudes are "relatively stable beliefs and feelings that predispose us to react objects, people, and events in certain ways". In language learning situation, when the learners' attitudes are positive, the experience with the language is pleasing and the learners are more likely to continue taking part in the process. If the attitudes are unfavorable, the experiences of the learners in language setting sound to be negative (Gardner, 1985). According to Gardner (1985), it is

possible to mention various types of attitude in terms of second language learning. To illustrate, attitudes can be grouped as educational ones referring to attitude towards the language itself or language teacher and social ones pointing to the group that speaks the language. Another classification can be made on the basis of dimension of specificity or generality. In this sense, attitude towards learning a second language seems to be more specific because the target object is identified as French (French was meant as a second language because Gardner did many studies on French). The other attitude type refers to interest in foreign languages as a general understanding. In this regard, there is no specific activity defined similar to learning French. In fact, it can be assumed that interest in foreign languages can include many activities such as speaking them and hearing them besides learning them. Attitudes towards learning French, French course or any task of learning French are more relevant to learning French in classroom setting than the attitudes towards French Canadians or general interest in foreign languages. At that point, specific attitudes towards a second language including the task itself, teacher or the course can be assumed as more correlated with the achievement in second language learning. Such a positive relation implies that the students with positive attitudes would care the learning process more, pay more attention, exhibit more effort, gain more satisfaction and so perform well than those with negative attitudes. Attitudes towards the target language can be differed in terms of other factors such as gender. Burstall, Gagnon, Gardner and Smythe assert that girls tend to exhibit more positive attitudes in second language learning than the boys and they are more successful learners in second language learning than the boys as well (as cited in Gardner, 1985).

Some researchers suggest that attitudes and motivation are seen as closely related in that some attitudinal variables serve as bases for the motivation required in language learning. Gardner (1985: 54) proposes a model labeled as Socio-Educational Model, which claims that "the motivation to learn a second language is characterized by three aspects, the desire (or wanting) to learn the language, the motivational intensity (or effort expended) to learn the language, and the affective reactions (or attitudes) toward learning the language." Gardner (1985) adds that the complex of three characteristics accounts for motivation and the goal is reached at the end of the process. As seen in the Figure 2.2., the goal refers to ultimate objective of language learning apart from learning itself. The goal represents reasons for learning foreign or second language,

which is assigned to as orientation. Socio-Educational Model proposes two orientation types which influence learners' motivation. First type is called integrative orientation which refers to "learning a second language in order to learn about, interact with, or become closer to, the second language community" (Gardner 1985: 54). The other one is instrumental orientation which highlights the importance of learning a second language for the pragmatic reasons of getting a job or improving education. Gardner, however, claims "integratively orientated individuals may tend to be more highly motivated than individuals with other orientations, but this association isn't guaranteed a priori" (Gardner 1985: 54).
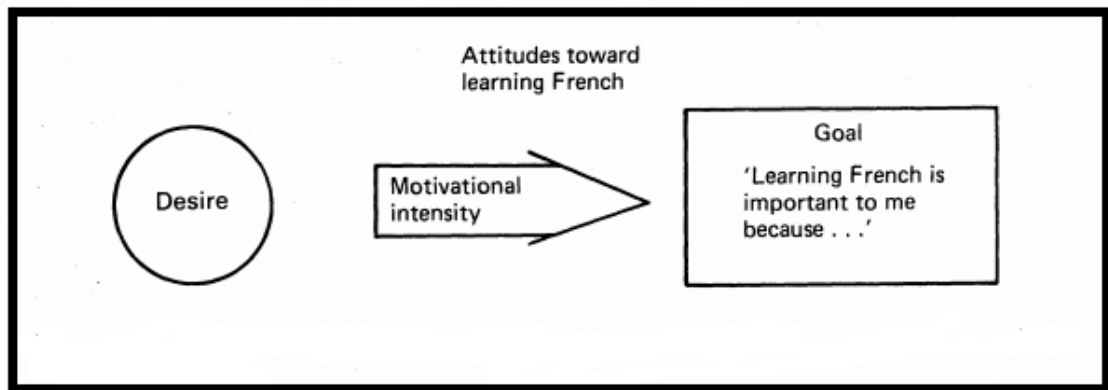
Figure 2.2. Schematic Representation of the Concept of Motivation (Gardner, 1985: 54)

According to Ryan and Deci's assertion (2000), attitudes are related to both intrinsic and extrinsic orientations. They define intrinsic orientation as a type of motivation in which one does an action because he or she finds it interesting and enjoyable and extrinsic orientation as a type of motivation in which one performs an action since it results in a distinctive outcome. They further highlight the importance of intrinsic motivation as a natural source of learning and success and thus it can be fostered and weakened by parental and teacher factors. To illustrate, Ryan and Connell (1989) examined the effect of intrinsic and extrinsic motivation of elementary students on achievement behaviors. In fact, they assessed external and intrinsic reasons for engaging in these behaviors. They found out that different attitudes were developed by their extrinsic and intrinsic orientations. The students who were externally driven tended to exhibit less interest, value and effort and blame others for their failures. The internally-oriented students had more interest, enjoyment and positively struggling. However,

Ryan and Deci (2000) suggest that extrinsic motivation type is mostly regarded as a poor phenomenon, but some of its types can drive people to be self-regulating and active. Ryan and Deci (2000: 55) exemplify this statement in such a way: "Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task". In this sense, extrinsic motivation is closely related to instrumental value as students are regulated in terms of the benefits from the target task.

2.5.1. Research into Attitudes towards Second Language Writing

Research about L2 writing rooted in 1980s and 1990s, in which writing process and writing strategies were central to researchers. However, the attention has been directed to learner-centered studies emphasizing on learners' perceptions, beliefs, opinions, experiences and attitudes in recent times. From the view of second or foreign language learning, there has been considerable research on the role of attitudes in this challenging process. One study by Ushida (2005) investigated the students' motivation and attitudes in second language (L2) learning within an online language course context (LOL). Students' learning behaviors and learning outcomes were regarded as predictor. The results indicated that students seemed to have relatively high anxiety about the LOL course at the beginning of the term, probably because they were not familiar with the LOL learning setting. However, students' motivation and attitudes toward L2 learning were relatively positive and stable during the course. The results also showed that motivated students studied regularly and productively to become more proficient in English. Another study by Marx (1991) examined the writing attitudes of first year writing students. Participants who registered in freshman writing classes consisted of 70 students in the developmental writing group, 77 in the middle ability group, and 68 in the advanced writing group. They were asked to complete a questionnaire consisting of three open-ended questions on writing attitudes. Findings showed that the developmental writers and the most advanced writers had a lot in common in terms of writing attitudes; however, the participants in the middle ability group had negative attitudes towards writing which were similar to the ones with lower ability in writing. The result of the study implies that a learner's writing ability does not necessarily correlate directly with his/her attitudes toward writing. Another study implemented by

Williams and Scott (1983) was designed to inspect the relationship between motivation and writing, with a particular focus on the roles of intrinsic and extrinsic motivation as the factors influencing attitude. It revealed that extrinsically motivated students were less willing to develop their writing than intrinsically motivated fellows were.

With respect to writing L1, Buhrke, Henkels, Klene, and Pfister (2002) focused on how to improve writing skills and attitudes towards writing of elementary students. There were 194 participants at the fourth grade from stable middle to upper class suburban communities. The problems of weak writing skills and poor writing attitudes were obtained through writing rubrics and attitude surveys developed by the researchers, achievement tests, and teacher observations in the study. The participants were asked to write about their favorite season, which were assessed through the rubric. Participants were given Writing Attitude Survey to gain information regarding their feelings towards writing, writing process and their opinions about their own abilities in writing as pre- and post-to observe any attitude change. Similarly, they were asked to complete writing task twice pre- and post- interventions. During the research, teachers modeled the writing process and made participants experience different types of writing. The participants found more opportunities to write. The intervention made it possible for the participants to create real and meaningful pieces of writing. Students were given opportunities to write in their journals. After 14-week administration of the intervention, the findings revealed that student writing fluency developed, composite rubric scores of the participants increased, and their attitudes toward writing grew up.

2.6. CONCLUSION

Learning English proves to be a primary concern for many students at university. More specifically, students need to improve their academic writing skills in order to effectively write and achieve their courses. In this regard, self-efficacy and attitude play more crucial roles with an emphasis on learner differences. To have a better understanding of the sources of the difficulties that students experience, literature reviewed provides information about the relationship between self-efficacy, attitude and performance in writing.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

In this chapter, the method used in the course of conducting the study is presented. It includes overall design of the study, participants, data collection instruments, validity and reliability of the instruments, data collection procedure, data analysis procedure and limitations of the study.

3.2. DESIGN OF THE STUDY

The purpose of the study is to explore the relationship among writing self-efficacy, writing attitude and writing performance, and to investigate the relationship between gender, age, high school type, department, preparatory class and writing self efficacy, writing attitude and writing performance. It further has a purpose to develop a prediction model to estimate writing performance by measuring self efficacy in writing and attitude towards writing. The data through two questionnaires were attained from the second-grade university students enrolled in Academic Writing Skills II course from ten different departments at Hacettepe University.

In this study, descriptive and correlational designs were employed. It is descriptive in the sense that it collects quantifiable information to be used for statistical inference related to target population through data analysis. The first part of questionnaire sheet aims to obtain demographical traits in participants such as gender, age, high school type, the department at university and preparatory class. This study is also correlational as it targets to inspect whether or not the writing self efficacy, writing attitude and writing achievement as variables are correlated.

3.2.1. Research Questions

1. Is there a relationship between participants' writing self efficacy and writing attitude?

2. Is there a relationship between participants' writing self efficacy and writing performance? If so, is self efficacy a predictor for writing performance?

3. Is there a relationship between participants' writing attitude and writing performance? If so, is attitude towards writing a predictor for writing performance?

4. Are there any differences in writing self efficacy, writing attitude and writing performance with respect to participants' gender, age, high school type, the department, preparatory class?

3.3. PARTICIPANTS

The population of the study consists of the second-grade university students enrolled in Academic Writing Skills II course from ten different departments at Hacettepe University. There are a total of 324 students who participated in the study. The distribution of the participants according to their gender is shown in the Table 3.1. and Figure 3.1.

Table 3.1. Frequency Table of the Participants according to Gender

Gender	n	%
Female	204	62,97
Male	120	37,03
Total	324	100
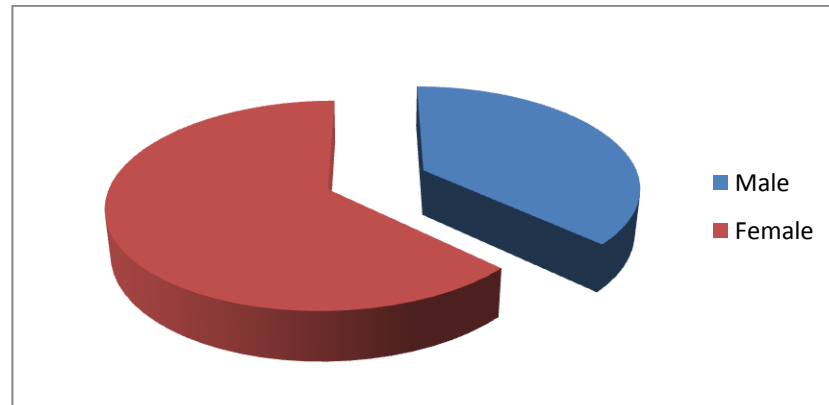
Figure 3.1. Distribution of the Participants according to Gender

Among the 324 students, 62,97% were female (n=204) while 37,03% of them were male (n=120). It is seen that the number of the female participants was more than the male ones.

The Table 3.2. and Figure 3.2. show the participants' distribution according to their age.

**Table 3.2.Frequency Table of the
Participants according to Age**

Age	n	%
20 and under	49	15,10
21	126	38,90
22	88	27,20
23 and over	61	18,80
Total	324	100,00
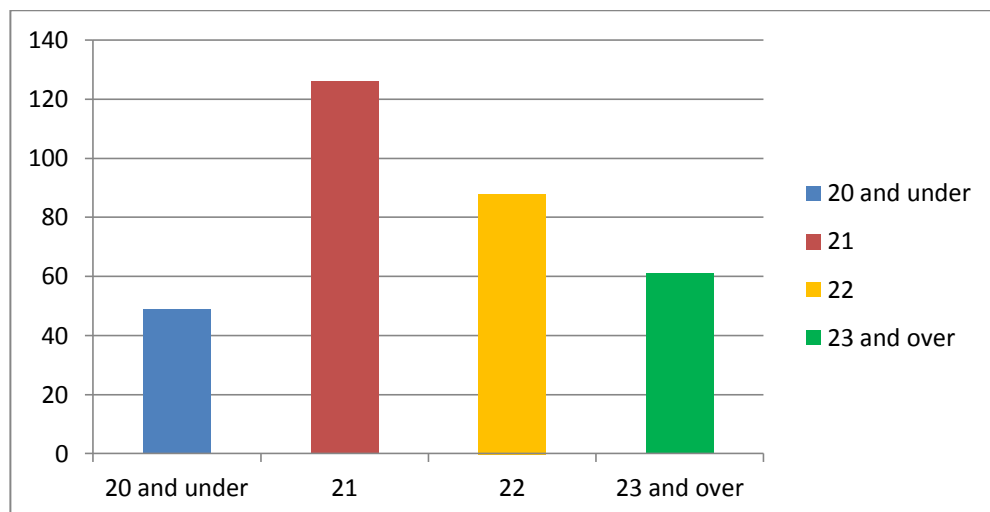
Figure 3.2.Distribution of the Participants according to Age

Most of the participants are at the age of 21(n=129) and the least number of participants are at the age of 20 and under (n=49).

The data were obtained from the participants with respect to their high school types. The Table 3.3. and Figure 3.3. present the information related to participants' high school types.

Table 3.3.Frequency Table of the Participants according to High School Types

High School Type	n	%
Anatolian High School	182	56,17
Anatolian Teacher High School	19	5,86
Science High School	3	0,93
Vocational High School	3	0,93
Private High School	15	4,63
General High School	92	28,39
Multi-program High School	1	0,31
Social Sciences High School	3	0,93
Sports High School	1	0,31
Super High School	1	0,31
Foreign Students	3	0,93
Other	10	3,09
Total	324	100
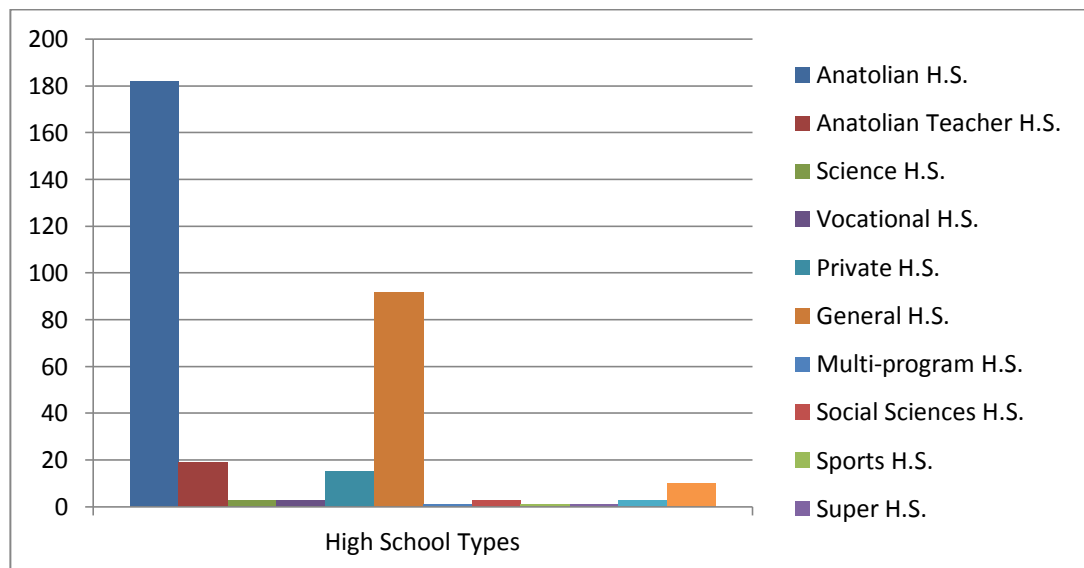
Figure 3.3.Distribution of the Participants according to High School Type

The Table 3.3. displays that most of the participants graduated from Anatolian high school. The other high school types for the participants are seen in the table above.

