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**THE EFFECT OF THE PROCESS-ORIENTED APPROACH
ON GIFTED LEARNERS' WRITING SKILLS:
A CASE STUDY**

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ENGLISH LANGUAGE TEACHING PROGRAM
MASTER OF ARTS THESIS**

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Prof. Dr. Turan PAKER**

ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmada; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

Birsen DURMAZ

DEDICATION

To my beloved parents,
who taught me the value of hard work and perseverance.

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Bu yüksek lisans tezi, sadece akademik bir çalışmanın sonucu değil, aynı zamanda üniversiteden mezun olduğum yıllardan beri içimde bir ukde olarak kalan bir hayalin gerçekleşmesidir. Öğretmenlik görevimle eş zamanlı yürüttüğüm bu süreç, kimi zaman oldukça yorucu olsa da bir o kadar da öğretici ve keyifliydi. Ancak, bu zorlu ve uzun yolculukta asla tek başıma ilerlemedim. Bugün bu çalışmayı tamamlayabiliyorsam, bunun arkasında bana destek olan kıymetli birçok kişi ve kurumun emeği vardır. Kuru bir teşekkür elbette bu yardımların karşılığı olamaz; ancak hissettiğim derin minnettarlığı ifade edebilmek adına her birine tek tek teşekkür etmeyi bir borç bilirim.

Öncelikle kıymetli danışmanım, saygıdeğer hocam Prof. Dr. Turan PAKER'e; bir akademisyen olmanın çok ötesinde, her kaybolduğumda ve zorlandığımda bir rehber olup bana yol gösterdiği, engin bilgisiyle yoluma ışık tutarak ilim yolculuğumu aydınlattığı ve desteğini her zaman hissettirdiği için sonsuz teşekkürlerimi sunuyorum.

Yüksek lisans sürecim boyunca bilgi birikimleri ve değerli tecrübeleriyle çalışmama katkı sağlayan kıymetli hocalarım Prof. Dr. Demet YAYLI'ya, Doç. Dr. Çağla Atmaca'ya, Doç. Dr. Ali ERARSLAN'a, Dr. Öğr. Üyesi Devrim HÖL'e, Dr Öğr. Üyesi Sibel KAHRAMAN ÖZKURT' a ve Dr. Öğr. Üyesi Pınar KARAHAN'a teşekkür ederim.

Bu çalışmanın uygulanmasına olanak sağlayan, desteğini her zaman hissettiren Ülker Yörükoğlu Bilim ve Sanat Merkezi idaresine ve uygulama sürecine gönüllü olarak katılan ve verilen tüm görevleri titizlikle yerine getiren kıymetli öğrencilerime teşekkür ederim.

Ayrıca, en yorulduğum anlarda tecrübeleriyle bana destek olan, beni cesaretlendiren ve azmimi artıran kıymetli meslektaşlarım ve dostlarıma da gönülden teşekkür ederim. Çalışma sürecinde verilerin analizi ve kontrol edilmesinde desteklerini esirgemeyen hem meslektaşım hem de sevgili arkadaşlarım Ajda MUTLU Ceyda Nur ÖZKAN ve Meryem DERELİ'ye çalışmama sundukları katkılardan dolayı minnettarım.

Ve elbette, en çok teşekkürü hak eden; bu çalışmada en büyük maddi ve manevi desteği sağlayan, azmimin, dayanıklılığımın ve yaptığım ile yapacağım tüm çalışmaların motivasyon kaynağı olan canım ailem... Varlığınız ve desteğiniz için sonsuz minnettarım.

Haklarını asla ödeyemeyeceğim canım annem Aysel DURMAZ ve babam İsmail DURMAZ; her zorlu sürecimde olduğu gibi, bu çalışma sürecinde de varlığınızı hissettirerek bana güç verdiniz. Bugüne kadar yaptığım tüm çalışmalarda, maddi ve manevi desteğiniz, sabrınız ve fedakârlığınızla bugünlere gelmemi sağladığınız için sonsuz teşekkürler. Başarılarımın görünmeyen kahramanları sizsiniz!

Canım oğlum Barış AK, bu zorlu süreçte üniversiteye hazırlanırken bana da eşlik ettin. Varlığınla en zor anlarımı güzelleştirdin. Belki de bana en çok ihtiyaç duyduğun bir dönemde, yaşından büyük bir olgunlukla kendi yolculuğunu sürdürürken, benim de bu süreci tamamlamam için beni yüreklendirdin. Seninle birlikte öğrenmenin ve gelişmenin verdiği mutluluk ve gurur tarif edilemez. Azmin ve sabrın bana her zaman ilham verdi. İyi ki varsın, iyi ki oğlumsun.

Kıymetli hocalarım, dostlarım, meslektaşlarım ve canım ailem; birlikteilmek ilmek tamamladığımız bu çalışmada bana verdiğiniz her türlü destek ve katkı için yürekten teşekkür ederim. Varlığınız ve desteğiniz, nice güzel çalışmaları umutla planlamam ve bu yolda inançla yürütmem için bana güç veriyor.



