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**PROMOTING LEARNER AUTONOMY TO INCREASE SELF-EFFICACY  
THROUGH META-COGNITIVE STRATEGY FOR EFFECTIVE WRITING**

**THESIS BY**

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We **certify** that thesis under the title of “**PROMOTING LEARNER AUTONOMY TO INCREASE SELF-EFFICACY THROUGH META-COGNITIVE STRATEGY FOR EFFECTIVE WRITING**” is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.



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## ÖZET

# ETKİLİ YAZMAK İÇİN BİLİŞ ÖTESİ STRATEJİLERİ YOLUYLA ÖZ-YETERLİLİĞİ ARTIRARAK ÖĞRENCİ OTONOMİSİNİ GELİŞTİRMEK

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Yabancı bir dilde yazma, dil öğrenme süreci ve öğrenme çıktılarını direkt etkileyen bir dizi bireysel farklılıklardan ötürü zordur. Bununla birlikte yazma becerisi dil öğrenmenin en önemli ve en karmaşık süreçlerinden biridir. Biliş ötesi stratejileri ve özyeterlilik, etkili yazmanın önemini vurgulamaktadır. Dile dair yeni şeyler üretirken bu terimler yazmanın geliştirilmesi ve daha uzun kaliteli metinler üretilmesinde kesinlikle etkilidir. Bu çalışma biliş ötesi stratejilerinin ve öz-yeterliliğin yabancı dilde yazmaya etkisini detaylı bir şekilde keşfetme ihtiyacını karşılamayı amaçlamaktadır.

Bu çalışma, Karataş/ Yemişli İlköğretim Okulunun 8. Sınıfa kayıtlı 40 öğrencisi üzerinde yürütülmüştür. Öğrencilerin yazma becerileri üzerindeki başarılarını ve öğrencilerin öz-yeterlilikleri arasındaki ilişkiyi ortaya çıkarabilmek açısından öntest - sontest deseni benimsenmiştir. Veri toplama sürecinde aradaki ilişkiyi ortaya çıkarabilmek amacıyla öğrencilerin yazma dersinden aldığı notları ve öz-yeterlilik testi; öntest ve sontest olarak uygulanmıştır.

Bu çalışmanın sonuçları öz-yeterlilik, biliş-ötesi stratejileri ve öğrencilerin yazma becerisindeki başarısı arasındaki ilişkiyi kanıtlamayı amaçlamaktadır.

**Anahtar Kelimeler:** Öz-Yeterlilik, Biliş-Ötesi Stratejileri, Yabancı Dilde Etkili Yazma

## **ABSTRACT**

### **PROMOTING LEARNER AUTONOMY TO INCREASE SELF-EFFICACY THROUGH META-COGNITIVE STRATEGIES FOR EFFECTIVE WRITING**

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Writing in a foreign language is found difficult because of including a number of individual differences which directly affect the language learning process and the outcomes of learning. Moreover, writing is a complex and important process of language learning. Some researches on writing have shown the importance of the terms like meta-cognitive strategies, self efficacy, learner autonomy which is accepted essential part of producing new language items. Furthermore; these terms are absolutely effective on developing writing and producing longer and more quality texts. This study aims to meet the need for exploring the effect of self efficacy and meta-cognitive strategies on a foreign language writing in a detailed way.

The study was conducted on 40 participants from 8th grade students in Yemişli Primary school in Karataş. Pre-test and post-test design was adopted to find out the relationship between self efficacy level and students' achievement in writing performance. In data collection, students' achievement and self efficacy scale were given as the pre-test and the post-test.

The results of this study aimed to prove the relationship among self efficacy, meta-cognitive strategies and students' writing achievements.

**Keywords:** Self-Efficacy, Meta-Cognitive Strategies, Effective Writing in Foreign Language.

## **ABBREVIATIONS**

**ELT** : English Language Teaching

**Etc** : Et Cetera

**L2** : Second Language

**SPSS** : Statistical Package for Social Sciences

**SWS** : Self- Efficacy Scale in Writing

## LIST OF TABLES

<b>Table 1.</b> The Statistical Data Analysis of Self-Efficacy Scale as Pre-Test.....	38
<b>Table 2.</b> The Statistical Data Analysis of Self-Efficacy Scale as Post-Test.....	40
<b>Table 3.</b> Descriptive Statics of the Self-Efficacy and the Assessment of Writing Tasks...	43
<b>Table 4.</b> Correlation of Self-Efficacy and the Results of Writing Tasks.....	44
<b>Table 5.</b> Paired Sample T-Tests of Self-Efficacy Scale.....	45
<b>Table 6.</b> T-Tests of Writing Scores.....	47

## TABLE OF CONTENTS

<b>COVER.....</b>	<b>I</b>
<b>APPROVAL PAGE.....</b>	<b>II</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>III</b>
<b>ÖZET.....</b>	<b>IV</b>
<b>ABSTRACT.....</b>	<b>V</b>
<b>ABBREVIATIONS.....</b>	<b>VI</b>
<b>LIST OF TABLES.....</b>	<b>VII</b>
<b>TABLE OF CONTENTS.....</b>	<b>VIII</b>

### CHAPTER I

<b>1. INTRODUCTION.....</b>	<b>1</b>
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Purpose of the Study.....	3
1.4. Research Questions.....	3
1.5. Limitations of the Study.....	4

### CHAPTER II

<b>2. REVIEW OF LITERATURE.....</b>	<b>5</b>
2.1. Introduction.....	5
2.2. Affective Dimensions of Language Learning.....	5
2.2.1. Motivation.....	8
2.2.2. Attitude.....	11



2.2.2.1. Motivation and Attitude.....	14
2.2.3. Self-Efficacy.....	15
2.3. Meta-Cognition.....	22
2.4. Autonomous Learning.....	27
2.5. Effective Writing.....	32

### **CHAPTER III**

<b>3. METHODOLOGY.....</b>	<b>33</b>
3.1. Introduction.....	33
3.2. Context of the Study.....	33
3.3. Participants.....	33
3.4. Data Sources.....	34
3.5. Procedure.....	35

### **CHAPTER IV**

<b>4. ANALYSIS AND RESULTS.....</b>	<b>36</b>
4.1. Introduction.....	36
4.2. Statistical Data Analysis of Self- Efficacy Scale in Writing.....	36
4.3. Descriptive Statics of the Self-Efficacy and the Assessment of Writing Tests.....	43
4.4. Correlation of High Self- Efficacy and Writing Task Scores.....	44
4.5. Paired Sample T-Tests of Self- Efficacy.....	45
4.6. Treatment Process of Meta-Cognitive Strategies.....	46

## CHAPTER V

<b>5. DISCUSSION AND CONCLUSION.....</b>	<b>49</b>
5.1. Introduction.....	49
5.2. Discussion and Conclusion.....	49
5.3. Suggestions for Further Studies.....	52
<b>6. REFERENCES.....</b>	<b>53</b>
<b>7. APPENDICES.....</b>	<b>57</b>
7.1. APPENDIX 1 : Self-Efficacy Scale in Writing.....	57
7.2. APPENDIX 2 : Writing Spot and Content of the Course Book.....	60
7.3. APPENDIX 3 : Writing Rubric.....	66
7.4. APPENDIX 4 : Writing Samples.....	69

# CHAPTER I

## 1. INTRODUCTION

This chapter presents the background of the study, statement of the problem and the purpose of the study. The purpose of the study focuses on the effect of self-efficacy and meta-cognitive strategies on effective writing. The limitations of the study and research questions are revealed.

### 1.1. Background of the Study

Due to the globalization in most of fields of business and casual lives, the number of foreign language speaking people especially English has risen rapidly in Turkey. English is accepted the most used foreign language in international area. Therefore, from the beginning of early childhood to the ending of university education English has been taught as a foreign language in our country. In many respects, foreign language education in schools of Ministry Education is organized within the framework of English programs which is called Common European Framework sponsored by the European Union.

Taking these issues into account, this process is vital for young learners because of their having an innate capacity to learn a foreign language. Not only starting to learn English at an early age but also motivation and affective domains such as self-efficacy, motivation, self- esteem etc. should be taken into the consideration for this language learning process. Most studies point out the emergency of the affective factors (Gardner and Lambert, 1972).

Motivation, self-efficacy and positive attitude towards language learning are considered affective factors. Considering the students' language learning process, the relation between motivation and achievement directly can be observed (Oxford, 1990). That is to say that motivation and achievement are interrelated to each other completely. The interrelation language learning and affective factors also affect the main four skills such as reading, speaking, listening especially writing.

In addition to, affective factors such as attitude, motivation, self-efficacy etc. may affect students' achievement in writing. Writing is a productive skill. Normally a writer develops and presents his own thoughts in a structured way. Writing is also a vital part of language learning. It necessitates some basic language components like linguistic knowledge, vocabulary and grammar etc. Writing helps to reflect people's own internal world effectively. Self-efficacy, which is known as one's belief in his ability to write in a foreign language, is an essential for writer's performance. According to social cognitive theory, self efficacy is accepted as an important domain for students' motivation and achievements (Bandura, 1986).

On the other hand; students should take their own responsibilities and use some basic meta-cognitive strategies which includes planning (self management), monitoring (self monitoring), evaluation (self evaluation) etc. to product new things in writing. Meta-cognition is a cognitive process which enables the students to monitor and regulate their learning (Flavell, 1992). Students who have strong self-efficacy can work and perform the writing tasks easily by the help of meta-cognitive strategies (Bandura, 1986).

Self efficacy is one of the important motivational beliefs for writing. It is claimed that self efficacy has a great role on both writing achievement and personal evaluation on effective writing (Bandura, 1994).Furthermore; Zimmerman (1994; p. 133) emphasized that students can regulate their own learning process not only cognitively, behaviorally but also motivationally. Students consider motivational regulatory strategies based on self efficacy by the help of the feedback from monitoring themselves in the learning process. This process influences students' choice, effort or persistence for writing.

According to Brown (1983; p.29), meta-cognition includes planning, organizing and evaluating one's own learning. Meta-cognitive strategies are higher order executive skills. Cognitive strategies necessitate strong self-efficacy to adopt the strategies to different tasks in writing.

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

The main concern of this research is the lack of self-efficacy in writing tasks as I have observed my learners. I believe that most students in my class have lack of self-efficacy. Because while teaching English to them, I have observed that most of the students are afraid of making mistakes especially in writing lessons. They are reluctant to produce their own sentences in English. This may be the consequence of lower motivation and lack of self-efficacy in learning writing.

The role of internal desire to learn English has an undeniable impact on especially young learners while trying to increase the level of self-efficacy through meta-cognitive strategies. For that reason, self-efficacy is crucial for learners to include themselves in to the producing process (Dönyei,1990).

## **1.3. Purpose of the Study**

Because of negative attitude toward writing, students are afraid of making writing errors and producing new things. If the students have lack of self efficacy process, the writing tasks can be more complicated and difficult. This study aims to find out the influence of self efficacy in writing on the eighth grade students studying Yemişli Primary School in Karataş / Adana and develop their self-efficacy belief in writing.

Assuming the fact that the self-efficacy checklist prepared in accordance with the Common European Framework (CEF) is a valuable tool in promoting learner autonomy, I made use of CEF with the purpose of increasing students' opportunities for providing both their autonomy and self efficacy in their writing process. The framework of this study gives the students a chance to promote students' autonomy, achievement and self-efficacy applying freedom in task choice.

## **1.4. Research Questions**

The research questions guiding the current study are as follows:

- 1) Is there a relationship between self-efficacy and effective writing?
- 2) Do the learners develop their self-efficacy in effective writing through meta-cognitive strategies?

## **1.5. Limitations**

Although the findings of this study support the positive contribution of self-efficacy to increase learners' achievements in writing, some limitations of the study should be considered. One limitation of this study is the small number of participants which was 40 students. Beside this study is limited to only one state school, Yemişli Primary school. So caution should be exercised in generalizing the current findings beyond this student population or indeed to other wider populations. The other limitation of this study is the evaluation of writing tasks by only one teacher. The writing tasks can be evaluated by another language teacher to increase the reliability. On the other hand, the findings are valid for only this study group. Although the number of our participants is quite natural for this study, for making generalizations, a bigger sample is needed. Finally, in our study, the classroom practices for promoting self-efficacy were limited with the involvement of learners in developing meta-cognitive strategies and writing task management.

## CHAPTER II

### 2. REVIEW OF LITERATURE

This chapter examines the origins of self-efficacy, meta-cognition, effective writing learner autonomy and other affective factors in a detailed way.

#### 2.1. Introduction

The topic of self efficacy is a broad one. We are going to review the extensive literature related to self efficacy in writing by focusing the relationship with autonomy and meta-cognitive strategies as well as sharing these terms in various aspects.

Self-efficacy is one of the affective factors for the students to realize their own capacities and learn or perform skills. It is clear that if the students have the ability to organize themselves and control, it can be said they are autonomous learners. Language learning and teaching is an autonomous process and life-long journey. During this process, students should learn how to take the responsibility of their learning. It can be said that if students have high self-efficacy, they will be aware of their abilities and they will be more autonomous.

Moreover, meta-cognition is the process of active control over students' own cognition. Meta-cognitive strategies can be introduced as the awareness and deeper understanding of students 'own cognitive process and products. To foster self-efficacy, meta-cognitive strategies should be used actively in this process. The role of self-efficacy in writing has been examined in the following subsections.

#### 2.2 Affective Dimension of Language Learning

Bloom's Taxonomy of Learning Domains was published in 1956 to develop a system of categories of learning behavior to assist educational learning. The Taxonomy provides a detailed structure for planning, designing, assessing and evaluating learning effectiveness. It includes basic three categories such as cognitive domain, affective domain, and psychomotor domain.

Learners should benefit the taxonomy in many aspects to take their own responsibility by the help of the development of knowledge (Cognitive Domain); attitude, beliefs and feelings (Affective Domain); physical and bodily skills (Psychomotor Domain). Most of teaching approaches such as cognitive approach, direct approach etc. ignore learner

autonomy, feelings and attitudes. On the other hand, effective teachers should focus on motivating the students, encouraging and teaching them life-long learning strategies (Celce-Marcia, 2001). Teachers' and students' role on language learning seem very simplified by ignoring the effectiveness of psychological process.

