

**THE IMPACT OF PROCESS-BASED WRITING INSTRUCTION ON L2  
LEARNERS' WRITING PERFORMANCES AND SELF-EFFICACIES**



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**MAY 2017**

**THE IMPACT OF PROCESS-BASED WRITING INSTRUCTION ON L2  
LEARNERS' WRITING PERFORMANCES AND SELF-EFFICACIES**

**A THESIS SUBMITTED TO THE  
GRADUATE SCHOOL OF  
EDUCATIONAL SCIENCES OF  
BAHÇEŞEHİR UNIVERSITY**

**BY  
Murat ATA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**MAY 2017**

Approval of the Graduate School of Educational Sciences



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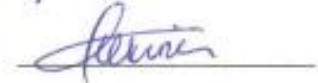
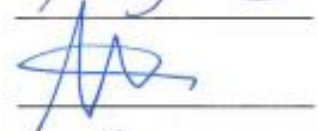
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## ABSTRACT

### THE IMPACT OF PROCESS BASED WRITING TEACHING L2 LEARNERS' WRITING PERFORMANCES AND SELF EFFICACIES

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Master's Thesis, Master's Program in English Language Education

Supervisor: Assistant Professor Dr. Kenan Dikilitaş

May 2017, 94 pages

This study investigates the potential impact of process-based writing (PBW) instruction on EFL learners. The impact on writing scores will be measured through writing assignment before and after Process -Based Writing Training period (PBWT), while the impact on affective factors will be assessed through qualitative data collection tools such as students written reports and focus group interviews. In order to sustain complete information and strengthen evaluation conclusions, a convergent mixed method was applied in the research. The combination of qualitative and quantitative methods presented two types of data: the quantitative data, that was obtained through pre- and post-writing training period to check students' writing self-efficacy and the qualitative data, which was collected through open-ended questions and focus group interviews before during and after the four -week, 20 class- hour PBWT period. The study was conducted with 24 pre-intermediate EFL students learning English for academic purposes (EAP). It is, therefore, important for them to develop affective factors that may interfere with writing process. The results will have implications for students, teachers, and syllabus designers.

Keywords: PBW (Process Based Writing), EFL Students, PBWT (Process-Based Writing Teaching)

## ÖZ

### SÜREÇ ODAKLI YAZMA TEKNİĞİNİN YABANCI DİL ÖĞRENCİLERİNİN YAZMA YETERLİLİKLERİ VE PERFORMANSLARI ÜZERİNDEKİ ETKİSİ

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Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Kenan Dikilitaş

Mayıs 2017, 94 sayfa

Bu çalışma, süreç odaklı yazma yaklaşımının İngilizceyi yabancı dil olarak öğrenen öğrencilerin üzerindeki olası etkilerini araştırmayı hedeflemektedir. Öğrencilerin yazma test skorları 4 hafta süren süreç odaklı yazma eğitiminin öncesinde ve sonrasında ölçülmüştür, aynı zamanda, süreç odaklı yazma yaklaşımının olası duyuşsal faktör etkileri öğrencilerin yazılı raporları ve odak grup mülakatları ile saptanmıştır. Kesin ve güvenilir bilgiye ulaşmak ve sonuçların değerlendirmesini sağlamlaştırmak için, nicel ve nitel ölçme araçları bir arada kullanılmıştır. Nicel ve nitel ölçme yöntemlerinin birlikte kullanılması bize 2 tür veri sağlamıştır. Bunlar; nitel ölçme aracı olarak, öğrencilerin yazma yeterliliklerini görmek amacıyla 4 haftalık süreç odaklı eğitimin öncesinde ve sonrasında verilen anketlerden ve nicel ölçme aracı olarak 4 haftalık süreç odaklı yazma eğitiminin öncesinde, esnasında ve sonrasında yapılan odak grup mülakatlarından ve öğrencilerin kişisel görüşlerini içeren açık uçlu sorulardan oluşmaktadır. Bu çalışma İngilizceyi akademik bir amaç ve ikinci dil olarak öğrenen 24 alt orta seviye öğrenci üzerinde uygulanmıştır. Bu yüzden bu öğrencilerin yazma süreciyle ilintili duyuşsal etkenler geliştirmeleri önem arz etmektedir. Sonuçlar öğrenciler, öğretmenler ve program hazırlayanlar için geri besleme sağlamıştır.

Anahtar Sözcükler: PBW(Süreç Odaklı Yazma), EFL (Yabancı Dil Olarak İngilizce Öğrencileri), PBWT (Süreç Odaklı Yazma Eğitimi).

To my dear parents;

Gülhan and Mesut ATA



## ACKNOWLEDGMENTS

I would like to express my gratitude to my supervisor Assistant Professor Kenan Dikilitaş for the useful comments, remarks and engagement through the learning process of this master's thesis. The door to Assistant Professor Dikilitaş office was always open whenever I ran into a trouble spot or had a question about my research or writing. He steered me in the right direction whenever he thought I needed it.

I would also like to thank the participants who were involved in the survey for this research project. Without their passionate participation and input, the survey would not have been conducted successfully.

I would also like to acknowledge Professor Aylin Tekiner Tolu from the Graduate School of Educational Science of Bahçeşehir University and Assoc. Professor Dr. İrem Çomoğlu from the Faculty of Education, Dokuz Eylül University as the jury members, and I am gratefully indebted to their very valuable comments on this thesis.

Finally, I must express my very profound gratitude to my parents, my brother and my niece, Hüdhanur Ata for providing me with precious support and continuous encouragement throughout my years of study, and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. I will be grateful forever for their patience and encouragement.



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## LIST OF ABBREVIATIONS

ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
EFL	English as a Foreign Language
L1	First Language
L2	Second Language
SLA	Second Language Acquisition
PWA	Process-Based Writing Approach
PBWT	Process-Based Writing Teaching
PBWQ	Process-Based Writing Questionnaire
SFL	School of Foreign Language

## **Chapter 1**

### **Introduction**

Process-writing approach (PWA) which is a new approach compared to the others is recommended to foster writing skills in teaching and learning a foreign language (Onozowa, 2010, p. 153). Before the 1980s, (Murcia, 2001, p. 219) the primary concern of the target language writing was on the accuracy of the language. The essence of the writing skill depended upon the instructor. Teachers and instructors were predominantly supervising the learners on accuracy, grammatical structure and punctuation. At this point, teachers and researchers had little knowledge about or experience in teaching writing (Reid, 1993). Hence, the learners had no alternative, but to rely on the instructors.

In the 1980s, the limited efficacy of the teacher-centered writing skills shifted into a process-based environment in which the roles of the instructors and learners disguised and the nature of the writing was converted from product to process. It can be claimed that there are various other reasons behind such a huge and state of the art change. In fact, Kroll (1990) states that the outcome of the process based writing approach to the learning of a second language has been shaped by the lack of the current traditional methods in which the learners felt themselves inactive and discontent in terms of self-development.

#### **1.1 Statement of the Problem**

As Freedman, Dyson, Flower and Chafe (1987) pointed that when we looked through the past decade, there is no doubt that the research tendency has shifted too much and the line of research started to direct at writing instruction and writing process. Additionally, the schedule and curriculum planners begin using new knowledge on writing instruction in the curriculum design of writing and writing process. This is called as writing approach. Thus, a new teaching method emerged. Therefore, this study aims to reveal the implications of the Process-Based Writing Teaching (PBWT) on the writing achievement and self-efficacies of the learners in a specific period.

Another issue addressed in this research is the investigation of the writing self-efficacy of the learners. According to Schunk and Swartz (1993), the level of capacity shows a developmental tendency when the learners are allocated with strategies of process, for example; regular and continuous feedback which shows how good they are at writing and how it is improving. It can be concluded that the impact of self-efficacy on the learning process of second language learners is not a recent topic. It is obvious that writing and self-efficacy are related with each other (Pajares, 2003). It is aimed that this study presumably contributes to the field of literature by seeking for the possible answers of process writing and its effects on the current self-efficacy levels of students. Additionally, the duration of teaching process writing with the help of some specific steps, which are embedded with properly designed tasks, may assist language teachers of writing and improve their scope in terms of productivity and creativity.

### **1.2 Purpose of the Study**

The purpose of this study is to investigate the potential impact of process-based writing instruction on EFL learners' self-efficacy and writing achievements. The impact on writing scores will be measured through pre-and post- instruction that will last for 4 weeks, while the impact on affective factors will be assessed through qualitative data collection tools such as students' written reports. The study will be conducted with 24 elementary EFL students learning English for academic purposes (EAP). It, therefore, becomes natural for them to develop affective factors, which may interfere with writing process. The study aims to evaluate the impact of PBW on students from multiple perspectives and multiple sources to ensure triangulation. The results will have implications for students, instructors, and syllabus designers.

### **1.3 Research Questions**

1. Does the study of PWA have a significant effect on students' writing skills at prep classes?
2. Does the study of have a significant effect on students' writing attitudes after a period in the study of PWA?
3. What is the impact of the PBWT period on learners' writing abilities?



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

This study gets the inspiration of exploring the wide range of issue called process writing and its teaching implications. Brown (2001) points out that "writing is a period of thoughts, ideas and creativity from which a subtle written final product is processed and produced" (p. 336). Therefore, process writing is a technique, through which language learners are able to concentrate to the process and produce their written products. By involving in the writing process, instructors are able to reach to a level of understanding the students better and dealing with the writing. Nunan (1991) also affirms that the process approach not only encourages collaborative group involvement between learners as an article of rising up motivation, but it flourishes positive attitudes towards writing as well. Along with the prior studies mentioned above, this study is derived by the idea of teaching writing as a self-exploratory way and it aims to let students figure out the process as a self-learning environment. The significance of this study lies under the fact that students might have been de-motivated by old high- school level of writing lessons and worn out old techniques. It will also help the learners to do away with the prejudice of writing lessons and activities by engaging them in the process and changing the previous role of both teachers and learners.

Writing is seen as one of the two productive skills in language learning. According to Harmer, (2004), the term literacy, to be able to read and write, has gained ground for the last two hundred years and it has started to be regarded as an imminent skill for the whole world. In the context of education, it is also worth remembering that most of the exams, whether they are testing foreign languages or other skills, often rely upon students' writing proficiency in order to measure their knowledge (Harmer, 2004, p. 3). Therefore, almost in all language-teaching environments, writing is generally treated in the same way, mostly in a teacher-centered environment within a limited period. Students who are unable to distinguish the skill of writing in the target language from the one in their mother tongue often find it difficult to carry out this skill in L2. Silva (1993) points out those writers, who were asked to perform in L1 and L2, devoted more attention to generating material in L2 than in L1 and found content generation in L2 more difficult and less successful. Much of the materials generated in L2 were not used in the students' written text (Silva, 1993, p. 661). That is, teaching the writing skills is generally prejudiced in terms of content, with less emphasis on the development of skills and the improvable attitudes towards it.

Bandura (1986) argued that the performances had better be measured by both skills and knowledge and their present influence on the learners' capabilities and the beliefs of achieving a goal. Will this kind of assessment, definitely affect their future learning? He keeps on saying "students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their initiative"(p. 417).

Thus, Pajares (2003) states that students' self-confidence in writing influences their motivation as well as the outcome of their writing in language learning, Keeping in mind that there seems to be a positive correlation between self-efficacy beliefs of students and their learning, as Schunk and Swartz, (1993) point that as the target of the process is collaborated with feedback in the process, the competence in writing and the techniques used in writing show a developmental tendency. Considering all these, this study will add more implications on both self-efficacy and process learning.

In this chapter, a brief summary of the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, assumptions, limitations, definitions and abbreviations have been discussed. In the next chapter, the theoretical framework will be reviewed. The third chapter will be dealing with literature review and fourth one examines the methodology in detail. It explains the participants, instruments, data collection procedures, data analysis procedures and limitations of the study. The fourth chapter presents data analysis, which contains the summary of the collected data, the analysis, and the summarized findings. The last chapter is the conclusion that covers the findings, implications as well as suggestions for further research in the area of language learning and teaching. It is aimed to enlighten the scope of the field by putting forward valuable feedback and aspects by which the problems of the future can be resolved immediately.

### **1.5 Definitions of the Terms**

**Process-writing.** According to Ferris and Hedgcock (2005, p. 8), "as a transactional activity, writing represents a process that must be undertaken with the reader's background knowledge, needs, interests and ideologies in mind". The process approach reflects the fact that writing involves a relationship between the writer and his or her

audience that produces an awareness of authentic social situations and an affinity to collaborate with others.

**Self-efficacy.** The concept of writing self-efficacy and motivation are rooted in social-cognitive theory. As a construct of social-cognitive theory, self-efficacy is viewed as an individual's perception of his or her ability to achieve in a given area (Bandura, 1986).



## **Chapter 2**

### **Literature Review**

This study investigates the impact of process-based writing on EFL learners' perception of writing and on the enhancement of the ability of writing with the help of some collaborative and individual writing activities. An experimental study was conducted to reveal whether the modification of process-based writing would be able to foster the students' self-efficacy, writing performance and perception of the writing skill.

This chapter highlights the background information on writing in the target language and implementing of writing in language classes, earlier and current trends of teaching writing, and the strategy of teaching process writing in language teaching atmospheres. The role of teachers and students in these sub-headings will be cited in detail and the terms such as self-efficacy and its sub-categorizations will be clarified.

#### **2.1 The Definition and Background of Writing Skill**

The term writing has gained much interest on the ground of productive skills in the field of language teaching. According to (Harmer 2004, p. 3) "it is only the last two hundred or so the literacy, being able to read and write, has been seen as a desirable skill for the whole population". That can explicitly reveals how people shifted their interests into writing rather than being stuck to the oral skills. Wormouth, Hartfield and Jacobs (1983) highlight the writing as a profound complex pattern that requires some certain degree of thinking, analysis and synthesis. Additionally, Hughey and Graves (1983) state that writing has been regarded not a temporary skill, rather; it has gained its ground as a life skill encompassing some basic purposes such as to communicate, which is the core function, to think critically, to find a solution to a particular problem and to express one's own feelings. The acceptance of the writing with its prevailing purposes soon captured the interest of the researchers in the field of education.

As Murcia (2001, p. 207 ) stated "Within the communicative framework of language teaching, the writing skills enjoys special status, it is via writing that a person

can communicate a variety of messages to a close or distant, known or unknown reader or readers". In this regard, writing is not an action of producing a group of sentences and combines them with each other without paying the essential attention on the meaning that is supposed to be conveyed. Al-Saleem (2008) diverts the term into classroom like learning atmospheres and emphasizes that writing is an inevitable piece of all activities done in the classroom because it is one of the very best way to reinforce grammar and lexis patterns learned before. He also states that writing helps students to express themselves without being exposed to face-to-face communication, which is most of the time pressures students and set obstacles on performing language skills.

According to Hyland (2015), "Writing, together with reading, is an act of literacy: how we actually use language in our everyday lives. Modern conceptions of literacy encourage us to see writing as a social practice rather than as an abstract skill separable from people and the places where they use texts" (p. 49). Additionally, Scribner and Cole (1981) define writing literacy as two collaborated subject since literacy is not just to be able to read and write, rather; it is applying the knowledge and using it for specific purposes. Thus, it is inevitable to value the position of literacy due to the fact that it enables us to figure out how people make their life meaningful via the practice of writing.

Writing, like any other skills and approaches, aids students to learn a language. Raimes (1993) cites this assistance of writing to the learners in three ways. First, while students are writing, they have the opportunity to reinforce the grammatical structures, vocabulary and idioms, which they have already learned. Second, students can learn more within the language and take risks to construct and convey the meaning they intend to communicate while they are writing. Third, students have to put intensive mental effort into writing in order that they become engage with the new language, which enhances learning.

Additionally, writing is a prominent skill for both first and second language and it is not an inborn skill such as walking, which is, learned naturally (Lenneberg, 1967; cited in Brown, 2001). According to Boughy (1997), writing is not a mysterious activity at which only few people can succeed; rather it is a draft like weaving or playing an instrument that can be learned by almost everyone willing to invest necessary time and

energy. Contrast to what many people believe, the main qualities you need to succeed as a writer are; confidence and determination (p. 3). Moreover, writing is seen as an activity which has to be taught purposefully in a specific curriculum with a well created planning. It is stated by Kroll (2001), "writers must write to improve" (p. 219).

In another point of view, writing, as well as reading, is regarded as an act of literacy: The current perception of literacy enable us to treat writing as a social practice rather than a mind based skill, which is separable from people, and the places in which they use texts. As Scribner and Cole (1981) put it: "literacy does not simply mean knowing how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use"(p. 236). In that case, it might be worthy to consider literacy as a tool to help us to perceive how people around depict on paper the things have been going on in their lives. This can be done with the practice of writing.

Grabe and Kaplan (1998) stated that people may have the ability of listening and speaking and they may not need to get any help from others. According to Byrne (1988), most children adopt writing skills in school like environment. In other words, most children have no remotest idea about writing not until they join primary school in which a well-scheduled and conscious learning can occur with the assistance of teachers and tutors.

Theory of writing examines the matter from a different perspective and claims that "the question what constitutes writing cannot be answered without taking into consideration the larger issues resulting from literacy skills development and literacy demands in various contexts" (Grabe & Kaplan, 1996, p. 2). According to Ken Hyland (2015, p. 22), "the idea that writing is an interaction between writers and readers adds a communicative dimension to writing".