The participants studied in ten different departments at Hacettepe University. The Table 3.4. and Figure 3.4. present the information related to the departments in which the participants are enrolled.

Table 3.4.Frequency Table of the Participants according to Department

Department	n	%
Information and Document Management	10	3,09
Social Work	97	29,94
International Relations	38	11,73
Business Administration	50	15,43
Economics(medium is English)	30	9,26
Public Finance	18	5,55
Political Science and Public Administration	15	4,63
Nursing	45	13,89
Sports Sciences	9	2,78
Computer Engineering	12	3,70
Total	324	100
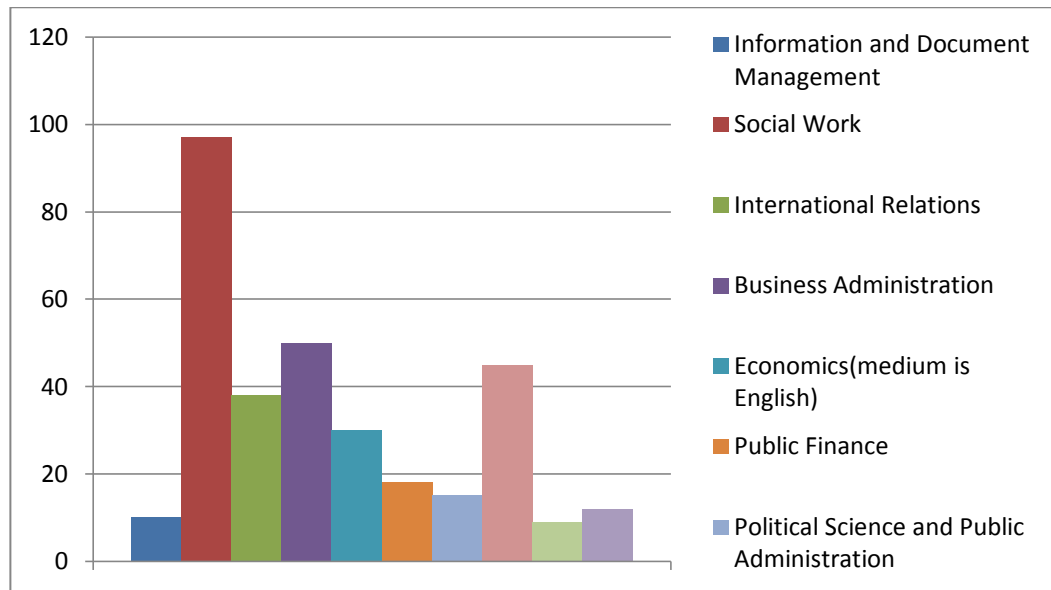
Figure 3.4.Distribution of the Participants according to Department

Table 3.4 and Figure 3.4 demonstrate that most of the participants are the students at the department of social work. The reason behind this fact is probably that the students studying social work did not take or succeed in exemption exam for Academic Writing Skills II before taking this course.

Most of the participants attended preparatory class at Hacettepe University in the study. The participants who did not attend preparatory class are the ones who were successful in preparatory exemption exam.

**Table 3.5.Frequency Table of the
Participants according to Preparatory Class**

	n	%
Attended	296	91,36
Not Attended	28	8,64
Total	324	100
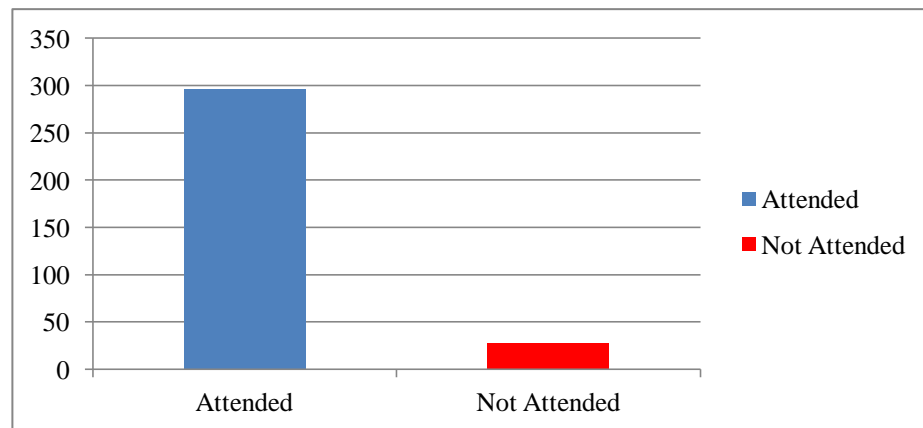
**Figure 3.5.Distribution of the Participants according to Preparatory
Class**

3.4. DATA COLLECTION INSTRUMENTS

Two instruments were used in the study. One is writing self-efficacy questionnaire (Yavuz, 2004) which was designed for measuring self efficacy with respect to writing skills. The other is writing attitude questionnaire (Bayram, 2006) which measured the

attitudes of the participants towards writing. Both questionnaires included an informed consent form informing the participants about the questionnaire, volunteering and confidentiality of their responses. Before these two instruments, a demographic form which asked the students to share information with respect to their age, gender, high school type, department, and preparatory class.

3.4.1. Writing Self-Efficacy Questionnaire

Turkish version of writing self efficacy questionnaire (Yavuz, 2004) was used to measure self efficacy beliefs of the participants in writing. The questionnaire consists of 21 items with 5 factors entitled content (the items 6, 9, 12, 17, 21), design (the items 2, 5, 8, 11, 16), unity (the items 3, 4, 10, 13, 19), accuracy (the items 1, 7, 14, 18) and punctuation (the items 15, 20). Each item in the questionnaire was designed as 0-100 scale to be rated by the participants in order to have a clear and precise result. 0 stands for not being self efficacious while 100 refers to being the most self efficacious for each item. The participants were asked to rate how self efficacious they believed they could be for each item by putting "X" on the line given near each item as Figure 3.6.
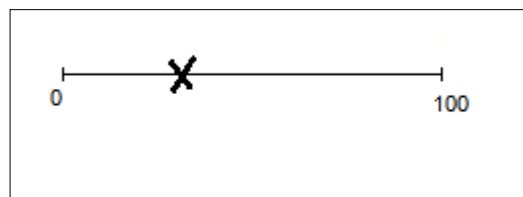
Figure 3.6.Sample of 0-100 Scale

According to the literature reviewed, the 0-100 scale format is regarded as more sensitive than a 5-interval scale since the responses of the participants have a good distribution over the range of alternatives. This view is supported as follows:

> Scales that use only a few steps should be avoided because they are less sensitive and less reliable. People usually avoid the extreme positions so a scale with only a few steps may, in actual use, shrink to one or two points. Including too few steps loses differentiating information because people who use the same response category may differ if intermediate steps were included. (Bandura, 2006: 312)

It is because that an efficacy scale designed with the 0-100 response format is a stronger predictor of academic performance than one with a more traditional Likert-type measurement (Pajares, Hartley, & Valiante, 2001). The values obtained from the participants through the questionnaire were measured as mean and standard deviation and median and interquartile range out of 100, and also examined categorically in terms of qualitative classes. Reliability and validity of the questionnaire were tested. The relationship between items of the factors content (the items 6, 9, 12, 17, 21), design (the items 2, 5, 8, 11, 16), unity (the items 3, 4, 10, 13, 19), accuracy (the items 1, 7, 14, 18) and punctuation (the items 15, 20) developed by Yavuz (2004) were examined. The relationship between 5-factor-variables which were obtained by principle component analysis and overall writing grades of the students was investigated. In addition, the relationship between overall writing self-efficacy and overall writing scores was examined.

3.4.1.1. Reliability of Writing Self-Efficacy Questionnaire

The original internal consistency reliability analysis of the instrument (Yavuz, 2004) reported that Cronbach's alpha reliability coefficients were .88 for content factor, .80 for design factor, .77 for unity factor, .74 for accuracy factor and .50 for punctuation factor. In the present study, assessment of the internal consistency reliability was conducted by computing Cronbach's Alpha coefficient. It is seen that Cronbach's alpha is .975 as a single factor for writing self-efficacy questionnaire which indicates a very high level of internal consistency (above 80% means a very high level of consistency).

Table 3.6. Validity and Reliability Analysis of Writing Self Efficacy Questionnaire

	Writing Self Efficacy Questionnaire
Cronbach's Alpha Value	.975
Additivity	.003
Between items	.000
Hotelling T^2	.000

The internal consistency reliability analysis for the factors in the present study reported that Cronbach's alpha reliability coefficients were .95 for content factor, .908 for design factor, .936 for unity factor, .908 for accuracy factor and .832 for punctuation factor.

Table 3.7. Validity and Reliability Analysis Results for the Factors

Factors	Cronbach's Alfa	Explained Variance
Content	95,00%	83,47%
Design	90,80%	73,31%
Unity	93,60%	79,73%
Accuracy	90,80%	51,76%
Punctuation	83,20%	85,63%

Principle components were formed for each factor by using principle component analysis to explain the relationship between factors. Principle components were obtained for each factor in reference to the questionnaire developed by Yavuz (2004). The scoring process was employed by summing the scores on each item and dividing by the numbers of items for each factor because the formed principle component, which functioned to explain sub-items by a single factor, was not based on 0-100 point. As a result, each principle component for content (the items 6, 9, 12, 17, 21), for design (the items 2, 5, 8, 11, 16), for unity (the items 3, 4, 10, 13, 19), for accuracy (the items 1, 7, 14, 18) and for punctuation (the items 15, 20) was attained.

Table 3.8. The Relationship between the Items of Content Factor

Items		SE9	SE12	SE17	SE21
SE6	r	0,735559	0,750499	0,771221	0,760523
	p	0,000001	0,000001	0,000001	0,000001
SE9	r		0,82696	0,746832	0,796243
	p		0,000001	0,000001	0,000001
SE12	r			0,786874	0,829382
	p			0,000001	0,000001
SE17	r				0,83951
	p				0,000001

r: relationship
p: significance level

Table 3.9. The Relationship between the Items of Design Factor

Items		SE5	SE8	SE11	SE16
SE2	r	0,628006	0,697203	0,741407	0,555026
	p	0,000001	0,000001	0,000001	0,000001
SE5	r		0,606898	0,668451	0,59535
	p		0,000001	0,000001	0,000001
SE8	r			0,729333	0,66041
	p			0,000001	0,000001
SE11	r				0,671864
	p				0,000001

r: relationship
p: significance level

Table 3.10. The Relationship between the Items of Unity Factor

Items		SE4	SE10	SE13	SE19
SE3	r	0,84693	0,683456	0,718866	0,75489
	p	0,000001	0,000001	0,000001	0,000001
SE4	r		0,67051	0,705019	0,700255
	p		0,000001	0,000001	0,000001
SE10	r			0,726888	0,790762
	p			0,000001	0,000001
SE13	r				0,783465
	p				0,000001

r: relationship
p: significance level

Table 3.11. The Relationship between the Items of Accuracy Factor

Items		SE7	SE14	SE18
SE1	r	0,734975	0,624615	0,61696
	p	0,000001	0,000001	0,000001
SE7	r		0,735468	0,728689
	p		0,000001	0,000001
SE14	r			0,721352
	p			0,000001

r: relationship
p: significance level

Table 3.12. The Relationship between the Items of Punctuation Factor

Items		SE20
SE15	**r**	0,731213
	p	0,000001
r: relationship		
p: significance level		

The relationship between the items of the factors obtained was measured and the findings were given in the tables above. According to these tables, all the relationship between the items of content factor was significant at 99% confidence level. P value for each relationship was given in the tables above. The level of relationship ranged from 74% to 84%. The relationship between the items of design factor was significant at 99% confidence level. The level of relationship ranged from 55% to 74%. The relationship between the items of unity factor was significant at 99% confidence level. The level of relationship ranged from 67% to 84%. The relationship between the items of accuracy factor was significant at 99% confidence level. The level of relationship ranged from 61% to 73%. The relationship between the items of punctuation factor was significant at 99% confidence level. The level of relationship was 73%.

3.4.2. Writing Attitude Questionnaire

Turkish version of writing attitude questionnaire (Bayram, 2006) was used to determine the attitudes of the participants towards writing. The questionnaire is composed of 18 items. The values of the items 3, 10, 12, 18 which were negatively worded were subtracted from 100 to remove reverse effect and have an accurate result. Each item in the questionnaire was organized with a 0-100 scale to be rated by the participants in order to have a sensitive result. 0 refers to the strongest disagreement while 100 stands for the strongest agreement. The participants were asked to rate to what extent they would agree with the items by putting "X" on the line given near each item as Figure 3.6.
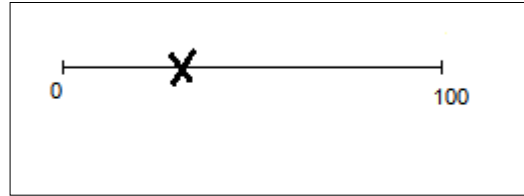
Figure 3.6.Sample of 0-100 Scale

3.4.2.1. Reliability of Writing Attitude Questionnaire

The original internal consistency reliability analysis of the instrument (Bayram, 2006) reported that Cronbach's alpha reliability coefficient was .88. In this study, reliability and validity analysis was conducted for writing attitude questionnaire and Cronbach's alpha value was found .781, which showed a high level of internal consistency (60%-80% means a high level of consistency).

Table 3.13. Reliability and Validity Analysis Results of Writing Attitude Questionnaire

	Writing Attitude Questionnaire
Cronbach's Alpha Value	0,781
Additivity	0,000
Between items	0,000
Hotelling T^2	0,000

3.5. DATA COLLECTION PROCEDURE

After getting permission from Hacettepe University Ethics Commission, the data were gathered from ten different departments at Hacettepe University in spring term within academic year 2013-2014. 353 paper-based questionnaires were administered to the second-grade university students as participants who were taking Academic Writing Skills II course. As 29 participants gave missing information during the conduct of the questionnaires, their data were not included in the study. Student identification number (ID) was asked from the participants in the first part of questionnaire sheet and their scores of midterm I, midterm II and final exams in their writing course were reached by means of their ID numbers. The participants were informed about the reason for the request with respect to ID number in the questionnaire sheet. During the administration

of the questionnaires, each class instructor was given a packet of surveys, each of which had an instruction part written in Turkish with the explanation of survey's purpose, information about the researcher, volunteering and confidentiality.

3.6. DATA ANALYSIS PROCEDURE

The data collected from the participants through two instruments were statistically analyzed using the SPSS 15.0 version. Descriptive statistics, categorically classified questionnaire items were explained through frequency and percentage. All the items scored out of 100 points in the writing self-efficacy and attitude questionnaires and writing scores were given and interpreted by mean and median values with their standard deviation and interquartile range (IQR). The relationship among the participants' writing scores of midterm I, midterm II and final exams was attained and interpreted by Friedman Test (dependent multi-samples test). The differences in the participants' writing scores with respect to gender and preparatory class were obtained and interpreted by Mann Whitney U Test (independent two samples test). The relationship between the participants' writing scores and their age were gained and interpreted by Kruskal Wallis Test (independent multi-samples test). Reliability and validity analysis for writing self-efficacy and attitude questionnaires was conducted. The relationship (correlation) among the items of each factor in writing self-efficacy questionnaire was obtained by Spearman's correlation coefficient. The correlation between the factors in writing self-efficacy questionnaire and writing scores was attained by Spearman's correlation coefficient. The differences in the factors of writing self-efficacy questionnaire according to gender and preparatory class were acquired and interpreted by Mann Whitney U Test (independent two samples test). The differences in the factors of writing self-efficacy questionnaire with respect to age were gained and interpreted by Kruskal Wallis Test (independent multi-samples test). The relationship between overall writing scores and writing self-efficacy, attitude and its items was obtained by Spearman's correlation coefficient. The differences in writing attitude questionnaire and its items with regard to gender and preparatory class were attained and interpreted by Mann Whitney U Test (independent two samples test). Regression models were formed in order to predict participants' overall writing scores and they were given for both the factors in writing self-efficacy and writing attitude. The

significant items of attitude and factors of self-efficacy were determined by using Forward Selection Method among variable selection methods. The results obtained were discussed in details and statistically interpreted.