Language learners have acquired the effective learning strategies which develop learners' autonomy, positive attitude and self-efficacy. Affective factors refer to the motions, feelings and attitudes that learners bring to the learning experience with themselves. The affective domains contain learning skills that are closely related to emotional (affective) process. Affective domains in learning process necessitate being open to experience, engaging in task, cultivating values, managing and developing oneself. Teachers and learners should try to internalize how affective domains and skills put into the practice in real learning process. In traditional learning system; the affective domains are often neglected. The affective domain includes the manner, in which we deal with things emotionally such as feelings, values, appreciation, enthusiasm, motivation and attitudes.

Affective factors which influence learning directly, the effect of it can be categorized negative and positive. Negative effect is affective filter which is an important key in theories second language acquisition. Teacher should empower their students to manage their own learning by assisting their students to learn more effectively. It is vital for teachers to help students for taking control their emotional factors and lower their affective filter (Krashen & Terrel , 1983). The theory of an effective filter claims that learners' feeling and attitudes support successful foreign language learning process. Negative attitude towards foreign language learning which leads to a filter prevents learners from achievement in during learning process.

This study completely focused on the positive effect of affective factors. Oxford (1990, p.140) emphasized that affective side of the learners is probably one of the important influences on language learning success or failure. Good language learners are defined that they can control their emotions and attitudes about learning. Furthermore, affective factors certainly depend on emotional side of students' learning behavior and development the variety of personal factors like feelings. The components of affective factors are divided into self-esteem, inhibition, anxiety, empathy, extroversion, self-efficacy and motivation. This study focuses on the importance of self-efficacy and in some extends motivation in foreign



language learning. Self-efficacy is a part of social-cognitive theory which combines cognition, motivation and emotion. Therefore, learners reflect and regulate their actions in language learning process and shape their environment and learning materials.

Attitudinal factors, one of which is self-efficacy are emphasized by Bandura with social cognitive theory. Self-efficacy is people's beliefs about their capabilities and controls the events that affect their lives. Students who have high self-efficacy can be aware of how to feel, think and motivate them and behave. Therefore, self-efficacy is completely related to motivation. Self efficacy is one of the important motivational beliefs for writing. It is claimed that self efficacy has a great role on both writing achievement and personal evaluation on effective writing (Bandura, 1994).Furthermore, Zimmerman (1994; p. 133) emphasized that students can regulate their own learning process not only cognitively, behaviorally but also motivationally. Students consider motivational regulatory strategies based on self efficacy by the help of the feedback from monitoring themselves in the learning process. This process influences students' choice, effort or persistence for writing.

Furthermore, affective strategies deal with regulating emotions, motivation and attitudes which learners consult them to reduce anxiety. Language learners apply affective strategies to encourage themselves, overcome fears from past failures and reward themselves for achievement of a language learning task or meeting a personal goal in learning. In addition to this, social strategies depend on developing interaction with other language learners sufficiently. In writing, affective strategies which are component of indirect strategies balance the level of anxiety, encouragement, emotions and feelings for learners' achievement.

Learners should take responsibility to lower their anxiety with activities such as relaxation, deep breathing, and listening soft music etc., however they should encourage themselves in higher level by taking risk and rewarding themselves step by step to success writing task appropriately. More motivated the learners feel, more satisfying results they take in writing tasks and they may have positive attitude toward writing in foreign language by the help of positive experiences.

### **2.2.1 Motivation**

Motivation is commonly known as an inner emotion or desire that achieves a goal (Brown, 1987). Furthermore; motivation is a force that activates behavior towards a goal which learners decide. The other specific definition belongs to Dry;

“Motivation is a function of self-image, which is the assessment, varying in time, made by the individual of his own aptitudes and capacity of his actual and potential relation to society at all degrees of proximity to and remoteness from himself, compounded of varying as conscious and unconscious beliefs (1997; p.190).”

In addition to this, motivation is facilitator energy to work towards the goal. Motivation as the natural human capacity to direct energy in the act of the goal is the most important component of language learning process. Motivation is an integrative process which combined with some learning variables such as classroom environment, background and teacher attitude etc. Besides this eternal process is balanced with learners' goals, believes, perceptions and expectations. To sum up, motivation arouses language learners to fulfill and achieve the tasks entirely. Accordingly teachers and learners should be aware of the necessity of the motivation.

Motivation is categorized in two broad categories such as intrinsic and extrinsic motivation. These categories are completely related to individual characteristic due to internal or external causes. Both of them are beneficial for students in language learning process. Intrinsic motivation which is innate refers to internal potential, however; extrinsic motivation which has dependence of external factor of language learning process for success refer to access desirable outcomes.

For researches, intrinsically motivated learners show higher and endless desire to achieve a task despite of all preventions. It is known that learning environment influences the level of learners' intrinsic motivation. Therefore; various strategies should be promoted carefully. Intrinsically motivated learners, who have voluntary engagement to the tasks for their own sake, find the process enjoyable, achievable and controllable without external supports, reinforcement or reward.

Most researchers emphasized that intrinsic motivation is a facilitator that especially encourages success directly. Also motivation is a dynamic process that varies from one moment to another depending on learning environment (Ellis, 1998). Well- chosen authentic materials, supportive learning atmosphere and materials are considered to have a great influence on motivation and language learning process. Moreover; learners' motivation is dynamic process that varies from one moment to another depending on learning task (Ellis, 1998). In conclusion, the nature of motivation extremely determines learners' preferences of language learning strategies and their achievement level.

Moreover, teachers' strategy can influence the students' intrinsic motivation too. The teachers who support learners' autonomy may activate learners' intrinsic motivation in language learning. It is a fact that there are essential factors to increase learners' intrinsic motivation such as promoting success, arousing curiosity allowing originality and encouraging relationships (Robinson, 1995). Promoting learners' success and encouraging them how they can achieve have an impact on intrinsic motivation. Furthermore; teachers should use meaningful materials to awaken learners' curiosity.

According to Xinyi;

“There is a long-standing mistaken idea that a foreign language is a skill that children have little intrinsic desire to learn or master. He continuous that by creating a supportive learning environment and effectively intervening in the learning process, the intrinsic motivation of young foreign language learners could be stimulated from the beginning L2 intrinsic motivation could be well predicted by perceived L2 competence and autonomy (2003; p.502).”

On the other hand, extrinsic motivation refers to external factors such as pleasing teacher, getting higher grades and obtaining learners' parents etc (Harter, 1981). Extrinsically motivated learners who need external supports focus on a task for only desirable outcomes or avoidance of punishment whereas intrinsically motivated learners engage in the task for enjoyment. Furthermore, learners who have intrinsic motivation feel fascinated and happy by observing themselves during learning process. Conversely, learners who concentrate on external achievements, their involvement of the task may decrease gradually.

Moreover, extrinsic motivation is related to any number outside factors while intrinsic motivation is a need which comes from within the learners. Furthermore; if learners who motivate themselves intrinsically during language learning process, they achieve their goals by the enjoyment of learning process itself or feeling themselves better (Harmer, 2007).

Cultural context in this process is accepted the natural focus of Gardner's social-educational model which refers to the value of learning the language, the nature of language contexts, the various individual differences and types of learning outcomes (Gardner, 1985). Achievement in language learning depends on a variety factors such as teacher, teaching approach, course materials but especially the characteristics of language learner.

There are numerous factors that affect the motivation in language learning process such as attitudes, individual varieties, social factors and autonomy etc. Gardner conducted some empirical studies emphasized three factors with foreign language achievement such as aptitude, motivation and integrative motivation. Aptitude affects attitudes and motivation towards language learning. At the same time; integrative motivated learners generally have more positive attitude towards language learning. Motivation, one element of the affective factors, has been widely common term in the learning process inseparably.

Motivation is accepted as the important part of individual differences which influence the speed of learning as different from each other. Gardner says that motivation is such a complex phenomenon that it cannot be defined by a single widely accepted theory. Presumably it can mean different things and it may be affected by; (a) cause, related to personal goals of the learner or outside incentives such as rewards or punishment, (b) behavior, which relates to persistence, effort of the learner or enjoyment; (c) outcomes, referring to evaluation of performance and reaction to success or failure (1985; p.10). Besides the learners who have motivated higher level probably use appropriate language learning strategies on their own and easily take risk in this process (Gardner, 2001).

Motivation is a term that depends on changing reasons and behavior immediately whereas attitude is a term that strictly depends on the set of individuals' values and habits. That is to say that language learners bring attitude to the process as language learning experiment which is influenced by the judgment of learners' family, friends and owns. In addition to this, attitude can be called as learned motivation. It is acceptable that the development of learners' motivation and achievement in language learning immediately depend on learners' attitude.

### **2.2.2. Attitude**

Studies about motivation are concluded that learners' attitude is the integral part of language learning and motivation. Krashen claims that attitudes can act as barriers or bridges to learning a new language and are the essential environment ingredient for language learning (1985; p.91). On the other hand, attitude is related to learners' like and dislike (Harmer, 2007).

Attitudes develop early in childhood are the results of social environment influenced by parents' and peers' attitudes such as other aspects; cognition and affect in human being (Brown, 1994). Learners are affected by the attitudes of people around them. It is indicated that every language student has positive or negative attitudes and all of them can be changed in a designed way (Şeker, 2003). There is a must for teachers, school authorities and parents should develop positive attitudes towards language learning for students.

Halliwell (1992, p. 15) emphasized that children do not come to their English lessons like a blank sheet of paper. They already have views about and attitudes towards learning English. Teacher should be aware of the attitudes which can form learners' desire and motivation to acquire language. Especially positive attitude play a key role in language learning and teaching. Affective conditions such as positive attitudes, self-confidence and anxiety have a strong impact on language learning and achievement.

Attitudes are strong supporter of motivation in language learning (Oxford, 1990). Motivation and attitudes are distinguished from each other in fact they are quite different to one another (Chambers, 1999). Motivation is a term that depends on changing reasons and behavior immediately whereas attitude is a term that strictly depends on the set of individuals' values and habits. That is to say that language learners bring attitude to the process as language learning experiment which is influenced by the judgment of learners' family, friends and owns. In addition to this, attitude can be called as learned motivation. It is acceptable that the development of learners' motivation and achievement in language learning immediately depend on learners' attitude.

Moreover, teachers' strategy can influence the students' intrinsic motivation too. The teachers who support learners' autonomy may activate learners' intrinsic motivation in language learning. It is a fact that there are essential factors to increase learners' intrinsic motivation such as promoting success, arousing curiosity allowing originality and

encouraging relationships (Robinson, 1995). Promoting learners' success and encouraging them how they can achieve have an impact on intrinsic motivation. Furthermore, teachers should use meaningful materials to awaken learners' curiosity. Besides higher autonomy teachers strengthen in the class, more originality learners can show by completing a writing task.

On the other hand, curriculum and task have an impact on intrinsic motivation which make easier to take learners' own responsibility of their language learning process. Furthermore, teachers should clearly emphasize the purpose of the task, the skills they plan to develop, external evaluation etc. in order to maximize intrinsic motivation. According to Gardner (1995; p. 96), there are common strategies to support intrinsic motivation by;

- Learning students' background and level completely
- Mentioning openly the value of intrinsic and extrinsic motivation
- Encouraging intrinsic motivation and high self-efficacy
- Helping students to explore the learning process on their own and be reflective
- Supporting cooperation in the tasks in social context
- Challenging all the learners to develop new strengths and presentation formats
- Guiding students the control of learning process and choices
- Preparing grading scheme with learners
- Being a good model

On the other hand, individual and interpersonal factors are designs that are intrinsically motivated. Individual factors play a role when learners decide to work alone whereas interpersonal factors develop interactions with other learners. The interpersonal factors promoting intrinsic motivation are challenge, curiosity, control, fantasy, competition, cooperation and recognition (Wlodkowski, 1999). If these factors are provided in language class, learners' intrinsic motivation can be fostered to learn. On the other hand, curriculum and task have an impact on intrinsic motivation which make easier to take learners' own responsibility of their language learning process.

Language attitude studies started in the 1960s. This term was not seen facilitator for language learning process because of behaviorist approach which accept language as only behavior rather than mental process. Most researchers observed the relation attitude and motivation during language between learning process. As a conclusion, the relationship

between attitudes and achievement has been clarified. It is suggested that there are mentalist and behaviorist view points to language attitudes (Pajares&Schrunk, 1970). Mentalist views define it as “mental and neutral state readiness” while behaviorism accept it as “dependent variables” determined by behavior in a social context.

Considering this, attitudes are described as learned mental habits which are shaped by learners’ language learning experiments (Şeker, 2003). Moreover, both mentalist and behaviorist approach define the attitudes as learned mental habits and stable beliefs which learners’ feeling and behaviors depend on language learning process (Karahan, 2007).Furthermore, attitudes include a cognitive component which necessitates beliefs and perceptions. Besides attitudes refer to evaluative component which results language learning process in like or dislike. In addition to this, attitudes have a behavioral component which is observable.

Another important point with the term of attitude, it can be formed through language learning process actively by controlled variables such as teaching environment, teaching materials, education programmes and learners’ behaviors. Attitude is also defined as set of beliefs, feelings, thoughts or behaviors towards an object or a situation (Şeker, 2003). Consequently; general points of the attitudes can be focused as follows (Şeker, 2003; p.99):

- They are basically related to social behaviors individually.
- They are absolutely subjective which differ from one to another.
- They can be easily expressed by language.
- People with different expectations about an object.

On the other hand, attitude is divided into three main categories as positive, neutral and negative. Learners who have positive attitude towards language learning are receptive to understand while learners who have negative attitude block themselves with barrier and filter. Therefore, teachers should create positive environment to activate positive attitude towards language learning process and respect for students’ feelings (Gardner, 1985).

In another aspect, attitudes can be divided into two main parts as implicit and explicit attitude. Both of them can be easily changeable by supporting language learning process positively. Implicit attitudes are unconscious one; however, explicit are observable clearly. On the other hand, not only learner attitude have a strong effect on language learning process but also teacher attitudes influence both language learning process and learners’ attitude.

The importance of the attitudes determines learners' achievement permanently how a foreign language is acquired. That is to say positive or negative attitudes can be modified in a desired way. In Gardner's socio-educational model, learners' attitudes and achievements are affected by prevalent cultural beliefs. According to cultural beliefs second language learning is very difficult or not important, the level of learners' achievements will be low. Attitude toward language learning has a strong connection with motivation. However, positive attitude towards language learning which are supported by cultural background of the students, facilitate learners gradually and motivate for success. Moreover, in Turkey foreign language learner are not exposed to enough contact which forms true attitude with target language (Dönyei, 1990).