According to Harmer (1998), the term writing, as a skill in language learning, has managed to capture its position in language learning environments. He also puts the emphasis on the fundamentality of this skill by saying "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right" (p. 79). Writing rather than a skill to be only taught in language classroom environments is becoming increasingly essential in all sets of our lives, thanks to the information

technology, such as letters, e-mails, seminars, presentations, lectures and business areas. Additionally, Reid (1993) points out that the immediate increase in the number of the textbooks on writing has been followed by the presentation in conferences; research about writing and these enhancements have prioritized the recognition of the significance of writing in all areas (p. 29).

Moreover, unlike other two receptive skills that are listening and reading, writing is a productive skill which necessitates students to end up with a written text in the targeted language. Students both need to get benefit from their already existing language and try to harmonize what they already have with new target language learning so that they can flourish the skill of writing in the target language with the assistance of reading more and more to pass the meaning to the other side. It is clear that such kind of writing processes may enable students to obtain a proficiency level, that is; they are able to use the target language in terms of communicative purposes, as writing is also a way of communication, the written interaction between the encoder and decoder.

The writing concept initiates the occurrence of writing in different situations and perspectives. Reading and writing are valued as complements of each other and interconnected because of the processes of comprehension and production. According to Grabe and Kaplan (1996), the components of what makes up writing can find the answer by taking larger issues such as literacy skills development and literacy skills demand into considerations. Grabe and Kaplan (1996) classify the types of writing in two ways:

- First, depending on the context, task and audience; writing to identify, to communicate, to call to action, to remember, to satisfy requirements, to introspect, to create an aesthetic form, or to create by reorganizing existing information.
- Second, writing with composing and writing without composing. When somebody writes a shopping list or fills in a questionnaire, composing, that is, to combine individual sentences in order to form a unique, cohesive and coherent larger structure is not needed as long as the target of the language teaching and learning is to enhance writing as a skill like

reading and listening, writing along with composing needs to be important in the instruction of writing (p. 4).

In another case, the quality of the term writing has been questioned. As Rohman (1965) states, writing well is the combination of words and phrases, which let someone, dominate and control the subject with fresh and original ideas. For him, bad writing is the reflection of someone's combination, which is used for the occasion of writing.

## **2.2 Teaching and Assessment of Second Language Writing**

Because of the fact that the value of writing in educational area has boosted the features of communicative language teaching, it has been dominating both second and foreign language context asserted by (Weigle, 2002). Writing has been regarded as an important "enterprise in and of itself in contrary to the traditional view which considers that writing functions to support and consolidate oral language use, grammar and vocabulary" (p. 5). As those kinds of language patterns are called for writing as a skill based phenomenon, the necessity of teacher or instructor based learning and teaching environments comes front in education. Therefore, though often compared with other skills, the complexity of writing and teaching writing requires serious consideration, as it is put forward by Silva (1990). In order to become efficient in teaching writing, instructors of English as a second language, need to possess a whole comprehension of the things that English has as a target language.

Assessing the writing works of the students is a significant part of the writing process. Seow (2002) highlights that evaluating and giving feedback to students' writing embodies a crucial role in the appropriate implementation of this writing process.

Calfee and Perfumo (1996) discuss the background of the assessment of writing. It has been revealed that the evaluation of writing so far confined the instruction to grammar points and error correction and this could not promote the ability of thinking and reconsidering of the targeted learners. This was also promoted one step further that writing should be assessed directly, rather than through multiple-choice test. In 1980s, the term alternative assessment appeared under different names such as authentic assessment, performance assessment and portfolios (Calfee & Perfumo, 1996). The



main purpose was to match instruction with assessment. Peer and teacher feedback, reflection and self-assessment lead students to true and meaningful learning.

According to Seow (2002), giving feedback and responses usually occur soon after the students have handed in the first draft and before they go on with editing and revision. Much of the failure in many writing classes and environments can be associated with evaluation and responding, besides feedback which usually begins in the last stage that teacher, or instructor evaluates, assesses at the same time. He maintains that doing all these arrangements such as responding, giving feedback and assessing might let students feel there is nothing further to be done or can be done for their piece of writing. Therefore, the feedbacks given by the teachers might give rise to some anxiety and worries in developing the skill of writing in target language. That explains the reason why grading and revising are often confused with each other. On the other hand, it is crucial to encourage learners to perceive that there is always more to be done after this stage. For example, stimulation may be provided by applying peer revision. Villamil and Guerrero (1998) state that peer revision could be seen as an important complementary source of feedback in English as a second language classrooms. Thanks to its increasing necessity to value to both writer and reviser, using peer revision feedback has consolidated its position among educators as a supplementary resourceful feedback type, which initiates self-learning.




The common and widely used writing model has been dominating writing as a text based product, an organization of some certain elements gathered and structured depending on a system of rules. Hyland (2015) says, "texts have a structure, they are orderly arrangements of words, clauses and sentences, and by following grammatical rules writers can encode a full representation of their intended meanings" (p. 8). This perspective of writing is still gaining ground in many of the education systems in the world. According to Hyland (2015), almost in many learning environments, the learners are expected to write simply for the purpose of showing their present awareness and knowledge. In these situations, the main focus never goes beyond the correction of grammar. He underlines that "teacher responses to writing in this perspective tend to focus on error correction and identifying problems in students' control of language rather than how meanings are being conveyed" (p. 23).

Unlike the text-based writing, originating from the work of Elbow (1998), Murray (1985) and others, the expressionist view stimulates the writers to find ways to produce writing in the target language. According to the supporters of this view, there is an underlying assumption that thinking and brainstorming come before the writing and that the random expression of ideas and thoughts may possess restricted description of writing based on notions of correct grammar and usage. Instead, it sees writing as a creative act of discovery in which the process is as important as the product to the writer. Additionally, writing is seen as a skill to be learned, not taught and the focus of the instructors should be on facilitating and motivating and creating collaborative and helpful friendly environments with little involvement. Hyland (2015) points "because writing is a developmental process, teachers are encouraged not to impose their views, give models or suggest responses to topics beforehand" (p. 32). Additionally, "writing development and personal development are seen as symbiotically interwoven to the extent that 'good therapy and composition aim at clear thinking, effective relating, and satisfying self-expression" (Moffett, 1982, p. 235).

As a final aspect in modern writing in the target language, those who see writing activity as a situated act support this view. Writing is a social activity that can occur in specific situations. Hence, it is not only influenced by individual traits but also by previous experiences and the social and even political situation and context have contributed its construction. According to Prior (1998), writing happens in moments that are richly equipped with tools (material and semiotic) and populated with others (past, present and future). When seen as situated activity, writing does not stand alone as the discrete act of a writer, but emerges as a confluence of many streams of activity: reading, talking, observing, acting, making, thinking and feeling as well as transcribing words on paper. By using detailed observations of acts of writing, participant interviews, analyses of surrounding practices and other techniques, researchers have developed interesting accounts of local writing contexts. "These descriptions give significant attention to the experiences of writers and to their understandings of the demands of the immediate context as they write "(Ken Hyland, 2015, p. 27). On the other hand, there is some useful advice which was given by Raimes (1983, pp. 150-153), Byrne (1988, pp. 124-126) and Harmer (2001, pp. 110-112) on the idea of correcting the mistakes in writing productions of the students.

Table 1

*Effective of Dynamic Corrective Feedback on ESL Writing Accuracy*

D	Determiner	VT	Verb Tense
S/PL	Singular/Plural	P	Punctuation
SV	Subject/Verb Agrr	PP	Preposition
C/NC	Count/Non- count	SP	Spelling
VF	Verb Form	WF	Word Form
?	Unclear	WC	Word Choice
vo	Run- on Sentence		New paragraph
AWK	Awkward Wording		Word order
inc	Incmp Sentence		Something is missing

Corrective Feedback on ESL Writing Accuracy K.T.Hortshorn , 2010

Since it is an important part of the process writing approach, self-editing as well as teacher responses gains ground according to some researchers. As Lane and Lange (1993) illustrate the teachers of English writing have come to the point that self-editing is a need for students to improve their writing work throughout a process. Because not all students will make the same errors, it is necessary and desirable to personalize editing instruction as much as possible. Students and teachers should focus on major patterns of error rather than attempt to correct every single error (Lane & Lange, 1993).

### 2.3 Approaches in Second Language Writing

As it was suggested by Silva (1990) "to be effective teachers of writing, English as a second language (ESL) needs an understanding of what is involved in second language (L2) writing" (p. 11). In that case, writing, as a skill, carries no resemblance with other skills and it has to be taught in a logical order and learned by practicing and doing. Additionally, for Nunan (1999) "Writing is not a spontaneous skill not it is acquired easily, in fact; it is viewed as 'probably the most difficult thing to do in language" (p. 271). Raimes (1983) states there is not only one correct way to teach writing due to diversity of teachers and teaching styles or learners and learners styles and we use different techniques from different approaches since most teachers and books are eclectic. In order to decide which method to use to teach writing, the instructors have to take which approaches to use into account.

In another approach, Ramies puts forward some important stages and divisions in writing skill. According to Raimes (1983), there are six approaches used in writing teaching. She underlines that these steps in teaching and assessing writing, particularly in classroom like environments, should be regarded as both individual components and collaborative items. She asserts that the teachers of writing should never favor one specific approach and never see any of them superior to the others. Additionally, the language teachers are supposed to give the necessary importance to these steps and they should keep in mind that they constitute the fundamental base of each other. Instead, they had better use them in a selective way by picking what is proper in these situations (p. 11). According to her, there are many features which should be included into the work of writing.

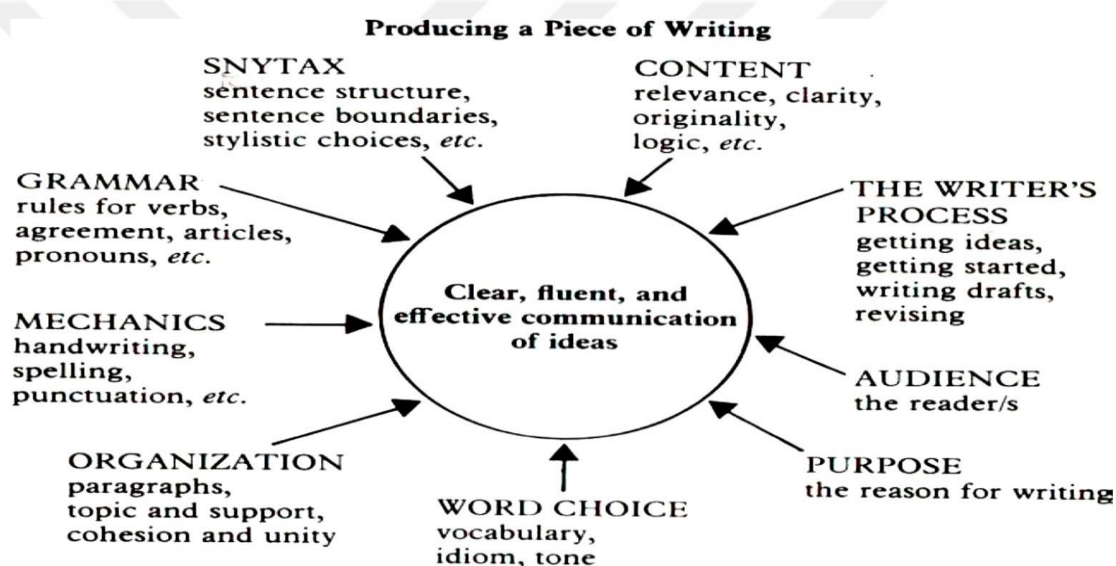


Figure 1. Features participating at the production of writing (Raimes, 1983, p. 6)

The stress on particular features brought about development of the following approaches:

- Controlled-to-Free Approach;
- Free-Writing Approach;
- Paragraph-Pattern Approach;
- Grammar-Syntax-Organization Approach;
- Communicative Approach;
- Process Approach.

Additionally, Byrne's (1988) classification of writing teaching approaches mainly touches on four specific problem areas of the writing (pp. 21-23). In these four approaches, Bryne underlines almost identical steps as Raimes does. However, Bryne misses out the process approach in teaching writing skills. According to him, these approaches are;

- Focus on Accuracy;
- Focus on Fluency;
- Focus on Text;
- Focus on Purpose

Moreover, Harmer (2001, pp. 257-261) introduces four approaches which suggest the teachers determine the focus and the parts that are most appropriate for the students. Similar to Raimes (1983) and Tribble (1996), he puts the Process Approach into the list and locates it against product- based focus of writing. On the other hand, unlike any other author, he underlines two new categories of writing. Approaches, according to Harmer, are: Process Approach, Genre Approach, Creative Writing, and Cooperative Writing.

Table 2

*The Approaches in Second Language Writing*

Ramies (1983)	Bryne (1988)	Harmer (2001)
Controlled -to Free Approach	Focus on Accuracy	Process Approach
Free- Writing Approach	Focus on Fluency	Genre Approach
Paragraph- Pattern Approach	Focus on Text	Creative Writing
Grammar-Syntax- Organization Approach	Focus on Purpose	Cooperative Writing

There are various approaches to teaching writing skills but two of them, product and process based writing, are prominent in the classrooms and they are searched most in the literature. As Nunan (1999) states, "one of the most controversial aspects of writing

pedagogy has been the tension between process and product approaches to the teaching of writing" (p.272).

**2.3.1 Process-writing.** According to Caudery (1995), the very term "Process Approach" emerged in 1970's as a reaction towards product-based type of teaching writing to the native English speakers. He adds that researchers and teachers who got the inspiration from the Donald M. Murray's manifesto "Teach Writing as a Process Not Product" started to find out the implications of process writing and tried to use them in their own writing lessons as well. It began to explore processes participating at creating a text, slowly bringing a new approach to life, which became inspiring to teachers of English as second language, who use it in their writing lessons as well. Until the 1980s, the focus of ESL writing was mainly accuracy. For example, as Reid (1993) stated, up to the early 60s, the audio-lingual method (ALM), which emphasized practice, punctuation, and grammatical structure was predominating. In this method, the learners of the language had to repeat and copy the whole structures uttered by the teachers. This process was going on until they acquired the sentences. In the 70's, ESL writing went through some changes. The focus of the writing teaching was still on the grammar and accuracy as the continuation of the effects of ALM. However, students were able to make some tiny changes in their writing where they find it necessary. This is known as controlled writing. According to Silva (1990), "the controlled composition seems to have originated from Charles Fries' oral approach"(p. 14). According to this approach, language originated from the instinct of speech and learning bases on the habit information. This tendency carried into the early 1980s with the importance of grammar structure and language-centered writing.

As Ononzawa (2010) mentioned, in the 1980s, ESL writing has shifted itself from language-based point of view to process based one. According to Reid (2001), despite the specific reasons, which pushed process approaches to the scene of language writing, the eagerness of the researchers plays a significant role to improve a new field of writing.

Reid (2001) introduces the most remarkable approach into the language teaching as expressive approach. He considers that this approach makes up the basis of the process approach in ESL, in which writing is instructed as a process of student based, rather than teachers-centered one. He adds that students can express their emotions and

feelings with the help of motivation. On the other hand, Kroll (1990), points out that "the presence of the process approach in the world of writing seems to have been triggered by the possible discontent of already available approaches, which were dominant before 1980s" (p. 15). He associates this insufficiency of the previous methods with the fact that both of them failed to foster the ideas and trigger the learners to think and write creatively. For those possible reasons, the process writing approach has gained too much ground in the world of language teachers and researchers. Until recently, some of the researchers have put forward the post-process approach for L2 writing (Atkinson, 2003) which also includes social dimensions to writers (Fujieda, 2006, p.68), but the process approach has consolidated its place and remained as a valid approach.

**2.3.2 Definition.** There are some well-known definitions of process-writing. For instance, "Process writing is defined as an approach of writing skills, that is, in which the learner of the language primarily prioritize the process with the help of which they can generate the written products rather than the products themselves" (Brown, 2001, p. 336). He stresses that writing is a process of thoughts and ideas, actually a thinking process where the writer produces a final written product on these ideas after getting involved in the process itself. With the assistance of focusing on the period of composing writing, which is defined as process, the learners of the targeted language are able to come to the point where they can understand themselves more and better, and reveal how to handle the work of writing. Besides, Brown quotes Elbow (1973, pp. 14-16) as saying that writing, as a productive skill should be taught as a process of development and stages in it should be included, it would be inappropriate to see the writing as a tool to convey the message, rather; to see it as a device to grow and cook the message. Kroll (1990) also quotes Applebee (1986) as saying that the process approach "provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)" (p. 96).

For some scholars, process-writing has the traits of many steps, which are peculiar to its own uniqueness. White and Arndt (1991) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering an urge with which to write, planning, goal-setting, monitoring and evaluating what is going to

be written as well as what has been written and searching for language with which to express exact meaning.

Hall (1987) defines some certain stages through which the writer arrives at a final step. There is research done on the number of these stages and researchers came up with different suggestions. For example, According to the Rohman (1965), there are three fundamental stages of the writing process. These stages are;

- Pre-writing,
- Writing,
- Re-writing.