3.7. LIMITATIONS OF THE STUDY

The present study had some limitations. Firstly, the findings obtained regarding preparatory class were not interpreted in the light of existing literature. Since preparatory class education was not an international system all over the world, satisfactory information was not found in the course of reviewing the literature.

Secondly, the results of the present study were restricted in the target sampling. The data were attained from the second-grade students enrolled in Academic Writing Skills II course at Hacettepe University in Ankara; thus, the results can only provide information about the target sample.

Lastly, it was not predicted that excessive variety in high school type and department studied at university would deteriorate the significance in statistical analyses. Thus, it was not possible to determine the relationship between these variables and others included in the fourth research question.

3.8. CONCLUSION

This chapter presented the methodology of the present study examining the relation among writing self-efficacy, writing attitude and writing achievement with respect to age, gender, preparatory class, high school type and department studied.

CHAPTER FOUR

FINDINGS

4.1. INTRODUCTION

In the present chapter, firstly descriptive statistics related to the variables were given. Secondly, the data collected were analyzed to see whether there was a relationship between variables in the study. The results of the analysis were designed in four major parts within the framework of the research questions of the study. The first research question looked for the relationship between participants' writing self efficacy and writing attitude. The second research question examined whether there was a link between self-efficacy, its five factors (content, unity, design, accuracy and punctuation) and writing achievement. Under this question, a sub-question was designed to find out whether it was possible to formulate a prediction model of writing achievement by using self efficacy scores. The third research question investigated if there was an effect of participants' writing attitude on their writing achievement. Another sub-question was formed under the third question to explore if a model predicting writing achievement by means of writing attitude scores existed. In the fourth research question, the researcher tried to find out whether there were any differences in writing self-efficacy, writing attitude and writing achievement according to participants' gender, age, high school type, department and preparatory class.

4.2. DESCRIPTIVE STATISTICS

The features of the participants in the study with respect to age, gender, high school type, department and preparatory class are presented in the table 4.1.

Table 4.1.Descriptive Statistics of the Participants by Department, High School Type, Gender, Age, Preparatory Class

Frequency table of the Participants by Departments			Frequency Table of the Participants by High School Types		
Department	n	%	High School Type	n	%
Information and Document Management	10	3,09	Anatolian H.S.	182	56,17
Social Work	97	29,94	Anatolian Teacher H.S.	19	5,86
International Relations	38	11,73	Science H.S.	3	0,93
Business Administration	50	15,43	Vocational H.S.	3	0,93
Economics(medium is English)	30	9,26	Private H.S.	15	4,63
Public Finance	18	5,55	Regular H.S.	92	28,39
Political Science and Public Administration	15	4,63	Other	10	3,09
Nursing	45	13,89	Multi-program H.S.	1	0,31
Sports Sciences	9	2,78	Social Sciences H.S.	3	0,93
Computer Engineering	12	3,70	Sports H.S.	1	0,31
Total	**324**	**100**	Super H.S.	1	0,31
Frequency Table of the Participants by Gender			Foreign Students	3	0,93
Gender	n	%	**Total**	**324**	**100**
Female	204	62,97	Frequency Table of the Participants by Age		
Male	120	37,03	Age	n	%
Total	**324**	**100**	20 and under	49	15,10
Frequency Table of the Participants by Preparatory Class			21	126	38,90
	n	%	22	88	27,20
Attended	296	91,36	23 and over	61	18,80
Not Attended	28	8,64	**Total**	**324**	**100,00**
Total	**324**	**100**			

29,94% of the participants study in the department of social work; 15,43% study in the department of business administration; 13,89% are the students in the department of nursing. The percentage of other participants can be seen in the Table 4.1. 62,97% of the participants are girls and 37% are boys. 38,90% of the participants are at 21; 27,20%

are at 22; 18,80% are at 23 and over; 15,10% are at 20 and under. 56,17% of the participants graduated from Anatolian high school and 28,39% graduated from regular high school. Other high school types according to their percentage can be seen in the table. 91,38% of the participants attended preparatory class at the university and the rest 8,62% did not participate in preparatory class at the university.

4.3. RESULTS FOR RESEARCH QUESTION 1

The items in writing self efficacy questionnaire are coded as SE1-SE21 and given in the Figure 4.1.

	Items of Writing Self-Efficacy Questionnaire
SE1	I can easily use the grammar points I have learnt in the class correctly.
SE2	I can easily match style with topic. E.g. If I am asked to write an essay, I can use the appropriate conversations to write a good piece of essay. When asked to write a story, I can write according to the conventions of story writing.
SE3	I can express and support my opinion easily.
SE4	I can choose and defend a point of view.
SE5	I can write compositions that are organized very well.
SE6	I can easily start writing on a given topic.
SE7	I can write grammatically correct sentences in my compositions.
SE8	I can use appropriate style to the task.
SE9	I can think of ideas rapidly when given a topic to write about.
SE10	I can write unified paragraphs.
SE11	I can easily decide which style I should use for a given topic while writing a composition. E.g. If I am asked to write a report, I can use the appropriate conventions to write a report.
SE12	I can think of ideas easily when given a topic to write about.
SE13	Although I occasionally make mistakes in my writing, I generally write good compositions.
SE14	I can use nouns, verbs, adverbs, adjectives in the right position in the right way.
SE15	I can use punctuation correctly.
SE16	I can easily cover all the information that should be dealt within a given topic.
SE17	I can locate and use suitable sources of information for my topic.
SE18	I can produce error free sentences in my compositions.

SE19	I can write coherent compositions.
SE20	I can edit my compositions for mistakes such as punctuation, capitalization, paragraphing.
SE21	I can think of ideas rapidly when given a topic to write about.

Figure 4.1.Writing Self-Efficacy Questionnaire

The scores obtained from the participants in writing self efficacy questionnaire were classified and their frequency and percentage are given in the Table 4.2.

Table 4.2.Categorical Classification of Writing Self-Efficacy Scores

Writing Self-Efficacy Questionnaire					
SE1	**n**	**%**	**SE2**	**n**	**%**
I cannot do it all	37	11,4	**I cannot do it all**	52	16,0
I cannot do it well	138	42,6	**I cannot do it well**	126	38,9
I can do it well	99	30,6	**I can do it well**	96	29,6
I can do it very well	50	15,4	**I can do it very well**	50	15,4
Total	324	100,0	**Total**	324	100,0
SE3	**n**	**%**	**SE4**	**n**	**%**
I cannot do it all	25	7,7	**I cannot do it all**	16	4,9
I cannot do it well	82	25,3	**I cannot do it well**	74	22,8
I can do it well	137	42,3	**I can do it well**	152	46,9
I can do it very well	80	24,7	**I can do it very well**	82	25,3
Total	324	100,0	**Total**	324	100,0
SE5	**n**	**%**	**SE6**	**n**	**%**
I cannot do it all	45	13,9	**I cannot do it all**	69	21,3
I cannot do it well	132	40,7	**I cannot do it well**	129	39,8
I can do it well	107	33,0	**I can do it well**	79	24,4
I can do it very well	40	12,3	**I can do it very well**	47	14,5
Total	324	100,0	**Total**	324	100,0
SE7	**n**	**%**	**SE8**	**n**	**%**
I cannot do it all	46	14,2	**I cannot do it all**	48	14,8
I cannot do it well	122	37,7	**I cannot do it well**	131	40,4
I can do it well	100	30,9	**I can do it well**	102	31,5
I can do it very well	56	17,3	**I can do it very well**	43	13,3
Total	324	100,0	**Total**	324	100,0
SE9	**n**	**%**	**SE10**	**n**	**%**
I cannot do it all	38	11,7	**I cannot do it all**	28	8,6
I cannot do it well	123	38,0	**I cannot do it well**	102	31,5
I can do it well	115	35,5	**I can do it well**	143	44,1
I can do it very well	48	14,8	**I can do it very well**	51	15,7
Total	324	100,0	**Total**	324	100,0

SE11	n	%	SE12	n	%
I cannot do it all	42	13,0	I cannot do it all	36	11,1
I cannot do it well	132	40,7	I cannot do it well	122	37,7
I can do it well	103	31,8	I can do it well	111	34,3
I can do it very well	47	14,5	I can do it very well	55	17,0
Total	324	100,0	Total	324	100,0
SE13	**n**	**%**	**SE14**	**n**	**%**
I cannot do it all	32	9,9	I cannot do it all	40	12,3
I cannot do it well	112	34,6	I cannot do it well	104	32,1
I can do it well	112	34,6	I can do it well	115	35,5
I can do it very well	68	21,0	I can do it very well	65	20,1
Total	324	100,0	Total	324	100,0
SE15	**n**	**%**	**SE16**	**n**	**%**
I cannot do it all	24	7,4	I cannot do it all	24	7,4
I cannot do it well	90	27,8	I cannot do it well	128	39,5
I can do it well	110	34,0	I can do it well	131	40,4
I can do it very well	100	30,9	I can do it very well	41	12,7
Total	324	100,0	Total	324	100,0
SE17	**n**	**%**	**SE18**	**n**	**%**
I cannot do it all	30	9,3	I cannot do it all	66	20,4
I cannot do it well	106	32,7	I cannot do it well	114	35,2
I can do it well	124	38,3	I can do it well	99	30,6
I can do it very well	64	19,8	I can do it very well	45	13,9
Total	324	100,0	Total	324	100,0
SE19	**n**	**%**	**SE20**	**n**	**%**
I cannot do it all	22	6,8	I cannot do it all	19	5,9
I cannot do it well	109	33,6	I cannot do it well	75	23,1
I can do it well	121	37,3	I can do it well	123	38,0
I can do it very well	72	22,2	I can do it very well	107	33,0
Total	324	100,0	Total	324	100,0
SE21	**n**	**%**			
I cannot do it all	36	11,1			
I cannot do it well	123	38,0			
I can do it well	108	33,3			
I can do it very well	57	17,6			
Total	324	100,0			

As seen in the Table 4.2, the fourth item "I can choose and defend a point of view" is the one which the participants believe they could do the most. In this sense, 46,90% of the participants reported that they could do it well and 25,30% stated that they could do

it very well. The second highest percentage among the positively scored items belongs to the twentieth one "I can edit my compositions for mistakes such as punctuation, capitalization, paragraphing". 38% of the participants stated that they could do it well and 33% reported that they could do it very well. The third highest percentage within the positively scored items belongs to the third one "I can express and support my opinion easily". 42,30% of the participants agreed that they could do it well and 24,70% reported that they could do it very well. The fourth highest percentage among the positively scored items belongs to the fifteenth one "I can use punctuation correctly". 34% of the participants stated that they could do it well and 30,90% agreed that they could do it very well.

The Table 4.2. shows that the sixth item "I can easily start writing on a given topic" is the one which participants believe they cannot do the most. For this item, 39,80% of the participants reported that they could not do it well and 21,30% stated that they could not do it all. The second highest percentage among the negatively scored items is the eighth one "I can use appropriate style to the task". 40,40% of the participants agreed that they could not do it well and 14,80% of the participants reported that they could not do it all. The third highest percentage among the negatively scored items belongs to the second one "I can easily match style with topic. E.g. If I am asked to write an essay, I can use the appropriate conversations to write a good piece of essay. When asked to write a story, I can write according to the conventions of story writing". 38,90% of the participants reported that they could not do it well and 16% of the participants agreed that they could not do it all. The fourth highest percentage among the negatively scored items belongs to the fifth one "I can write compositions that are organized very well". 40,70% of the participants stated that they could not do it well and 13,90% reported that they could not do it all.

Mean and median values in writing self-efficacy questionnaire with their standard deviations and interquartile range (IQR) are given in the Table 4.3. When the items in writing self-efficacy questionnaire are evaluated on the basis of 0-100 scale, mean and median values in the table display to what extent the participants judge themselves as self-efficacious for each item.

Table 4.3. Statistical Measures of the Items of Writing Self-Efficacy Questionnaire

Item	Mean	St. Deviation	Median	IQR	Item	Mean	St. Deviation	Median	IQR
SE1	50,76	21,31	48,00	33,50	SE12	52,39	21,32	52,00	32,75
SE2	49,69	22,84	48,00	38,00	SE13	55,26	22,79	54,00	37,75
SE3	58,85	20,44	61,00	30,00	SE14	54,19	22,90	54,00	33,75
SE4	61,51	19,87	64,00	28,00	SE15	60,16	22,60	62,00	34,00
SE5	48,99	21,73	49,00	33,00	SE16	52,88	19,77	52,00	26,00
SE6	46,69	22,98	44,00	34,50	SE17	55,43	21,87	57,00	33,00
SE7	50,77	22,81	50,00	35,75	SE18	47,30	23,79	46,00	37,00
SE8	49,19	20,83	47,50	31,00	SE19	57,68	21,16	58,00	32,75
SE9	51,17	21,56	51,00	32,75	SE20	63,64	22,24	67,00	34,75
SE10	55,77	19,77	56,00	27,00	SE21	52,11	22,31	51,00	32,75
SE11	49,79	20,94	48,00	31,00					

The item for which the participants regard themselves as the most self-efficacious is the twentieth one "I can edit my compositions for mistakes such as punctuation, capitalization, paragraphing" with the mean value 63,64% and median value 67% (0% is the least and 100% is the most in terms of self-efficacy). The second highest scored item in the self-efficacy questionnaire is the fourth one "I can choose and defend a point of view" with the mean value 61,51% and median value 64%. The third highest scored item in the self-efficacy questionnaire is the fifteenth one "I can use punctuation correctly" with the mean value 60,16% and median value 62%. The lowest scored item in the self-efficacy questionnaire is the sixth one "I can easily start writing on a given topic" with the mean value 46,69% and median value 44%.

The items in writing attitude questionnaire were evaluated by the participants in the range from 0 to 100, and categorically classified according to their frequency and percentage. Also their relation to overall writing scores of the participants was examined. The items in writing attitude questionnaire are coded as A1-A18 and given in the Figure 4.2.

	Items of Writing Attitude Questionnaire
A1	I enjoy doing research for my writing assignments.
A2	When I am given an assignment, I look forward to putting my ideas on paper.
A3	For me, brainstorming ideas before writing an essay is a waste of time.
A4	I am glad we have a writing course.
A5	Writing skills that are taught in the writing course can be helpful to me in my everyday life.
A6	Being able to write in English is important to be a successful student at this university.
A7	Writing in English is an enjoyable activity.
A8	Learning to write in English requires serious effort.
A9	I think I am good at writing in English.
A10	For me, revising the paper is useless.
A11	Writing skills that are taught in the writing course can be helpful to me in my future job.
A12	Making an outline is a waste of time.
A13	To me, writing in English is a skill that I can improve.
A14	I like to learn new vocabulary.
A15	I like learning writing skills.
A16	I enjoy writing essays / paragraphs.
A17	Learning to do research is useful to me.
A18	I postpone doing the writing homework as long as I can.

Figure 4.2.Writing Attitude Questionnaire

The scores obtained from the participants in writing attitude questionnaire were classified and their frequency and percentage are given in the Table 4.4.