### **2.2.2.1. Motivation and Attitude**

Attitude and motivation, two social psychological factors, are related to success in language learning process. Affective factors such as attitudes, motivation, self-confidence, learner independency, intelligence, language aptitude and language learners' strategies influence the success of language learners' extremely (Gardner, 1985). Motivation which roots in learners' mind and background is a desire and interest which relates to the attitudes of language learning. Teachers should get the students involved in the learning process by fostering achievement and motivation if the students have positive attitudes towards the target language, its speakers, teacher and the course; students are willing to participate into the process, take responsibility seriously and make efforts for achievement.

Motivation is a goal-oriented behavior which is supported by attitude in many aspects. Motivation makes learners' desirable and attentive for the language tasks. More motivated language learners are, more time and effort learners spend (Gardner, 2002). Motivation is called instrumental and integrative motivation. If L2 acquisition for a passport for prestige, it is called as instrumental motivation however, if L2 is a need for learners to identify target community and culture, it is called as integrative motivation. Moreover, it is hypothesized that integrated motivated students learn faster and more permanent. Furthermore, high motivation comes from persistently desire which is accepted by most authors (Gardner, 2002).

Furthermore, motivation is described as equation of effort, desire and attitudes (Gardner, 1985). In addition to this; motivation and attitudes together define as desirable effort that learner acquire target language (Ellis, 1998). Learners' perception of the teacher target language, class and curriculum are responsible for learners' attitude. To sum up,



learners learn target language better if autonomous motivation and positive attitudes towards English can be supported.

Motivation and attitude are two terms which are together in many places. Şeker (2003; p.64) indicates that greater motivation and effective learning. Furthermore, if learners have constant contact with the target community, they will construct positive attitude which develop higher level of motivation. However, some researchers claim that there is a indirect relationship between attitudes, motivation and learning. Attitudes influence motivation directly but on the other hand, attitudes do not lead language learning explicitly. Beside attitude is accepted as a category under the topic of integrative motivation (Gardner, 2002). That is to say learners who are integrative motivated has positive attitude towards language learning.

### **2.2.3. Self-Efficacy**

Self-efficacy is a root of Bandura's social cognitive theory in the 1960's. Apart from behaviorism, this theory is completely related to cognitive features supports this process. Behaviorism which rejected the importance of human's belief on learning process. Humanism which supports personal achievement and personal beliefs for learning process guided social cognitive theory by developing cognitive psychology which increasingly accepted humanist beliefs on learning process.

Humanism also claims that learners are motivated to learn as an act of personal achievement. In 1977, self- efficacy was declared as missing element of self-beliefs by Bandura. The concept of self-efficacy includes psychological and pedagogical implications. Moreover, self-efficacy is constructed as a significant motivational key in the cognitive system and central force of effort which balances knowledge and action. In this conceptualization, self-efficacy beliefs of the learners regulate not only the importance of adequate knowledge but also superior performance which learners proficiently perform. Self-efficacy beliefs affect learners' performance though cognitive, motivational, affective and decisional process.

Moreover, this is a complex belief which is constructed both cognitive and affective domains. The cognitive side of it consist awareness and understanding of self. In other aspect; the affective side of it is related to one's feeling of self-worth. In other words, person perceives the capability of the self and set the goal achieve. For language teaching person's own direct experiences for a task affect self-efficacy. Strong self-efficacy influences students'

achievement in a task. There is a strong relationship among self- efficacy, student engagement for a task and learning or achievement (Pajares & Schrunk, 2002).

Self-efficacy develops students' engagement for a task and achievement in several ways such as behavioral engagement (effort, persistence and instrumental help seeking), cognitive engagement (strategy use and meta-cognition) and motivational engagement (interest, utility, value and affect). Behavioral engagement involves observable behavior for a task. On the other hand, cognitive engagement takes place in students' head. Students can be more actively and cognitively engaged while focusing on a task by using meta-cognitive strategies.

Moreover, motivational engagement is certainly related to personal interest, value and feelings. In other words, the more self-efficacy a student has, the more they are engaged. My study will focus on the effect of the self-efficacy on cognitive engagement (meta-cognitive strategies and a little, motivational engagement). Self-efficacy is one of the important motivational beliefs for writing. It is claimed that self efficacy has a great role on both writing achievement and personal evaluation on effective writing (Bandura, 1994).

Self-efficacy provides learners to develop learning strategies taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations (Oxford, 1990). Moreover, learners should regulate appropriate language learning strategies influence learners' self-confidence in language learning and motivate them to learn language better. Students who have a higher sense of self- efficacy or confidence in their own learning process think and adopt the meta-cognitive strategies effectively.

On the other hand, self-efficacy was originated with socio-cognitive theory by Bandura in 1977. Bandura (1986, p.391). Self efficacy is a part of social-cognitive theory which combines cognition, motivation and emotion. Therefore, learners reflect and regulate their actions in language learning process and shape their environment and learning materials. Attitudinal factors, one of which is self-efficacy are emphasized by Bandura with social cognitive theory believed that self-efficacy is the judgment of learners' capabilities to recognize and execute courses of action to attain the types of their performances. It deals with cognitively perceived capability and achievement of self. In other words, self-efficacy refers to learners' beliefs about their own capabilities of achieving a task.

Furthermore, students who have strong sense of self- confidence and self-efficacy can easily manage their learning process and show higher efforts and motivation. According to many studies, there was a significant and positive correlation between self –efficacy and students’ achievement. Self-efficacy is people’s beliefs about their capabilities and controls the events that affect their lives. Moreover, students who have high self-efficacy can be aware of how to feel, think and motivate them and behave. Therefore, self-efficacy is completely related to motivation. Self efficacy is one of the important motivational beliefs for writing.

It is claimed that self efficacy has a great role on both writing achievement and personal evaluation on effective writing (Bandura, 1994).Furthermore, Zimmerman (1994; p. 133) emphasized that students can regulate their own learning process not only cognitively, behaviorally but also motivationally. Students consider motivational regulatory strategies based on self efficacy by the help of the feedback from monitoring themselves in the learning process. This process influences students’ choice, effort or persistence for writing.

In many aspects, writing is one of the most difficult language skills. Students should take their own responsibilities and use some basic meta-cognitive strategies which includes planning (self management), monitoring (self monitoring), evaluation (self evaluation) etc. to product new things in writing. Meta-cognition is a cognitive process which enables the students to monitor and regulate their learning (Flavell, 1992). Students who have strong self-efficacy can work and perform the writing tasks easily by the help of meta-cognitive strategies (Bandura, 1986).

Moreover, this is a complex belief which is constructed both cognitive and affective domains. The cognitive side of it consist awareness and understanding of self. In other aspect, the affective side of it is related to one’s feeling of self-worth. In other words, person perceives the capability of the self and set the goal achieve. For language teaching person’s own direct experiences for a task affect self-efficacy. Strong self-efficacy influences students’ achievement in a task. There is a strong relationship among self- efficacy, student engagement for a task and learning or achievement (Limebrick & Pintrich, 2003).

Self-efficacy develops students’ engagement for a task and achievement in several ways such as behavioral engagement (effort, persistence and instrumental help seeking), cognitive engagement (strategy use and meta-cognition) and motivational engagement

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Self-efficacy regulates learners' live in the aspect of how they behave, think, feel and especially motivate themselves (Bandura, 1986). Learners who have strong self-efficacy try to complete a task with a strong self-confidence. On the other hand, if they fail, they can quickly recover their sense of self-efficacy. The way of creating strong self-efficacy depends on whether gaining mostly in the task. Positive experiences help students to construct strong self-efficacy. Writing self-efficacy is a strong confidence for writing tasks. While students are conducting a writing task, students who have sufficient self-efficacy show more efforts and interest. Writing self-efficacy is the first step in predictions whether writing performance can be achieved or not (Zimmerman, 1994). In other step, self-efficacy fosters to use meta-cognitive strategies in writing actively.

Self-efficacy is a way of self evaluation that affects decisions which learners make, efforts and the mastery of behavior (Eastin & Larose, 2000). In addition to learners who have high efficacy adopt cognitive and meta-cognitive strategies (Pajares & Schunk, 2001). The learners' self-efficacy beliefs help learners to predict their capability to achieve tasks. It is indicated that self-efficacy has a strong effect on learners' performance than other motivational beliefs.

However, learners' perceptions or experiences of previous performance play the important role in learners' judgment of self-efficacy (Pintrich & Schunk, 2002). That is to say, physiological and affective factors are basic influential part of self-efficacy. The concept of self – efficacy is defined as learners' belief about their abilities to achieve a task (Bernhard, 1997). Moreover, self- efficacy is emphasized that the students' judgment of their academic competence (Pajares, 2000). Self-efficacy is also an effective way for the learners to cope with the learning challenge by thinking their capacity (Ehrman, 1996). Furthermore, learners who have high positive self-efficacy about learning as a second language are certainly sure their power and abilities to achieve their goals. On the other hand, learners who have low self-efficacy cannot notice their own potential. In other words, they admit failure from the start (Bernhardt, 1997).

Of all affective factors, self-efficacy is the most influential one. Nearly two decades of researches revealed that is closely related to learners' achievement. Self- efficacy is accepted basic component of achievement by playing powerful role in determining the choices learners make the effort they will cope with challenge and the degree of anxiety or confidence they will bring from latest experience to the task. Self- efficacy can differentiate learners' behaviors when they have similar background and experience (Bandura, 1986).Self-efficacy affects behavior in four ways. They are defined as choice of behavior, greater effort, emotional reactions, recognizing human as producers. Furthermore, self-efficacy is the key factor which has a very important place in learners' life-long learning process. On the other hand, self-efficacy is the vital for successful adaptation and change (Bandura, 1986).

Learners who have a high sense of self-efficacy can predict their own achievements. Therefore, students perform writing tasks satisfactorily. According to the research which is related to self-efficacy and learners' achievement, self-efficacy plays a significant role in learners' achievement (Cotterall, 1999). Consequently, self-efficacy provides the development of human motivation, well-being and learners achievements. The high sense of self-efficacy has a significant role in learners' achievement and their life-long learning process. Taking the importance of self-efficacy and learners' success into consideration, we should not ignore self-efficacy in learning environment which is the critical component of motivation and learners' success (Pajares ,2002).Self- efficacy is affected more by learners' experiences which develop cognitively.

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Self-efficacy refers to self-perception on beliefs of capability to perform a task at desired level. Successfully learners' perception about their efficacy can increase learners' motivation and determine them to set higher goals and work hard to achieve it. This makes students autonomous learners who control over their own learning. Self-efficacy was identified in two categories. First one depends on achievements in specific field such as language. On the other hand, the second one is related to self-regulated learning which learners feel successful on a task.

Furthermore, self-efficacy is the judgment of the learners about what extend they can achieve or whatever skills they have individually. Moreover, it is a generative capability in which includes cognitive, social, emotional and behavioral sub skills. Learners who have high self-efficacy beliefs can produce goal-oriented actions in the face of difficulties generatively. In addition to this, self-efficacy is the belief in one's power to achieve certain level of learners' performance.

Learners who have high sense of self efficacy are capable of achieve the task that participate. Moreover, self-efficacy fosters affective, motivational, personal settings as well as cognitive processes. Beside self-efficacy varies in three dimensions such as magnitude, generality and strength. Magnitude refers to the level of increasing difficulty that learners can perform. Generality refers to the extent of success or failure experiences affect self efficacy

expectations in similar context or situations. Strength refers to learners' resistance for performing a task or persistence in the face of challenges (Bandura, 1994).

There are some researches that investigate the development of learners' self-efficacy from birth to adulthood. Person is born without any sense of self. The sense of self develops through the interactions with the social context. Through this process, children construct personal agency because of the outcomes which their action produce. However, outcomes are not sufficient for developing learners' self-efficacy. Young children can be encouraged for the sense of self-efficacy by providing enriching environment and allowing for creating opportunities.

The initial efficacy experiences are gained in the family. Family should support opportunities for mastery experiences which provide them to build trust, competence and self-efficacy. While growing children's social environment, social interactions such as peer interactions increase. Peers are accepted as a model of thinking and behavior. Moreover, children improve their cognitive skills and intellectual efficacy by the help of comparison to others. Social relations become more important for adolescent who are promoted by both family and peers. Individuals start thinking about the role in the society as adults. There are lots of self-efficacy concerns for adult because of social norms, economic norms etc.

Self-efficacy requires a certain amount of personal control or mastery. Learners who have low self-efficacy feel depression anxiety, fear, addiction etc. Moreover, self-regulation is the most important part of meta-cognitive capacity in learners' adaptation for different learning environment. Self-regulated learners are acceptable of planning, setting goals and regulating the personal goals. Self-efficacy influences learning process in several ways. As cognitive level, learners who have high self-efficacy set challenging goals and make efforts to achieve them. As motivational level, learners with high self-efficacy can manage difficulties easily (Pintrich&Schunk,1996)

There are some factors such as goal-setting, information processing, models, encouragement, feedback and rewards which affect and increase self-efficacy. Goal setting is a cognitive process as the important need for achievement to work hard. Moreover, the benefits of setting a goal provide learners to engage in activities by paying attention and trying harder. Knowing processing the information motivates learners and increases self-efficacy like a road map.

Furthermore, students with high self-efficacy focuses learning process keenly if they get information on the process detailed. Processing information leads to think over their learning methods and strategies. Learners can acquire self-efficacy from observing peers or comparison. It increases efficacy in a greater extent. On the other hand, self-modeling which gives the opportunity to watch them while performing tasks, improves performance. Encouragement and feedback is facilitator that increases self-efficacy, motivation and achievement. Moreover, rewards are another way for encouragement and positive feedback. It increases desirable outcomes by giving students information about learning process. Some recommendations for teachers to increase their students self efficacy and achievement have listed (Pintrich& Schunk, 1996; p, 23);

- Inform students about learning process at the beginning of it
- Emphasize how the learning will be useful in students' lives
- Teach learning strategies and how adopt them into the process
- Support individual differences and different learning styles
- Give the opportunity to work in cooperation
- Give feedback effectively
- Give rewards where it is necessary
- Use models to build self-efficacy and motivation

### **2.3. Meta-cognition**

Self- efficacy is accepted basic component of achievement by playing powerful role in determining the choices learners make the effort they will cope with challenge and the degree of anxiety or confidence they will bring from latest experience to the task. Self- efficacy can differentiate learners' behaviors when they have similar background and experience (Bandura, 1986).Self-efficacy affects behavior in four ways. They are defined as choice of behavior, greater effort, emotional reactions, recognizing human as producers. Furthermore, self-efficacy is the key factor which has a very important place in learners' life-long learning process. On the other hand, self-efficacy is the vital for successful adaptation and change (Bandura, 1986).