Additionally, Emig (1971) underlined the importance of seven stages, which he thinks a process is made up of. These stages are;

- Pre-writing (from the awareness of stimuli in the environment to the first words put on paper), planning (a setting of parameters),
- Starting,
- Composing,
- Re-formulation (correcting, revising, or rewriting),
- Stopping,
- Contemplating the product.

Flower and Hayes' (1981) model suggested that the process of writing is both inspired from the task and the long-term memory of the writers. They have given the characteristics of the term as;

- Writers have goals,
- They plan extensively,
- Planning involves defining a rhetorical problem,
  - Placing it in a context,
  - Exploring its parts,
  - Arriving at solutions,
  - Translating and writing ideas on the page.
- All work can be reviewed, evaluated and revised, even before any text has been produced,



- Planning, drafting, revising and editing are recursive, interactive and potentially simultaneous,
- Plans and text are constantly evaluated in a feedback loop,
- The whole process is overseen by an executive control called a monitor.

Process-writing might be regarded as efficient techniques of teaching writing. It is seen crucial because of the fact that since the process assists the learners to pay attention to the activity of creating a product through different stages of generating ideas, drafting, revising and editing, a number of activities which can be represented as in Table 3.

Table 3  
*Stages in Process Writing*

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Being motivated to write
Getting ideas together
Planning and Outlining
Making Notes
Making a first Draft
Revising Re-planning
Editing

---

These stages and activities pre design the route through which the learners get to the final point. The stages involved in the process are seen as both separate and bound to each other. The stages throughout involved in the process as either individual stages or as a component of a whole, unique work. The stages involved here actually represent a whole process and a combination of one another and their integration with each other. They act as a single component, as a matter of fact; they unify the whole learning process. Researchers have given out another description of process approach. In the Process approach, learners are centered in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. According to Ononzawa (2010),

In the Process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process,

learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the instructor (p.155).

As an easier one, Figure 2 aims to illustrate the complicated and repeating nature of writing and the inter-correlation of different steps and operations with each other and the possibility of those steps being occur at the same time to create a unified writing.

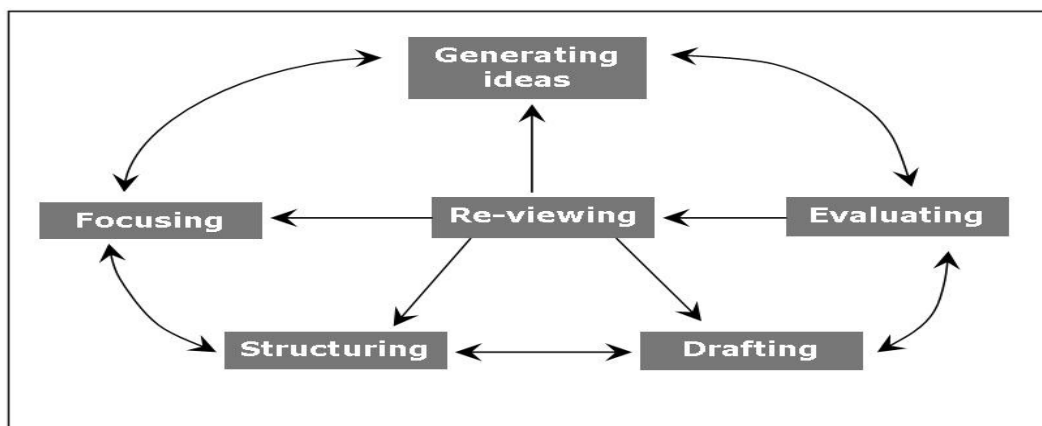


Figure 2. A model of writing (White and Arndt, 1991, p.43)

As Alves (2008) suggests most of the writers have no prior ideas about how to write and what to write on before starting to write. The way that people think and process is not parallel with each other. On the other hand, in order to write linear, a writer has to keep in mind the ways to get his/her ideas bound together in a logical sequence. They, after a while, feel the needs of moving back with the aim of revising and altering some words and structures, then, they move forwards and go on doing this until the moment they feel that they are content with the result and product. Thus, writing is a "process through which meaning is created" (Zamel, 1982, p. 195).

Unlike other approaches, Raimes (1983) along with Tribble (1996) and Harmer (2001), points out that the process approach emphasis is not on product but on the process as such. "The writer has to ask questions for their writing and who the audience

is, and adds questions of how to manage to convey appropriate message in an appropriate way"(p.3). According to Seow (1995), the writing process as a private activity may be broadly seen as comprising four main stages;

- planning,
- drafting,
- revising,
- editing.

Process-writing as a classroom activity incorporates the four basic writing stages. These are; planning, drafting (writing), revising (redrafting) and editing. The stages are neither sequential nor orderly. In fact, as Krashen (1984) has suggested, "many good writers employ a recursive, non-linear approach – writing of a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages"( p.17). Seow (1995) goes on his classification by adding three other stages, which he thinks they are teacher oriented and imposed by the teachers on students. These stages are;

- responding (sharing),
- evaluating,
- post-writing.

According to Seow, the writing process, specifically in the classroom environment, seems to require teaching in order that is, teacher is the moderator of the process by supplying necessary activities to the students at the early stages of the writing process. However, the activities should be prepared in accordance with the steps of the writing process.

### **2.3.3 Stages of process writing**

**2.3.3.1 Generating ideas and brain storming.** Byrne (1988), Raimes (1983), White & Arndt (1991) all agree that commencing is considered as one of the intriguing part of writing, as a result, it becomes inevitable both for teachers to help students to generate ideas and learners to accumulate necessary things to start to write on a subject. According to White & Arndt (1991), the sub techniques, which ease the process-writing in generating ideas are;

- Brainstorming, asking questions,
- Making notes, using visuals,
- Role-playing and simulating (pp. 17-43).

The activity of brainstorming can be done either individually or in a group work depending on the context (Sebranek, Meyer & Kemper, 2000; Williams, 2005).

Murcia (2001) underlines the importance of brainstorming as seeing it a collaborative work in which students are expected and encouraged to share their knowledge on a given text. "It generates far more material than any one student is likely to think of on his or her own. Then, students can utilize any or all of the information when turning to the preparation of first draft" (p. 224).

The teachers of writing may use brainstorming techniques as a demonstration for the students that are unfamiliar to the subject. Brainstorming by the teacher is used as a demonstration of the technique if unfamiliar to students. Brainstorming can be defined as a tool to enable students to work collaboratively and cooperatively. (Raimes, 1983; White & Arndt, 1991), Harmer (2004) calls this cooperative model of generating ideas Buzz groups, a group in which students come together and share the ideas.

As Seow (1995) cited students generate who, why, what, where, when and how questions about a topic. More such questions can be asked of answers to the first string of wh-questions, and so on. This can go on indefinitely. Seow keeps on asserting that the sources of ideas for writing activities can be selected from a wide range of materials, videos and even movies. Interviews, talks and surveys can be added in this source group.

**2.3.3.2 Making notes, using visuals.** This pre-writing method is especially effective for the analysis of the topic and keeping notes for the assigned writing. After a writing topic is given to the students, they begin to list as much as information that deals with their writing topic. Then, they share time to exchange ideas with each other to benefit from themselves. Next, the students produce questions that they feel will help them to write in a given topic. Finally, when they read, they give reply to the questions

from column two, write down information to the final column, and add extra information they need.

The KWL chart is an appropriate tool to assist students to reveal their available knowledge accumulation and the amount of information they already have in a given topic (Vacca, Vacca & Mraz, 2010). In the first column, students are expected to write down what they already know about the given topic (K). Depending upon the information in the first column, students generate questions to fill the information for the second column or the things that they are eager to learn (W). Afterwards, the students are then motivated to reveal more about the topic before they start to write. The information they need to learn or still need to learn is written in the last column (L). This is an efficient technique to lead and guide writing ideas for the topics which are much new for students. By getting to know what they already have as information, they have a direction to go for further research.

According to Ramies (1983), Using visual equipment in writing classes such as charts, pictures and cards represents experiences of all students and plays a significant role in the process and he keeps on saying that visual materials captures students attention and help them concentrate on the same object all together and this increases their interests. These physical objects might include pictures, photos, drawings, posters, cartoons, diagrams, graphs, tables and maps. Furthermore, White and Arndt (1991) suggest that using these materials, pictures and posters one by one or in a sequence to deepen the interpretations of the students and relating them with each other and creating story between those pictures and boosting their creativity and imagination (pp. 35-41).

**2.3.3.3 Role-playing and simulating.** This is a commonly preferred technique which supplies open-ended ideas and provides a stimulus for producing more and more ideas for the writers. (White & Arndt, 1991, pp. 42-43; Raimes, 1983, p. 33).

**2.3.3.4 Focusing.** After fulfilling the stage of generating ideas with sub-techniques in it, the students put the emphasis on the next stage focusing. White and Arndt (1991) argue that the expression of the main idea is closely connected;

- The writer's purpose for writing the particular piece of text,
- Taking into account the reader,

- The form which the text is going to take (pp. 44-77).

**2.3.3.5 Structuring.** White and Arndt (1991) in the opening sentence of this process stage indicate that "conveying a message through writing is essentially a matter of selecting information – both factual and linguistic – and arranging, or more precisely, structuring it"(p. 78). They also have the belief that teachers and students have no obligation for favoring the classical structuring pattern as;

- Introduction,
- Paragraph 1,
- Paragraph 2,
- Paragraph 3,
- Conclusion (p. 78).

Rather, they put forward a more useful approach as grouping ideas and sequencing them together to constitute the structure of the writing text.

**2.3.3.6 Drafting.** After students have completed and gone through the pre-writing stages, they can now focus their attention on producing their first draft, that is the first concrete part of the process, as a result, it is a more crucial stage for the writers. Spending much effort on creating and accumulating the ideas and binding them together, the writer begins to put them on a paper in a more harmonic way to attract the readers and catch their interest. White and Arndt (1991) prioritize two basic steps in this process as being fundamental. These are revision and rewriting. They claim, "We would advocate running through the 'write-revise-rewrite' cycle at least once, twice through the cycle is recommended" (p. 100).

**2.3.3.7 Revising and redrafting, evaluating.** Revising a written text is a stage in writing process in which assessments give the change of practicing and checking what has already been learned in the target language, (Hedge, 2005). This is also counted as the most beneficial stage in the writing process in that learning also takes place here and students can get benefit from this learning for their future writing, while the experience is still 'fresh in the mind' (Hedge, 2005, p. 121). Generally, to get feedback from the teacher may not always be possible during the writing classes. In that case, a self-editing stage comes to front. White & Arndt (1991) object the cliché that students are

expected to write and the teachers are to evaluate the written form. In contrast, writers are anticipated to learn how to become their own critics and able to evaluate their product and make needed improvements.

In the usual process, the teacher as a supervisor is expected to edit the written product. "A new pair of eyes," is required as White and Arndt (1991), points and the teacher is recommended to follow two principles:

- To improve critical viewing
- Provide students with linguistic tools (help) for writing (p.136).

#### **2.4 Advantages of the Process Approach**

Brown (2001) states that until the 1950s, most writing classes focused on the final product of writing, which aimed to meet the expectation of a product itself. In the product approach, the focus is on the result of the learning process, and the learner is expected to perform as a fluent and competent user of the language. The process approach, on the other hand, puts the bulk of the significance on the process in which writers create composing text (Nunan, 1991). The process approach additionally enables students to be successful in writing by triggering them to have the chance of thinking, analyzing while writing (Brown, 2001, p. 336). It also values the work of writing by giving the message to the readers that the writer goes through some certain stages of the process, named as, prewriting, drafting, revising and editing.

Brown goes on claiming that process approach can be counted as invaluable and full of advantages for writers in that they are required to concentrate on the context and the message aimed to be given. Moreover, Raimes (1983) indicates that during the period of process approach, students do not have to write on a certain pre-determined topic, in a limited period, rather, they have the chance of analyzing and examining a topic with the help of the process through which they actualize a whole, unique concept. She adds that language teachers who share the belief, in which process approach is contributing students to put forward unique and new ideas, new language patterns to come into the use and ability to enhance creativeness. Furthermore, the process is thought to have been beneficial in terms of variability of the learning activities done in the classroom. This is assumed to foster the development of target language use,

creation of new learning stuff (Nunan, 1991, pp. 86-87). Activating this kind of stuff leads learners to exchange thoughts and responses with each other and accumulate those while fulfilling the writing process. He adds on that process approach, with the help of activities particularly held in groups, will give rise to collaboration and enhancement of the attitude towards writing. It might be a tool of breaking all prejudices about writing skill. Besides, this can be seen as a collaborative, assistant technique through which language teachers have the easy and fun part of teaching skills at any kind of language levels.

## **2.5 Criticism of the Process Approach**

As Reid (2001) stressed, the primary focus of the process approach has much to do with the process rather than the grammar and structure and the product which are given less importance. It explains this phenomenon as follows;

In the 1980s, they developed a false dichotomy between process and product classrooms in the L2 pedagogy. Process teachers encourage students to use their internal resources and individuality. They neglected accuracy in favor of fluency. In contrast, it was suggested that product teachers focused solely on accuracy, appropriate rhetorical discourse and linguistic patterns to the exclusion of writing processes. In reality, most L2 students were being taught process writing strategies to achieve effective written communication (products), with differences occurring in emphasis (p. 29).

It will be appropriate to declare that English language learners are both in need of accuracy and fluency to flourish their language aptitudes and become good communicators in the target language. Therefore, to ignore accuracy and grammatical patterns might cause learning not to serve to the purpose of the learners. Leki (1992), additionally, shares his concerns and points by underlining three main criticisms. First, not all teachers of English get the training of teaching writing. Second, most of the ESL teachers are in favor of using traditional way of teaching language. As the third one, for all language teachers, either native or not, process approach requires personal experiences.



Horowitz (1986) asserts that since writing skills in all language exams are required to be done in a single draft, putting too much emphasis on multi-drafting and letting those steps happen in a process may give rise to a failure in academic exams. In that case, the creativity and flexibility of language teachers come front to solve the possible problems. Although many textbooks have adopted the process approach, the availability of other teaching methods should never be undermined.

## **2.6 Social Cognitive Theory**

Social cognitive theory embodies the concept of self-efficacy writing and motivation in itself. In terms of self-social cognitive theory, the belief of self-efficacy is viewed as an individual talent of perfection to accomplish in a specific area (Bandura, 1986). There is another aspect of the social cognitive theory which supports that i motivation and self-regulation in learning (Pintrich, 2003). According to Eccles and Wigfield (2002), the motivation of the students is associated to regulate their learning individually. Self-regulated learning is meant as the mood of being active in terms of motivation, meta-cognition and behavior in the process of learning.

Pajares (2003) defines individuals in social cognitive theory as pro-active and self-regulating rather than re-active and controlled by biological or environmental forces. According to him, the learners or individuals comprehended to share the beliefs that let them adopt a measure of control on their ideas, actions, feelings, and attitudes even capabilities, which are crucial elements. According to social cognitive theory, each student and learner concept in his/her point of view. According to Bandura (2001), people self-evaluate themselves about their capabilities and capacities, guess on the possible effects of situations and actions; this allows them to have the change of being successful in a specific area. "Using the interaction of personal attributes, external environment and behavior, "forethoughtful, generative, and reflective capabilities are, therefore, vital for survival and human progress" (Bandura, 2001, p. 3). In social cognitive view, people are active figures of the experiences rather than being in a passive role. In this theory, students and learners do not just sit in the classrooms without engaging actively in a given task or activity, rather; they actively indulge in the material, communicate with the instructors, interact with each other and adopt an active role, points out Bandura (1986, 1999, 2001).

## 2.7 Self-Efficacy

There have been many definitions of the term self-efficacy. Self-efficacy is an individual's belief in his or her capability to achieve a specific goal, as Bandura, (2003) identifies. The theories, which focus on psychology and human behavior, have been significantly influencing the methods of teaching. As a result, many learning theories that came to the scene of education originated from this discipline. The prominent pioneers of these theories are Cognitive Theory and Behaviorism. According to Bandura (1986), as a construct of social-cognitive theory, which as a theory emerged among the debates of how human brain functions, self-efficacy is viewed as an individual's perception of his or her ability to achieve in a given area, highlights in his theory, he underlines the reality of how each person operates in a cognitive way in their experiences and learning and how these cognitions influence their behaviors. That is to say, "self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (Bandura, 1994, p. 2). In that case, it might be proper to state that there seems to be a close relationship between the beliefs and their cognitions and self-awareness.

As Bandura (1995) points out, "self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations and the core of social cognitive theory" (p. 2). Additionally, according to Pintrich and De Groot (1990), it refers to students' belief as regards their ability to perform a particular task and it is considered among the expectancy components of motivation. For Bandura (1986), if students have relatively high level of self-efficacy that means he already has a high level of self-confidence, and he thinks that he can organize his learning environment in a suitable way for their own learning.

There seems to be a relation between self-efficacy and writing achievement. As Pajares, (2002) pointed out, the beliefs of self-efficacy can be regarded among the most significant sources of well-being, individual accomplishment and motivation. For Bandura (1977, 1986), these beliefs influence the choices people make, the amount of effort they put forth, the length of persistence they will endure when faced with adversity and their susceptibility to stress and depression. Yet, beliefs about what we are capable of doing do not often align with reality (Pajares, 2002). This is what Bandura (1997) was referring to when he stated, "People's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (p. 2).