Table 4.4.Categorical Classification of Writing Attitude Scores

Writing Attitude Questionnaire					
A1	**n**	**%**	**A2**	**n**	**%**
Strongly disagree	75	23,1	**Strongly disagree**	127	39,2
Disagree	124	38,3	**Disagree**	112	34,6
Agree	76	23,5	**Agree**	59	18,2
Strongly Agree	49	15,1	**Strongly Agree**	26	8,0
Total	324	100,0	**Total**	324	100,0
A3(*)	**n**	**%**	**A4**	**n**	**%**
Strongly agree	28	8,6	**Strongly disagree**	83	25,6
Agree	45	13,9	**Disagree**	100	30,9
Disagree	62	19,1	**Agree**	87	26,9
Strongly Disagree	189	58,3	**Strongly Agree**	54	16,7
Total	324	100,0	**Total**	324	100,0
A5	**n**	**%**	**A6**	**n**	**%**
Strongly disagree	78	24,1	**Strongly disagree**	29	9,0
Disagree	108	33,3	**Disagree**	61	18,8
Agree	79	24,4	**Agree**	89	27,5
Strongly Agree	59	18,2	**Strongly Agree**	145	44,8
Total	324	100,0	**Total**	324	100,0
A7	**n**	**%**	**A8**	**n**	**%**
Strongly disagree	74	22,8	**Strongly disagree**	28	8,6
Disagree	114	35,2	**Disagree**	71	21,9
Agree	78	24,1	**Agree**	104	32,1
Strongly Agree	58	17,9	**Strongly Agree**	121	37,3
Total	324	100,0	**Total**	324	100,0
A9	**n**	**%**	**A10(*)**	**n**	**%**
Strongly disagree	74	22,8	**Strongly agree**	13	4,0
Disagree	114	35,2	**Agree**	37	11,4
Agree	92	28,4	**Disagree**	84	25,9
Strongly Agree	44	13,6	**Strongly Disagree**	190	58,6
Total	324	100,0	**Total**	324	100,0
A11	**n**	**%**	**A12(*)**	**n**	**%**
Strongly disagree	42	13,0	**Strongly agree**	28	8,6
Disagree	81	25,0	**Agree**	36	11,1
Agree	86	26,5	**Disagree**	72	22,2
Strongly Agree	115	35,5	**Strongly Disagree**	188	58,0
Total	324	100,0	**Total**	324	100,0

A13	n	%	A14	n	%
Strongly disagree	21	6,5	Strongly disagree	27	8,3
Disagree	68	21,0	Disagree	65	20,1
Agree	114	35,2	Agree	92	28,4
Strongly Agree	121	37,3	Strongly Agree	140	43,2
Total	324	100,0	Total	324	100,0
A15	n	%	A16	n	%
Strongly disagree	40	12,3	Strongly disagree	74	22,8
Disagree	81	25,0	Disagree	101	31,2
Agree	106	32,7	Agree	72	22,2
Strongly Agree	97	29,9	Strongly Agree	77	23,8
Total	324	100,0	Total	324	100,0
A17	n	%	A18(*)	n	%
Strongly disagree	27	8,3	Strongly agree	86	26,5
Disagree	79	24,4	Agree	80	24,7
Agree	103	31,8	Disagree	98	30,2
Strongly Agree	115	35,5	Strongly Disagree	60	18,5
Total	324	100,0	Total	324	100,0

(*) They were negatively worded; thus they were classified from strongly agree to strongly disagree.

As seen in the Table 4.4, the tenth item "For me, revising the paper is useful" (the original item is negatively worded) is the one which the participants agreed the most. In this sense, 25,90% of the participants agreed and 58,60% strongly agreed. The second highest percentage among the positively scored items belongs to the twelfth one "Making an outline is necessary" (The original item is negatively worded). 22,20% of the participants agreed and 58% strongly agreed. The third highest percentage among the positively scored items belongs to the third one "For me, brainstorming ideas before writing an essay is necessary" (The original item is negatively worded). 19,10% of the participants agreed and 58,30% strongly agreed. The fourth highest percentage among the positively scored items belongs to the thirteenth one "To me, writing in English is a skill that I can improve". 35,20% of the participants agreed and 37,30% strongly agreed.

The Table 4.4. displays that the second item "When I am given an assignment, I look forward to putting my ideas on paper" is the one which participants disagreed the most. For this item, 34,60% of the participants disagreed and 39,20% strongly disagreed. The second highest percentage among negatively scored items belongs to the first one "I enjoy doing research for my writing assignments". 23,10% of the participants disagreed and 38,30% strongly disagreed. The third highest percentage among negatively scored

items belongs to the ninth item "I think I am good at writing in English". 35,20% of the participants disagreed and 22,80% strongly disagreed. The fourth highest percentage among negatively scored items belongs to the seventh one "Writing in English is an enjoyable activity". 35,20% of the participants disagreed and 22,80% strongly disagreed.

Mean and median values in writing attitude questionnaire with their standard deviations and interquartile range (IQR) are given in the Table 4.5. When the items in writing attitude questionnaire are evaluated on the basis of 0-100 scale, mean and median values show to what extent the participants agree or disagree with each item.

Table 4.5. Statistical Measures of the Items of Writing Attitude Questionnaire

Item	Mean	St. Deviation	Median	IQR	Item	Mean	St. Deviation	Median	IQR
A1	45,96	24,73	44,00	38,00	**T10**	74,34	21,59	80,00	26,50
A2	36,87	23,06	32,00	33,50	**T11**	60,02	26,51	62,00	41,00
A3	71,54	25,83	80,00	36,75	**T12**	71,35	25,77	80,50	35,75
A4	45,97	26,25	47,00	40,75	**T13**	65,10	23,31	68,00	35,00
A5	47,24	26,28	46,00	40,50	**T14**	66,58	24,72	71,00	40,75
A6	66,37	25,20	72,00	38,00	**T15**	58,19	24,96	59,00	38,75
A7	47,35	26,02	46,00	41,00	**T16**	50,18	27,22	48,00	46,00
A8	63,69	24,06	67,00	36,00	**T17**	62,95	24,09	64,00	37,75
A9	46,77	23,65	47,00	38,50	**T18**	47,48	26,81	50,00	47,50

The item with which the participants agree the most is "For me, revising the paper is useful" with the mean value 74,34% and the median value 80%. (0% is the least and 100% is the most agreeable value). The second highest scored item by the participants is "For me, brainstorming ideas before writing an essay is necessary" with the mean value 71,54% and median value 80%. The third highest scored item is "Making an outline is necessary" with the mean value 71,35% and the median value 80,50%. The item with which the participants disagree the most is "When I am given an assignment, I look forward to putting my ideas on paper" with the mean value 36,87% and the median value 32%. It can be assumed that the participants are aware of the importance of writing in English but they don't seem to be enthusiastic about writing in English in practice.

The correlation analysis shows that there is a significant positive relation among writing self efficacy, its factors and writing attitude p = .000 (p < .05).

Table 4.6. The Relationship between Writing Self-Efficacy and Writing Attitude

		Writing Self-Efficacy					
		Overall	Content	Design	Unity	Accuracy	Punctuation
Writing Attitude	r	0,634	0,565	0,585	0,616	0,576	0,544
	p	0,000	0,000	0,000	0,000	0,000	0,000
r: relationship **p: significance level**							

The Table 4.6. indicates that there is a strong relationship between writing attitude and writing self efficacy and its factors at 99% confidence level. Writing attitude has a positive relation to writing self-efficacy at level of 63,4%, to content at level of 56,50%, to design at level of 58,50%, to unity at level of 61,60%, to accuracy at level of 57,60% and to punctuation at level of 54,40%.

4.4. RESULTS FOR RESEARCH QUESTION 2

The relationship between writing self-efficacy and overall writing scores of the participants is given in the Table 4.7.

Table 4.7. The Relationship between Writing Self-Efficacy and Overall Writing Score

		Self-Efficacy
Writing Score	r	0,406051
	p	0,000001
r: relationship **p: significance level**		

It is observed the relationship between writing self-efficacy and writing achievement was statistically significant. The overall scores of the participants were in relation to self-efficacy at the level of 40%.

The relationship between the factors of writing self-efficacy questionnaire and writing scores of the participants is given in the Table 4.8.

Table 4.8. The Relationship between the Factors and Writing Scores of the Participants

		Content	Design	Unity	Accuracy	Punctuation
Midterm I	r	0,30	0,35	0,36	0,37	0,21
	p	0,000001	0,000001	0,000001	0,000001	0,000177
Midterm II	r	0,29	0,34	0,32	0,33	0,18
	p	0,000001	0,000001	0,000001	0,000001	0,001062
Final	r	0,31	0,34	0,35	0,39	0,25
	p	0,000001	0,000001	0,000001	0,000001	0,000006
Overall	r	0,36	0,40	0,40	0,40	0,26
	p	0,000001	0,000001	0,000001	0,000001	0,000002

r: relationship
p: significance level

It is observed that all the relationships were statistically significant. The participants' midterm I scores were in the highest relation to accuracy factor at the level of 37%. The participants' midterm II scores were in the highest relation to design factor at the level of 34%. The participants' final exam scores were in the highest relation to accuracy factor at the level of 39%. The participants' overall scores were in the highest relation to design, accuracy and unity factors at the level of 40%. It can be assumed that the participants regard themselves in punctuation as the most self-efficacious but they cannot transfer punctuation efficacy to their performances.

To respond to second part of the third research question, linear regression models have been formulated upon one factor as all the items in writing self-efficacy questionnaire are related to each other. When all the items in writing self-efficacy questionnaire have been assessed out of 100 points, the model obtained for overall score is statistically significant at the level of 20% (p = 0,000). Formulation is given below:

Overall writing score = 59,311 + 0,227 writing self-efficacy score
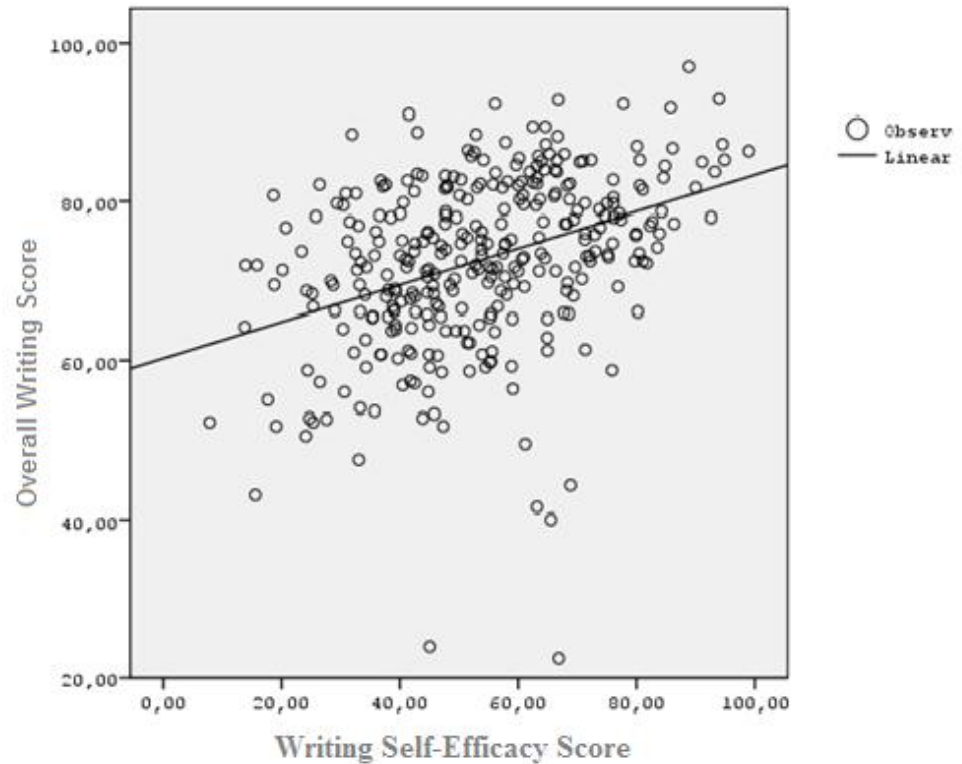
**Figure 4.3. Scatterplot for Significant Variables Predicting Correlation
between Writing Self-Efficacy and Overall Writing Score**

As it is understood from the formulation, each score in writing self-efficacy
questionnaire leads to a 0,23 increase in overall scores of the students. When gender is a
dummy variable, it is observed that overall score differentiates according to male and
female students. There is no difference for age and preparatory class.

For male students, formulation is as follows:

> *Overall writing score = 60,450 + 0,260 writing self-efficacy
> score*

For female students:

> *Overall writing score = 65,475 + 0,260 writing self-efficacy
> score*

**Figure 4.4. Scatterplot for Significant Variables Predicting
Correlation between Writing Self-Efficacy and Overall Writing
Score for Male Participants**
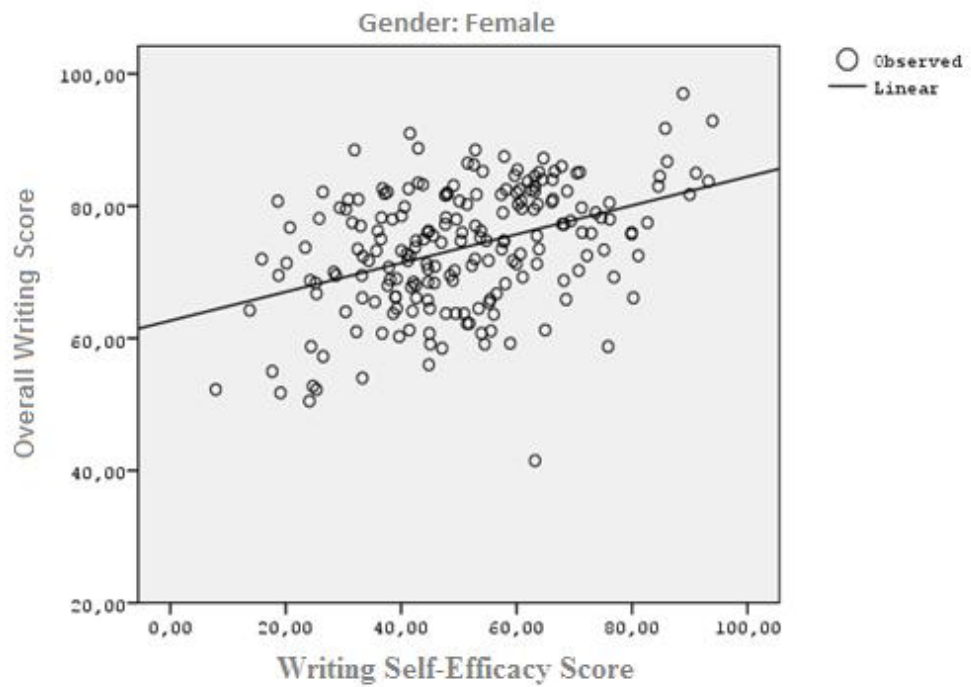
**Figure 4.5. Scatterplot for Significant Variables Predicting
Correlation between Writing Self-Efficacy and Overall Writing
Score for Female Participants**
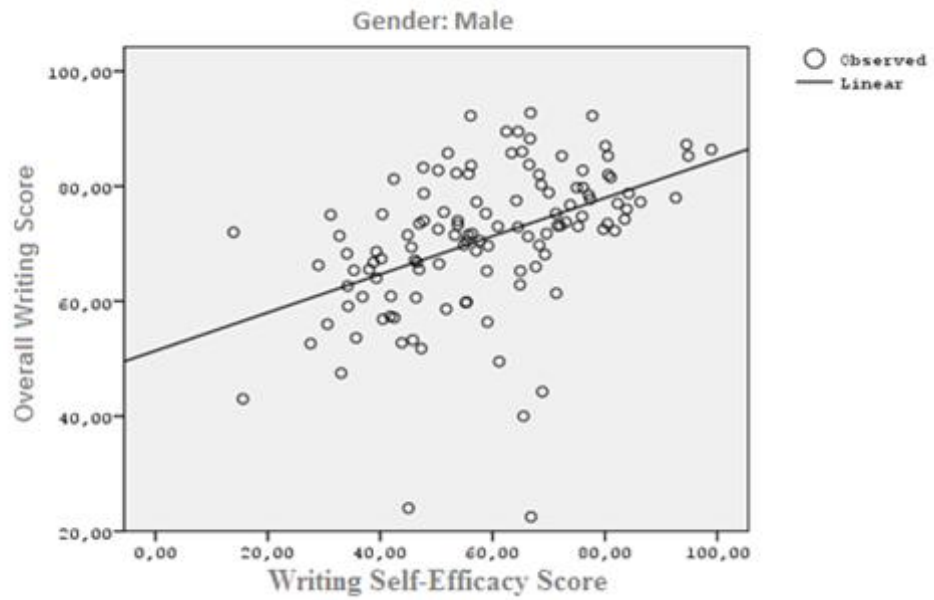
When two students who have the same writing self efficacy score are considered as male and female, it is observed that female student has 5,02 higher overall writing score than male student.