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learners' achievement (Cotterall, 1999). Consequently, self-efficacy provides the development of human motivation, well-being and learners' achievements. The high sense of self-efficacy has a significant role in learners' achievement and their life-long learning process. Taking the importance of self-efficacy and learners' success into consideration, we should not ignore self-efficacy in learning environment which is the critical component of motivation and learners' success (Pajares, 2002). Self-efficacy are affected more by learners' experiences which develop cognitively.

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There are three basic types of awareness in activating meta-cognitive strategies in writing tasks. The first one is directly related to knowledge which the students are aware of what students know or don't know. Second one occurs in thinking process which focuses on

understanding of cognitive tasks and why they are necessary to complete them. Finally thinking strategies also includes awareness to direct students own learning (Flavell, 1979).

On the other hand, meta-cognition is a term which involves knowledge when and how to use strategies for learning. Meta-cognitive strategies are defined as high order executive skills which enable students to learn in a systematic, efficient and effective way. The elements of meta-cognitive strategies are planning, monitoring and evaluating (O'neil, 1978). Using these strategies in writing is a reflective process which provides students to take their own responsibilities in learning.

Meta-cognitive strategies are concerned with awareness and self-regulation. For this aspect, there may be a relationship between self-efficacy and meta-cognitive strategies. Moreover, meta-cognitive strategies not only help language learning in generally but also writing task specifically. Writing in a foreign language is a complex skill which includes both contextual (planning, transcribing etc.) and literary components (fluency, accuracy and structure etc.). It is a productive skill which necessitates process and product stage.

Therefore, students can manage this process effectively to product. Students should follow certain stage and develop special skills like organizing, drafting etc. while performing a writing task. That is to say, meta-cognitive strategies can be used in writing to conduct writing process effectively. Furthermore, meta-cognitive strategies affect directly not only students' self efficacy but also students' motivation to teach (Pierce, 2003). On the other hand, meta-cognition combines writing strategies to make correct inferences about how to apply meta-cognitive strategies efficiently. Meta-cognitive strategies in writing require new and different ways to complete the writing tasks by applying meta-cognitive strategies in language learning process (Pierce, 2003). Therefore, teachers are the key to develop meta-cognitive strategies in class. Meta-cognitive development starts with using meta-cognitive abilities in task such as controlling students' own learning, selecting some strategies, monitoring the process, analyzing and correcting errors etc. (Flavell, 1979).

Meta-cognition in writing is described as awareness of not only purpose but also process in writing. Writing includes three procedural stages like planning, drafting and responding. For each writing stage, there are different meta-cognitive strategies. Identify the writing purpose; activating prior knowledge, writing topic etc. are used for planning stage. Finally self-evaluation strategy is for responding stage (Rapheal et al., 1989).

Some language learning strategies which especially cognitive strategies focused on this study can be observed in learning process. Cognitive strategies is a conscious process which language learners has clearly identified the problem and adopted affective solutions to new situations. Generally learners apply cognitive strategies which include meta-cognitive behavior such as monitoring learners' own learning as well as affective and social strategies for many reasons such as solving problem, accomplishing task, achieving a goal and supporting their own learning directly or indirectly (Oxford, 1990). Language learning strategies are classified in three categories which are constructed such as meta-cognitive, cognitive and social/affective (O'Malley&Chamot, 1990).

Meta-cognitive strategies which are executive skills that include planning, monitoring and evaluating a learning task are composed of the first category. Meta-cognitive, affective and social strategies generally contribute indirectly to learning process. On the other hand, Wende (1991) defined language learning strategies in two categories such as cognitive and self-management.

Moreover, cognitive strategies are distinguished between mental steps and operations which assist the learners during language learning process by activating the four stages of information processing: (1) selecting information from incoming data; (2) comprehending the data; (3) storing the data in either short or long-term memory; and (4) retrieving the data. Input is the key factor which necessitates being selective towards new data. On the other hand, self-management or meta-cognitive are classified as second category of language learning strategies by Wenden in 1991. While acquiring new knowledge in language learning process, basic self-management strategies are classified by Wenden in 1991.

These strategies in cognitive psychology are referred as meta-cognitive strategies and self-directed learning. Language learners should actively apply these strategies which includes plan, monitor and evaluate their own learning in performing writing task. In planning step, learners decide on their own learning objectives and achieve their own goals in the beginning of writing task. Moreover, they can construct conditions of their own learning which are arranged to help learners for supporting their creativity. Planning sometimes may happen during writing performance especially when there is a need to modify their goals. The second step-monitoring happens during act of writing tasks. Monitoring happens during language learning process or performing writing tasks.

Meta-cognitive strategies which assist learners to oversee their own language learning process and check themselves how they are doing. Furthermore, evaluating focuses on the result of a writing task which results in judgments of the outcome of a particular attempt to use a language learning strategy. Oxford (1990) has a different classification of language learning strategies from authors' categories by O' Malley and Chamot (1990) and Wenden (1991). Two broad categories which are identified such as direct and indirect strategies include three sub-categories created totally six groups. Direct strategies include memory strategies, cognitive strategies and compensation strategies. On the other hand, indirect strategies are composed of meta-cognitive strategies, affective strategies and social strategies. That is to say, this classification is a complex and detailed system of language learning strategies.

Direct strategies which deal with the target language or producing new language for a specific task or situations, however indirect strategies are used for controlling the process of language learning. Direct strategies especially cognitive strategies systemize the process of target language so as to compensate memory strategies which necessitate remembering and retrieving information, for adopting language items in spite of insufficient knowledge. On the other hand, indirect strategies represent meta-cognitive strategies that manage coordination the learning process supporting affective strategies to orientate emotions and social strategies that provide students to learn in cooperation and interaction despite different purposes they have.

While applying indirect strategies for writing skill, indirect strategies support the process indirectly through focusing, planning, monitoring, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy (Oxford, 1990; p.151). Meta-cognitive strategies develop the feature of paying attention to a writing task and eliminate all potential distracters which called focusing. Consequently, some strategies such as cognitive, direct and compensation strategies are accepted that they deal directly with the language and meta-cognitive, affective and social strategies manage learning (Oxford, 1990).

Furthermore, affective strategies deal with regulating emotions, motivation and attitudes which learners consult them to reduce anxiety. Moreover, language learners apply affective strategies to encourage themselves, overcome fears from past failures and reward themselves for achievement of a language learning task or meeting a personal goal in learning. In addition to this, social strategies depend on developing interaction with other

language learners sufficiently. Therefore, learners should pay selective attention to particular details. Both of them are important for writing in a foreign language that requires attention. Learners should try to concentrate on the writing and bring out all interruptions during the hard process of selective for the components of writing such as right vocabulary and correct grammar etc. Organization, another important component of writing, is supported by meta-cognitive strategy basically. Furthermore, setting goal and objectives which give the opportunity for learners to know where they are and whether they get there or not, are the first step of starting writing in a foreign language. From time to time, learners should monitor the progress of composing writing task where they come up against producing. By looking for the cause of their problems should figure the possible solutions through activating self-management process.

In writing, affective strategies which are component of indirect strategies balance the level of anxiety, encouragement, emotions and feelings for learners' achievement. Learners should take responsibility to lower their anxiety with activities such as relaxation, deep breathing, and listening soft music etc., however, they should encourage themselves in higher level by taking risk and rewarding themselves step by step to success writing task appropriately. More motivated the learners feel, more satisfying results they take in writing tasks and they may have positive attitude toward writing in foreign language by the help of positive experiences.

## **2.4. Autonomous Learning**

Autonomy is a general human need which is the support of students' positive feeling about themselves and their achievement. Therefore, self-efficacy is the belief that students take control of their capabilities and achievements. It can be said that the person who has high self-efficacy is autonomous learner. Autonomous learns build their own knowledge which they bring by the help of their own experience and world knowledge (Candy, 1991). There have been a lot of researches about learner autonomy and the effectiveness of it on learners' success indirectly.

Learners, who accept their own responsibilities, are willing to learn and achieve the writing task easily. Teaching environment and teacher' attitude should foster learner autonomy in order to provide an effective learning (Sanparaset, 2010). Educators should not ignore the relation learner autonomy and their achievements. Moreover, learning awareness

develops learner autonomy. Learner autonomy is emphasized in many different aspects by different researches. Wenden states that;

“In effect, successful and intelligent learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous (1991; p.47).”

Learning autonomy is summarized by Littlewood as “learners’ ability and willingness to make choices independently.” Also it is suggested that;

“Learner autonomy depends on possessing about knowledge about alternatives from which choices have to be made and necessary skills for carrying out whatever choices seem most appropriate. Willingness depends on having both the motivation and confidence to take responsibilities for the choices required (1996, p.97).”

Littlewood argues that “students’ willingness to act independently depends on the level their motivation and confidence; students’ ability to act independently depends on the level of their knowledge and skills (1996; p.98).

The relationship among the importance of the environments, learning materials and learner autonomy cannot be separated for personally meaningful learning. The most important in influence of learners’ autonomy is psychologist Vygotsky. Vygotsky focuses on the effect of social relationship and development of mental abilities. His theory of the Zone of Proximal Development clarify “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978; p. 86).

Learner autonomy is influenced by the learners’ individual acceptance of reasonability for their own (Holec, 1981). Autonomous learners are intrinsically motivated learners. Autonomous learners can accept responsibility for their own learning, developing the reflective skills and establishing intrinsic motivation effectively. Autonomous learning is efficient and effective way to acquire language. Moreover, efficiency and effectiveness provide learners to use the knowledge and skills acquired in the class, in the real life too. On the other hand, in the learning process autonomous learners are motivated and reflective

extremely. There are five levels to encourage learners to increase learner autonomy (Nunan, 1997; p. 37);

- Awareness
- Involvement
- Intervention
- Creation
- Transcendence

Learners should be aware of goals and learning strategies then they get actively involved the learning process. Learners should be encouraged to choose and adopt their goals, learning strategies and materials. Besides learners can create self-directed learning atmosphere in the class; however, they move the learning process out of the class independently. Teachers have to accept new roles for increasing autonomous learning. Therefore, teachers should be facilitator, counselor and resource to support autonomous learning atmosphere.

In developing learner autonomy, the teacher, students and parents relationship is so crucial by collaborative process. This cooperation makes the students feel comfortable, secure and motivated. Autonomous learning reflects the process as planning implementing, monitoring and evaluating learning. Furthermore; Littlewood defines autonomy above;

“We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness. Thus, a person way has the ability to make independent choices but not have the ability to do so (1996; p.438).”

It is declared that three types of autonomy such as communicator, learner and person. Communicator is creative learners who try to use language with communicative strategies. Learner is independent learners who engage the learning process continually by using personal learning strategies. Person is learners who express personal meanings and create their own learning contexts. Moreover, autonomous learners have higher meta-cognitive awareness which gives the opportunity learners to realize their weaker points and take precautions to develop these points successfully.

Autonomy refers that learners take change of their own learning as a natural product which is determined by learners' self-directed learning including objectives and evaluation on

their own. Moreover, autonomy is defined as the ability of taking responsibility of learners own learning (Holec, 1981). It is a process that learners realize how to be an independent learner by rising of their awareness and development of effective learning strategies on their own.

That is to say, it is a term that involves students' own capacity to use their learning independently. Yves Chalon established the concept of autonomy first in the field of language teaching in 1971. Therefore, he is accepted as the father of autonomy in language learning. Moreover, teachers' direction should be clear. There was a need that learners were prepared psychologically for carrying out self-directed learning due to learner centered mode. Learners should take the responsibilities which shape and direct the learning process. It was claimed that learners have a crucial role in their language learning (Weden, 1991).

Furthermore, group work was supported to promote learner autonomy by allowing students to have their own decision. Teacher should provide collaborative learning in language class to arouse learners' autonomy. There are numerous things that teachers should support learner autonomy that learners make their choice and take responsibility effectively. On the other hand, autonomy is a sign for motivation that refers to learners' responsibility for their controlling language learning on their own. Teachers should increase the learners' autonomy gradually so as to give chance students to prove that they can take their own responsibility.

Moreover, teachers' direction should be clear. In addition to this, explicit instruments such as time, tasks, learning environment should be helpful too. Teachers can hesitate the thought of giving up the control because of finding it frightening but learner autonomy can be beneficial for motivating students as well as teachers (Stipek, 2002). Most of teachers have some suspects about losing discipline and authority if the students take their decisions by the help choices and control their own learning. However, teachers have more classroom management and fewer discipline problems provided that they take risk and adopt learner autonomy in language learning process. Besides higher autonomy teachers strengthen in the class, more originality learners can show by completing a writing task. Lastly the need of students' interpersonal involvement is supplied by encouraging relationship in social context.



On the other hand, human beings have an innate need to control. Therefore, students' autonomy which is provided as natural response makes learners more motivated and excited about language learning (Mc Combs, 1997). Autonomous learners are also motivated learners. Additionally, motivation meets the basic needs for autonomy and takes the control of learners' own learning. The ownership over the learning process is intrinsically motivating in change of making decisions that are formed personal interests and goals. According to self-determination theory applies social settings which influence intrinsic motivation even if three innate psychological needs as competence, autonomy and relatedness are provided. When these needs are supported satisfactorily, students become intrinsically motivated. On contrary to this, students feel more controlled than self- determined and they become extrinsically motivated (Brophy, 1998). Autonomous learners (Maynard& Soerflaten, 2003; p.27):

- are self-reliant
- can make informed decisions about their learning
- are aware of their strengths and weaknesses
- are able to transfer learning with the real world
- take responsibility for their own learning
- possess meta-cognitive and meta-linguistic awareness
- plan their learning and set goals
- are intrinsically motivated by making progress
- often reflect on the learning process and their own progress
- possess the ability to self- assessment

Learning environment in which students constructed learner autonomy exactly should be conducted to develop self-directed learning. Furthermore, the sense of autonomy reveals the entire of language learning process which learners consider their personal learning needs, managing learning material, selecting learning strategies and self- assessment of their learning outcomes. Besides intrinsically motivated students have well-known features such as challenge, curiosity, interest, independency for success. In learning atmosphere lets learners participate the tasks, ask questions easily and enforce some of the classroom activities to increase learner motivation. Consequently, more developed motivational patterns teacher uses in class, more effective learning learners have.