In other words, the beliefs people hold are more telling of how they will behave rather than their actual capabilities. Self-efficacy beliefs contribute to what courses of actions they will take with their present knowledge and skills, but this does not mean they will be 100% successful with every task.

Another issue which is often associated with self-efficacy is its direct influence on motivation. According to Bandura (1986), it is suggested that self-efficacy enjoys a bigger role as "the types of outcomes people anticipate depend largely on their judgments of how well they will be able to perform in given situations" (p. 392). The influences on the "choices they make, the effort they expend, the persistence and perseverance they exert when obstacles arise, and the thought patterns and emotional reactions they experience" can be determined by their self-efficacy perceptions (Pajares, 2003, p. 140).

According to Bandura (1997), efficacy is a concept in which behavioral, cognitive, social and emotional sub-skills, should be categorized and handled in. Self-efficacy beliefs are seen more than anticipating the possible performance. Actually, some learners feel themselves confident in their skills at meeting and tackling the possible challenges.

**2.7.1 Academic self-efficacy.** Bandura's social cognitive theory has captured the interest of many researchers and these studies have focused on the human functioning. Theory inspired many fields of study, which attempted to predict and explain a wide range of human functioning. According to Pajares (2003), there is an increasing trend of preference on the effect of self-beliefs on performance and motivation in doing the tasks. The reason why there is such a huge interest lies under the assumption that "the beliefs that students create, develop, and hold to be true about themselves are vital forces in their success or failure in school" (p. 140). Schunk (1984) pointed out that students' aspect of assessing the task in terms of difficulties and easiness might differ depending on their level of self-efficacy. He keeps on asserting that students who have low sense of efficacy possibly avoid doing task, on the other hand, those with relatively high sense of efficacy for obtaining cognitive skills are high likely to participate in doing task more and more enthusiastically. According to him, self-efficacy is a key factor or element of the students' motivation. This is supported by Pajares (1996) as "the higher the sense of efficacy, the greater the effort, persistence and

resilience"(p.544). Another key factor that is put forward by Winne (1985) was that to show the possible correlation between the instructor and the level of self-efficacy. The point was to reveal the bound between the instruction given by the teacher and how it affects the level of students' self-efficacy. It is revealed that the easier an instruction becomes to understand by the students, the effective students feel about it. In another words, the simple and clearer instruction may help learners to have much stronger sense of efficacy. According to Schunk (1984), "to develop self-efficacy, students need clear information about they are acquiring knowledge and skills, mastering the material, and so on" (p.28). In some treacherous, challenging skills, or the learning or acquisition of a language pattern becomes a problematic one, teacher comes to the scene and provides feedback. A teacher can provide feedback on the talent or the efforts of the learners. Although Schunk (1983) demonstrated that ability feedback for success (you have a real talent for this) fosters self-efficacy better than effort feedback (you have worked hard), as he asserted" it still leads to motivation and resilience" (p. 853). In his later study, Schunk, (1991) maintains that "students acquire much information about their capabilities from knowledge of how others perform"(p. 216). It can be claimed that modeling or prototyping enjoys an immense impact on the sense of efficacy. As a result, teachers and instructors, and peers constitute an important figuration for obtaining efficacy knowledge. This, however, may not always result in positive consequences. If learners detect some failures and negative attitudes on self-efficacy, this may lead them to a low level of self-efficacy. On the other hand, good examples of peer models or teachers can polish the efficacy levels of learners in a very positive way. In educational settings, Pajares (1997) stresses, there is a difference between self-efficacy learning and achievement outcomes. This difference is stemming from the self-regulatory strategies, which affect the way in which students pick to deal with new tasks and learn new skills.

**2.7.2 Writing self-efficacy.** As Pajares (2003) pointed out, the very basic correlation has been given away the relation between self-efficacy of the students and their ability and attitudes in writing. He adds that "this correlation has been advantageous rather than disadvantageous" (p. 144). Additionally, Pajares (2003) underlines three famous assessment types of self-efficacy and they have been used in a wide range of studies. These assessments are:

- The assessment of a student's confidence that he/she possesses specific writing skills, such as an ability to perform grammar, usage, composition, and mechanical writing skills,
- The assessment of students' self-efficacy of their ability to complete holistic writing tasks, such as writing a term paper, short story, or letter,
- Evaluating the appropriateness and adequacy of a self-efficacy measure requires making a theoretically informed and empirically sound judgment that reflects an understanding of the domain under investigation, its different features, the types of capabilities it requires, and the range of situations in which these capabilities might be applied (p. 144).

In the first and second type of assessment in writing self-efficacy, students' self-confidence in exhibiting some skills in order to write a story is measured. According to Graham and Harris (1989), some related tasks here are; developing a plot, telling about a main character, or describing a setting or identifying skills specifically identified by teachers as appropriate to their student's writing level. Finally, in the third assessment, as Pajares (2003) underlines, "the level of comprehension is used to assess an efficacy measure by the level of peculiarity of its items, the correspondence between the beliefs that are studied and the outcome that is measured"(p. 144).

Daly and Miller (1975) explained the anxiety of writing as a writing apprehension and revealed that it has bounds to the motivation to take language courses. Writing apprehension, which often has things to do with the performances of writing, is out of the game when self-efficacy beliefs are controlled. Walker (2003) puts forward the suggestion that improving self-efficacy in students mind can be supplied by allowing them to choose in learning activities, motivating them to think strategically, keeping them free to self-assess themselves, and being open to change the assessment criteria. By adopting such strategies, the aid to students seem inevitable regarding the fact that the abundance of writing assignments and the precise evaluation criteria has proven themselves profitable in the development of efficacy.

In the terrain of reading and writing, Prat-Sala and Redford (2010) looked for detecting students' self-efficacy beliefs in reading and writing academic texts as well as their self-efficacy beliefs in writing an essay. The purpose was to reveal whether self-efficacy beliefs would affect writing performances on a particular task. Approximately 150 first and second year undergraduate psychology students attended the research. The findings revealed that not only self-efficacy in reading, but also self-efficacy in writing were highly interrelated to the performances of writing. Additionally, the study clarified that students who were in their second year of education had high level of self-efficacy in writing than those who were in their first year. This was thought to have stemmed from the fact that second year students have more academic experiences when compared to the rookie ones.

Pajares (2007) conducted a study to investigate the influence of the four sources of self-efficacy on students' writing level. Data were analyzed to reveal whether the sources of efficacy show any distinction depending upon the academic level of participants. The participants were from elementary, middle and high school students. In terms of the psychological point of view, it was seen that elementary and middle school students carry more concern and anxiety in their self-efficacy beliefs about writing. On the other hand, at the high-school level, the reverse has been proved.

## **2.8 Previous Research Studies**

There are some previous studies about process writing and its impact on students' learning and acquiring writing abilities, efficacies and performances. All these studies primarily focus on either secondary or high school education, while few of them put the interest on university students.

Gümüş (2002) focused on investigating the teachers' attitudes and understandings towards process-writing in the school of foreign languages (SFL) at Muğla University (MU). Data were first collected through questionnaires distributed to the 34 teachers in the SFL. The questions aimed at discovering their reported teaching practices of writing, their attitudes towards writing, and their attitudes towards and understandings of process writing. The questionnaire consisted of 46 questions looking at the teachers' reported teaching practices, their attitudes towards process writing and their attitudes towards and understandings of a process writing approach to writing

instruction. Secondly, in order to gather more in-depth information about the teachers' understandings and attitudes towards process writing semi-structured interviews were conducted with six teachers and the administrator of the school. According to the findings, it can be claimed that process writing contributed to their writing lessons and improve their students' writing ability.

Akpınar (2007) studied the effect of process-oriented writing instruction on writer's block, writing apprehension, students' attitudes towards writing instruction and writing performance. The study, at the same time focused on investigating the relationship between writer's block, writing apprehension, attitudes towards writing instruction and writing performance. There were 48 EFL university students taken as subject for this study. There were 2 groups of students assigned to experimental and control groups. The experimental group received process-oriented writing instruction, while the control group received product-oriented writing instruction. Data were collected through the writing apprehension scale and the essay tasks given before and after the treatment and the interviews. Findings revealed that the students who had process-oriented writing instruction experienced less writing apprehension than the participants who had product-oriented writing instruction. However, no difference was found between the students who had process-oriented writing instruction and product-oriented writing instruction in terms of writer's block, students' attitudes towards writing instruction and writing performance. As for the changes from pre-treatment to post-treatment, both groups demonstrated statistically significant improvement in writer's block and writing performance. Moreover, the findings obtained in this study indicated that the relationship between writing apprehension and writer's block was meaningful and suggested that when the level of writing apprehension increased the level of writer's block increased. However, the relationship between the students' attitudes towards writing instruction and other variables, namely, writing apprehension, writer's block and writing performance was not significant. Furthermore, the study yielded a negative relationship between writer's block and writing performance of the students who received process-oriented writing instruction. In the experimental group when the level of writer's block decreased, the writing performance increased.

Onozawa (2010) studied the significance of the process approach by examining its background, advantages and disadvantages, and how writing teachers utilize it by

providing students with flexibility, practicality and applicability. According to him, although writing is one of the crucial skills for communication, during writing skill, students generally work individually without interacting with one another. He keeps on explaining the definition, history, criticism, advantages, and the current writing trend of the approach. According to the results, it is demonstrated that the process approach is beneficial to both teachers and learners because not only are there various textbooks available and many teachers who have incorporated the approach for writing classes. This means that the effectiveness of the process approach has received some recognition in the ESL context and probably in the EFL contexts.

In one of the studies made in this field, Bae (2011) investigated to find out how process-writing in English writing classrooms has become an essential way to improve students' writing abilities and how to implement process writing in EFL writing classrooms. The experiment group is composed of children learning English in South Korea. It is offered by a private English institute and consisted of 12 children of mixed gender aged from 12 to 14. All students in this class speak Korean as a native language, and using English outside of the classroom is extremely limited. The findings suggest that group activities in process writing can cause problems such as some students do not like to do group work. They are reluctant to collaborate with peers but prefer to work alone because they do not trust peers' feedback.

In a similar study, Güvercin (2012) investigated whether teaching in process based writing model or Ankara University TÖMER model plays any part on students' academic achievements or not. In the research, an experimental model was used. Additionally, different activities were prepared for 8 grammar topics that are taught in mid-level courses in Ankara University TÖMER. The research was conducted at Taksim branch of Ankara University TÖMER on 20 students. The subjects were considered equal in language skills. According to these results, students instructed using process-based writing model were more successful in writing when they were compared to the ones instructed using TÖMER method.

Additionally, in her study, Kaya (2016) aimed to find out to what extent fourth graders' enhancement in story writing skills by using meta-cognitive skills-oriented and process-based writing model and to identify the evolution in their writing performance



during practice process. The sample of the study comprises 64 students studying at 4th grade in primary school in Ereğli, Zonguldak. Kaya applied mixed method, which is made up of both quantitative and qualitative research methods. During the implementation stage of the study, the target group was instructed by process-writing model embedded with meta-cognitive skills. On the other hand, the control group was instructed through Primary Turkish Education Program. The experimental group was given 28 hours of story writing activities for 8 weeks. As the result of the study, the experimental group for whom the process -based writing teaching approach is applied, has shown much better performance than the control group.

Sezgin (2016) aimed to find the ways to develop the writing skill of a student who has difficulty in writing. The research was carried out on a 4th grade special education student who was diagnosed to have mild-mental deficiency. In the study, the duration was 15 weeks. In the research, diaries, unstructured observation, semi-structured interview, readability scale and grading key were used as data collection tools. Additionally, the data obtained from the interviews made with the student, were analyzed by "descriptive analysis" method. The obtained data were analyzed by comparing with each other. A process-based writing application was carried out in the research. According to the outcome of the study, it can be seen that the students have developed a positive attitude towards process-based writing applications. It was concluded that process-based writing applications have improved the writing skill of the student.

## **2.9 Summary of Literature Review**

In this chapter, academic and scientific information with the shadow of the related research has been provided from a wide range of sources. The literature review has been sub-categorized from a general point of view to a more specific one. The topic has been explained through the definition and the background of the term writing, teaching and assessment of second language writing, approaches in second language writing, process writing and the term, self-efficacy in writing.

## Chapter 3

### Methodology

In this part of the study, information regarding the research design, background information about the universe and participants, data collection procedures, data collection tools and data analysis procedures are included. Additionally, limitations and delimitations of the data collection and analysis procedure are presented.

#### 3.1 Research Design

This is a pre-experimental design study in which we have one study group in the whole process. Since there is a single target group, this study is defined as one group pre-test post-test design (Cresswell, 2003). As a data collection tool, both qualitative and quantitative tools are used to support each other. In this study, quantitative data are supported by qualitative data. As a result, this study is defined as sequential explanatory design. This study has targeted to explore the effectiveness PBWT on the improvement of learners' writing self-efficacy and by drawing on qualitative and quantitative data. In the study, the answers for the following questions are investigated and reported:

1. Does the study of PWA have a significant effect on students' writing skills at prep classes?
2. Did the students' self-efficacy develop after PBWT period?
3. What is the impact of the PBWT period on learners' writing abilities?

In general, researchers who have attempted to apply mixed methods adopt a research design that compromises both quantitative and qualitative data to answer a specific question or a set of questions cluster. "The collaboration and combination of methods, "involves the collection, analysis, and integration of quantitative and qualitative data in a single or multiphase study" (Hanson et al., 2005, p. 224).

A mixed method is a rich field for the combination of data because with this design "words, pictures, and narrative can be used to add meaning to numbers" (Johnson & Onwuegbuzie, 2004, p. 21). In other words, the things that are generally considered as qualitative data, such as what words, pictures, and narrative can be

combined with quantitative, numerical data from a larger-scale study on the same issue, enabling the study to be consequence into a more generalized upcoming studies.

Greene, Caracelli, and Graham (1989) entitled specific reasons, the most significant of which is triangulation "refers to the use of more than one method on studying the same research question to analyze the same dimension of the research problem" (Jick, 1979, p. 602). Therefore, it gains fundamental ground in terms of researchers who are expected to take using mixed methods into account. "The researcher is looking for a convergence of the data collected by all methods in a study to enhance the credibility of the research findings"( Hesse-Biber, 2010, p. 4). In this study, quantitative research method has been targeted to exhibit the influence of process-based writing on participants' self-efficacy level and that is the scale intended to seek the answer of the second research question cited above. The data were compiled by using a self-efficacy scale before and after the training. The following purpose of the study is to define and describe the participants' own feelings, experiences via the training period of four weeks, 20 hours, to accumulate their ideas. Therefore, qualitative research method was applied and the data were collected using written reports written by all participants who answered open-ended questions related to the training sessions and collected from focus- group interviews.

Considering that, there is a positive correlation between efficacy beliefs and learning, as Pajares (2003) confirms, this area of language learning needs more attention from researchers. This study will contribute to the field not only by increasing the number of studies which focus on writing self-efficacy but also by suggesting implications to discover the forces and impacts in motives and the beliefs of learners.

### **3.2 Target population and Participants**

The population of the study compromises the learners who attend the evening classes of pre- intermediate courses at Dokuz Eylul University, School of Foreign Languages. There are almost 1500 (one thousand and five hundred) students, study at pre-intermediate level at School of Foreign Languages. 25 pre-intermediate level students, whose medium of instructions is either % 100 or % 30 English, participated in this study, in the School of Foreign Languages at Dokuz Eylül University. While the study was being carried out, the participants of this research were studying in the fall

term of the academic year, 2016-2017, in the School of Foreign Languages. At School of Foreign Languages, students are taught in classes, which include students from different educational backgrounds and different faculties. They are given a placement test at the beginning of the academic year and they are promoted into different classes depending upon the scores taken from the placement test. In the whole academic year, students' average grades taken from the skills and sub-skills and midterm exams determine whether they are qualified or not. During the study, the students fulfilled a spell of 20 hours PBWT, which was carried out in 4 weeks, consisting of 5 hours of writing classes in each one. The students were notified earlier about the study, and before the data were gathered they were all required to sign the official paper indicating that they were all willing to take participate in this study. The participants have a weekly language program consisting of 25 hours a week.

Table 4

*Weekly English Program of Participants*

Subject	Writing	Reading	Listening/Speaking	Main Course
Weekly	5	3	5	12
Course Hours				
Total				25

The participants' ages ranges from 18 to 24 years old. There were both male and female participants in this study. All learners have been learning English for 7 years. The learner profile has been summarized in Table 5 below.

Table 5

*The Participants' Profile*

Age	Between 18 and 24
Gender	12 male learners
First Language	Turkish
Current Level of English	Pre-intermediate
Previous Language Learning Background	7 years

### 3. 3 Procedures

The abstract and research proposal of the study were approved by Bahçeşehir University, Graduate Schools of Educational Sciences on September 20, 2016. The researcher requested official permission from the manager to conduct the research in the institution where he has been working for more than 10 years. Afterwards, in the middle of the fall term the researcher notified her students, to whom he had been teaching since the beginning of the term, about the thesis and the procedure that they would take part in (See Appendix A).