When overall scores were evaluated by means of a model based on the factors in writing self-efficacy questionnaire, the regression model based on forward selection method because of the relationship between variables was formed. In this regard, the overall writing score was found to be related to only design factor. Its relationship is at the level of 20% and the model is statistically significant (p = 0,000):

$$Overall\ writing\ score = 61,124 + 0,229\ design\ score$$

4.5. RESULTS FOR RESEARCH QUESTION 3

The Table 4.9. shows the relationship between writing attitude and overall writing scores of the participants and its significance level.

Table 4.9. The relationship between Writing Attitude and Overall Writing Scores

		Writing Attitude
Writing Score	**r**	0,289654
	p	0,000001

r: relationship
p: significance level

As it is seen in the table above, there is a significant relationship between writing attitude and overall writing scores of the participants. The overall writing scores of the participants were in relation to attitude at the level of 29%.

The relationship between each of 18 items in the questionnaire and overall writing scores of the participants was examined and only significant ones were interpreted. The Table 4.10. displays the relationship between writing attitude and overall scores in writing of the participants and its significance level.

**Table 4.10. The Relationship between Writing Attitude and
Overall Writing Scores of the Participants**

		Overall Writing Score			
A1	r	0,15	A10	r	0,05
	p	0,01*		p	0,34
A2	r	0,12	A11	r	0,17
	p	0,03*		p	0,00**
A3	r	-0,03	A12	r	-0,04
	p	0,57		p	0,51
A4	r	0,22	A13	r	0,18
	p	0,00**		p	0,00**
A5	r	0,22	A14	r	0,30
	p	0,00**		p	0,00**
A6	r	0,17	A15	r	0,29
	p	0,00**		p	0,00**
A7	r	0,21	A16	r	0,26
	p	0,00**		p	0,00**
A8	r	-0,02	A17	r	0,24
	p	0,67		p	0,00**
A9	r	0,40	A18	r	0,05
	p	0,00**		p	0,37
r: relationship p: significance level			*: 0,05	**: 0,01	

The items which have no relation to overall scores are "For me, brainstorming ideas before writing an essay is a waste of time" (A3), "Learning to write in English requires serious effort" (A8), "For me, revising the paper is useless" (A10), "Making an outline is a waste of time" (A12), "I postpone doing the writing homework as long as I can" (A18). The first item in the questionnaire "I enjoy doing research for my writing assignments" has a level of statistical significance set at 15% with overall writing scores of the participants (p = 0,01). The second item "When I am given an assignment, I look forward to putting my ideas on paper" has a statistical significance with overall writing scores of participants at the level of 13% (p = .03). The fourth item "I am glad we have a writing course" has a level of statistical significance set at 22% with overall writing scores of the participants (p = .00). The fifth item "Writing skills that are taught in the writing course can be helpful to me in my everyday life" has a statistical significance with overall writing scores of participants at the level of 22% (p = .00). The sixth item "Being able to write in English is important to be a successful student at this university"

has a level of statistical significance set at 17% with overall writing scores of the participants (p = .00). The seventh item "Writing in English is an enjoyable activity" has a statistical significance with overall writing scores of participants at the level of 21% (p = .00). The ninth item "I think I am good at writing in English" has a level of statistical significance set at 40% with overall writing scores of the participants (p = .00). The eleventh item "Writing skills that are taught in the writing course can be helpful to me in my future job" has a statistical significance with overall writing scores of participants at the level of 17% (p = .00). The thirteenth item "To me, writing in English is a skill that I can improve" has a level of statistical significance set at 18% with overall writing scores of the participants (p = .00). The fourteenth item "I like to learn new vocabulary" has a statistical significance with overall writing scores of participants at the level of 30% (p = .00). The fifteenth item "I like learning writing skills" has a level of statistical significance set at 29% with overall writing scores of the participants (p = .00). The sixteenth item "I enjoy writing essays / paragraphs." has a statistical significance with overall writing scores of participants at the level of 26% (p = .00). The seventeenth item "Learning to do research is useful to me" has a level of statistical significance set at 26% with overall writing scores of the participants (p = .00).

To respond to the second part of the fourth research question, linear regression models were formulated by assessing all the items in writing attitude questionnaire out of 100 points. It was due to the fact that writing attitude questionnaire did not have any factor component. The model obtained is statistically significant (p = 0,000) and its strength is 12%.

> *Overall writing score = 62,036 + 0,185 writing attitude score*

The difference regarding female and male students was examined and found significant. When two students who have the same attitude score are considered as male and female, it is assumed that female student has 3,218 higher overall score than male student.

For male students, formulation is as follows:

Overall writing score = 62,871 + 0,192 writing attitude score

For female students:

Overall writing score = 66,089 + 0,192 writing attitude score
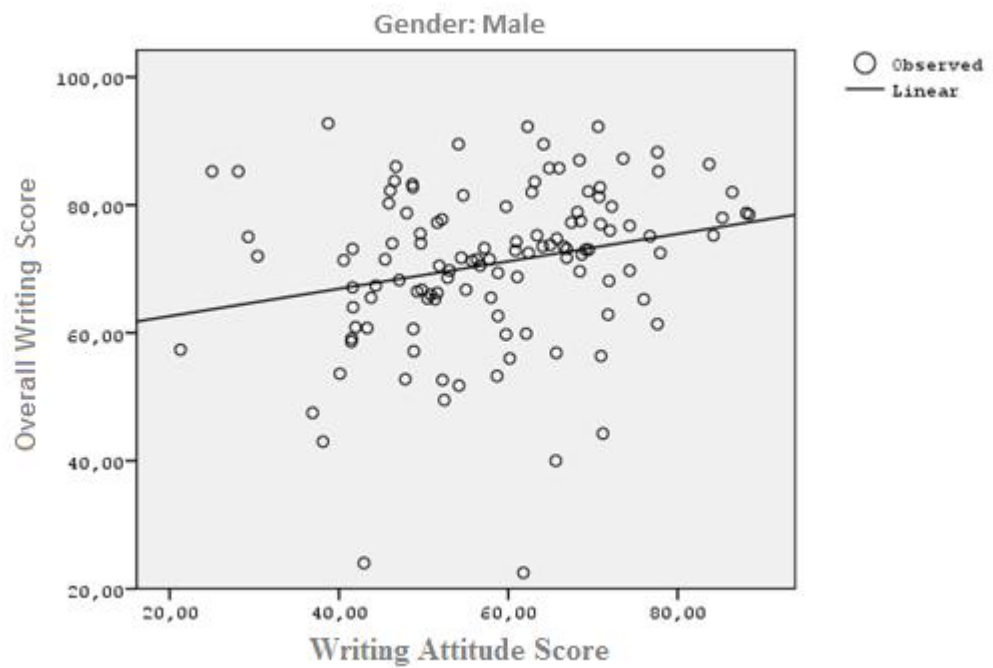
**Figure 4.6. Scatterplot for Significant Variables Predicting
Correlation between Writing Attitude and Overall Writing
Score for Male Participants**
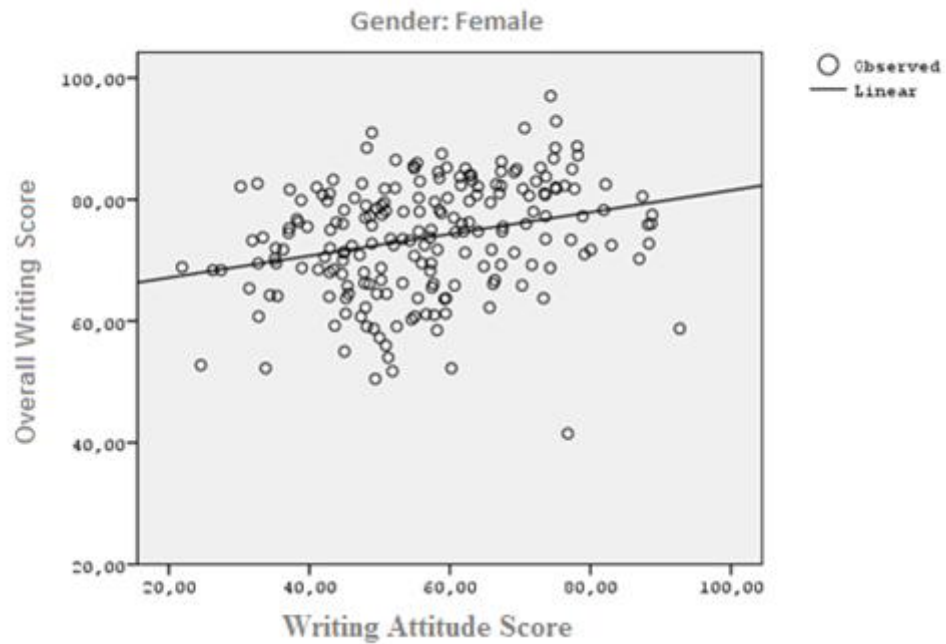
**Figure 4.7. Scatterplot for Significant Variables Predicting
Correlation between Writing Attitude and Overall Writing
Score for Female Participants**

When overall writing scores were evaluated by means of a model based on each item in writing attitude questionnaire, the regression model based on forward selection model because of the relationship between variables was formed. In this regard, the overall writing score was found to be related to only the items A9 and A17. Its strength is 15% and the model is statistically significant (p = 0,000):

Overall writing score = 62,789 + 0,141 A9 + 0,051 A17

4.6. RESULTS FOR RESEARCH QUESTION 4

The Table 4.11. shows mean and median values with respect to the participants' scores in midterm I, midterm II and the final exam in Academic Writing Skills II course and their overall scores.

Table 4.11. Statistical Measures of the Participants' Writing Scores

	Mean	St. Deviation	Median	IQR	p(*)
Midterm I	73,93	11,81	75,00	14,00	
Midterm II	74,44	12,19	76,00	16,50	0,001
Final	71,98	12,79	74,00	15,00	
Overall	73,08	10,05	73,50	14,00	

(*) significance levels of Friedman Test

It is observed that there is a statically significant decrease in the participants' final scores in comparison to midterm I' and midterm II' (p = 0,001).

The Table 4.12. and Figure 4.8. show that final and overall scores have a statistically meaningful difference with respect to gender at the level of 90% for final exam scores (p = 0,093) and overall writing scores (p = 0,085). Mean and median values illustrate that female participants have higher scores than the male ones.

Table 4.12. Statistical Measures of Writing Scores with respect to Gender

Exam	Gender	Mean	St. Deviation	Median	IQR	p(*)
Midterm I	**Female**	74,24	11,61	75,00	15,00	
	Male	73,39	12,19	75,00	11,50	0,533
Midterm II	**Female**	75,05	10,88	76,00	16,00	
	Male	73,39	14,16	75,00	17,25	0,603
Final	**Female**	73,10	11,50	74,00	15,00	
	Male	70,03	14,60	71,00	15,75	0,093
Overall	**Female**	73,88	9,18	74,75	12,81	
	Male	71,71	11,31	72,88	13,81	0,085

(*) significance levels of Mann Whitney-U test
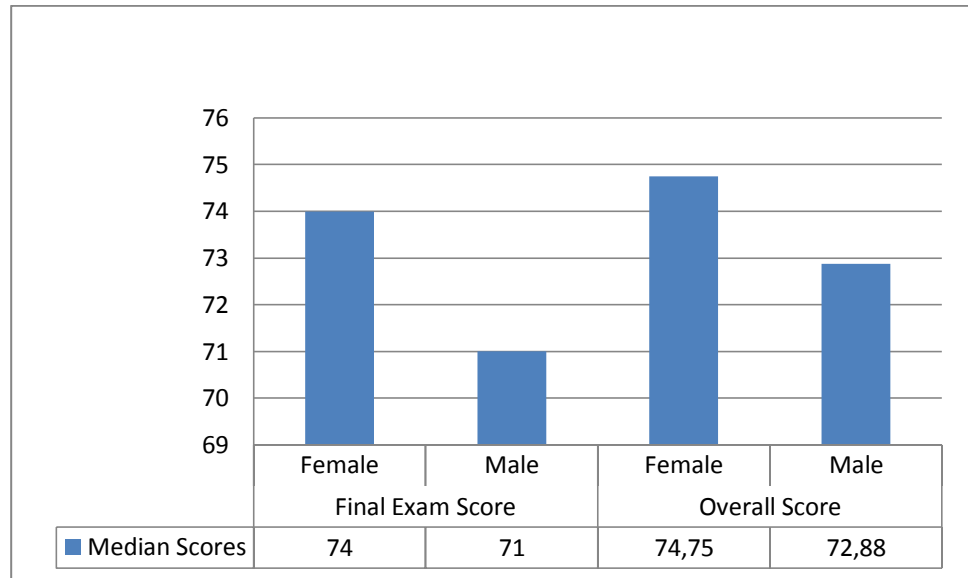
Figure 4.8.Median Final and Overall Writing Scores according to Gender

As the results of other exams were similar to the ones of overall scores, only the relationship between the classification of the participants' age and their overall writing scores was examined. It can be assumed that there is a significant difference between overall writing scores and ages at the level of 99%. Mean and median values illustrate that the younger participants have higher scores than the older ones.

Table 4.13. Statistical Measures of Writing Scores with respect to Age

Age	Mean	St. Deviation	Median	IQR	p(*)
20 and under	76,88	8,61	77,13	10,22	
21	74,22	9,06	74,75	13,34	0,000
22	72,83	9,68	73,13	14,75	
23 and over	67,85	11,74	69,13	14,34	

(*)The significance level of Kruskal Wallis test
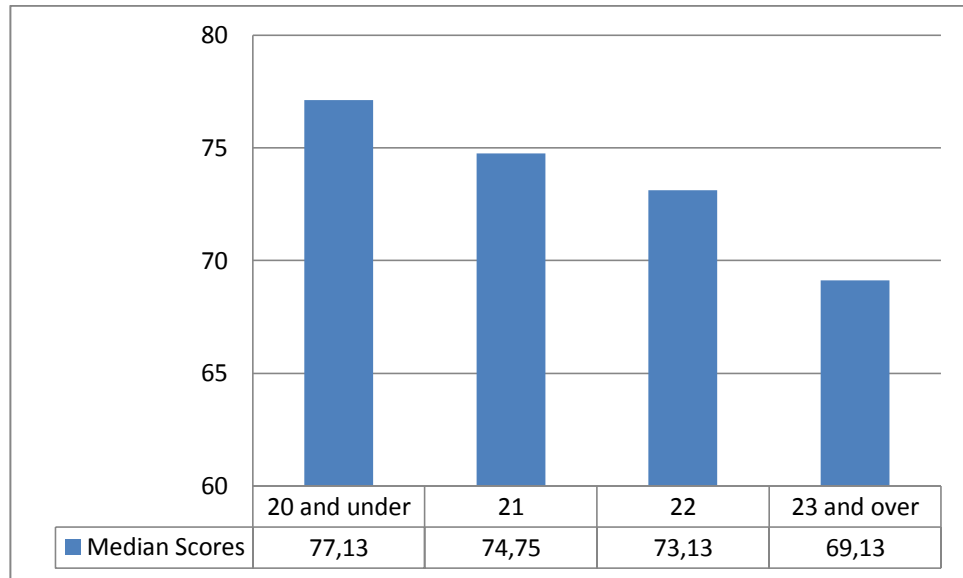
Figure 4.9.Median Overall Writing Scores with respect to Age

Since excessive variety in the department at university and high school type would lead to the loss of statistical significance, multiple comparison tests were not applied regarding these variables.

The examination of the participants' writing scores with regard to preparatory class displays that the participants who did not attend preparatory class at the university are more successful in their midterm I and II at the level of 99%, in their final exam at the level of 90% and in their overall scores at the level of 95%. Significance levels in terms of exams are given in the Table 4.14.