## 2.5. Effective Writing

Writing is a productive skill. It involves the development and presentation of writer's thought in a structured way. Moreover, it has an essential role for language learning. On the other hand, writing combines linguistic knowledge, vocabulary and grammar etc. Furthermore, self efficacy which is defined as one's self belief in their ability to write in a foreign language is vital for writers' performance. Therefore, affective domains such as attitudes and self efficacy in writing may affect the success in writing. According to social cognitive theory, self efficacy is accepted as an important domain for students' motivation and achievements.

It is obvious that writing is one of the most difficult language skills. Students should take their responsibilities and use meta-cognitive strategies to product new things in writing. Meta-cognition is a cognitive process which enables the students to monitor and regulate their learning (Flavell, 1992).It necessitates planning awareness, performance, evaluation and monitoring. Student who has strong self efficacy can work and perform the writing tasks easily by the help of meta-cognitive strategies (Bandura, 1986).

Writing in a foreign language is a complex skill which includes both contextual (planning, transcribing etc.) and literary components (fluency, accuracy and structure etc.). It is a productive skill which necessitates process and product stage .Therefore, students can manage this process effectively to product. Students should follow certain stages and develop special skills like organizing, drafting etc. while performing a writing task. That is to say, meta-cognitive strategies can be used in writing to conduct writing process effectively.

Meta-cognition in writing is described as awareness of not only purpose but also process writing. Writing includes three procedural stages like planning, drafting and responding. For each writing stage, there are different meta-cognitive strategies. Identify the writing purpose; activating prior knowledge, writing topic etc. are used for planning stage. Self questioning and progress monitoring are for drafting stage. Finally self evaluation strategy is for responding stage (Rapheal et al., 1989).

## CHAPTER III

### 3. METHODOLOGY

This chapter describes the methodology of the study. The research design, as an experimental design, participants, context of the study, data sources and procedure are presented in detail.

#### 3.1. Introduction

The study is a quantitative research in nature using quasi-experimental design. Data was collected through the measurements mentioned in Data Sources, Methodology. We adopted SPSS. 10.0 to make an analysis of the T-test which is designed as pre and post-test of the assessment of students' writing performances and SWS (Self- Efficacy Scale in Writing).

#### 3.2. Context of the Study

Yemişli Primary School is a state school stated in Yemişli, Karataş. There are 200 students studying at the primary school in Yemişli Primary School. Since it is a remote village, most of the people's social and economic standards are low. The physical conditions of the school are also very poor. The researcher who has been teaching at the school for two years is the only English teacher in the village.

Eighth grade students have eight hours English lesson in a week especially for two hours writing has been taught. All writing subjects are determined in the beginning of the educational year by Ministry of Education. After each unit in the course book (Appendix 2) there is a controlled writing task, which is related to the unit they have learned. As a language teacher, I prepare the rubrics to evaluate students' writing tasks. Also students will be informed verbally about the study for their participation voluntarily.

#### 3.3. Participants

The participants of the study are forty eighth grade students (22 females, 18 males). The study took place at Yemişli Primary School located in Yemişli village, Adana, Turkey. It is a state school and most of the students are coming from the neighboring villages by the

vehicles provided by the Ministry of Education. The physical conditions of the school are also very poor.

The researcher, who has been teaching at the same school for two years, is their English teacher at the same time of the study. Because this is an already existing group of students the teacher teaches, since this is a quasi-experimental design, no random selection or any other statistically sampling method has been implemented. Thus, all of the students participated in the study so the sampling was done convenience. All the students are in the range of 15-16years of age and speak Turkish as a mother tongue. All the students have the same educational background because of the location they live in and conditions they have.

### **3.4. Data Sources**

Self-efficacy in writing scale (SWS) was used to evaluate students' self-efficacy in writing as pre-test and post-test. This scale which is based on Bandura's theory was developed by Yavuz Erkan (2004). It includes 28 items to grade students believes in their writing ability. It is a five-tier likert scale like Strongly Disagree, Disagree, Partly Agree, Agree and Strongly Disagree (Appendix 1). Each statement on the scale was constructed by the phrase "I can...". The reliability and validity were made by Yavuz Erkan (2004). The scale was found to be Cronbach Alfa Coefficient were .88 for the first factor (content), .80 for the second factor (Design), .77 for the third factor (Unity), .74 for the fourth factor (Accuracy) and .50 for the fifth factor (Punctuation). According to the factor analysis results, the variance explained with five factors was found to be 66.16. Moreover, for this study self- efficacy scale in writing was adopted according to the students' level and also it was translated into Turkish too.

On the other hand, each week, a writing task was applied according to the curriculum at the beginning of the year, which was prepared by Ministry of Education (Appendix 2). It is a tool for assessing students' actual writing performance. As an English teacher, I prepared a rubric to evaluate the students' writing performance effectively (Appendix 3). The data was collected through the measurements mentioned in Data Sources, Methodology. Pearson correlation analysis was used as data analysis of SWS (Self- efficacy Scale in Writing). Moreover; we adopted SPSS. 10.0 to make an analysis of the T-test, which is designed as the pre and the post-test of the assessment of students' writing performances and SWS (Self-Efficacy Scale in Writing).

### **3.5. Procedure**

Self-efficacy in writing scale was conducted as the pre-test. After it was an applied, meta-cognitive strategy as treatment session was taught in writing lessons during three months. Then again self-efficacy scale in writing was conducted as the post-test. During this process some writing tasks were applied and evaluated by the writing rubric which I prepared at the beginning of the year (Appendix 3). The experimental design was facilitated among the pre-test, the post-test and the results of writing tasks which students produced.

For meta-cognitive treatment session, we applied three steps in which were raising students' meta-cognitive knowledge and awareness, enriching students' meta-cognitive experiences and detailed developmental procedures. Developmental session took three months. In this process, we provided students a series of necessary learning strategies and explained explicitly how to use them in specific tasks to understand why meta-cognitive strategies are important for learning writing. Then the students were exposed to a lot of writing activities and were supposed to finish writing tasks by using these strategies.

On the other hand, we focused on meta-cognitive strategies such as planning (self-management), monitoring (self-monitoring), and evaluation (self-evaluation) phases in a detailed way.

## CHAPTER IV

### 4. ANALYSIS AND RESULTS

In this chapter, data was collected to investigate the relationship among self-efficacy, effective writing and meta-cognitive strategies. We analyzed the data and presented the research findings. This chapter describes the results of the study that answer following research questions:

- 1) Is there a relationship between self-efficacy and effective writing?
- 2) Do the learners develop their self-efficacy in effective writing through meta-cognitive strategies?

#### 4.1. Introduction

In this chapter, data was collected to investigate the relationship among self-efficacy, effective writing and meta-cognitive strategies. We analyzed the data and presented the research findings. First, the results of self-efficacy scale in writing as the pre-test; secondly, the treatment of meta-cognitive strategies process was conducted. Then SWS was applied as the post-test. Moreover, a writing task was analyzed as the pre-test and the post-test.

In analyzing data, some statistical procedures were carried out in this study. Descriptive statistics including reliability test, means and standard deviations and percentage related to summarize the students' responses to the self-efficacy scale in were analyzed. On the other hand, T-tests were done to explore the effects of treatment and self-efficacy on writing achievements.

#### 4.2. Statistical Data Analysis of Self- Efficacy Scale in Writing

Self-efficacy in writing scale (SWS) was used to evaluate students' self-efficacy in writing as pre-test and post-test. This scale, which is based on Bandura's theory, was developed by Yavuz Erkan (2004). It includes 28 items to grade students believes in their writing ability. It is a five-tier likert scale like Strongly Disagree, Disagree, Partly Agree, Agree and Strongly Disagree (Appendix 1). Each statement on the scale was constructed by the phrase "I can...". The reliability and validity were made by Yavuz Erkan (2004). The scale

was found to be reliable Cronbach Alfa Coefficient is .88 for the first factor (content), .80 for the second factor (Design), .77 for the third factor (Unity), .74 for the fourth factor (Accuracy) and .50 for the fifth factor (Punctuation). As it is shown in Table 1, the statistical data analysis such as mean and standard deviations were applied and calculated for each sentence of self-efficacy scale according to the students' answers as the pre-test before starting the process.

It is clear in Table 1 that students are not willing to write interesting paragraph about a topic (Item 1). Only 26,5 % of students think that they can write an interesting paragraphs about a topic. Moreover, Items 2,3 and 4 can support this idea. Only 12,5 % of students can use appropriate style to the task (Item 3) and 9,5 % of them can easily match the style with the topic (Item 4). These items are related to the contextual especially the planning component of writing. We decided that planning part can be activated by the help of treatment process of meta-cognitive strategies especially raising meta-cognitive awareness which introducing basic writing knowledge and methods. This step can help them how to analyze the writing process and the writing requirements of a writing task. On the other hand, only 15,7 % of the students can generate ideas to write about easily (Item 5) and 11,8 % of them can think of ideas rapidly when given a topic (Item 6). If students cannot regulate their ideas and plan the writing process, they cannot achieve writing tasks completely. Therefore, we can say that students do not believe that they have higher level of self-efficacy in writing. It is the fact that self – efficacy which is known as one's belief in his ability to write in a foreign language, is an essential component of writers' performance. According to social cognitive theory, self-efficacy is accepted as an important domain for students' motivation and achievements (Bandura, 1986).

On the other hand, there are some implications related to Items from 7 to 21. Students (10,5 %) write on an assigned topic without difficulty. It takes time to write on an assigned topic. Because only 10,5% of the students can find examples to support their ideas (Item 8). Analyzing Item 9, we see that students (22,1 %) can write grammatically correct sentences in their compositions. Students (9,6 %) can use complex language in writing without difficulty (Item 10). Furthermore, only 13,6 % of the students think that they can produce error free structures (Item 11) and 10,5 % of them believe that they can easily use the structures they have learned in the class accurately (Item 15). In addition to this, 33,3 % of the students can use punctuation correctly . We can say that in many aspects such as vocabulary, grammar, punctuation; they may be afraid of making mistake.

**Table 1. The Statistical Data Analysis of Self- Efficacy Scale as Pre-Test**

<b>I can</b>	<b>MEAN</b>	<b>STD DEV.</b>	<b>%</b>
1.write interesting paragraphs about topic.	2.88	1.08	26.5
2.easily cover all the information.	2.86	1.11	28.2
3.use appropriate style to the task.	2.83	.98	12.5
4.easily match the style with the topic.	2.79	1.12	9.5
5.generate ideas to write about easily.	2.77	1.08	15.7
6.think of ideas rapidly when given a topic.	2.70	1.09	11.8
7.write on an assigned topic without difficulty.	2.65	1.10	10.5
8.easily find examples to support my ideas.	2.61	1.05	16.2
9.write grammatically correct sentences in my compositions.	2.58	.99	22.1
10.use complex language in writing without difficulty.	2.52	.99	9.6
11.produce error free structures.	2.50	1.12	13.6
12.spell very well.	2.50	1.07	13.3
13.use the punctuation correctly.	2.50	1.11	33.3
14.edit my compositions for mistakes.	2.45	.98	30.5
15.easily use structures I have learned in my class accurately.	2.36	1.05	10.5
16.link ideas together easily.	2.32	1.10	23.6
17.use transition words to make my composition better.	2.30	1.02	11.8
18.use connectors correctly to make my composition better.	2.26	1.01	9.4
19.use a wide range of vocabulary in my composition.	2.19	1.12	9.1
20.use synonyms in a composition rather than repetition.	2.16	1.08	10.3
21.write a brief and informative overview of a given topic.	2.14	1.02	15.1
22.manage my time efficiently to meet a deadline.	2.14	1.09	7.2
23.rewrite my confusing sentences to make them clearer.	2.14	.98	30.6
24.extend the topic to fit in a given word limit.	2.13	1.11	7.5
25.choose and defend a point of view.	2.13	1.05	9.2
26.make long and complex sentences.	2.11	1.10	9.5
27. fulfill a writing task without difficulty a given time limit.	2.11	1.07	7.7
28.justify my ideas in my composition.	2.11	1.12	7.2



Moreover, Items from 16 to 20 can support these ideas. According to these items, only 11,8 % of the students can use transitions words to make their compositions better (Item 17). Analyzing Item 18, we see that 9,4 % of the students can use connectors correctly to make their compositions better. Another important point is that students (9,1 %) can use a wide range of vocabulary in their compositions better (Item 19) and students (10,3 %) can use synonyms in a compositions rather than repetition (Item 20).

We develop enriching students' meta-cognitive experiences which depend on cognitive experience and emotional experience. This process occurs during the treatment of meta-cognitive strategies. Our aim is to develop self-questioning of the process by the help of self-monitoring. Therefore, we may increase students' writing desire and passion. Teachers should support the students to assess and revise their writings in a detailed way by activating self-monitoring strategy. Therefore, they find writing boring and time-consuming. They may not focus on writing tasks not only cognitively but also motivationally. It can be said that students cannot show more efforts and interest to the writing tasks because they have lack of self-efficacy. Moreover, they can be reluctant to produce their own sentences in English. This may be consequence of lower motivation and lack of self efficacy in learning writing in a foreign language. Furthermore, negative attitude towards writing can be another reason which leads to lack of self-efficacy. If the students have lack of self-efficacy, the writing tasks can be more complicated and difficult for students. Therefore, students are not eager to participate writing tasks.

Analyzing some other basic Items, we can see that 7,2 % of the students can manage their time efficiently to meet a deadline (Item 22). In addition to this, students (9,2 %) can choose and defend a point of view (Item 25). Only 7.2 % of the students can justify their ideas in their compositions (Item 28). Consequently, students (30,5 %) can edit their compositions for mistakes. We carry out the treatment session in real classroom atmosphere by the help of activating self-evaluation. We gave the students opportunity to practice and evaluate writing process effectively which necessitates identifying topic, considering readers, gathering information, making brainstorming, preparing the outline and discussing writing.