**3.3.1 Sampling.** The target population of this study comprises students from school of foreign languages from Dokuz Eylül University. The participants who willingly and actively took part in the process were selected through convenience sampling it is the sampling that the researcher selects participants because they are willing and available to be studied (Creswell, 2014, p. 162). The participants of the research were in pre-intermediate classes in prep-school. The classes had been designed at the preseason period and the teachers were authorized randomly. All of the participants took the questionnaire as a quantitative scale at the beginning and at the end of the teaching training period. Students were also observed during this training period and after they were all taken into focus groups finally they were interviewed in order to gather qualitative data.

**3.3.2 Sources of Data.** In the study, a mixed method design has been applied. Data collection methods, which are used for this study, encompasses pre-test and post-test questionnaire with the help of which, quantitative data were gathered. Data collections were divided into 3 fundamental types of scale, the first of which is Likert-type scale in which the attendees responded the questions before and after the training spell (See Appendix A). It was an instrument having been used to accumulate numerical data.

Additionally, writing performances of the students were assessed before and after the PBW period. In addition to the quantitative data tool, as qualitative data, the participants were taken into focus group interview consisted of seven to eight people and posed some questions about the process and training period and their prior knowledge and attitude on writing skills.

Table 6

*Summary of Data Collection Tools*

Data Type	Instrument	Aim
Quantitative Data	Pre and post-Self-efficacy	To check self-efficacy writing
	Writing Score Evaluation	To test writing development
Qualitative Data	Open-ended Questions	To explore self-reports of the interactive tools and the overall impact of tools
	Focus group interview	To observe possible writing development

The combination of quantitative and qualitative methods provided two types of data; the first type of data was displayed in numerals and it was impartial and objective. Additionally, the second one reflected the students' self-reported comments. The mixed method research designed and the triangulation strategy was used to increase the validity of evaluation and research findings (Long, 2005). Through triangulating, the data which were collected by means of various methods, were cross-validated and the findings were corroborated within a single study (Cresswell, 2003).

### 3.3.2.1 Quantitative data instruments.

**3.3.2.1.1 Process-writing self-efficacy scale (PWSES).** In order for measuring the frequency level of strategy use, the learners were asked to fill out the quantitative instrument of PWSES. The scale includes 16 items. The questionnaire is also clustered into 4 main categories, which are brainstorming and planning, focusing, structuring and revising. The first category, brainstorming and planning consists of 4 questions, the second one focusing has 3 items while structuring has 3 and revising and editing has 6 items. The pre and post PWSES were compared to investigate the frequency level of strategy use before/ after the PBWT. In other words, the aim was to examine whether the training had an impact on students' writing self-efficacy and performances use through PBWT. The scale was developed from the stages in process writing (Harmer, 2004).

According to Richards (2001), the use of this quantitative instrument increases the reliability and objectivity of the measurement. All participants completed the Likert-scale questionnaire. The self-efficacy survey consists of 16 questions (see Appendix A). When students answered, they used a rating scale. There were five options. They were 1 – strongly disagree, 2 – disagree, 3 – unsure, 4 – agree, 5 –strongly agree. This ranking system investigated systematically the learners' performance and level on tools before and after the project.

**3.3.2.1.2 Writing performance assessment (WPA).** To evaluate the current writing performance of students in the target language pre and post writing performance task were given to the participants. The purpose of such a task is to reveal possible contributions or drawbacks that PBWT has provided. The WPA, as shown in the Table 7, is done with a scale consisted of many criteria in it. These are; topic sentences, supporting sentences, concluding sentences, coherence and unity, grammar, vocabulary, spelling and punctuation. Two teachers assessed the paper individually in both pre and post training period and they used the writing rubric of School of Foreign Languages. The reason why two teachers have been authorized to assess the paper is to obtain validity and reliability of the assessment. If there has been a huge gap between two teachers numerical assessment, the papers are evaluated by another third teacher. The results were compared to see the differences between pre and post training period.

Table 7  
*Assessment Scale of Writing of the program*

Dimensions	Points
Topic sentence	10
Supporting Sentence	20
Concluding sentence	10
Unity and Coherence	20
Grammar	15
Vocabulary	15
Spelling and Punctuation	10
Total	100

*Taken from School of Foreign Languages, Dokuz Eylül University.*

### 3.3.2.2 Qualitative data instruments.

**3.3.2.2.1 Open-ended questions.** In order to get a general aspect on students' point of view towards writing classes and the process-based writing training, the open-ended questions were directed to participants both before and after the PBWT. After the pre-test was given to students, they answered two extra open-ended questions. The students' possible answers were gathered and coded together to conceptualize the ideas and thoughts both in pre and in posttest period.

**3.3.2.2.2 Focus group interview (FGI).** According to Sage (1996), as a qualitative model, FGI presents the researchers the chance of accumulating data in either small or larger interactive groups depending on the opinions of intentionally selected individuals. Hence, in order to get the idea of the participants about the PBWT period and the writing skills individually, the researcher conducted pre and post focus group interview consisting of 3 groups numbered with almost 8 students. Students were taken into separate rooms with the participants of their groups and asked relevant questions about writing and the training period. The interviews were all audio-recorded. The interview was conducted in Turkish, and then two teachers translated the results into English. This was intentionally done to do away with some possible misunderstanding which might stem from one teacher's translation. Here is the Table 8 representing the focus groups.

Table 8

*Summary of Focus Group Interview*

Participants	Number of the Students	Allocated Time
Group1	8 students	25 minutes
Group 2	8 students	25 minutes
Group 3	8 students	25 minutes
Total	24 students	75 minutes

**3.3.3 The Process Based Writing Training (PBWT).** The PBWT program has been developed to foster students' writing skills holistically and help them gain some writing strategies through which they might feel themselves more secure in writing in the target language. The PBWT was designed as a 4 week writing training program and



it took 20 hours of classes consisting of 45 minutes. This program has been divided into 4 dimensions. In the first one, the students were taught all strategies related to brainstorming and planning. In the following session, the students practiced and learned how to focus in writing. As a third session, they learned and practiced how to structure and develop the writing work. As the last one, they all studied and practiced the revision and evaluation strategies and implemented them with practice exercises both together and individually. Here is the table of PBWT period.

Table 9

*The PBWT Period*

Process Weeks	Course Focus	Interaction	Purpose	Duration
Week 1 Brainstorming & Planning	Brainstorming	Group- Peer work	foster the skills on brainstorming	5 hours
	Developing a Plan	Teacher-Student	guide students to compose a plan	
	Generating questions	Student- Student		
Week 2 Focusing	Writing on a topic	Individual work,	help them focus on writing	5 hours
	Writing in groups and sharing ideas	Group, Peer work	Guide students to share ideas	
Week 3 Structuring	Selecting different types	Individual work, Teacher- student	to learn how to structure the essay	5 hours
Week 4 Error Checking & Correcting	Error checking Peer checking and editing		Improve error analysis	5 hours

**3.3.4 Data Collection Procedures.** The central focus of this study was to assess the impact of PBWT period on pre-intermediate level student's writing skills. Before starting the survey, the participants were all informed in detail about the aim of the study. The fundamental focus of this study was to improve the writing skills of the targeted group rather than assessing them. At the very beginning of the period the participants were asked to answer pre PBWQ with the aim of revealing their current capacity and availability in writing skills. Secondly, in order to collect data and see the current positions of participants' writing skills, the participants were given a sample-writing exam. The sample exam took 60 minutes and students were expected to write a paragraph on a given topic. The students were informed again that the results of the task would not affect their grades for the class. A pre-focus group and open-ended questions were conducted on students in order to see their present attitude and understanding of writing. After that, the PBWT program started. It took 4 weeks of class sessions. The participants of the study received the training in one session a week. The whole PBWT program lasted for 4 weeks, 20 hours, with 45 minutes for each teaching hours. The strategy instruction sessions were conducted in the EFL classroom during the regular class time. The PBWT program was divided into 4 main dimensions. Each dimension has lasted in one week consisting of 5 hours classes. In each week the terminology and background information were given to the students then the practice and exercise part were conducted. At the end of the period, the participants were again given the same PBWQ to see the results and outcomes of the training period on students. As a second instrument, students were again taken to a sample exam and the same topic was given them and they were expected to write. The results of the pre and post sample exams were compared to see the possible improvement, if any. Finally, students were taken into interview groups and the interviewed by the researchers and the effect of the process-based writing period PBWT has been seen. Open-ended questions at the end of the questionnaire were assessed and compared with the previous ones. All dates gathered were analyzed according to the research questions.

### **3.3.5 Data Analysis Procedures**

**3.3.5.1 Quantitative data.** In order to exhibit the impact of PBWT on the participants' writing skills, the researcher examined the differences on the PBWQ scores before and after the PBWT period. The learners, who took the pre- and post-test were

the same students, the differences between the scores of pre- and post-test would be calculated with dependent t-test to see the impact of PBWT. Nevertheless, owing to the fact, the number of the participants was around 25 and the success scores were not distributed normally, the analysis was completed by using the Wilcoxon Test, which is not parametric. Wilcoxon test is the nonparametric equivalent of the dependent t-test.

To gauge the writing development skill, students took sample writing exam and all those writing papers were evaluated and scored by two teachers. Before scoring, a scoring rubric, which is officially being used in the School of Foreign languages (See Appendix C), Dokuz Eylül University, was used by the assessors. The rubric has categories of topic sentences, supporting sentences, concluding sentences, grammar, vocabulary, unity and coherence punctuation and spelling. These were counted as being significant dimensions to be taken into account in writing teaching program. Another rater, a colleague in the same school, marked the entire student' tasks. If there were more than 15-point difference in total score, the paper again was assessed by another third teacher.

**3.3.5.2 Qualitative data.** The data which were collected from FGI and open-ended questions were analyzed by describing the themes and concepts and categorizing them in accordance with the purpose of the study. The 6 steps of inductive data analysis Creswell (2014) was followed by the researcher. In the first step, the qualitative data of FGI were transcribed into text by the researcher. Then, the researcher assessed all the written documents to get a general idea. Afterwards, the researcher started to code the documents and divide them into themes and steps. Finally, these coded and categorized items were identified, then, discussed by the researcher. Last but not the least; the obtained qualitative data were revealed in Table 13 and explained in the result part of the study.

**3.3.6 Validity and reliability.** Multiple procedures ensured trustworthiness and credibility in the study. For quantitative part, the questionnaire on writing skills was designed in accordance with the objectives of the present study. As there were four dimensions to be measured in the questionnaire, the Cronbach's Alpha Statistics (CAS) was utilized to check the reliability of each scale used in the questionnaire. According to

the results of statistics, all scales in the questionnaire were found high internal consistency reliability coefficients. The results of the analysis are shown in Table 10.

For qualitative tools, the data were collected by written reports of the participants and FGI. The collected data were transcribed on charts then translated into English. Translation equivalency was ensured by two experienced translators. Then, the data were analyzed with detailed coding. The potential classifications which possibly come out in the themes and sub-themes were deeply discussed during debriefing sessions with the research mentor. The researcher and the supervisor had a high level of agreement on the selection of codes. However, the supervisor asked the researcher to review the terminology used for the themes under which the codes were grouped.

Table 10

*Reliability Analysis of PWSEQ*

Parts of Process	Pre PWSEQ	Post PWSEQ
Brainstorming and planning(4 items)	0,807	0,851
Focusing(3 items)	0,637	0,629
Structuring(3 items)	0,666	0,635
Revising and Evaluation(6 items)	0,862	0,883
Overall	0,905	0,928

"Triangulation is the process of corroborating evidence from different types of data or methods of data collection in description and themes in qualitative research" (Creswell, 2012, p. 259). Both open-ended questions and FGI have been found valid and accurate in order to support a theme in the research. This correlation and support of multiple tools have proven the study as valid and credible.

The trustworthiness of the research is also consolidated by member checking, which is a process in which the researcher asks one or more participants in the study to examine and check the accuracy of the account (Creswell, 2012, p. 259). The findings and themes are shared with the participants of the study to see if they are accurate and realistic. The participants were all agreed to announce that the interpretations are fair and representative.

### **3.4 Limitations**

One of the forthcoming limitations of the study stems from the number of the participants who actively involved in each parts of the process of the research. This study was conducted on 25 students learning English at prep classes. Therefore, it might be seen challenging to make an overall generalization on the data gathered, owing to the fact that there was limited number of research participants. Hence, the number of the subject can be increased to obtain more generalized outcomes. On the other hand, directly involving more participants into the research would definitely require encompassing more classes, which means more instructors and more training period. This might create more workload and some certain variables such as language level and language background of the participants would alter depending on the number of the subjects.

Another limitation of the study is the time duration allocated to implement the process writing tasks in the classroom. The length of the training period might be seen short, and the hours of teaching were limited. As a result, only 20 hours of teaching and implementing might have constrained the performance of the students' individual writing works. The pre- and post-writing papers of the students were assessed by two teachers, which might be regarded as another limitation as involving more assessors into the process could have given better consequences.

### **3.5 Delimitations**

Delimitations assist the research makers to reveal the boundaries of a study. There are bunches of factors and variables which can constrain the study, most common of which are sampling of the participants, the research questions, variables of interest, theoretical perspectives, data collection measures. The fore coming delimitation of the study is the lack of the measurement during the training period of process writing. There are some pre-reasons why the researcher preferred the opposite. The first one is the fact that the participants might feel restless, as being measured and scored regularly could be tiresome.

As a second delimitation, the researcher preferred including pre- and post-test, open-ended questions and focus group interviews. Observation was not included in this

study simply for the reason that it may give away inaccurate results, as writing is an individual performance-based skill. As a result, it can be claimed that conducting additional measurement methods may have a disadvantageous effect on the reliability of the research study.



## Chapter 4

### Results

This chapter puts the interest on the outcomes of the questionnaire and other assessment tools on learners writing self-efficacy development. It is also aimed to present the result of 4 research questions put forward in this study. The data were interpreted in relation to the research questions formulated for the study. The aim of this chapter is to examine the answers of the research questions. The quantitative data were gathered through PBWQ and PWA. Both measurements have been applied to participants before and after the PBWT period. PWA measured the impact of PBWT period on students' writing skills. PBWQ is aimed to measure the self-efficacy levels of the participants' both in before and after the period of PBWT. The aim of the FGI was to explore students' self-reported strategy use and overall impact of writing training. These will be counted as qualitative data. The research questions of three and four were answered by using the findings of qualitative data. The findings of the research are indicated below.

#### **4.1 Research Question 1. Does the study of PBWT have a significant effect on students' writing skills in prep classes?**

A four-week writing training program consisting of 20 hours was applied in order to reveal students' writing performance. Participants were given a sample exam both before and after the PBWT period. Their writing skills have been observed. The result of these paragraph writing are assessed by two separate teacher. Additionally, the mediation of these evaluations has been taken as average writing success of the students. Paragraph writing success has been evaluated under seven dimensions. The possible and meaningful correlation between the writing points of students in both pre- and post-training period has been analyzed and compared by t-test to see statistical outcomes.

Table11

*The Writing Success of Participants Before and After PBWT*

Dimensions	Paired	Mean	N	Std. Deviation	t	p
Topic sentence	TS_B	4,750	24	1,5673	-21,404	,000
	TS_A	9,563	24	1,2097		
Supporting sentences	SS_B	8,417	24	3,5098	-11,665	,000
	SS_A	15,188	24	4,9996		
Concluding sentence	CS_B	6,146	24	3,2487	-2,755	,011
	CS_A	8,104	24	2,4538		
Coherence & Unity	CU_B	9,042	24	3,9834	-6,210	,000
	CU_A	13,250	24	3,8335		
Grammar	G_B	8,688	24	3,8837	-3,050	,006
	G_A	11,292	24	2,9189		
Vocabulary	V_B	7,208	24	2,5277	-6,400	,000
	V_A	10,167	24	3,4662		
Spelling& Punctuation	SP_B	6,021	24	2,3007	-2,055	,050
	SP_A	6,896	24	2,2311		
Total	TOTP_B	50,271	24	12,0641	-15,453	,000
	TOTP_A	74,458	24	13,7057		

There has been a comparison between students' paragraph writing success in both pre and post-training period. A meaningful increase is detected in terms of writing topic sentences in a paragraph. ( $t= 21,404$   $p=0, 0001$ )



The success of writing supporting sentences before PBWT period and after PBWT period has been matched. A statistical increase is seen between two paragraph writings in pre- and post-training period. ( $t=11,665$   $p= 0, 0001$ )

The success of writing concluding sentences before PBWT period and after PBWT period is analyzed. A significant increase is detected between two paragraph writing of pre and post PBWT period. ( $t= 2,755$   $p= 0.011$ )

The students' writing papers before and after twenty-hour of PBWT period is analyzed in terms of Coherence and Unity and an important positive rise is seen. In other words, this variation demonstrates that there is a positive increase in the success of Coherence and Unity in Writing. ( $t= 6,210$   $p= 0, 0001$ )

The students' writing papers in terms of Grammar before and after twenty- hour of PBWT period are analyzed, and a significant statistical growth is seen. According to this variation, there has been an increase in terms of grammar after PBWT period. ( $t=3, 050$   $p=0,006$ )

The students' writing papers in terms of vocabulary before and after PBWT period are analyzed and a variation is detected between the writing success of pre and post PBWT period. According to this difference, there has been an increase in terms of vocabulary after PBWT period. ( $t=6, 4$   $p=0, 0001$ )

The students' writing papers before and after twenty-hour of PBWT period is analyzed in terms of Spelling and Punctuation and an important positive increase is seen. In other words, this variation demonstrated that there was a positive increase in the success of Spelling and Punctuation in writing. ( $t= 2,055$   $p= 0, 0050$ )

To summarize, the participants' writing papers before and after twenty-hours of PBWT period are analyzed in terms of 7 different points of view. Hence, a clear increase and an important positive grow is seen. In other words, this variation demonstrated that there was a positive increase in the success of writing. ( $t=15,453$   $p= 0, 0001$ )

#### 4.2 Research Question 2. Did the students' self-efficacy develop after PBWT period?

Research question number two gauges the self-efficacy improvement of the students after the period of PBWT. A four-week writing training program was implemented to improve students' self-efficacy in writing. Students were asked to score each question on a scale of 16 items that measured their performance in English writing before the program was taken. The questions were aimed to reveal the self-efficacy of the students in writing English. After four-week training session, the same students were asked to re-score the scale from 16 questions that question their self-efficacies in writing English. The results of the Wilcoxon Test have been given in Table 12 below.