Table 4.14. Statistical Measures of Writing Scores with respect to Preparatory Class

Exams	Preparatory Class	Mean	St. Deviation	Median	IQR	p(*)
Midterm I	**Attended**	73,41	11,60	74,50	13,75	
	Not attended	79,52	12,89	82,00	14,00	0,006
Midterm II	**Attended**	73,87	12,24	75,00	16,88	
	Not attended	80,69	9,88	80,50	17,00	0,004
Final	**Attended**	71,71	12,31	73,00	15,00	
	Not attended	74,83	17,21	77,00	19,00	0,095
Overall	**Attended**	72,68	9,92	73,44	14,00	
	Not attended	77,47	10,62	77,50	13,88	0,029

(*) significance levels of Mann Whitney-U test
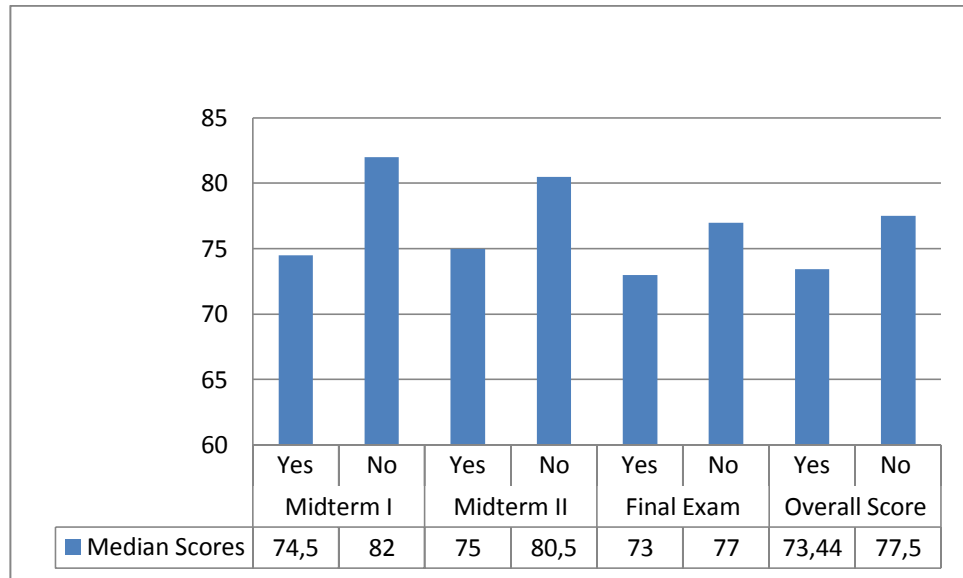
Figure 4.10.Median Writing Scores according to Preparatory Class

Statistically significant differences were found in writing self-efficacy and its factors with respect to gender, age and preparatory class. The values and significance levels for factors according to gender are given in the Table 4.15. It is clearly observed that males rated writing self-efficacy and its factors higher than females, which meant that males judged themselves as more self efficacious than females for each factor ($p = .000$ for content, $p = .001$ for design, $p = .001$ for unity, $p = .000$ for accuracy, $p = .049$ for punctuation) and overall self-efficacy ($p = .000$). All the differences are significant at the level of more than 95% ($p < .05$).

Table 4.15. Statistical Measures of the Factors in Writing Self Efficacy Questionnaire with respect to Gender

	Gender	Mean	St. Deviation	Median	IQR	p(*)
Overall	**Female**	50,63	17,41	49,52	24,39	0,000
	Male	58,46	17,27	57,45	25,43	
Content	**Female**	47,75	19,35	46,60	26,20	0,000
	Male	58,03	19,77	57,30	30,60	
Design	**Female**	47,45	17,87	46,00	28,30	0,001
	Male	54,62	17,84	53,40	27,80	
Unity	**Female**	55,25	18,32	56,20	27,83	0,001
	Male	62,17	18,30	63,30	29,85	
Accuracy	**Female**	47,62	20,23	46,25	30,88	0,000
	Male	56,08	18,87	54,13	29,75	
Punctuation	**Female**	60,28	20,89	60,00	32,88	0,049
	Male	64,65	20,29	66,00	31,50	

(*) significance levels of Mann Whitney-U test
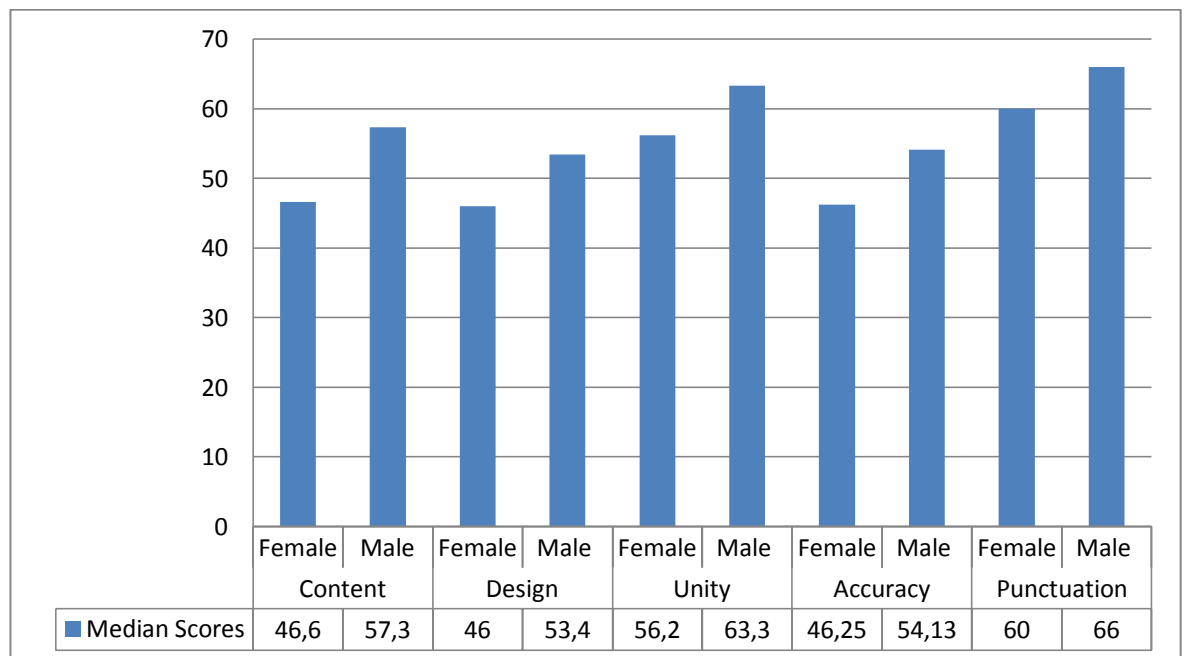
Figure 4.11.Median Writing Self-Efficacy Scores according to Gender
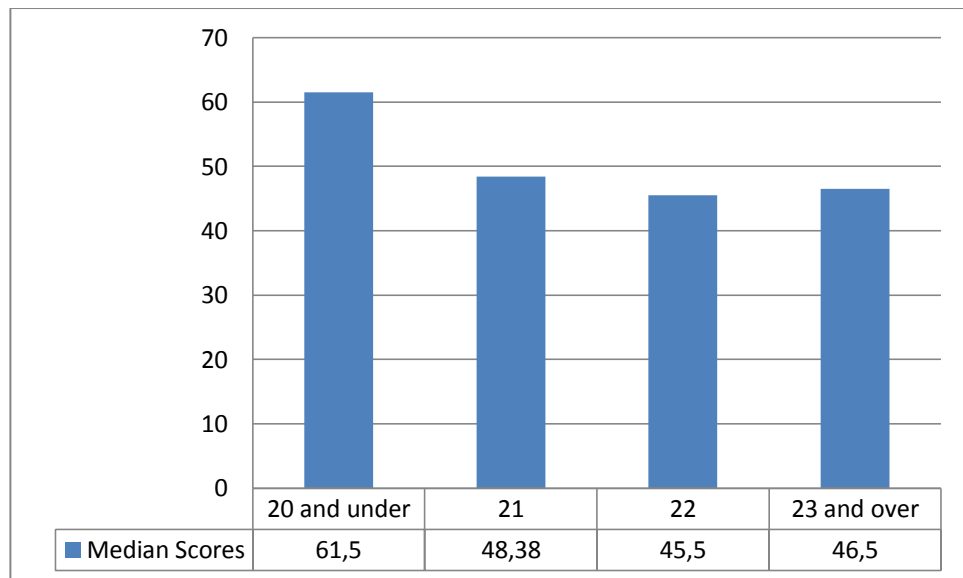
The values of factors and significance levels with respect to age revealed that the participants at the age of 20 and under judged themselves as more self-efficacious in accuracy factor than the others and this difference is statistically significant (p = .014). No meaningful difference was found for overall self-efficacy and its other factors.

Table 4.16. Statistical Measures of the Factors in Writing Self Efficacy Questionnaire with respect to Age

Factor	Age	Mean	St. Deviation	Median	IQR	p(*)
Overall	**20 and under**	57,94	18,51	61,05	28,83	0,108
	21	54,27	16,09	54,02	23,40	
	22	51,77	17,59	51,07	23,62	
	23 and over	51,01	20,09	49,48	27,48	
Content	**20 and under**	54,05	21,98	54,00	41,60	0,623
	21	52,13	18,64	50,50	24,40	
	22	50,89	20,10	49,80	32,15	
	23 and over	49,34	21,62	50,40	28,60	
Design	**20 and under**	54,93	19,17	58,80	33,90	0,111
	21	50,83	17,08	50,30	25,25	
	22	48,40	17,67	47,50	25,35	
	23 and over	47,19	19,73	45,00	28,10	
Unity	**20 and under**	61,42	18,95	66,80	28,10	0,125
	21	58,95	17,04	60,70	24,10	
	22	55,96	18,06	55,20	28,45	
	23 and over	55,24	21,66	56,80	34,30	
Accuracy	**20 and under**	58,27	20,45	61,50	29,38	0,014
	21	51,13	18,71	48,38	27,13	
	22	47,78	20,21	45,50	27,69	
	23 and over	48,22	21,39	46,50	31,38	
Punctuation	**20 and under**	65,88	21,14	65,50	35,00	0,366
	21	62,83	19,45	64,00	28,75	
	22	59,85	20,60	61,75	32,25	
	23 and over	59,74	23,05	61,50	36,50	

(*) significance levels of Kruskal Wallis test

	20 and under	21	22	23 and over
■ Median Scores	61,5	48,38	45,5	46,5

**Figure 4.12.Median Writing Accuracy Scores according to Age**

The values and significance levels for the factors in writing self efficacy questionnaire in terms of preparatory class are given in the Table 4.17. The participants who did not attend preparatory class regarded themselves as more self-efficacious in writing than the ones who attended preparatory class for overall writing self-efficacy (p = .019) and its each factor (p = .000 for content, p = .001 for design, p = .000 for unity, p = .000 for accuracy, p = .013 for punctuation). All the differences are statistically significant at the level of more than 95% (p < .05).

Table 4.17. Statistical Measures of the Factors in Writing Self Efficacy Questionnaire with respect to Preparatory Class

	Preparatory Class	Mean	St. Deviation	Median	IQR	p(*)
Overall	**Attended**	52,20	16,69	51,48	24,10	0,019
	Not attended	67,62	22,26	71,12	25,73	
Content	**Attended**	49,98	18,98	48,80	25,90	
	Not attended	68,19	24,18	74,20	28,25	0,000
Design	**Attended**	48,98	17,22	47,70	25,90	
	Not attended	61,99	23,45	65,60	31,55	0,001
Unity	**Attended**	56,48	17,73	57,00	26,10	
	Not attended	71,86	21,77	77,40	26,55	0,000
Accuracy	**Attended**	49,20	18,91	46,75	29,00	
	Not attended	67,14	25,17	72,50	39,63	0,000
Punctuation	**Attended**	61,08	20,34	62,50	30,50	
	Not attended	70,59	23,30	78,50	37,38	0,013

(*) significance levels of Mann Whitney-U test
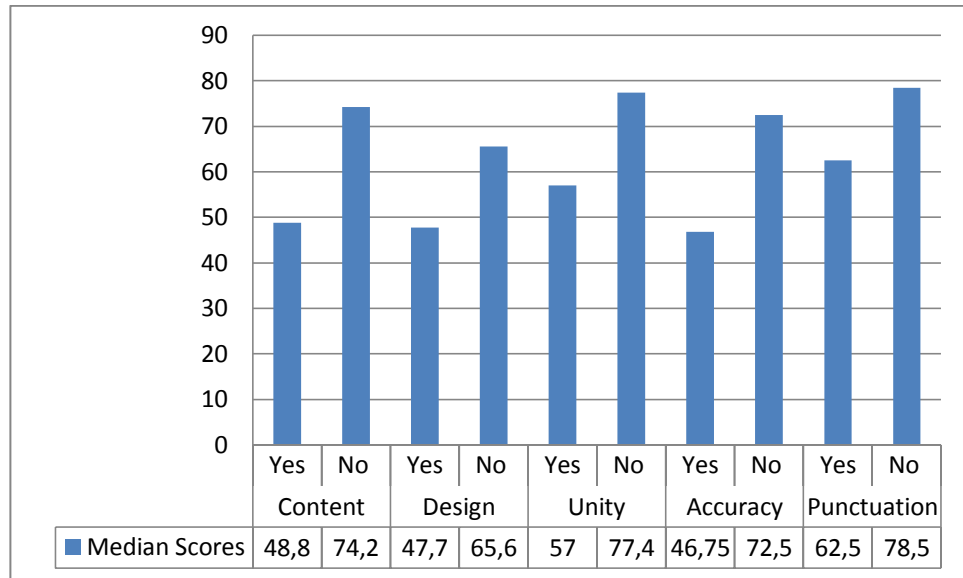
Figure 4.13.Median Scores of the Factors in the Self-Efficacy Questionnaire

The values obtained from writing attitude questionnaire and their significance levels in terms of gender are given in the Table 4.18.

Table 4.18. Statistical Measures of the Items in Writing Attitude Questionnaire with respect to Gender

	Gender	Median	IQR	p(*)
Overall	**Female**	55,61	21,50	0,243
	Male	58,72	19,85	
A1	**Female**	41,50	38,75	0,04*
	Male	47,00	36,00	
A2	**Female**	28,50	30,00	0,00**
	Male	39,00	41,25	
A3	**Female**	82,00	32,50	0,01*
	Male	76,00	41,75	
A4	**Female**	44,00	37,75	0,11
	Male	51,00	41,75	
A5	**Female**	44,00	38,00	0,01*
	Male	51,00	48,50	
A6	**Female**	71,50	36,75	0,58
	Male	72,00	33,00	
A7	**Female**	45,00	36,00	0,13
	Male	48,50	43,25	
A8	**Female**	68,00	35,75	0,48
	Male	64,00	36,00	
A9	**Female**	44,00	35,50	0,04*
	Male	50,00	42,25	
A10	**Female**	82,00	24,00	0,00**
	Male	76,00	38,00	
A11	**Female**	58,50	43,75	0,15
	Male	67,50	37,75	
A12	**Female**	83,00	31,00	0,00**
	Male	74,00	39,50	
A13	**Female**	66,50	36,75	0,11
	Male	71,50	30,00	
A14	**Female**	68,00	42,00	0,01*
	Male	73,50	34,75	
A15	**Female**	59,00	41,75	0,26
	Male	59,00	35,75	
A16	**Female**	45,00	46,25	0,02*
	Male	54,50	45,50	
A17	**Female**	63,00	39,50	0,47
	Male	66,00	34,00	
A18	**Female**	53,50	40,75	0,01*
	Male	45,00	49,50	

(*) significance levels of Mann Whitney-U test *: 0,05   **: 0,01

No significant difference was found in overall writing attitude with respect to gender. However, significant differences in some items according to gender emerged in the examination of each item as a variable. The median values in the Table 4.18. show that among the items in writing attitude questionnaire which were found statistically significant, males rated the items A1, A2, A5, A9, A14 and A16 higher than females (p < .05) whereas females agreed with the items A3, A10, A12 and A18 more than males by their higher median values (p < .05). No difference was found in the items A4, A6, A7, A8, A11, A13, A15 and A17 with respect to gender in the study.