**Table 2. The Statistical Data Analysis of Self-Efficacy Scale as Post-Test**

<b>I can</b>	<b>MEAN</b>	<b>STD DEV.</b>	<b>%</b>
1.write interesting paragraph about topic.	3.88	1.09	30.5
2.easily cover all the information.	3.86	1.12	30.2
3.use appropriate style to the task.	3.83	.99	15.8
4.easily match the style with the topic.	3.79	1.12	12.1
5.generate ideas to write about easily.	3.77	1.07	18.3
6.think of ideas rapidly when given a topic.	3.70	1.09	13.5
7.write on an assigned topic without difficulty.	3.65	1.11	15.8
8.easily find examples to support my ideas.	3.61	1.03	18.3
9.write grammatically correct sentences.	3.58	.99	27.2
10.use complex language in writing without difficulty.	3.52	.99	12.6
11.produce error free structures.	3.50	1.11	14.4
12.spell very well.	3.50	1.04	30.2
13.use the punctuation correctly.	3.50	1.12	33.7
14.edit my compositions for mistakes.	3.45	.99	31.5
15.easily use structures I have learned accurately.	3.36	1.04	25.5
16.link ideas together easily.	3.32	1.09	13.2
17.use transition words to make my composition better.	3.30	1.05	10.6
18.use connectors correctly to make my composition better.	3.26	1.01	11.7
19.use a wide range of vocabulary in my composition.	3.19	1.11	14.1
20.use synonyms in a composition rather than repetition.	3.16	1.09	16.8
21.write a brief and informative overview of a given topic.	3.14	1.00	9.6
22.manage my time efficiently to meet a deadline.	3.14	1.08	33.3
23.rewrite my confusing sentences to make them clearer.	3.14	.99	8.9
24.extend the topic to fit in a given word limit.	3.13	1.11	10.5
25.choose and defend a point of view.	3.13	1.07	10.2
26.make long and complex sentences.	3.11	1.11	8.8
27. fulfill a writing task without difficulty a given time limit.	3.11	1.06	16.9
28.justify my ideas in my composition.	3.11	1.08	8.2

As it is shown in Table 2, the statistical data analysis such as mean, standard deviations and percentage were calculated for each sentence of self-efficacy scale according to the students' answers as the post-test after at the end of the treatment process of meta-cognitive strategies. It is clear in the Table 2 that students can be more willing to write interesting paragraphs about a topic than Table 1 (Item 1). 30,5 % of the students realize their own potential in writing. Moreover, Items 2, 3 and 4 can support this idea. 13,8 % of the students can use appropriate style to the tasks (Item 3) and 12,1 % of them can easily match the style with the topic (Item 4). Analyzing these Items, we can say that they have higher level of self-efficacy in writing via the treatment of meta-cognitive strategies. We decided that planning part can be used more effectively by the help of treatment process especially raising meta-cognitive awareness which introduce basic writing knowledge and methods. This step may be succeeded to help them how to analyze the writing process and the writing requirements of a writing task.

Self-efficacy is a way of self evaluation that affects decisions which learners make, efforts and the mastery of behavior (Eastin & Larose, 2000). In addition to learners who have high efficacy adopt cognitive and meta-cognitive strategies (Pajares & Schunk, 2001). The learners' self-efficacy beliefs help learners to predict their capability to achieve tasks. It is indicated that self-efficacy has a strong effect on learners' performance than other motivational beliefs. Furthermore, they can have a strong confidence for the writing tasks by the help of higher self-efficacy. In other step, higher self efficacy may foster to use meta-cognitive strategies in writing actively. It is indicated that self-efficacy has a strong effect on learners' performance because of predicting their capability to achieve tasks.

On the other hand, there are some implications related to Items 5 and 6. Students (18,3%) can generate ideas when given a topic and 13,5 % of them can think of ideas rapidly when given a topic. While comparing the students' answers of Table 1 (Items 5 and 6), students may focus on the ideas rapidly and organize their ideas before starting to write. If students can regulate their ideas and plan the writing process, they can achieve writing tasks completely. It is clear in the Table 2, students' self-efficacy level may increase. Therefore, they find writing activities beneficial for learning foreign language process. Furthermore, they may focus on writing tasks not only cognitively but also motivationally. It can be said that students can show more efforts and interest to the writing tasks because of higher self-efficacy.

On the other hand, there are other important implications related to the Items from 7 to 20. Students (18,8 %) can write on an assigned topic without difficulty (Item 7). 18,3 % of the students can find examples to support their ideas (Item 8). Moreover, students (27,2 %) can write grammatically correct sentences in their compositions (Item 9). 12,6 % of them can use complex language in writing without difficulty (Item 10). Furthermore, 14,4 % of the students think that they can produce error free structures (Item 11) and 25,5 % of the students believe that they can easily use structures they have learned in the class accurately (Item 15). In addition to this, Students (33,7 %) can use the punctuation correctly. We can say that in many aspects such as vocabulary, grammar, punctuation; they can feel more comfortable for making mistakes.

Moreover, Items from 16 to 20 can support this idea. Therefore, they are eager to produce their own sentences in English. This may be consequence of higher self-efficacy in a foreign language. According to these Items, 10,6 % of the students can use transition words to make their compositions better (Item 17). Analyzing Item 18, we see that 11,7 % of the students can use connectors correctly to make their compositions better. Another important point is that students (14,1 %) can use a wide range of vocabulary in their compositions (Item 19) and students (16,8 %) can use synonyms in a composition rather than repetition (Item 20).

We develop enriching students' meta-cognitive experiences which depend on cognitive experience and emotional experience. This process occurs during the treatment of meta-cognitive strategies. Our aim is to develop self-questioning of the process by the help of self-monitoring. Therefore, we may increase students' writing desire and passion. Teachers should support the students to assess and revise their writings in a detailed way by activating self-monitoring strategy. Therefore, positive attitude towards writing can be another reason which leads to higher self-efficacy. The writing tasks can be more enjoyable and funny for the students. Students are more eager to participate writing activities.

Analyzing some other basic items, we see that 33,3 % of the students can manage their time efficiently to meet a deadline (Item 22). In addition to this, students (10,2 %) can choose and defend a point of view (Item 25). 8,2 % of the students can justify their ideas in their compositions (Item 28). Consequently, students (31,5 %) can edit their compositions for mistakes. We carry out the treatment session in real classroom atmosphere by the help of activating self-evaluation. Therefore, they may focus on writing tasks not only cognitively but also motivationally. Students show more efforts and interest to the writing tasks because of

higher self-efficacy. They may be willing to produce their own sentences in English. This may be consequence of higher motivation and self- efficacy in learning writing in a foreign language.

### **4.3. Descriptive Statics of the Self-Efficacy and the Assessment of Writing Tests**

The treatment process of meta-cognitive strategies was the process between pre and post-tests of self-efficacy scale in writing. This was an experimental process that covered three months from March to May of 2012, the second term of the academic year. In this process, we offered a detailed account of developmental phases which consists of three contents: raising students’ meta-cognitive knowledge and awareness, enriching students’ meta-cognitive experiences and detailed training procedures.

Self-efficacy scale in writing was applied as pre-test at the beginning of the study and it was applied again as post-test at the end of the study. During this treatment process of meta-cognitive strategies was activated by the help of writing tasks. Students produced ten writing tasks by using meta-cognitive strategies actively. The differences between the results of the writing tasks which were at the beginning of the process and at the end of it were calculated.

**Table 3. Descriptive Statics of the Self- Efficacy and the Assessment of Writing Tasks**

	<b>Numbers of Items</b>	<b>Croanbach Alfa</b>	<b>Mean</b>	<b>Std. Dev</b>
Self- Efficacy Scale	28	0.80	45.23	5.82
Assessment of Writing Tasks	10	0.65	21.63	5.28

As it is indicated in Table 3, the reliability of the self-efficacy scale in writing designed for this study is 0.80 and that of the writing task was 0.65. The reliabilities of both research instruments may be satisfactory. The means of self-efficacy scale in writing and the assessment of writing tasks are 45.23 and 21.63 respectively. In other words, the self efficacy scale and assessment writing may be considered reliable.

#### 4.4. Correlation High Self- Efficacy and Writing Tasks Scores

It is obvious that self-efficacy develops students' engagement for a task and achievement in several ways such as behavioral engagement (effort, persistence and instrumental help seeking), cognitive engagement (strategy use and meta-cognition) and motivational engagement (interest, utility, value and affect). Behavioral engagement involves observable behavior for a task. On the other hand, cognitive engagement takes place in students' head. Students can be more actively and cognitively engaged while focusing on a task by using meta-cognitive strategies (Bandura, 1994).

On the other hand, writing is a productive skill. It involves the development and presentation of writer's thought in a structured way. Moreover, it has an essential role for language learning. On the other hand; writing combines linguistic knowledge, vocabulary and grammar etc. Furthermore, self efficacy which is defined as one's self belief in their ability to write in a foreign language is vital for writers' performance. Therefore, affective domains such as attitudes and self efficacy in writing may affect the success in writing. According to social cognitive theory, self efficacy is accepted as an important domain for students' motivation and achievements

**Table 4. Correlation of Self-Efficacy and the Results of Writing Tasks**

<b>Self-Efficacy</b>	<b>The results of Writing Tasks</b>
Pearson Correlation	0.75
Significance	0.05

As it is reported in the Table 4, findings of data analysis in terms of Pearson Correlation prove that there is a direct and significant correlation between the learners' high self- efficacy beliefs and their writing proficiency. Students who have strong self-efficacy can work and perform the writing tasks easily by the help of meta-cognitive strategies (Bandura, 1986). Self- efficacy which is the essential part of effective factors may affect the students' writing achievements.

#### 4.5. Paired Sample T-Tests of Self-Efficacy

The statistical procedure is divided into two parts: one part which is the process before applying the treatment process of meta-cognitive strategies and the other part which is the process after applying the treatment process of meta-cognitive strategies. The total score of the self-efficacy scale in writing in this study is 100.

**Table 5. Paired Sample T-Tests of Self-Efficacy Scale**

	<b>M</b>	<b>SD</b>	<b>DF</b>	<b>T</b>	<b>SIG.(2-tailed)</b>
Self-Efficacy Scale as Pre-test	-97	1.67	20.17		
Self-Efficacy Scale as Post-test	6.25	1.63	20.99	3.91	.00

As it is shown in Table 5, the p value of .00 is significant for the level of self-efficacy in writing. This shows that meta-cognitive strategies which was conducted between the pre-test and post-test process, might foster the learners' self-efficacy level. As it is reported in Table 4 and 5, findings of data analysis in terms both Pearson Correlation and T-test of self-efficacy in this study reveals that the level of self-efficacy can be an important component for learning writing in a foreign language.

Students who have high self-efficacy can be aware of how to feel, think and motivate them and behave. Therefore, self-efficacy is completely related to motivation. Self efficacy is one of the important motivational beliefs for writing. It is claimed that self efficacy has a great role on both writing achievement and personal evaluation on effective writing (Bandura, 1994). Furthermore, Zimmerman (1994; p. 133) emphasized that students can regulate their own learning process not only cognitively, behaviorally but also motivationally. Students consider motivational regulatory strategies based on self efficacy by the help of the feedback from monitoring themselves in the learning process. This process may influence students' choice, effort or persistence for writing. Furthermore, writing self-efficacy is a strong confidence for writing tasks. While students are conducting a writing task, students who have sufficient self-efficacy show more efforts and interest. In addition to learners who have high efficacy adopt cognitive and meta-cognitive strategies (Pajares & Schunk, 2001). The learners' self-efficacy beliefs help learners to predict their capability to achieve tasks. It is indicated that self-efficacy has a strong effect on learners' performance than other motivational beliefs.

#### **4.6. Treatment Process of Meta-Cognitive Strategies**

The treatment process of meta-cognitive strategies is the process between pre and post-tests of self-efficacy scale in writing. This was an experimental process that covered three months from March to May of 2012, the second term of the educational year. In this process, we offered a detailed account of treatment process which consists of three contents: raising students' meta-cognitive knowledge and awareness, enriching students' meta-cognitive experiences and detailed training procedures. We applied meta-cognitive strategies in three steps during the treatment process of meta-cognitive strategies.

Firstly, for the developing students' meta-cognitive knowledge and raising meta-cognitive awareness, firstly we prepared a list of questions for self-asking. The questions can be categorized in three aspects: individual writer' cognitive level, writing level and writing activities. Secondly, we tried the students to get understanding of writing tasks. The students were informed of the nature of writing, the basic writing knowledge and methods, then we helped them how to analyze the writing purposes and the writing requirements of a writing task.

Secondly, for enriching students' meta-cognitive experiences, meta-cognitive strategies depend on cognitive experience and emotional experience which occur during the writing process. For cognitive experience, we helped students to develop self-questioning. For example; they are the questions like "Am I really clear about the topic?, Are the strategies useful?, Do I choose proper words for my topic? etc. For emotional experience can be developed by arousing students' writing motivation, interest, positive attitude towards writing as well as taking into their passion and desire into the consideration. Writing passion is the most important component of good writing products. Therefore, teachers should try to arouse students' writing desire and passion.

Lastly, for the implementation of meta-cognitive strategies in writing, meta-cognitive strategies consist of three components: self-planning, self-monitoring and self-evaluation. In this part, we carried out our training in real class atmosphere in basic steps such as preparation, presentation, practice and evaluation. In preparation phases, we helped students to realize what they know about the meta-cognitive strategies. The importance of meta-cognitive strategies was explained and students set positive, practical and feasible goals.



Furthermore, meta-cognitive strategies were supported by contextual clues in English. Meta-cognitive strategies were explained for students in three category including self-planning, self-monitoring and self-evaluation. Then the characteristic, usefulness and applications of the strategy were explicitly explained through examples. If students understand the strategies clearly, they can practice the strategies meaningfully in practice stage. Then we carried some evaluation activities such as self evaluation, peer evaluation and teacher evaluation. Generally they can check their level of writing by the help of self evaluation which includes checklists, rubrics and open ended questionnaires etc.