Table 12

*Conjugated Wilcoxon Test Results For Research Questions*

	Dimensions	Mean	N	Std. Deviation	t	p
Pair 1	Planning Pre	3,1667	24	,95458	-3,955	,001
	Planning Post	3,8750	24	,69156		
Pair 2	Focusing Pre	3,1389	24	,83935	-3,439	,002
	Focusing Post	3,7917	24	,85586		
Pair 3	Structuring Pre	2,9444	24	,80857	-3,776	,001
	Structuring Post	3,7778	24	,89371		
Pair 4	Revising Pre	2,8889	24	,88146	-4,564	,000
	Revising Post	3,8819	24	,85477		

There has been a meaningful difference detected between the scores of planning and brainstorming categories of the pre- and post-test given before and after PBWT period. According to this difference, a significant amount of increase can clearly be seen in the self-efficacy levels of students after the process-based writing training period ( $t=-3,955$   $p=0,001$ ). As a result, the PBWT period has boosted the self-efficacy of the learners in terms of planning and brainstorming.

When analyzing the answers of the students in both pre and post PBWQ, a subtle difference between scores in terms of focusing have been identified. According to this difference, a significant amount of increase can be seen in the self-efficacy levels of students after process-based writing training period. ( $t=-3,439$   $p=0,002$ ). As a result, the PBWT period has boosted the self-efficacies of learners in terms of focusing.

An obvious variation between the scores of structuring in the pre and post PBWQ is given before and after PBWT period. According to this difference, a significant amount of increase can be seen in the self-efficacy levels of students after process-based writing training period ( $t=-3,439$   $p=0,001$ ). As a result, the PBWT period has boosted self-efficacies of learners in terms of structuring.

The scores of the students given to revising section in both pre and post PBWQ are analyzed and a clear variation has been detected. According to this difference, a significant amount of increase can be seen in the self-efficacy levels of students after process based writing training period ( $t=-3,439$   $p=0,0001$ ). As a result, the PBWT period seemed to have boosted the self-efficacies of learners in terms of revising.

#### **4.3 Research Question 3. What is the impact of the PBWT (Process Based Writing Training Period) on learners' writing abilities?**

In order to analyze the influence of PBWT period on participants' writing performances and self-efficacy levels, the related data have been gathered with the help of FGI and open-ended questions. Researcher aimed to reveal the participants' thoughts and attitudes and the overall impact of PBWT period on the students. With the aim of gathering data the participants were taken into FGI consisting of 7 to 8 people before, while and after the PBWT period. The open-ended questions were directed to the students both before and after the PBWT period. The purpose was to reveal the ideas, thoughts and attitudes of the participants toward the writing skill. After analyzing all the data gathered both before and after the PBWT period, the themes have been identified through FGI as indicated in the table 13 below.

Table 13

*The Impact of PBWT Period on Participants*

Before PBWT	During PBWT	After PBWT
-Lack of motivation and enthusiasm	-Building motivation and enthusiasm	-Being competent and motivated
-Prejudice against writing	-Developing self confidence	-More awareness about writing
-Lack of writing techniques and freedom	-Ongoing Concern about writing	-Concern about writing

**4.3.1 Themes emerging before PBWT period.** Before beginning the PBWT, the PBWQ was given to students at the beginning of the period. Additionally, they were given a specific topic to write on it. Then, some open-ended questions were asked to students and they were interviewed via FGI groups. The researcher has analyzed the reports of the participants and the concepts that have been indicated with concrete examples below.

*Lack of Motivation and Enthusiasm*

During the first session of FGI and according to the answers of the open-ended questions in the questionnaire, the participants of FGI indicated that they all have kind of problems about motivation and enthusiasm in writing in the target language. This lack of motivation and enthusiasm mainly stem from either seeing, writing as a school subject or the fear of being scored at the end. Some of the participants indicated;

I really do not like writing composition. I hate expressing my ideas in written forms, as whenever I do it, the teacher does not like the way I express myself in composition. This makes me feel unmotivated and unsuccessful in writing. (Student 1)

At high school, we tried writing composition. The teacher used to give us a topic and we were anticipated to write until the end of the class. I hate it simply for the reason that we were forced to write about a dull topic in a given period. (Student 17)

Writing a page-long composition and being expected to write on something is boring for me. (Student 21)

Writing as an activity is good. However, I have trouble in generating ideas about a given topic. Additionally, putting too much grammar rules in it does not seem appealing. (Student12)

When I want to write, nothing comes to my mind. I feel myself be stuck. Therefore, I cannot say I like writing classes. Writing is boring, even writing in English could be more boring. I have doubt about writing in the target language. (Student 6)

As some participants cited above, some students have a bunch of fixed negative ideas about to write in language classes. The focus of the quantitative instrument was to reveal some coded themes before, during and after the PBWT period. The first part of the interview has been actualized.

#### *Prejudice against writing*

At the time of FGI, before starting PBWT period, students have indicated some prejudice on writing in the target language. This prejudice is announced to have stemmed from either their concerns about writing or the teachers' being too much dominant in the writing classes. Some students declared that teachers' dominance sometimes kill the ability of writing and students should be directed to a position where they feel themselves secure and comfortable. They indicated as;

I have some problems while writing an essay. For example, I cannot generate enough sentences and ideas. (Student 7)

I hate doing it. My high school teacher was so obsessive grammar and handwriting. Therefore, it did not work on me well. (Student 10)

I feel myself apprehensive about the teacher. If he/she were the same as the one in my high school, I would doubt it. (Student 8)

All I can tell is the fact that it is rather boring. (Student 11)

Upon investigating, categorizing, and finally evaluating the answers of the participants, in terms of qualitative data, it has been revealed that the participants of the study have built prejudice in their mind about writing. This has been supported by the answers of the participants.

### *Lack of Writing Techniques and Freedom*

All the participants were taken to the FGI before the 4 week, 20 hour PBWT period. As it is understood from the answers of the students, writing either in the target language or in their own language, seems to have based on some specific techniques and strategies. Without learning these techniques or strategies or without being taught, students overall reconcile on the idea that showing a worth performance in writing undeniably impossible. Here are students' answers indicated;

Writing as an activity is good. However, I have trouble in generating ideas about a given topic. Additionally, putting too much grammar rules in it does not seem appealing. (Student 12)

At high school, we tried writing composition. The teacher used to give us a topic and we were anticipated to write until the end of the class. I hate it simply for the reason that we were forced to write about a dull topic in a given period. (Student 17)

In my high school, we just wrote in all writing class. The teacher did not teach us any methods or techniques. It became rather dull and repetitive. If it is the same as writing in English, I will have the same feeling presumably. (Student 15)

I like writing poems and some article like stuff on my own, not as a lesson. My high school teacher let us write in English, however; at university, writing in English seem rather challenging. (Student 18)

I hate doing it. My high school teacher was so obsessive grammar and handwriting. Therefore, it did not work on me well. (Student 10)

My writing ability in Turkish was ok. Once I tried to write in English, It was rather challenging. (Student 14)

As we can clearly see from the interviews of the targeted population, it can be put forward that the targeted population of this research has some fixed ideas either stemming from the worn out teaching technique of the teacher or the difficulty of the writing skill. These fixed ideas of the target group have been revealed.

**4.3.2 Themes emerging during the PBWT period.** According to the analysis of FGI, the students have developed some subtle attitudes and efficacies towards writing. These efficacies and manners explained with their concrete examples below.

#### *Building Motivation and Enthusiasm*

According to the analysis of the data gathered during the PBWT period, it has been revealed that the learners started to develop motivational and concentration attitudes from the very beginning of the period. The answers of the students as indicated;

I like the activity part. It really captured my enthusiasm. Particularly those with group works and game based one were considerably well. I even could not figure out how five hours of class has ended. (Student 9)

At the beginning, I have doubt about how to relate the activities with writing. Later on, I figured that I am able to do it easily under the guidance of my teacher and his teaching techniques. It worked well. (Student 4)

I certainly believe that this system has boosted my writing capacity and now I am able to write better. I also have some time and duration problems. I need to practice more to do away with it. (Student 6)

We were handling the writing classes in terms of grammar and fine writing. In English, I thought that this worked differently. After having the training in 4 weeks, I felt as if I know nothing. When it comes to writing, I was able to

bring the pieces of pre learning together than I realized that I could do it.  
(Student10)

I was expecting not that much entertaining activities and group work. All my expectations came out positively. (Student 21)

After assessing the answers of the students, the emerging theme was building motivation and enthusiasm. The target participants of the study seem to have initiated some positive attitudes towards the writing skill with the help of PBWT period. The period of the process has helped the student build positive attitudes in writing skill and in the target language as well. Additionally, Students seemed to have felt more positive and building relationships towards to the targeted skill. This may help them gain more confidence in learning a language.

#### *Developing Self Confidence*

The analysis of the collected data showed that the learners started to develop confidence with the onset of PBWT period. This attitude and emotional shift from negative to positive seemed to break away the remaining prejudice in their minds about writing. Here are the answers of the participants indicated;

We were handling the writing classes in terms of grammar and fine writing. In English, I thought that this worked differently. After having the training in 4 weeks, I felt as if I know nothing. When it comes to writing, I was able to bring the pieces of pre learning together than I realized that I could do it.  
(Student 10)

I certainly believe that this system has boosted my writing capacity and now I am able to write better. I also have some time and duration problems. I need to practice more to do away with it. (Student 6)

At the beginning, I have doubt about how to relate the activities with writing. Later on, I figured that I am able to do it easily under the guidance of my teacher and his teaching techniques. It worked well. (Student 4)



Process writing is contributive in terms of planning and story creating. It helped me to save time. (Student 2)

Writing lessons were so fruitful. Creating questions, generating ideas and brainstorming all together were fine. I think I can write in the target language. (Student 16)

In brief, after evaluating the answers of the target students, the reports showed that the learners tend to have developed some self-confidence through the PBWT period. Students started to break away the fixed prejudice in their mind remaining from their previous experiences. The PBWT period depending on these reviews from the participants, can be regarded as beneficial.

#### *Carrying Concern about Writing*

According to the analysis of FGI, the students have developed some subtle attitudes and efficacies towards writing. On the other hand, some students think that they still have the same concerns and negative feeling about writing in the target language. These concerns and manners explained with their concrete examples below.

Writing activities and steps were fine. However, these writing classes were not useful for me. I still cannot generate enough words and vocabularies without looking up the dictionary. (Student 11)

I still cannot write in English. I can say that I realized that as long as I study well and learn some more English, I could do it, I guess. (Student 12)

The teacher is doing his best to teach us something. The lessons were nice, I was expecting something different. Still, I cannot write. (Student 13)

The lessons were fine and I like producing ideas. On the other hand, when it comes to writing, I still need time to fulfill the writing as expected. (Student 15)

The lessons were all right. The teacher assigned too much homework on us. Still, I do not like writing. It has nothing to do with lesson and techniques. (Student 18)

It did not help me work well. I think it is because of me, I guess. I don't like studying a lot. (Student 8)

Depending upon the analysis of the focus group interview, the target population of the study improved some positive efficacy towards the writing classes. However, the number of the students who still carry some hesitations and worries about writing holistically is not low. The PBWT period, up to now, has failed to do away with these negativities.

**4.3.3 Themes emerging after the PBWT period.** To figure out the possible effects of PBWT period on participants' writing performances and self-efficacy levels, the data have been gathered after PBWT period .According to the analysis of FGI, the students have developed some positive and negative ideas and efficacies towards writing. These positive and negative ideas have been categorized into three main themes.

#### *Becoming competent and motivated*

The analysis of the self-reports of the students after the PBWT period has demonstrated that participants are reconciled with the idea of being more motivated and competent in writing in the target language. Students' sharing has been reported as;

The most important thing that writing classes help me to gain is to teach me with patience and thinking rethinking. I can say that I learned how to write how to use the sentences where to use them. (Student 2)

I am not good at writing in English. On the other hand, it really helped me gain new information about writing. I have not seen any paragraph training at high school. At the beginning, I felt trouble and later with process writing, I was able to write better and better. (Student 8)

I can see my improvement from the very first day. For me, to see the minimum and maximum points in this development is more important. In order

to see the average of success and evaluate it, seeing the results and discussing them is needed to see the lack and positive sides of the process. It is the job of teacher to assess it rather than me. (Student 1)

Thinking and brainstorming have fostered my writing skills. Previously, we were using the same sentences and words in writing. Now, I am able to vary it in a very lucrative way. (Student 7)

The lesson has taught me the importance of planning in writing. At the beginning, I was thinking the process is a waste of time, on the other hand, I figured out that planning before writing is the half of paragraph. (Student 9)

As the final part of the FGI, most of the participants converted their negativity into positive ideas and attitudes. Some of the participants were carrying concern about writing. After PBWT period, these students have fostered positivity on the writing skills. They have started to feel themselves as a writing enthusiasts and competent at writing in the target language.

#### *More awareness towards writing*

During the last part of FGI, it has been revealed that students seem to build a fruitful awareness towards writing classes as a whole. The answers of the participants have been assessed. Here are some from students indicated;

The most important thing that writing classes help me to gain is to teach me with patience and thinking rethinking. I can say that I learned how to write how to use the sentences where to use them. (Student 2)

All I can tell I haven't seen English classes for more than 13 years. That is the reason why I felt trouble in writing in English. I cannot perform better in writing classes. This type of learning has contributed a lot to me. (Student 5)

I am not good at writing in English. On the other hand, it really helped me gain new information about writing. I have not seen any paragraph training at high school. At the beginning, I felt trouble and later with process writing, I was able to write better and better. (Student 6)

I was not good at the beginning of the year. I haven't tried writing in English since I am a science student. At first, I felt it challenging. Later I learned more from the process. (Student 8)

I can barely see the difference between my writing performance at the beginning of the season and the one at the end. My sentences are better now. (Student 11)

Process writing is useful since it enable us to write by planning what to do step by step. I have figured out that preparing an outline in writing has many advantages. (Student 13)

It is a nice approach. It gives you the chance of write again and again what you have learned. It improves my writing skills. (Student 20)

As a final part of the FGI, the participants of the study have fostered some skills in writing. Depending on the interview of the target students, it is clearly seen that students have become more aware in writing. Their self-awareness level in writing has been triggered positively through PBWT period.

### *Concern about writing*

In the last section of FGI, it has been clarified that despite positive attitudes that students have gained with the help of PBWT period, there are some concerns and doubts seen in the statements of some minor group students. The explanations of the students have been indicated;

All I can tell I haven't seen English classes for more than 13 years. That is the reason why I felt trouble in writing in English. I cannot perform better in writing classes. (Student 5)

I was not good at the beginning of the year. I have not tried writing in English since I am a science student. At first, I felt it challenging. Later, I learned from the process. However, this is not sufficient. (Student8)

My ideas about the process writing are all about the duration of the time. The hours of lesson should be increased, as what we have learnt in the class, unless practiced outside, remains insufficient. (Student 24)

As the final part of the qualitative results, despite the positive skills and attitudes, which students claimed to have fostered with the help of PBWT period, there are some numbers of students who still carry concerns about writing. This shows that PBWT period is useful overall, however; it looks insufficient to break away all the prejudices in participants' mind.

To sum up, in order to sustain a mixed method, both qualitative and quantitative measurements are conducted. In quantitative part, writing test scores and PBWSEQ have been used, additionally, in quantitative part; open-ended questions in the questionnaire and FGI, before, during and after the PBWT period have been used. The detailed results, statistics and scores including documented reports of the participants have been exhibited in details in this chapter.

## Chapter 5

### Discussion and Conclusion

In the present study, the researcher has aimed to investigate the possible correlation and bounds between the PBWT and the self-efficacy levels and writing performance of the English learners. In the previous chapter above, the results and data analysis of the have been demonstrated in detail. In this chapter, the focus of discussion on findings of the data regarding the research questions will be presented. At the end of the discussion, the concluded results, further suggestions and recommendations for further studies will be discussed.

#### 5.1 Discussion and Findings for Research Questions

The main purpose of this study was to give away the influence of PBWT on participants' writing development and self-efficacy levels. In this part of the study, the discussions of the results are provided in the same order as the results were given.

##### Discussion of quantitative findings

**5.1.1 Discussion of quantitative findings.** The quantitative data were gathered through process writing efficacy scale and writing assessment of the participants. The result meant to respond to the first and second research questions.