Table 4.19. Statistical Measures of the Items in Writing Attitude Questionnaire with respect to Age

Age	Mean	St. Deviation	Median	IQR	p(*)
20 and under	60,20	14,33	58,78	18,69	
21	58,10	13,55	58,42	20,58	0,108
22	51,85	13,84	52,33	17,54	
23 and over	55,93	15,93	57,17	25,64	

(*) significance levels of Kruskal Wallis Test

As it is seen in the Table 4.19, there is no difference between the items in writing attitude questionnaire and ages in our study.

The values obtained from writing attitude questionnaire and their significance levels in connection with preparatory class are displayed in the Table 4.20.

Table 4.20. Statistical Measures of the Items in Writing Attitude Questionnaire with respect to Preparatory Class

	Preparatory Class	Median	IQR	p(*)
Overall	Attended	55,69	19,76	0,019*
	Not attended	64,64	22,75	
A1	Attended	44,00	38,00	0,40
	Not attended	43,00	44,75	
A2	Attended	32,00	31,00	0,68
	Not attended	30,50	59,50	
A3	Attended	80,00	35,75	0,71
	Not attended	80,50	57,50	
A4	Attended	47,00	37,75	0,07
	Not attended	61,50	59,00	
A5	Attended	45,00	38,00	0,02*
	Not attended	67,00	63,00	
A6	Attended	70,00	36,00	0,01*
	Not attended	83,50	34,00	
A7	Attended	45,50	36,75	0,02*
	Not attended	67,00	67,00	
A8	Attended	67,50	36,00	0,62
	Not attended	63,50	46,25	
A9	Attended	44,00	36,75	0,00**
	Not attended	74,50	30,75	
A10	Attended	80,00	24,75	0,04*
	Not attended	67,50	46,75	
A11	Attended	60,50	41,00	0,03*
	Not attended	75,50	39,25	
A12	Attended	81,00	34,00	0,11
	Not attended	70,00	44,50	
A13	Attended	67,50	34,75	0,11
	Not attended	74,00	44,00	
A14	Attended	69,00	40,00	0,00**
	Not attended	89,50	17,50	
A15	Attended	58,00	36,00	0,01*
	Not attended	79,50	33,75	
A16	Attended	46,00	44,25	0,00**
	Not attended	78,50	52,50	
A17	Attended	63,50	36,00	0,17
	Not attended	73,50	41,50	
A18	Attended	49,50	47,75	0,27
	Not attended	53,50	55,00	

(*) significance levels of Mann Whitney U Test

It is observed that there was a significant difference in overall writing attitude with respect to preparatory class. In addition, examination of each item as a variable revealed that there were significant differences in some items according to preparatory class while no significant differences were found in the others. The Table 4.20. demonstrates that among the items in writing attitude questionnaire which were found statistically significant, the participants who attended preparatory class rated the item A10 more than the ones who did not attend preparatory class. The participants who did not attend preparatory class agreed with the items A5, A6, A7, A9, A11, A14, A15 and A16 more than the ones who attended preparatory class. There was no difference in the items A1, A2, A3, A4, A8, A12, A13, A17 and A18 regarding preparatory class.

CHAPTER FIVE

DISCUSSION

5.1. INTRODUCTION

This chapter covers the responses to research questions presented in chapter I, explanations to what extent the findings are favorable for the responses and how consistent the responses are with the existing knowledge in the literature. After the discussion section, implications for practice and suggestions for further research are presented at the end of the chapter.

5.2. DISCUSSION ABOUT RESEARCH QUESTION 1

As it is stated in chapter 4, correlation analysis has revealed that there is a significant relationship between writing attitude and writing self-efficacy and the factors in self-efficacy at the level of%99. Furthermore, statistical values present that writing attitude has a one by one relation to each factor as to content at the strength of %56,50, to design at the strength of %58,50, to unity at the strength of %61,60, to accuracy at the strength of %57,60 and to punctuation at the strength of %54,40. This means that when self-efficacy in writing increases, students develop positive attitudes towards writing. Within the existing literature, self-efficacy was mostly studied in relation to other aspects of motivation apart from attitude. To illustrate, Pajares and Johnson (1994) sought the relationship between writing self-efficacy, writing apprehension as motivational concern and other variables for 30 undergraduate students during one term. The study revealed that writing self-efficacy was negatively correlated with writing apprehension. Another study was conducted by Pajares and Valiente (1997) in which the predictive and mediating role of writing self-efficacy was examined through path analysis with a model including writing apprehension, writing aptitude in reference to writing competence. 218 fifth-grade students took part in the study and the results indicated that writing self-efficacy directly affected writing apprehension and writing

aptitude had an intensive effect on writing self-efficacy. The study conducted by Zimmerman and Bandura (1994) was administered with a total of 95 freshmen students who ranged in age from 17 and 20 years. The study looked for the link between self-regulatory efficacy, self-efficacy and writing achievement of the college students. The results illustrated that self-efficacy for writing beliefs of college students were predictive of goal setting, personal standards for the quality of writing and writing proficiency. From all the research mentioned here, it is apparent that writing self-efficacy has relationship with many other variables such as writing aptitude, apprehension, and self-regulation as both motivational and affective factors. Few studies, however, directly focused on the link between attitude and self-efficacy in writing. One of the rare ones was carried out by Williams (2012) as a part of a PhD thesis. This study examined the relationship between 40 third grade students' writing attitudes, self- efficacy beliefs, and achievement. The results of the study revealed that a significant positive relation was obtained between writing attitude and self-efficacy, with a justification of both at pretest (r=.66) and at posttest (r=.61). In addition to supportive results for previous research in the area of self-efficacy in writing and attitude towards writing, this study found that factors labeled as content, design, unity, accuracy and punctuation within writing self-efficacy questionnaire were in an individually significant relation to attitude towards writing. In brief, the present study suggests that students who tend to rate themselves as having a stronger self-efficacy in writing would tend to rate themselves as having a positive writing attitude, too.

5.3. DISCUSSION ABOUT RESEARCH QUESTION 2

The present study displayed that writing self-efficacy and writing scores of the participants were significantly related. In this sense, it is understood that as students have higher self-efficacy for writing, their writing performance rises up, too. Most of the existing research studies related to self-efficacy suggested a significant relationship between self-efficacy and achievement (Schunk, 1991; Lorsbach & Jinks, 1999; Multon, Brown, & Lent, 1991; Pajares & Miller, 1994; Mills, Pajares & Herron, 2007). In particular, similar results with respect to the link between writing self-efficacy and the writing achievement were introduced in the literature, too. Shell, Murphy, and Bruning (1989) investigated the link between self-efficacy and outcome expectancy

beliefs and achievement in reading and writing. In the study in which 153 undergraduate students participated, efficacy for reading and writing tasks, component skills and outcome expectancies focusing on the importance of reading and writing for the future were evaluated. The study, in which reading performance was measured through the Degrees of Reading Power test and writing scores were obtained by a holistically scored writing sample, revealed that self-efficacy was a stronger predictor for reading achievement than outcome expectancies and self-efficacy significantly predicted writing achievement. Similar results were obtained by the study conducted by Pajares and Valiente (1997) in which the predictive and mediating role of writing self-efficacy was tested by means of path analysis with a model including writing apprehension, writing aptitude in reference to writing competence. A total of 218 fifth-grade students were asked to write a 30-min essay titled *My Idea of a Perfect Day*, which was holistically scored on a 5-point scale. The results demonstrated that writing self-efficacy of elementary students was significantly correlated with writing achievement. (64 %) Erkan and Saban (2011) administered a study with 188 college students in which the link between writing performance in an EFL context, writing apprehension, self-efficacy in writing, and/or attitudes towards writing was examined. Writing apprehension test, a self-efficacy in writing scale and a questionnaire on attitudes towards writing were used as instruments in the study. Self-efficacy in writing scale was the original adapted from Yavuz (2004) for the present study. The results of the study revealed that there was a positive relationship between self-efficacy in writing and writing performance. According to the Pearson correlation coefficient analysis, only design (0.30), unity (0.30) and accuracy (0.26) subscales of self-efficacy in writing scale were in positive, statistical relation to writing performance. However, the present study demonstrated that all the subscales (factors) in self-efficacy in writing scale were statistically correlated with writing achievement. The findings regarding content (r= 0.36), design (r= 0.40), unity (r= 0.40), accuracy (r= 0.40) and punctuation (r= 0.26) were presented in previous chapter. The reason for why significant differences in content and punctuation factors were found in this study can be caused by greater amount of participant number.

5.4. DISCUSSION ABOUT RESEARCH QUESTION 3

The present study revealed that there was a relationship between writing attitude and overall writing scores of the participants. In the examination of each item as a variable, significant differences were obtained for 13 of the 18 attitude variables. Among these variables, usefulness became an outstanding construct although the writing attitude did not have any factor structure. The items which assessed the attitude towards usefulness of writing for learning to do research, for everyday life, for the future job, for being successful at the university were in strongly significant relation to writing scores of the participants. Pajares and Valiente (1997) aimed at exploring the influence of writing self-efficacy, writing apprehension, perceived usefulness of writing and writing aptitude on the essay-writing performance of 218 elementary students. Unlike the findings of present study, they stated that usefulness of writing had no direct effect on writing performance. The present study, on the contrary, suggested that the students who viewed writing as useful for learning to do research, for everyday life, for the future job, for being successful at university would tend to have higher scores in writing. In this regard, usefulness of writing can be linked with instrumental orientation, which refers to learn a language as a means for acquiring instrumental goals set in various contexts such as advancing career, translation, reading specific materials and so on (Brown, 2007: 170). In terms of overall proficiency in L2, Liu (2007) reached similar results to the current one with respect to instrumental orientation. He conducted a study examining Chinese university students' attitudes towards learning English, motivation to learn English and their correlations with the students' English proficiency. "A modified 44-item survey adapted from Gardner's (1985) and Clément et al.'s (1994)" was given to 202 third-year students in China (as cited in Liu, 2007: 126). The findings of the study demonstrated that the students exhibited positive attitudes toward learning English and high motivation to study English; furthermore, it was found that the students had more instrumental motivation than integrative one to learn English, and that the students' attitudes and motivation were positively related with their English proficiency. The current study provided evidence for positive effects of attitude on writing performance, consistent with the early research studies discussed above.

The items 4, 7, 15 and 16 in the writing attitude questionnaire which assessed the enjoyment of writing were highly positive correlated with writing scores of the

participants. Enjoyment of writing refers to intrinsic orientation in which one finds the task interesting, satisfying, and involving (Ryan & Deci, 2000). This finding refers to the suggestion that the students who had a sense of likeness, gladness and enjoyment with respect to writing skill and writing course would tend to exhibit higher performance in L2 writing. Moneta and Siu (2002) found similar results with the present study in terms that intrinsic motivation facilitated academic performance and creativity for 165 college students in Hong Kong. Like the present study, the results of the study by Yeşilyurt (2008: 145) indicated that "intrinsic motivation in general and its sub-types intrinsic motivation for knowledge, intrinsic motivation for accomplishment and intrinsic motivation for stimulation all have very significant positive correlations with writing grades of the participants". In similar vein, Lepper, Corpus and Iyengar (2005) explored that intrinsic motivation was positively correlated with children's grades. In the study implemented by Erkan and Saban (2011), the link between writing performance in students of English as a foreign language (EFL), attitudes towards writing, writing apprehension and self-efficacy in writing was examined. Besides the findings related to the other variables, they suggested a significant positive relationship between attitude and writing performance in similar to the present study.

5.5. DISCUSSION ABOUT RESEARCH QUESTION 4

The fourth research question sought if there were differences in writing self-efficacy, writing attitude and writing achievement with respect to participants' gender, age, high school type, department and preparatory class. Statistically significant differences were attained in the factors of writing self-efficacy questionnaire with respect to gender, age and preparatory class. The relationship between high school types that the participants graduated from, the departments they studied at university, writing self-efficacy, writing attitude and writing scores was not studied due to the fact that the excess in the numbers of high school type and department would cause a loss of significance.

Firstly, the present study revealed that males rated overall writing self-efficacy and its each factor higher than females did, which meant males judged themselves as more self-efficacious than females in writing L2. However, median values of writing scores of the participants in terms of gender illustrated that females had higher scores than males as

final and overall scores and this difference was found significant. Pajares and Valiante (1999) investigated whether a total of 742 middle school students' writing self-efficacy beliefs would predict their writing performance and there were gender differences in writing self-efficacy beliefs and writing grade. The study displayed that gender difference in writing competency favored girls whereas no gender differences were found in writing self-efficacy. Another study conducted by Williams and Takaku (2011) revealed that no gender differences with respect to writing self-efficacy belief appeared, but a significant gender difference with regard to writing performance favoring girls was found. Unlike two previous studies, the present study indicated that male students regarded themselves as more self-efficacious than female ones; however, it was consistent with the studies by Pajares and Valiante, and Williams and Takaku in terms that female students outperformed male ones in writing.

Secondly, the present study exhibited that the participants at the age of 20 and under perceived themselves as more self-efficacious for accuracy factor than the others. No significant difference for the other factors in writing self-efficacy questionnaire appeared.

Another finding of the current study asserted that the participants who did not attend preparatory class regarded themselves as more self-efficacious in writing than the ones who attended preparatory class for overall writing self-efficacy and its each factor. This result was justified by the fact that the participants who did not attend preparatory class outperformed the ones who attended preparatory class in the writing exams.

There was no difference found in overall writing attitude with respect to gender in the present study. The link between attitude and gender has long been studied (Gardner & Lampert, 1972; Muchnick & Wolfe, 1982; Ludwig, 1983). The present study was in the agreement of Ludwig's whereas studies by Garnder and Lampert, Muchnick and Wolfe found significance between male and female students in connection with attitude. The examination of each item as a variable, however, revealed that females agreed with the items A3, A10, A12, A18 more than males and this difference was found statically significant. These items mentioned assessed the attitudes towards the use of cognitive strategies in writing. In this sense, it can be inferred that female students tend to use cognitive strategies for writing more than male peers. In similar vein, the study by

Green and Oxford (1995) exhibited that greater use of language learning strategies belonged to more successful learners and higher level of language learning strategy use was found in females. Similarly, Bacon and Finnemann (1992) found differences in the self-reports of male and female students regarding their attitudes, beliefs, and strategies. Female students reported more positive attitude, higher level of motivation and strategy use in language learning.

No significant difference between the items in writing attitude questionnaire and ages in the current study was found. There are few studies that focus on the relation between writing attitude and age. Among these, Lepper, Corpus and Iyengar (2005) found that intrinsic motivation was negatively correlated with age unlike present study. Another study conducted by Gillet, Vallerand and Lafrenière (2012) revealed that intrinsic motivation differed according to age.

The current study found a significant difference in overall writing attitude in terms of preparatory class favoring the participants who did not attend preparatory class. When each item was evaluated as a variable, the results showed that the participants who attended preparatory class rated the item A10 more than the ones who did not attend preparatory class. As the item 10 is among the variables that assessed the attitude towards the use of strategy use for writing, this finding can suggest that the students who attended preparatory class would know the importance of strategy use for writing. This interpretation can be explained by the fact that preparatory class offers an instruction regarding learning how to write within their curriculum, which may increase awareness in students who have attended preparatory class about the importance of strategy use.

5.6. CONCLUSION

In conclusion, writing self-efficacy and attitude were significantly correlated with writing performance of the students. Furthermore, writing self-efficacy and attitude were significantly related to each other. In addition, there were significant differences in writing self-efficacy according to gender favoring males, but females outperformed the males. However, there was no significant difference found in writing attitude according to gender. Another finding in the study was that the students who did not attend

preparatory class judged themselves as more self-efficacious than the others and it was seen that they could reflect their self-beliefs in efficacy on their writing performance. Similarly, the findings in the study indicated a significant difference in overall writing attitude with respect to preparatory class, which favored the students who did not attend.

5.7. RECOMMENDATIONS FOR FURTHER RESEARCH

Some suggestions for the further studies can be made in the light of the present study. To begin with, as the present study was conducted at one university in Ankara, a larger sample in different universities may be included for a further study in order to obtain a result which represents a much broader population regarding the relationship between writing self-efficacy, attitude and performance.