Teacher should integrate the meta-cognitive strategies into regular writing course by the specific writing tasks. By integrating strategies use into regular writing classes, learners can be reinforced of strategy use effectively as well as they have a meaningful way to focus on their writing efforts. In practice stage, we gave the students opportunity to practice meta-cognitive strategies with authentic writing activities. They recall meta-cognitive strategies which were presented. They planned their writing according to self-planning strategy which necessitates identifying the topic, considering readers, gathering information, making brainstorming, preparing outline and discussing writing. Teachers should encourage the students in order to encounter the difficulties. On the other hand, teacher should support the students to asses and revise their writings in a detailed way by activating self-monitoring strategy.

**Table 6. T-tests of Writing Scores**

	<b>M</b>	<b>SD</b>	<b>DF</b>	<b>T</b>	<b>SIG.(2-tailed)</b>
Writing Score as Pre-test	4.25	2.65	20.15	4.87	.00
Writing Score as Post-test	6.20	2.17	20.86		

We applied a writing task at the beginning of the treatment process as the pre-test and also at the end of the treatment process as post-test. Then we evaluated the results of the students' writing tasks according to the writing rubric (Appendix 3). Later T-test was done to check whether the treatment process of meta-cognitive strategies affect the results of writing tasks positively or not. The Table 6 shows that there is a significant differences between the pre-test and the pos-test (T=4.87, P= 0.00).

This result indicates that the treatment process of meta-cognitive strategies may have a positive effect on students' writing achievements. On the other hand, I have observed the students during the treatment process. It is possible that students can be more actively and cognitively engaged while focusing on a task by using meta-cognitive strategies in writing.

## CHAPTER V

### 5. DISCUSSION AND CONCLUSION

#### 5.1 Introduction

In the previous chapter, we presented our data analysis and the results of this study. In this chapter, we will provide a brief discussion of the topic and conclusion. Finally, we have limitations and suggestions for further studies.

#### 5.2. Discussion and Conclusion

Self- efficacy increases interest in language learning and promotes positive attitude towards foreign language learning process. In the field of foreign language teaching in recent years, the methodology in the classroom has been changed as learner centered, which learners can take their learning responsibilities actively in order to learn the language meaningfully and use specific learning strategies.

Besides considering students' achievements, not only the intellectual but also the emotional needs of the learners are supported in language learning process. Therefore, the affective factors of learning including self-efficacy, motivation and other issues such as attitudes, self-esteem, confidence and anxiety are satisfied by the teacher in the positive learning atmosphere. Self efficacy is one of the important motivational beliefs for writing. It is claimed that self efficacy has a great role on both writing achievement and personal evaluation on effective writing (Bandura, 1994). Zimmerman (1994; p. 133) emphasized that students can regulate their own learning process not only cognitively, behaviorally but also motivationally. Students consider motivational regulatory strategies based on self efficacy by the help of the feedback from monitoring themselves in the learning process. This process influences students' choice, effort or persistence for writing. Moreover, self-efficacy is a part of social-cognitive theory which combines cognition, motivation and emotion. Therefore, learners reflect and regulate their actions in language learning process and shape their environment and learning materials (Bandura, 1986).

Effective teachers should focus on motivating the students, encouraging and teaching them life-long learning strategies (Celce- Marcia, 2001). Teachers' and students' role on language learning seem very simplified by ignoring the effectiveness of psychological process. It is vital for teachers to help students for taking control their emotional factors and lower their affective filter (Krashen & Terrel , 1983). The theory of an effective filter claims that learners' feeling and attitudes support successful foreign language learning process. Negative attitude towards foreign language learning which leads to a filter prevents learners from achievement in during learning process. Teacher should empower their students to manage their own learning by assisting their students to learn more effectively.

This study completely focused on the positive effect of self-efficacy as the important part of affective factors. Oxford (1990, p.140) emphasized that affective side of the learners is probably one of the important influences on language learning success or failure. Furthermore, affective factors certainly depend on emotional side of students' learning behavior and development of the variety of personal factors like feelings. The components of affective factors are divided into self-esteem, inhibition, anxiety, empathy, extroversion, self-efficacy and motivation. Good language learners are defined that they can control their emotions and attitudes about learning. Good language learners also have higher self-efficacy belief about their capabilities and control their learning process.

Self-efficacy increases interest and desire in students in order to promote students' encouragement. According to Gardner and Lambert (1972), there is a close relationship between learning foreign language and affective factors especially self-efficacy. Ellis (1998) emphasized in his study that higher self-efficacy is linked to higher achievement in writing. All studies support my study in accordance with the significant relationship between higher self-efficacy and students' writing achievements. Following the judgments above in our study, we prove that promoting self-efficacy via the use of meta-cognitive strategies in writing process can increase students' positive attitude towards writing. As Macaro (1997) and Van Lier (1996) claim that students' self-efficacy belief and self determination ties intrinsic motivation to increase students' achievements for language learning process. In chapter IV, we have presented the results of our study in detail. Briefly all scores of these statistical tables prove the importance of self-efficacy in students' writing achievements.

On the other hand, meta-cognition is a term which involves knowledge when and how to use strategies for learning. Meta-cognitive strategies are defined as high order executive skills which enable students to learn in a systematic, efficient and effective way. The elements of meta-cognitive strategies are planning, monitoring and evaluating (O'neil, 1978). Using these strategies in writing is a reflective process which provides students to take their own responsibilities in learning. Meta-cognitive strategies are concerned with awareness and self-regulation. For this aspect, there may be a relationship between self-efficacy and meta-cognitive strategies. Moreover, meta-cognitive strategies not only help language learning in generally but also writing task specifically. Writing in a foreign language is a complex skill which includes both contextual (planning, transcribing etc.) and literary components (fluency, accuracy and structure etc.). It is a productive skill which necessitates process and product stage. Therefore, students can manage this process effectively to product. Students should follow certain stage and develop special skills like organizing, drafting etc. while performing a writing task. That is to say, meta-cognitive strategies can be used in writing to conduct writing process effectively.

This study focuses on the importance of self-efficacy and in some extends motivation in foreign language learning. There have been numerous researches done in the field of self-efficacy, since it is an important concept that affect language learning. Drawing on this view, we tried to promote students' self-efficacy belief by using meta-cognitive strategies and giving active roles to students in making decision and taking responsibility for their own language process with an expectation of increasing students' writing achievements. When designing our study motivate behind our using self-efficacy scale in writing, meta-cognitive strategies and writing tasks were assumption that active involvement of the learners in the learning process increases students' self-efficacy which contribute to learners' motivation, autonomy and positive attitude.

Consequently, the results of statistical analysis of self-efficacy scale in writing and the assessments of writing tasks reveal that promoting self-efficacy via the use of meta-cognitive strategies in writing process can create positive attitude towards writing.

### **5.3. Suggestions for Further Studies**

While our study findings emphasized significant effects of the self-efficacy on the development of effective writing in a foreign language, it could be beneficial to do more studies on this issue in order to generalize the findings of the study. It is a necessity to conduct this study with a larger sample size to make better generalization and confirmation of the results of our investigation. Moreover, a replication of this study with adult or teenage language learners might be beneficial to find out whether self-efficacy plays a significant role in increasing students' writing achievements or not. On the other hand, further studies might be conducted to see the effect of self-efficacy on the other language skills and practices in a detailed way

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## 7. APPENDICES

### 7.1. APPENDIX 1: SELF-EFFICACY SCALE IN WRITING

5= STRONGLY AGREE (KESİNLİKLE KATILYORUM)

4=AGREE (KATILYORUM)

3=PARTLY AGREE (KISMEN KATILYORUM)

2=DISAGREE (KATILMIYORUM)

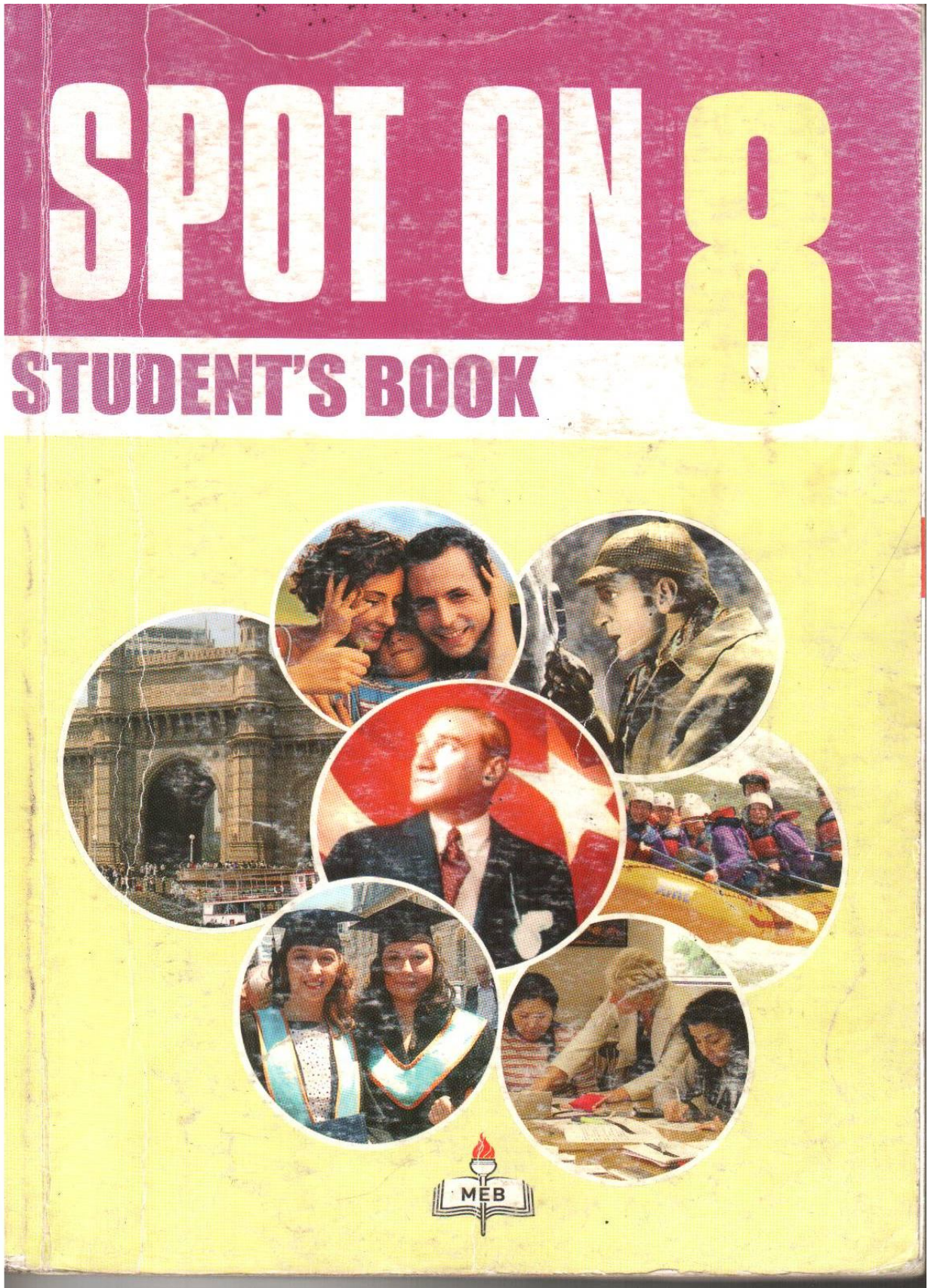
1=STRONGLY DISAGREE (KESİNLİKLE KATILMIYORUM)

		5	4	3	2	1
1	I can write interesting paragraph about topic. (Verilen bir konuya ilginç ve uygun cevaplar yazabilirim.)					
2	I can easily cover all the information. (Konu içerisinde kullanılması gereken bütün bilgilere değinirim.)					
3	I can use appropriate style to the task. (Aktiviteye uygun yazma türünü kullanabilirim.)					
4	I can easily match the style with the topic. (Yazı türünü başlıkla eşleştirebilirim.)					
5	I can generate ideas to write about easily. (Kolaylıkla yazacağım fikirleri genelledebilirim)					
6	I can think of ideas rapidly when given a topic. (Verilen konuyla ilgili hızlı bir şekilde fikirler düşünebilirim.)					
7	I can write on an assigned topic without difficulty. (Belirlenen bir konuda hiç sıkıntı yaşamadan yazabilirim.)					
8	I can easily find examples to support my ideas. (Fikirlerimi destekleyecek örnekleri kolaylıkla bulabilirim.)					
9	I can write grammatically correct sentences in my compositions. (Kompozisyonumda dilbilgisi açısından doğru cümleler yazabilirim.)					

10	I can use complex language in writing without difficulty. (Sıkıntı çekmeden karmaşık bir dil kullanabilirim.)					
11	I can produce error free structures. (Konu dışı kalıpları kullanırken hata yapabilirim.)					
12	I can spell very well. (Harfleri doğru şekilde heceleyebilirim.)					
13	I can use the punctuation correctly. (Noktalama kurallarını doğru şekilde kullanabilirim.)					
14	I can edit my compositions for mistakes. (Kompozisyonumdaki hataları düzeltebilirim.)					
15	I can easily use structures I have learned in my class accurately. (Sınıfta öğrendiğim kalıpları kolaylıkla kullanabilirim.)					
16	I can link ideas together easily. (Fikirlerimi kolaylıkla ilişkilendirebilirim.)					
17	I can use transition words correctly to make my composition better. (Geçiş kelimelerini kompozisyonumda doğru şekilde kullanabilirim.)					
18	I can use connectors correctly to make my composition better. (Bağlaçları kompozisyonumda doğru bir şekilde kullanabilirim.)					
19	I can use a wide range of vocabulary in my composition. (Geniş bir kelime dağarcığı kullanabilirim.)					
20	I can use synonyms in a composition rather than repetition. (Tekrara düşmeden kelimelerin eş anlamlılarını kullanabilirim.)					
21	I can write a brief and informative overview of a given topic. (Verilen konuda kısa bir özet yazabilirim.)					
22	I can manage my time efficiently to meet a deadline. (Teslim tarihine karşın zamanı etkin kullanabilirim.)					
23	I can rewrite my words and confusing sentences to make them clearer. (Karışık cümle ve kelimeleri açık bir şekilde yeniden yazabilirim.)					
24	I can extend the topic to fit in a given word limit. (Kelime limitine uydurmak amacıyla konuyu genişletebilirim.)					