First, the data gathered through pre and post PBWQ were analyzed by Wilcoxon test, to see whether there is a significant difference between students' writing self-efficacies before and after the PBWT period. According to the results, there was a statistically significant difference between the pre and post PBWQ scores ( $t=-15,453$   $p=0,0001$ ). Therefore, the findings of this research question suggest that the PBWT period have a rather positive impact on students' writing self-efficacy scores. Additionally, the findings of analysis PBWQ resonate with the study from Sezgin (2016) who backs up the idea that process-based writing has statistically significant impact on language learners besides helping them improve their writing skills and attitudes. In her study, Sezgin (2016) also asserts that the applications of process-writing enable students to become better writers in the target language. The outcome of this study also resonates with other studies. For instance, Kaya (2016) aimed to find out

to what extent fourth graders' enhancement developed in story writing skills by using meta-cognitive skills-oriented and process-based writing model. It is also aimed to identify the evolution in their writing performance. At the end of the study, she found out that the approach of process-writing has become a very close positive reinforcing force in students' development of writing abilities in the target language. These findings are supported by the definition of self-efficacy as it refers to students' belief as regards their ability to perform a particular task and it is considered among the expectancy components of motivation (Pintrich & De Groot, 1990). In our study, students have found themselves capable of accomplishing a bunch of steps, which they found rather challenging at the beginning of the PBWT period.

In brief, in accordance with other studies cited above, the results of the analysis revealed that there has been a statistically significant rise in students' writing efficacies after the PBWT period. Therefore, it can be inferred that the PBWT improved pre-intermediate level students' writing performance positively. The data gathered from the current research question will be discussed with the other research questions to present a wider aspect on the possible impact of PBWT.

Secondly, to evaluate the current writing performance of students in the target language a pre- and post- writing performance task were given to the participants. The purpose of such a task was to reveal possible contributions or drawbacks that PBWT has provided. The WPA is conducted with a scale consisted of many criteria in it. these are; topic sentences, supporting sentences, concluding sentences, coherence and unity, grammar, vocabulary, spelling and punctuation. Two teachers assessed the papers individually in both pre- and post-training period. The reason why two teachers have been authorized to assess the paper is to obtain validity and reliability of the assessment. If there were a huge gap between two teachers numerical assessment, the papers were evaluated by another separate third teacher. Then, the results were compared to see the possible differences between pre and post training period.

According to the analysis of the WPA which is done before and after PBWT period, it can be claimed that process writing training increased students' writing scores and this rise was found to be statistically significant. The finding of this study resonates with Güvercin (2012), who investigated whether teaching in process based writing

model plays any part on students' academic achievements or not. She found that students instructed using process based writing model were much successful in writing in the target language. Additionally, this study can be supported by the findings of the study conducted by Akpınar (2007), who studied the effect of process-oriented writing instruction on writers' block, writing apprehension, students' attitudes towards writing instruction and writing performance. In her study, the findings revealed that the students who had process-oriented writing instruction experienced less writing apprehension than the participants who had product-oriented writing instruction. Additionally, the results of this study show accordance with Raimes (1983), who indicates that it is language teachers who share the same belief that process approach is contributing students to put forward unique and new ideas, new language patterns to come into the use and ability to enhance creativeness. These abilities can be seen in post-writing performances of the sample students.

To conclude, the quantitative data gathered through pre and post WPA has proven that the PBWT period has an undeniable positive influence on participants' writing performances and self-efficacies on writing. Additionally, the results of the pre and post PBWQ indicated that the PBWT period contributed much positive effects and influence on the strategies and techniques used by learners due to the fact that there has been a noticeable increase among the pre and post PBWQ and its 16 items ( $t=5,039$   $p=0,0001$ ). This increase can clearly be seen by looking at statistical difference.

**5.1.2 Discussion of qualitative findings.** The qualitative data were gathered through using two kinds of instruments, which are FGI conducted before during and after PBWT period and open-ended questions that students answered in PBWQ before and after the PBWT period. During FGI, students were asked some questioned about the process and the impact of the PBWT period on themselves.

Firstly, according to the qualitative analysis of FGI, some themes emerged and these are classified into three parts as before the PBWT, during PBWT and after PBWT period. The participants of the study both developed positive and some negative feelings as well.



The students reported that during the period before PBWT, there was a negative and prejudiced attitude towards writing and writing classes. The related themes emerged in this category were, lack of motivation and enthusiasm, writing prejudice and lack of writing techniques and freedom to write. It was revealed in a study conducted by Meier (1984) that efficacy expectations can predict writing performance (p. 117). As a result, it is probable that the beliefs of learners about writing and writing skills will have influence on the achievements of the outcomes. Additionally, from the overall analysis, it can be drawn as conclusion that PBWT period flourished the capabilities of carrying out writing performance collaboratively. Besides, McCarthy (1985) maintained that when individuals receive feedback about the quality of their performance, their evaluations about their abilities, efficacy expectations develop (p. 466). Apparently, teacher feedback and interference in the period of PBWT gave rise to a performance growth and developmental expectations.

Additionally, the results and statistics of the qualitative data demonstrated that there were both facilitative and inhibitive factors, which influenced learners' perception of writing self-efficacy beliefs from several points of view. The participants of the study reported that they benefitted from the PBWT because of the fact that they benefitted from training process since they had the belief that they enhanced their writing skills in terms of generating ideas and brainstorming, being competent at focusing and structuring, all of which are fundamental steps of writing as a whole. They also documented that teaching of writing contributed to their language awareness and creativity in particular. On the other hand, the study uncovered some negative factors such as worries and apprehension both during and post stages of PBWT period. Students kept on asserting that more training and practice is a necessity to have permanent solutions on the issue of writing in the target language. As Reid (2001) stressed, the primary focus of the process approach has much to do with the process rather than the grammar and structure and the product, which are given less importance. This is supported by the report of the students that they are expected to write in a limited period in exams, which is rather challenging and worrying for themselves. Besides, Horowitz (1986) asserts, since writing skills in all language exams are required to be done in a single draft, putting too much emphasis on multi-drafting and letting those steps happen in a process may give rise to a failure in academic exams. In that case, the creativity and flexibility of language teachers comes front to solve the possible

problems. Although many textbooks have adopted the process approach, the availability of other teaching methods should never be undermined.

**5.1.3 Explaining quantitative results with qualitative results.** This is a sequential explanatory design which focused to reveal the impact of PBWT on students writing skills, performance and efficacies by gathering both qualitative and quantitative data. The improvement of writing performance was detected by scoring the writing paper of the students before and after the PBWT period. The result of the analysis exhibited that there has been a remarkable rise in students writing scores after the PBWT period. Moreover, the growth in students' self- efficacy towards writing was revealed by analyzing the pre and post PBWQ outcomes. As results clearly revealed, there was a statistically striking difference identified on the students writing development regarding the self-efficacy on writing development between the pre- and post PBWQ scores. According to this difference, students' self-efficacy on writing after the PBWT period was comparatively higher than the students' self-efficacy on writing before PBWT period. Upon interpreting the findings of qualitative part, it is well worth seeing that they resonate with quantitative findings.

The students reported noticeable building attitudes they developed with the help of PBWT. Additionally, being competent in writing, developing self-awareness, getting used to the idea of writing, improving self-esteem and enthusiasms to write in the target language can be counted as contributing outcomes of the PBWT period on learners. On the other hand, some students reported worries and concerns on the process writing. These concerns were not done away with PBWT period. The improvement in writing performance has been proved by the analysis of writing scores, self-efficacy based questionnaire and students' reflection of the PBWT period. The results and reflections of the students gathered from before and after the PBWT period have been compared in order to analyze and interpret the findings. The overall results that emerged from the quantitative and qualitative data collection instruments regarding the impact of interactive writing tools training on L2 writers are displayed in table 14.

Table 14

*The Process Based Writing Training Period*

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Process Based Writing Training Period

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Increased self-efficacy

Increased writing Scores

Identified qualitatively positive and negative points in students' writing abilities

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To summarize, quantitative and qualitative findings, when compared and analyzed together, seem compatible with the results that the training of process-based writing, PBWT fostered EFL learners writing skills as well as their self-efficacies and competence in a positive way.

## **5.2 Conclusions**

The present study was purposefully aimed to analyze the possible influence and effectiveness of process writing on students' writing development and self-efficacy presence. The objective of the study is harmonized with the outcomes and help of both quantitative and qualitative data. The main findings of the study are summarized as follows;

Initially, the positive outcome of the process can be derived by analysis of pre and post writing scores of the participants with the pre- and post-writing efficacy scale. It can be claimed that the PBWT period had an immense positive influence on students' writing performance. The findings of the writing scores and self-efficacy scale resonate with studies mentioned in Literature Review chapter. For example, as Brown (2001) suggests that process-based writing approach enables students to be successful in writing by triggering them to have the chance of thinking, analyzing and reaching the final product successfully. Applying such a technique in writing can help to diminish some chronic problems and foster in writing.

Second, the attitudes of students towards the writing skill both before and after PBWT period, has been investigated. Students' self-efficacy presence on the writing issue has been analyzed. The findings have depicted that before PBWT period, the

participants had no idea about process-based writing and they were carrying nonsensical prejudice in their mind about writing skills, writing classes and the writing as a whole. After they had been trained for 4 weeks consisting of 20 hours of exposure to the process, a noticeable increase is detected in post-scores statistically regarding their self-efficacies. Then, the pre scores are compared with the post scores. According to this difference, students' self-efficacy levels before the process has been boosted with the help of PBWT period and students seem to get rid of the prejudices in their mind about writing. The participants of the study started to build effective enthusiasms and awareness towards the competence of writing in the target language.

Third, the open-ended questions and FGI were conducted before and after the PBWT period. These are examined to see the probable effects and influence of the process writing on students' self-efficacy levels. According to the findings, students report that their writing enthusiasm and awareness have been triggered positively and they have become aware that they have the competence in writing and writing on a given topic specifically. On the other hand, some students were of the opinion that more training might be useful in order to reach a permanent success in writing in the target language.

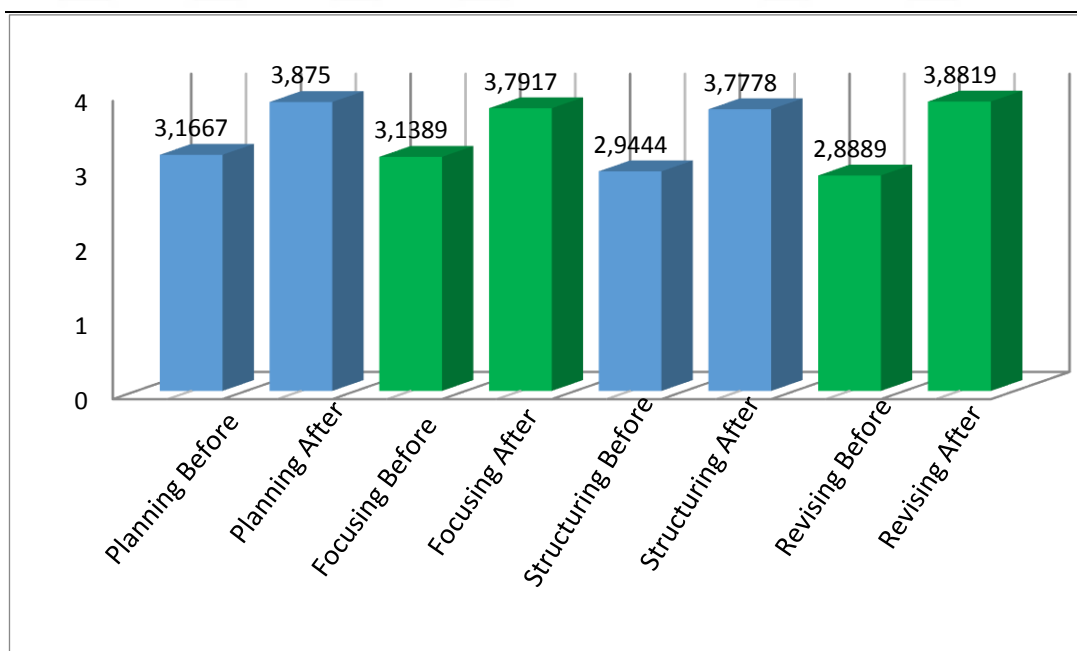


Figure 3. The comparison of the pre and post scores

Briefly to say, PBWT, after being investigated statistically, seems to have contributed to the writing performances and self-efficacy levels as well as to the attitudes of the participants.

Last but not the least, the outcome of the study gives away the fact that process based writing teaching period (PBWT) enhanced students writing attitudes and performances. Furthermore, it has also fostered the writing scores of the students after a process based instruction. Additionally, PBWT period helps the learners gain profound interest as well as self-confidence, self-esteem, awareness and enthusiasm. Overall, the influence on students is quite positive. However, students' concern about writing and their writing ability has not disappeared totally.

### **5.3 Recommendations for future research**

These following recommendations can be put forward after observing limitations and delimitations of the study with the outcome of the analysis.

This study was conducted at a state university. The target class consisted of 25 students. It might be a better idea to conduct the same research with more classes of pre intermediate even elementary level of students. More students involving into the kind of study may present more interpretable results and analysis.

Additionally, depending on the students' written reports, it has been revealed that 20 hours/4 weeks is not enough for students to develop expected positive self-efficacies.

This is an adaptable study to be conducted in any kind of school in the world. However, the variables and samples should be determined accordingly in order to get a plausible outcome from the study.

It can be seen that all skill teachers can use process based writing teaching in their lessons and it can be included into the syllabus of the schools. If not, teachers can adopt as a teaching instrument for their writing classes.

The teachers have to keep in their mind that the best way of teaching a target language passes through not seeing it as a school subject, instead to treat it as a life skill. The students of these kinds of teachers, after adapting this approach, will definitely find it more enjoyable. Instead of catching up the schedule, the writing skill in a whole term or to a specific spell of time, teachers and students can definitely enjoy the positive and permanent outcomes of the preference



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## APPENDICES

### A. PROCESS BASED WRITING SELF EFFICACY SCALE

#### SÜREÇ TEMELLİ YAZMA ÖZ YETKİNLİK ÖLÇEĞİ

Date:

Age:

On the scale below, there are statements about writing. Please read each statement carefully. Then circle the number that indicates to what extent you agree or disagree with each of them.

(Aşağıdaki ölçekte yazma becerisi ile ilgili ifadeler bulunmaktadır. Lütfen her bir ifadeyi dikkatli bir şekilde okuyun. Daha sonra her birine ne kadar katıldığınızı gösteren numarayı daire içine alın.)

(5) Strongly agree (Kesinlikle katılıyorum)

(4) Agree (Katılıyorum)

(3) Unsure (Kararsızım)

(2) Disagree (Katılmıyorum)

(1) Strongly disagree (kesinlikle katılmıyorum)

no		SA	A	UN	DA	SD
1	I can brainstorm to produce words and ideas in groups. (Grup çalışması içinde beyin fırtınası ile kelimeler ve fikirler üretebilirim)	5	4	3	2	1
2	I can make a plan of the writing.( yazma aktivitesinin planlamasını yapabilirim)	5	4	3	2	1
3	I can generate ideas.(fikirler üretebilirim)	5	4	3	2	1
4	I can generate questions about the topic of my writing.(yazma konusu üzerine sorular geliştirebilirim)	5	4	3	2	1
5	I can develop ideas by discussing with my friends and the teacher.(arkadaşlarımla ve öğretmenimle tartışarak fikirler geliştirebilirim)	5	4	3	2	1
6	I can write on my topic for five to ten minutes.( beş ile on dakika bir konusu üzerine yazabilirim)	5	4	3	2	1

7	I can write together in groups and share ideas.( <i>grup olarak birlikte yazabilir ve fikir alışverişinde bulunabilirim</i> )	5	4	3	2	1
8	I can generate different points of view and discuss them with my friends.( <i>farklı bakışaçıları geliştirebilir ve bunları arkadaşlarımla tartışabilirim</i> )	5	4	3	2	1
9	I can select different text types e.g. letter, newspaper, article. ( <i>mektup, gazete ve makale gibi farklı yazı türlerini seçebilirim</i> )	5	4	3	2	1
10	I can organize the notes from the pre- writing activities.( <i>ön yazma çalışmalarındaki notlarımı derleyebilirim</i> )	5	4	3	2	1
11	I can evaluate my own language.( <i>kendi yazı dilimi değerlendirebilirim</i> )	5	4	3	2	1
12	I can improve my writing by checking it carefully.( <i>yazma çalışmamı dikkatli bir şekilde kontrol ederek geliştirebilirim</i> )	5	4	3	2	1
13	I can look for errors and correct them on my own.( <i>kendi hatalarımı bulmaya çalışabilirim, onları düzeltebilirim.</i> )	5	4	3	2	1
14	I can evaluate my friends writing.( <i>Arkadaşlarımla yazma çalışmalarını değerlendirebilirim</i> )	5	4	3	2	1
15	I can edit my friends writing.( <i>Arkadaşlarımla yazma çalışmalarını kontrol edebilirdüzeltilmeler yapabilirim.</i> )	5	4	3	2	1
16	I can write a finished text on the basis of feedbacks.( <i>Verilen geri dönütler yardımı ile bir konu üzerine bitirilmiş bir yazı yazabilirim</i> )	5	4	3	2	1

## B. WRITTEN CONSENT FORM

### BİLGİ VE KABUL FORMU

Sevgili Öğrenciler,

Bu ölçeğin amacı Bahçeşehir Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi bölümünde yüksek lisans yapan Murat Ata tarafından yürütülecek olan bir araştırma için veri toplamaktır. Çalışma, araştırmacının yüksek lisans tezinde kullanılacaktır. Araştırma, sizin süreçte melli yazma eğitimi yoluyla yabancı dil öğretiminin yazma becerisi özyeterlilik düzeyi üzerine etkisini ölçmeyi amaçlamaktadır. Bu ölçek size iki defa verilecektir. Ölçeği yanıtlarken adınız istense de, bunun nedeni yalnızca cevaplarınızı karşılaştırmaktır. Ölçek sonuçları sadece bu araştırmada kullanılacak ve kimliğinizle ilgili bilgilendirilmeyecektir. Güvenilir veri toplayabilmek için ölçekteki tüm sorularımıza bir şekilde cevaplandırmanız çok önemlidir. Lütfen ölçekte yer alan ifadeleri dikkatlice okuyunuz ve size en uygun olan seçeneği işaretleyiniz. Katılımınız için şimdiden teşekkür ederim.