Exploration of the relationship between self-efficacy, attitude and performance may be extended to other skills of English in which students face difficulties most in order to have some insights into the sources of the problems and develop solutions for them.

As a last point, it may be advised that future studies may focus on the effects of intrinsic and extrinsic motivation on writing performance and the ways of enhancing such motivation types in terms of setting meaningful and achievable goals.

5.8. IMPLICATIONS FOR PRACTICE

Some implications can be in the light of the findings of the present study. Initially, the present study revealed that self-efficacy in writing was a strong predictor of writing performance. The ways of building self-efficacy in students should be explored by taking into consideration four sources of self-efficacy. In this sense, mastery experiences should be emphasized for students by creating activities that relate to their success in the past. Observing a peer can facilitate developing self-efficacy; therefore, collaborative learning, in which students can work together and help each other, should be included in practice. Verbal persuasion is another way to promote high level of self-efficacy. Teachers' communication skills gain importance because they should be able to motivate their students to do their best and provide sufficient feedback for them with a high credibility. A positive mood for students triggers their self-efficacy beliefs; thus,

stressful situations for students such as exams should be converted into more student-friendly tasks.

Another point the present study implies is that the more positive attitudes towards writing the students develop, the higher writing performance they have. In this sense, teachers should find sources of developing intrinsic and extrinsic motivation in students. In order to make the students more enthusiastic for writing, teachers should be aware of their students' preferences, interests, strength and weaknesses. The choice of tasks and activities in writing course should be made with the students. Because students have different purposes for studying a language, it is necessary for teachers to identify students' needs and goals and apply appropriate strategies for teaching writing. Thus, students can realize why they make an effort, develop persistence and maintain their positive mood.

Findings of the current study display that strategy use in language learning makes contribution to students' performance in writing. As a result, language learning strategy instruction should be included in writing courses at universities. Students should be encouraged to use appropriate strategies while writing and thus they can be aware of the benefits of strategy use in such a way that they can develop writing fluency and accuracy.

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APPENDICES

APPENDIX I

DEMOGRAPHIC FORM

KİŞİSEL BİLGİLER

Aşağıda verilen seçeneklerden durumunuza uygun olanı seçiniz ve ilgili kısımları durumunuza göre doldurunuz.

1. Cinsiyetiniz: Kadın ☐   Erkek ☐

2. Yaşınız: _____

3. Bölümünüz :   _____

4. Mezun olduğunuz lise türü:

a. ☐   Anadolu Lisesi

b. ☐   Anadolu Öğretmen Lisesi

c. ☐   Fen Lisesi

d. ☐   Meslek Lisesi

e. ☐   Özel Lise

f. ☐   Düz Lise

g. ☐   Diğer _____ (Lütfen belirtiniz)

5. Üniversitede hazırlık sınıfı okudunuz mu?   Evet ☐   Hayır ☐

APPENDIX II

WRITING SELF-EFFICACY QUESTIONNAIRE

(TURKISH VERSION)

İNGİLİZCE YAZMA ÖZYETERLİK ÖLÇEĞİ

Sevgili öğrenciler, aşağıda sizlerden farklı iki anket doldurmanız istenmektedir. Her bir maddenin yanında gördüğünüz sayı doğrusu üzerine solunda ve sağında yazılı ifadeler arasında kendinizi tam olarak nerede görüyorsanız oraya bir çarpı işareti **(X)** koymanız beklenmektedir.

Örnek:

0. Okuma sonrasında açıklama ve özetlemeler yapabilirim.

0   **X**   100

Hiç iyi   Çok iyi
yapamam   yaparım
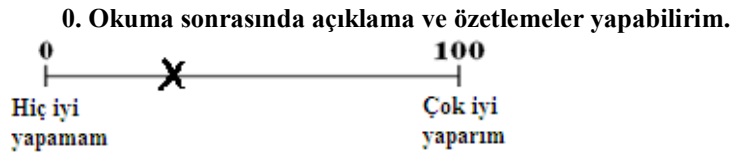
1. Sınıfta öğrendiğim dilbilgisi yapılarını kolaylıkla doğru bir şekilde doğru yerde kullanabilirim.

    0 — 100   Hiç iyi yapamam / Çok iyi yaparım
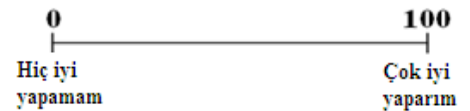
2. Konuya uygun stilde yazı yazabilirim. (örn. Benden deneme tarzı bir yazı isteniyorsa deneme yazım kurallarına uygun yazarım. Hikâye yazmam gerektiğinde hikâye yazım kurallarına uyarım.)

    0 — 100   Hiç iyi yapamam / Çok iyi yaparım

3. Yazılarımda fikirlerimin doğruluğunu destekleyebilirim.

    0 — 100   Hiç iyi yapamam / Çok iyi yaparım
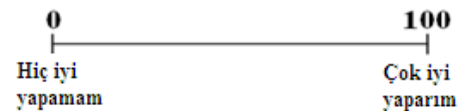
4. Yazılarımda bir bakış açısı seçip onu savunabilirim.

    0 — 100   Hiç iyi yapamam / Çok iyi yaparım

5. Organizasyonu çok iyi yazılar yazabilirim.

0	100
Hiç iyi yapamam	Çok iyi yaparım
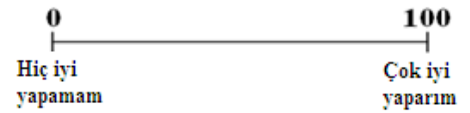
6. İstenilen konuda yazı yazmaya hemen başlayabilirim.

0	100
Hiç iyi yapamam	Çok iyi yaparım
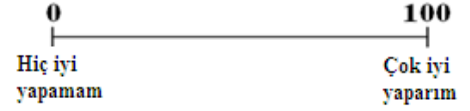
7. Yazılarımda dilbilgisi açısından doğru cümleler kullanabilirim.

0	100
Hiç iyi yapamam	Çok iyi yaparım
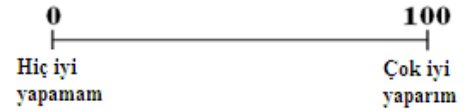
8. Belirli bir konu hakkında yazarken hangi stili kullanmam gerektiğine kolaylıkla karar verebilirim. (örn. Benden bir yeri tasvir etmem istenildiğinde, tasvir yazarken dikkat edilmesi gereken kuralları aklımda bulundurarak kompozisyonu yazabilirim.)

0	100
Hiç iyi yapamam	Çok iyi yaparım

9. Bana bir konu verildiğinde hemen fikir üretebilirim.

0	100
Hiç iyi yapamam	Çok iyi yaparım
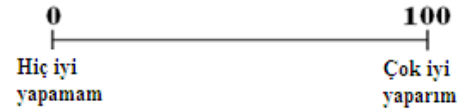
10. Paragraf içi fikir bütünlüğü sağlayabilirim.

0	100
Hiç iyi yapamam	Çok iyi yaparım
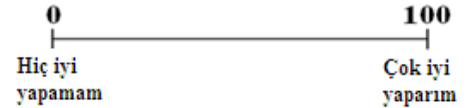
11. Hangi tür yazıda hangi sitil yazı yazılması gerektiğini bilir ona göre kolaylıkla yazabilirim. (örn. Benden rapor yazılması isteniyorsa rapor yazım kurallarını göz önüne alarak yazmam gerektiğini bilir ona göre yazabilirim.)

0	100
Hiç iyi yapamam	Çok iyi yaparım
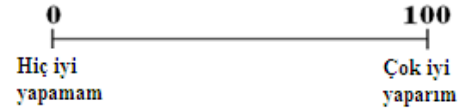
12. Verilen herhangi bir konu hakkında kolaylıkla yazacak fikir üretebilirim.

0	100
Hiç iyi yapamam	Çok iyi yaparım

13. Yazılarımda arada sırada hatalar yapsam da genel anlamda yazmada yeterlilik gösterebilirim. (İyi kompozisyon yazabilirim)

| 0	100
Hiç iyi yapamam	Çok iyi yaparım

14. İsimleri, sıfatları, fiilleri, zarfları doğru şekilde cümlede bulunması gereken yerde kullanabilirim.

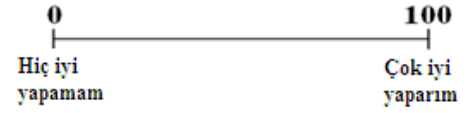| 0	100
Hiç iyi yapamam	Çok iyi yaparım

15. Noktalama işaretlerini doğru bir biçimde kullanabilirim.

```
0                              100
├──────────────────────────────┤
Hiç iyi                    Çok iyi
yapamam                    yaparım
```
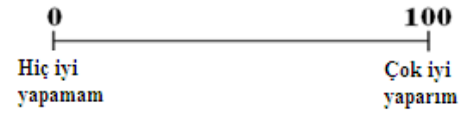
16. Verilen bir konuda değinilmesi gereken tüm konulara kolaylıkla değinebilirim.

```
0                              100
├──────────────────────────────┤
Hiç iyi                    Çok iyi
yapamam                    yaparım
```
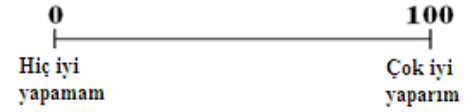
17. Belirli bir konuda yazmaya başlayabilirim.

```
0                              100
├──────────────────────────────┤
Hiç iyi                    Çok iyi
yapamam                    yaparım
```

18. Hatasız cümleler üretebilirim.

```
0                              100
├──────────────────────────────┤
Hiç iyi                    Çok iyi
yapamam                    yaparım
```
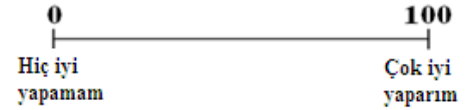
19. Yazılarımda fikir bütünlüğü sağlayabilirim.

```
0                              100
├──────────────────────────────┤
Hiç iyi                    Çok iyi
yapamam                    yaparım
```
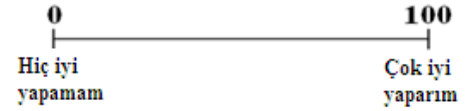
20. Yazılarımı noktalama, büyük harf kullanımı ve paragraf başı yapma konularında kontrol edip gereken düzeltmeleri yapabilirim.

```
0                              100
├──────────────────────────────┤
Hiç iyi                    Çok iyi
yapamam                    yaparım
```
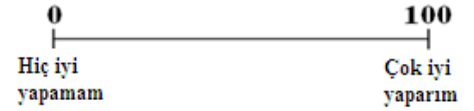
21. Bir konu verildiğinde kolaylıkla yazmaya başlayabilirim.

```
0                              100
├──────────────────────────────┤
Hiç iyi                    Çok iyi
yapamam                    yaparım
```
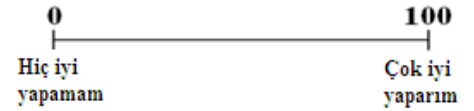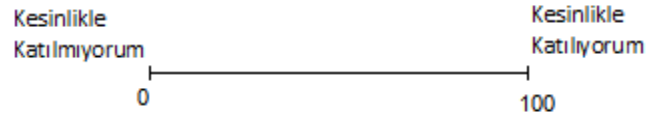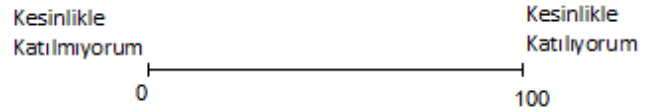
APPENDIX III

WRITING ATTITUDE QUESTIONNAIRE (TURKISH VERSION)

İNGİLİZCE YAZMAYA KARŞI TUTUM ANKETİ
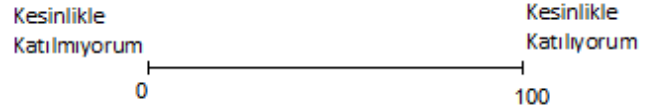
1. Yazma ödevlerim için araştırma yapmayı severim

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100

2. Ödev verildiğinde fikirlerimi kağıda dökmeyi sabırsızlıkla beklerim.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100

3. Bence, yazmaya başlamadan önce aklındakileri kağıda dökmek (brainstorming) zaman kaybıdır.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100

4. Yazma dersimiz olduğu için memnunum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100

5. Yazma dersinde öğretilen yazma becerileri bana günlük hayatımda yardımcı olabilir.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100
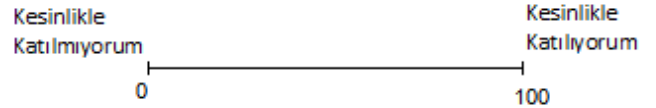
6. Bu üniversitede başarılı bir öğrenci olmak için, İngilizce yazı yazmak önemlidir.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100
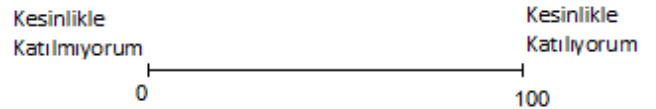
7. İngilizce yazı yazmak eğlenceli bir aktivitedir.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100
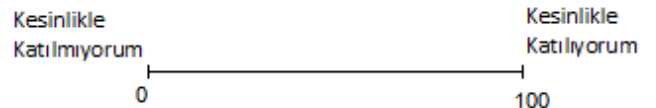
8. İngilizce' de yazı yazmayı öğrenmek yoğun bir çaba gerektirir.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100
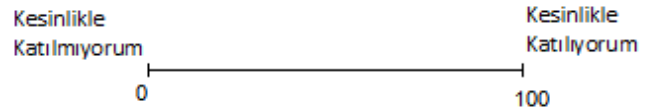
9. İngilizce yazı yazma konusunda iyi olduğumu düşünüyorum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100
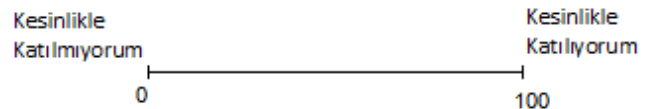
10. Yazdıklarımı gözden geçirip düzeltmeler yapmanın gereksiz olduğunu düşünüyorum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum
0 — 100
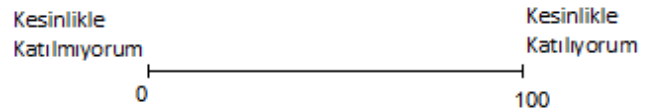
11. Yazma dersinde öğretilen yazma yöntemleri bana gelecekteki işimde yardımcı olabilir.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100

12. Yazmaya başlamadan önce taslak çıkarmak zaman kaybıdır.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100
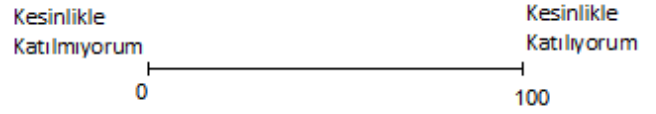
13. İngilizce yazı yazma becerilerimi geliştirebileceğimi düşünüyorum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100

14. Yeni kelimeler öğrenmeyi seviyorum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100

15. Yazma yöntemlerini öğrenmeyi seviyorum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100

16. İngilizce yazı yazmayı seviyorum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100
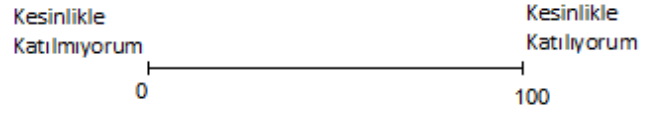
17. Araştırma yapmayı öğrenmenin benim için yararlı olduğunu düşünüyorum.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100

18. Yazma ödevlerimi yapmayı mümkün olduğunca ertelerim.

Kesinlikle Katılmıyorum — Kesinlikle Katılıyorum

0 — 100

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: İlknur PAMUK

Doğum Yeri ve Tarihi: Uşak - 1982

Eğitim Durumu

Lisans Öğrenimi: İngilizce Öğretmenliği – Orta Doğu Teknik Üniversitesi

Yüksek Lisans Öğrenimi: İngiliz Dili Eğitimi – Ufuk Üniversitesi

Bildiği Yabancı Diller: İngilizce

Bilimsel Faaliyetler : -

İş Deneyimi

Stajlar : -

Projeler : -

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