25	I can choose and defend a point of view. (Bir görüşü seçip savunabilirim.)					
26	I can make long and complex sentences. (Uzun karmaşık cümleler kurabilirim.)					
27	I can fulfill a writing task without difficulty a given time limit. (Uzun zaman içerisinde zorlanmadan yazma aktivitesini tamamlayabilirim.)					
28	I can justify my ideas in my compositions. (Fikirlerimi kompozisyonumda doğrulayabilirim.)					

**7.2. APPENDIX 2: WRITING SPOT AND CONTENT OF THE COURSE BOOK**



# TABLE OF CONTENT

<b>CONTENTS</b>		
<b>Unit 1</b>	<b>FRIENDSHIP - Friendship Rules</b>	11
<b>Unit 2</b>	<b>ROAD TO SUCCESS - Study Skills</b>	21
<b>Unit 3</b>	<b>IMPROVING ONE'S LOOKS - Body Care</b>	35
<b>Unit 4</b>	<b>DREAMS - Sweet Dreams</b>	45
<b>Unit 5</b>	<b>ATATÜRK: THE FOUNDER OF TURKISH REPUBLIC - The Independence War</b>	55
<b>Unit 6</b>	<b>DETECTIVE STORIES - The Story of the Stolen Necklace</b>	65
<b>Unit 7</b>	<b>PERSONAL EXPERIENCES - Places</b>	79
<b>Unit 8</b>	<b>COOPERATION IN THE FAMILY - Running Errands</b>	89
<b>Unit 9</b>	<b>SUCCESS STORIES - A Living Scientist</b>	101
<b>Unit 10</b>	<b>READING FOR ENTERTAINMENT - A Modern Short Story</b>	111
<b>Unit 11</b>	<b>PERSONAL GOALS - Knowing What You Want</b>	121
<b>Unit 12</b>	<b>PERSONALITY TYPES - Identifying Strengths and Weaknesses</b>	131
<b>Unit 13</b>	<b>LANGUAGE LEARNING - A Good Language Learner</b>	143
<b>Unit 14</b>	<b>PRECAUTIONARY MEASURES - Sensible Precautions</b>	153
<b>Unit 15</b>	<b>PREFERENCES - Holiday Activities</b>	163
<b>Unit 16</b>	<b>EMPATHY - Understanding Others</b>	173
	<b>ROLE CARDS</b>	183
	<b>VOCABULARY</b>	187

# WRITING SPOT 1

## Unit 1 Friendship Rules



- You can ask for help from your teacher and check with your friends.

.....

.....

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.....

.....

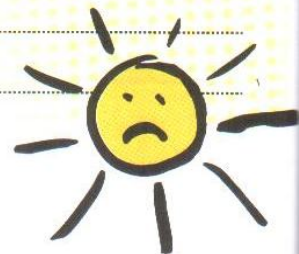
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  Go to Workbook page 10; activity 4.

## 9 TASK

**Make a list of the qualities of your ideal friend.**

You can follow these steps to complete your task.

- Think about your ideal friend.
- What qualities does he/she have?
- List his / her qualities. (Use your dictionary when necessary.)
- Compare your list with your friends.



# WRITING SPOT 2

## Unit 2 Study Skills 9 Sound Spot

Word Stress

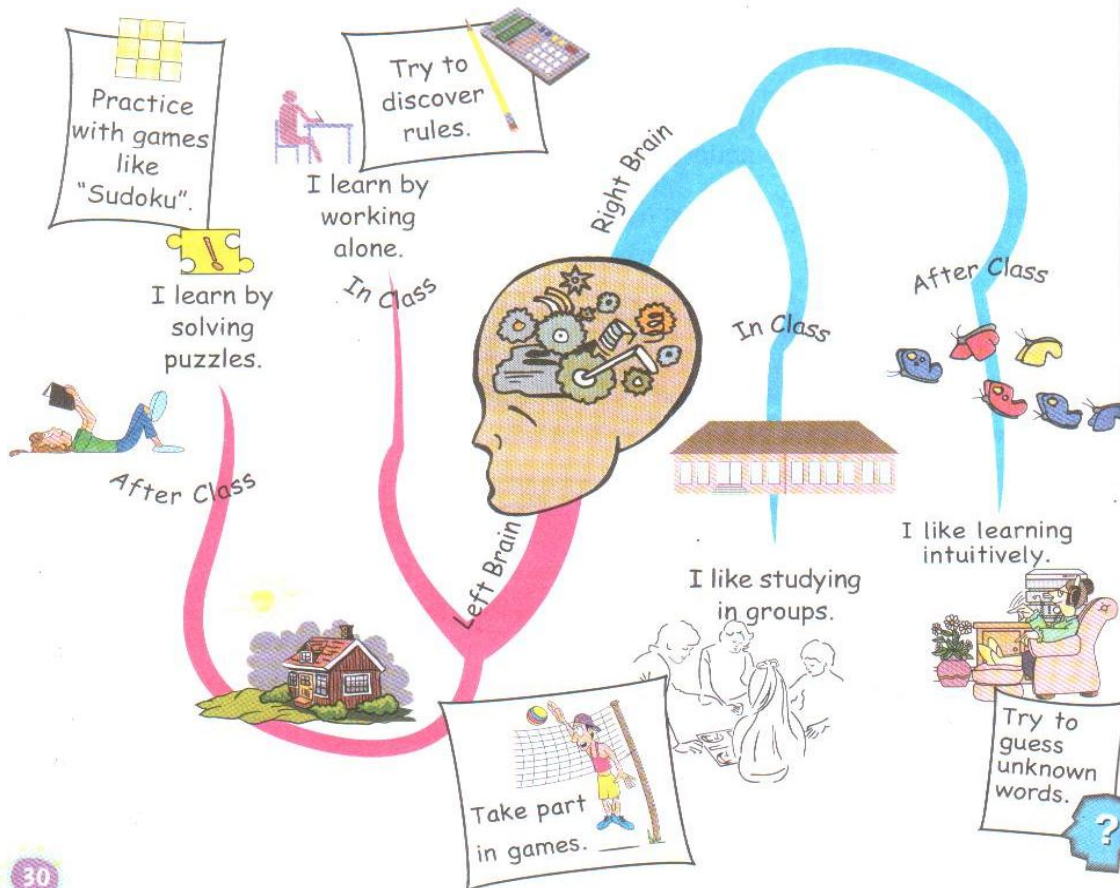
Listen and mark the stress on the words with a star.

★ ★ ★ ★ ★ independently	★ ★ ★ ★ regularly	★ ★ ★ ★ sensitively	..... seriously
..... carefully	..... quietly	..... loudly	..... silently
..... clearly	..... actively	..... closely	..... quickly

Go to Workbook page 13; activity 2.

## 10 Writing and Speaking Spot

a. Look at the mind map. Notice the tips of your learning style.





**WRITING SPOT 3**

**Writing Spot**

What is your plan for the weekend? Describe it.

Saturday

I'm going to do my homework in the morning.

.....

.....

.....

.....

.....

Sunday

.....

.....

.....

.....

.....

### 7.3. APPENDIX 3: WRITING RUBRIC

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Needs Improvement	1. Inadequate	Score
<b>Understanding of Audience</b>	Demonstrates a keen understanding of the target audience, and uses appropriate vocabulary and language. Anticipates probable questions and addresses these concerns with evidence pertaining to probable potential readers.	Demonstrates a general understanding of audience and uses mostly appropriate vocabulary and language structures.	Demonstrates a limited understanding of audience, and generally uses appropriate, if simple, vocabulary and language.	Not clear which audience is intended for this writing.	
<b>Hook / Introduction</b>	Introductory paragraph begins with a statement that both grabs the attention of the reader and is appropriate to the audience.	Introductory paragraph begins with a statement that attempts to grab the attention of the reader, but is incomplete in some sense, or may not be appropriate to the audience.	Introductory paragraph begins with a statement that might be construed as an attention getter, but is not clear.	Introductory paragraph does not contain a hook or attention grabber.	

<p><b>Theses / Main Idea Structuring</b></p>	<p>Introductory paragraph contains a clear thesis of main idea with clear suggestions as to how the body of the essay will support this thesis.</p>	<p>Introductory paragraph contains a clear thesis. However, the following support sentences are not necessarily, or only vaguely connected to the body paragraphs.</p>	<p>Introductory paragraph contains a statement that may be construed as a thesis or main idea. However, there is little structural support in the following sentences.</p>	<p>Introductory paragraph contains no clear thesis statement or main idea.</p>	
<p><b>Body / Evidence and Examples</b></p>	<p>Body paragraphs provide clear evidence and ample examples supporting thesis statement.</p>	<p>Body paragraphs provide clear connections to thesis statement, but may be need more examples or concrete evidence.</p>	<p>Body paragraphs are vaguely on topic, but lack clear connections, evidence and examples of thesis or main idea.</p>	<p>Body paragraphs are unrelated, or marginally connected to writing topic. Examples and evidence is weak or nonexistent.</p>	
<p><b>Closing Paragraph / Conclusion</b></p>	<p>Closing paragraph provides a clear conclusion successfully stating the author's position.</p>	<p>Closing paragraph concludes writing in satisfactory manner. Main idea or thesis may be lacking.</p>	<p>Conclusion is weak and at times confusing in terms of author's position.</p>	<p>Conclusion is nonexistent with little or no reference to preceding paragraphs.</p>	

<p><b>Sentence Structure</b></p>	<p>All sentences are well constructed with very few minor mistakes. Complex sentence structures are used effectively.</p>	<p>Most sentences are well constructed with a number of mistakes. Some attempts at complex sentence structure are successful.</p>	<p>Some sentences are well constructed, while others contain serious errors. Use of complex sentence structure is limited.</p>	<p>Very few sentences are well constructed, or sentence structures are all very simple.</p>	
<p><b>Linking Language</b></p>	<p>Linking language is used correctly and often.</p>	<p>Linking language is used. However, mistakes in exact phrasing or usage of linking language are evident.</p>	<p>Linking language is seldom used.</p>	<p>Linking language is almost never or never used.</p>	
<p><b>Grammar and Spelling</b></p>	<p>Writing includes no or only very few minor errors in grammar, spelling.</p>	<p>Writing includes a relatively small number of errors in grammar, spelling and punctuation. Impeded by these errors.</p>	<p>Writing includes a number of errors in grammar, spelling and punctuation which, at times, hinders reader's understanding.</p>	<p>Writing includes numerous errors in grammar, spelling and punctuation which make reader's understanding difficult.</p>	

## 7.4. APPENDIX 4 : WRITING SAMPLES

### SAMPLE 1

- BEFORE -

Make a list of the qualities of your ideal friends.

→ should / shouldn't / and / but / because

- A TRUE FRIEND -

+ True friend should honest.

+ True friend should be reliable. reliable

+ True friend should be intelligent. intelligent

+ True friend should be handsome

+ True friend should be hardworking

+ True friend shouldn't be lazy. +

+ True friend shouldn't be rude. rude

+ True friend shouldn't be generous. generous

+ True friend should be stingy.

+ True friend should have a good sense of

+ True friend shouldn't be short. humour.

Be careful!! ☹️



ibrahim can give

AFTER

Make a list of the qualities of your ideal friends.

⇒ should / shouldn't / and / but / because

- A TRUE FRIEND ✓

+ True friend should be honest.

+ True friend should be reliable.

+ True friend should be interest. <sup>interesting</sup>

+ True friend should be handsome. ✓

+ True friend should be hardworking. ✓

+ True friend shouldn't be lazy. ✓

+ True friend shouldn't be rude. ✓

+ True friend shouldn't be generous. ✓

+ True friend should has <sup>have</sup> a good sense of

+ True friend shouldn't be short. <sup>honor.</sup>

Good job !!





## SAMPLE 2

Regaip Atacan - BEFORE -

→ Look at the mind map and take some notes below. Use adverbs.

### LEFT-BRAINED PEOPLE +

In class I like <sup>working</sup> alone so I ~~should~~ <sup>should</sup> ~~work~~ <sup>work</sup> with my friends <sup>some</sup> ~~time~~.

I ~~not~~ <sup>don't</sup> like ~~studying~~ <sup>studying</sup> in groups. I am

~~realistic~~ <sup>realistic</sup>. I ~~to be~~ <sup>am</sup> good <sup>at</sup> math.

I like <sup>solving</sup> puzzles. After class

I like <sup>reading</sup> books. I ~~should~~ <sup>should</sup>

take part <sup>in</sup> games.

Be careful!!



AFTER

Regaip Atacan

LEFT-BRAINED PEOPLE +

In class I like working alone +  
I should <sup>should</sup> work my friends sometimes +  
I do not like studying <sup>in</sup> groups. +  
I am realistic. I am good <sup>at</sup> math. +  
I like solving puzzles. After class  
I like reading books + I should <sup>should</sup> take  
part <sup>in</sup> games. +

well - Done



### SAMPLE 3

İbro Gecit

- BEFORE -

What's your plan for the weekend?

Useful Language Items: to be going to and  
but / because

MY WEEKEND

SATURDAY

\* I ~~to be~~ <sup>am</sup> going to <sup>do</sup> my homework in the morning.

I <sup>am</sup> going to go <sup>to</sup> cinema friends and I <sup>am</sup> bored.  
with my friends

\* I ~~to be~~ <sup>am</sup> going to <sup>visit</sup> grand parents. Because I ~~loves~~ they. I ~~love~~ - -

\* I ~~to be~~ <sup>am</sup> going to <sup>help</sup> father. my ~~father~~

SUNDAY

\* I ~~to be~~ <sup>am</sup> going to <sup>to the</sup> go shop family.

\* I ~~am~~ going to <sup>go</sup> swimming.

\* I ~~to be~~ <sup>am</sup> going to playing volleyball.  
play

Be carefull!



KÜBRA RECİT

- AFTER -

What's your plan for the weekend?

Useful Language Items: to be going to and  
but / because

MY WEEKEND

SATURDAY

\* I am going to <sup>do</sup> my homework in morning. I am  
going to go <sup>to</sup> cinema friend and I am  
bored.  
*with my friends*

\* I am going to go <sup>to</sup> my grand parents.  
Because I love them. +

\* I am going to help my mother. +

SUNDAY

\* I am going to go <sup>to the</sup> shop <sup>with my</sup> family. +

\* I am going to <sup>go</sup> swimming. +

\* I am going to play volleyball. +

well - Done !!