### INFORMED CONSENT FORM

Dear Students,

The aim of this scale is to collect data for a research study conducted by Murat Ata attending Graduate School of Educational Sciences, TEFL Program at Bahçeşehir University. The study will be included in the researcher's master's thesis. The study aims to investigate the effect of process-based writing on students' writing self-efficacy. You will be given this scale twice, in the first and the fourth week of the process. The results of the scale will be used only in this research and kept confidential.

In order to collect reliable data, it is very important that you respond to all questions honestly in the scale. Please read the questions carefully and choose the best response for you. Thank you for your participation.

I have read and understood the above and agree to participate in this study.

Name:

Signature:

## C. WRITING RUBRIC

### WRITING RUBRIC (For Essay)

**COHERENCE (Overall unity, General Statements, Thesis Statement, Topic Sentences, Concluding Sentence) (15 Points)**

<b>Excellent:</b> All above covered and almost very well developed	<b>15</b>
<b>Very Good:</b> All above covered and some may not be very well developed.	<b>12</b>
<b>Satisfactory:</b> Most above covered and some may not be very well developed.	<b>7</b>
<b>Unsatisfactory:</b> Few above covered and not very well developed.	<b>3</b>
<b>Poor:</b> Almost none above covered or mostly irrelevant.	<b>0</b>

**COHESION: (Supporting ideas regarding paragraph unity with appropriate conjunctions and connectors) (15 Pts.)**

<b>Excellent:</b> All ideas achieved in all paragraphs with almost no mistakes with conj. and connectors	<b>15</b>
<b>Very Good:</b> Ideas mostly supported in all paragraphs with minor mistakes with conj. and connectors	<b>12</b>
<b>Satisfactory:</b> Ideas mostly supported in some paragraphs with some mistakes with conj. and connectors	<b>7</b>
<b>Unsatisfactory:</b> Ideas very poorly supported with adequate usage of conj. and connectors	<b>3</b>
<b>Poor:</b> Ideas cannot be followed or almost fully irrelevant	<b>0</b>

**LANGUAGE AND MECHANICS (10 Pts.)**

<b>Excellent:</b> The student uses complex structures with almost no mistakes.	<b>10</b>
<b>Very Good:</b> Takes some risks with minor mistakes.	<b>7</b>
<b>Satisfactory:</b> An acceptable level of structure.	<b>4</b>
<b>Unsatisfactory:</b> Very simple usage considering the level	<b>2</b>
<b>Poor:</b> Unacceptable grammar performance	<b>0</b>

**VOCABULARY (10 Pts.)**

<b>Excellent/ Very Good:</b> Wide range of correct word choice and appropriate terms regarding the topic	<b>10</b>
<b>Satisfactory:</b> Adequate range of word choice and some appropriate terms regarding the topic	<b>6</b>
<b>Unsatisfactory:</b> Inadequate and flat usage of words with some repetitions considering the level	<b>2</b>
<b>Poor:</b> Too simple usage of words with a lot of repetitions	<b>0</b>

## D. WRITING CODES



### DOKUZ EYLUL UNIVERSITY SCHOOL OF FOREIGN LANGUAGES



#### WRITING CORRECTION CODES

SYMBOLS	ERROR	EXAMPLE
Sp	Spelling	My fovarite season is summer.
Gr	Grammar	I saw he in the park.
WO	Word order	We have got food enough.
A	Article	She does a homework.
Prep	Preposition	They are interested at history.
Tns	Verb tense	We have been to Antalya two days ago.
WF	Word form	She speaks German fluent./ The accident was frightened.
WW	Wrong Word	Aylin did a lot of mistakes in the exam.
LW	Linking Word	It was very cold, however he took a taxi.
Agr	Agreement	I don't need this books.
Pnc	Punctuation	Where are you from,
^	Missing word	As soon as he learnt the news, called his wife.
X	Word not needed	We go to swimming every weekend.
?	Unclear meaning	You laughed bored me home.

## E. A SAMPLE WRITING ASSESSMENT

### PARAGRAPH-Second Draft

NAME: Osman Batuhan ISIN

CLASS: EA4 - 105

TASK:

My Dream Job

Dream jobs define identity of children. Then, they grow up with it. When they grew up, they choose a role model, an idol. I idolized my father when I was child. However, depend on my learning, it changed in years. I follow the justice, peace, truth and knowledge now. I have to keep them on topic in this life like everyone should to do. That's why I want to be a politician now. I want to scream the truth like Malcolm did, I want to keep the peace on the Earth like Gandhi did. I want to reach the knowledge and serve to my country with my best as Mustafa Kemal ATATURK did. We need people like them in these hard days. Why are we waiting? Who are we waiting for?

Topic Sentence 5 pts.	Supporting Sentences 10 pts.	Concluding Sentence 5 pts.	Coherence & Unity 10 pts.	Grammar 8 pts.	Vocabulary 7 pts.	Spelling & Punctuation 5 pts.	Total 50 pts.
5	10	5	10	7	7	5	49

PARAGRAPH-Second Draft

NAME: Yaren DEMIRHAN

CLASS: EAU 105

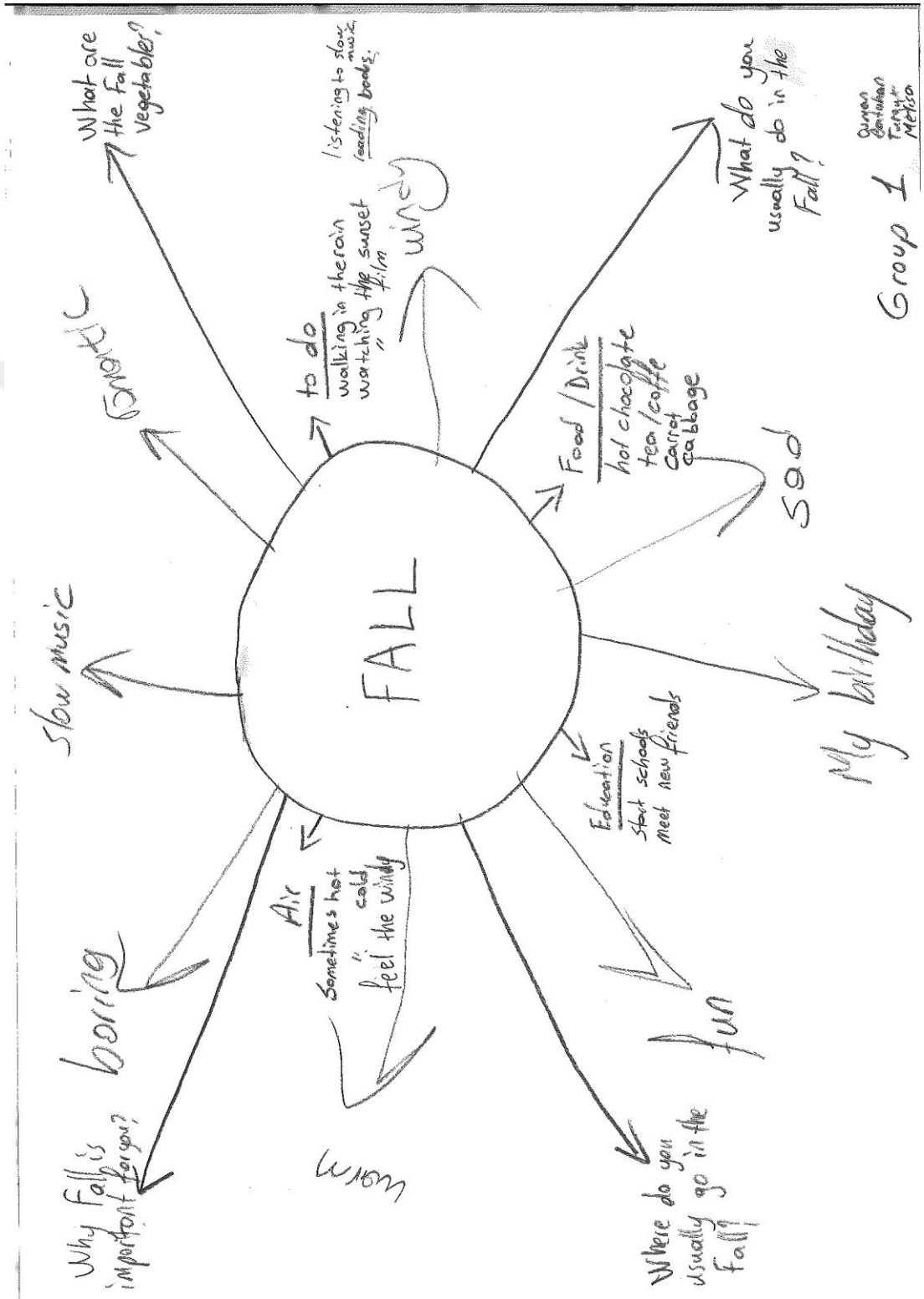
TASK:

My Favorite Job

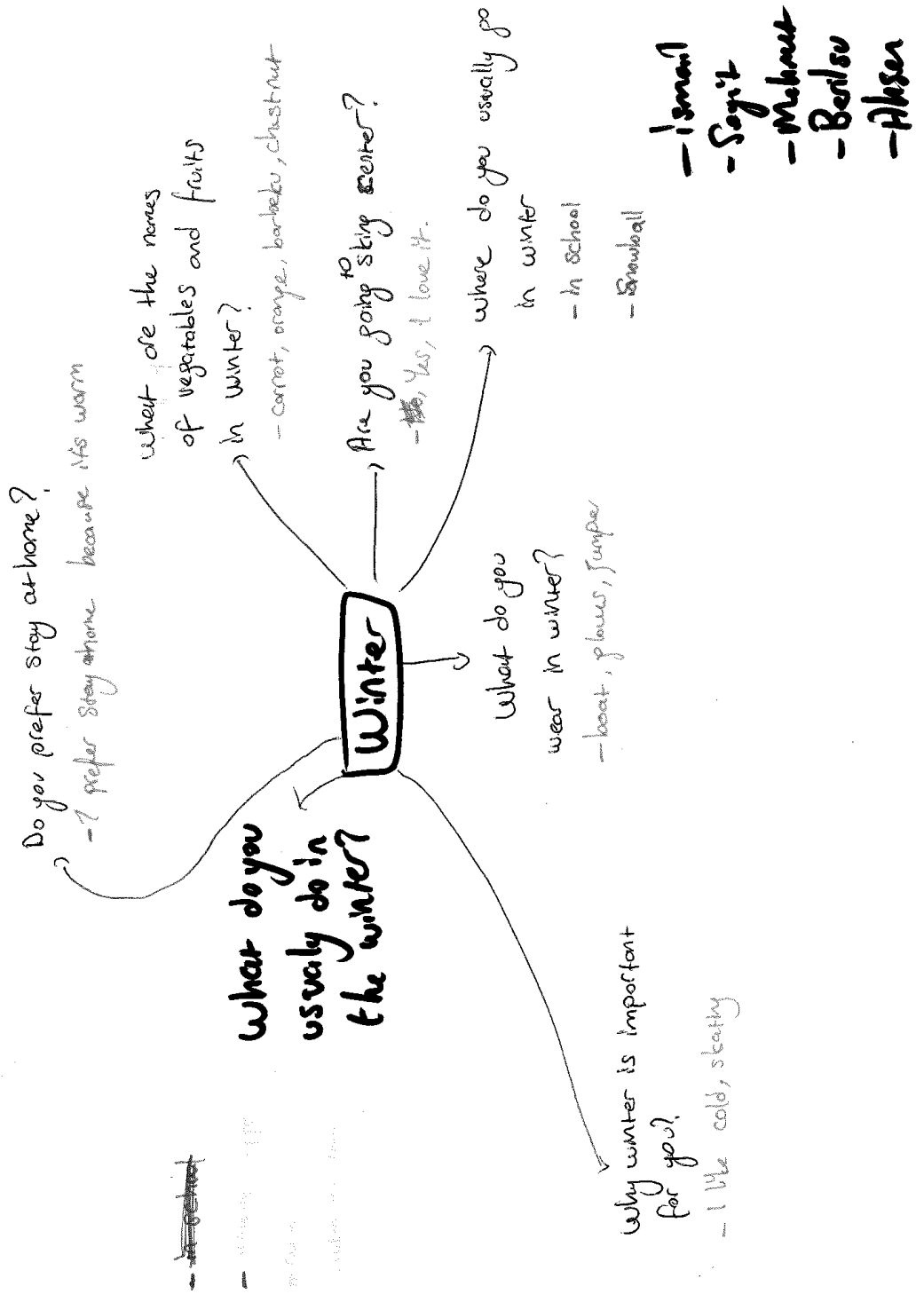
There are many professions that I can earn money however, I wanted to be a kindergarten teacher. Firstly, I love little children. Because they are pure and clean. Secondly I love to paint with kids. Third when the children are sleeping, I am resting. I love teaching kids things. It can be fun to teach them to play chess and play with toys. In addition, Teachers have regular working hours. Therefore This is amazing for me. That's why I can go home very early. As a result, teaching is the most enjoyable and ideal job.

Topic Sentence 5 pts.	Supporting Sentences 10 pts.	Concluding Sentence 5 pts.	Coherence & Unity 10 pts.	Grammar 8 pts.	Vocabulary 7 pts.	Spelling & Punctuation 5 pts.	Total 50 pts.
5	10	2	10	3	7	5	43

F. A SAMPLE STUDENTS' WRITING IN PROGRESS







## G. A SAMPLE OF OPEN-ENDED QUESTIONS

Gender: Male  
Age: 19

Date: 02/10/2017

### WRITTEN REPORT OPEN-ENDED QUESTIONS

Please, answer the questions below by providing as many details and examples as you can. You can answer the questions in English or in Turkish.

1. What do you think about process-based teaching of writing?

Okula başladığımda yazım konusunda iyi değildim. İngilizce olarak bir yavaş sayısal olduğundan ve peki ilgimi çekemediğinden önceden peki yazı yazmadım. Başta zorlandım yazı yazarken. Yazı yazarken planlamanın önemini kavradım. Yazı yazarken belli bir düzen olması gerektiğini kavrayıp ona göre yazımı geliştirdim.

2. Do you think process-based instruction has contributed to your writing skill? Why or Why not?

Gök şey kattı. İngilizce seviyem peki iyi değildi. Her hafta en az bir tane yazı yazarak paragraf nasıl yazılır onu öğrendim. Konuların ilerlemesiyle gramer ve diğer cümle kalıplarını öğrendim. Onları öğrenmekle basit cümleleri geliştirerek daha detaylı cümleler yapmayı öğrendim.

Gender: Male

Date: 02.01.2012

Age: 18

#### WRITTEN REPORT OPEN-ENDED QUESTIONS

Please, answer the questions below by providing as many details and examples as you can. You can answer the questions in English or in Turkish.

1. What do you think about process-based teaching of writing?

Sisteminde herhangi bir sorun yok ve gayet güzel işliyor.  
Tek sorun öğrencilerin yazma konusundaki isteksizliği.  
Yazma dhaması sıkıcı olabiliyor. Tabii dilimizi  
geliştirmek istiyorsak çalışmaktan başka çaremiz yok.

2. Do you think process-based instruction has contributed to your writing skill? Why or Why not?

Kazma etkinliği sırasında ilerleme kaydettiğime inanıyorum. Özellikle "grammar" ve "spelling" alanında gözle görülebilir bir ilerleme katettim.  
Kendimi geliştirmeye devam edeceğim

## H. CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name: Ata, Murat

Nationality: Turkish (T.C.)

Date and Place of Birth: 18.09.1984, Sakarya, Akyazı

Marital Status: Single

Phone: +90 533 562 14 73

Email: muratatadeu@hotmail.com

<b>EDUCATION</b>	<b>Institution</b>	<b>Year of Graduation</b>
<b>Degree</b>		
BS	Dokuz Eylül University	2006
High School	Arifiye Anadolu ÖğretmenLisesi	2001

<b>Work</b>	<b>Place</b>	<b>Enrollment</b>
<b>Experience</b>		
2006-2007	Dokuz Eylül University	English Teacher
2007-2007	Düzce University	English Teacher
2007- Current	Dokuz Eylül University	English Teacher