ÖZET

Süreç Odaklı Yaklaşımın Üstün Yetenekli Öğrencilerin Yazma Becerilerine Etkisi: Bir Vaka Çalışması

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Bu çalışma, süreç odaklı yazma yaklaşımının üstün yetenekli öğrencilerin yazma becerileri ve yazma motivasyonları üzerindeki etkisini incelemektedir. Araştırma, tek gruplu ön test-son test desenine dayalı karma yöntemli bir vaka çalışması olarak yürütülmüştür. Çalışmanın katılımcılarını, Ülker Yörükoğlu Bilim ve Sanat Merkezi'nde öğrenim gören 13 yedinci sınıf öğrencisi oluşturmaktadır. Veri toplama araçları arasında yazma becerileri anketi, yazma örnekleri, yarı yapılandırılmış mülakatlar ve öğretim sürecine ilişkin öğretmen gözlem ve değerlendirmelerini içeren öğretmen yansımaları yer almaktadır. Uygulanan yazma eğitimi, planlama, taslak oluşturma, gözden geçirme ve öğretmen geri bildirimi gibi süreç odaklı yazma yaklaşımının döngüsel aşamalarını içermektedir. Öğrenciler bu sürecin her aşamasına etkin biçimde katılım göstermiştir. Bulgular, öğrencilerin yazma becerileri ve motivasyonlarında anlamlı gelişmeler olduğunu ortaya koymuştur. Özellikle planlama, düzenleme ve geri bildirimi etkili kullanma alanlarında dikkat çekici ilerlemeler gözlemlenmiştir. İstatistiksel analizler, ön test ve son test puanları arasında anlamlı farklar olduğunu göstermiştir. Katılımcılar, öğretmen geri bildiriminin yazılarını geliştirmede belirleyici bir rol oynadığını vurgulamış ve yazma sürecinde kendilerini daha özgüvenli ve rahat hissettiklerini belirtmişlerdir. Sonuç olarak, süreç odaklı yazma yaklaşımının, üstün yetenekli öğrencilerin hem bilişsel hem de duyuşsal gelişimlerini desteklemede etkili bir yöntem olduğu ve İngilizce öğretmenleri için önemli pedagojik katkılar sunduğu sonucuna varılmıştır.

Anahtar Kelimeler: Süreç odaklı yazma, üstün yetenekli öğrenciler, yazma becerileri, yazma motivasyonu, yazma eğitimi, vaka çalışması.

ABSTRACT

The Effect of Process-Oriented Approach on Gifted Learners' Writing Skills: A Case Study

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This study explores the effect of the process-oriented writing approach on gifted learners' writing skills and writing motivation. It was designed as a mixed-method case study based on a one-group pre-test–post-test design. The participants consisted of 13 seventh-grade students attending Ülker Yörükoğlu Science and Art Center. Data were collected through a Writing Skills Questionnaire, student writing samples, semi-structured interviews, and the teacher's observations and evaluations regarding the instructional process (teacher reflections). The writing instruction followed the cyclical stages of the process-oriented writing approach, including planning, drafting, revising, and teacher feedback. Students actively participated in each stage of the process. The findings indicated significant improvements in students' writing performance and motivation, particularly in planning, organizing, and effectively using feedback. Statistical analysis revealed a meaningful difference between pre- and post-test scores. Participants emphasized the pivotal role of teacher feedback in improving their writing and reported that they felt more confident and comfortable during the writing process. In conclusion, the process-oriented writing approach proved to be an effective method for supporting the cognitive and emotional development of gifted learners and offered valuable pedagogical implications for English language teachers.

Keywords: Process-oriented writing, gifted learners, writing skills, writing motivation, writing instruction, case study.

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LIST OF SYMBOLS AND ABBREVIATIONS

BILSEM	: Bilim ve Sanat Merkezi (Science and Art Center)
CEFR	: Common European Framework of Reference for Languages
CF	: Corrective Feedback
EAP	: English for Academic Purposes
EFL	: English as a Foreign Language
ELT	: English Language Teaching
IQ	: Intelligence Quotient
L1	: First Language
L2	: Second Language
MoNE	: Ministry of National Education
ÖYG-1	: Özel Yeteneklerin Geliştirilmesi Programı 1. Aşama (Special Talent Development Program – Stage 1)
PBW	: Process-Based Writing
PWA	: Process-oriented Writing Approach
SAC	: Science and Art Centre
SDT	: Self-Determination Theory
SRL	: Self-Regulated Learning
STEM	: Science, Technology, Engineering, and Mathematics
TTCT	: Torrance Tests of Creative Thinking
ZPD	: Zone of Proximal Development
WWC	: Writer(s)-Within-Community model

CHAPTER I: INTRODUCTION

This chapter outlines the background of the study and states the research problem along with its significance. It also presents the purpose of the study, the research questions, and discusses the underlying assumptions and limitations.

1.1. Background to Study

Writing has occupied a significant space in people's lives, serving as a fundamental skill and impacting everything from communication and education to personal and professional activities. As a multifaceted and potent medium for communication, it enables learners to share their thoughts, emotions, and dreams while influencing others' behaviors and opinions (AbdAlgane & Ali, 2023). Competency in L2 writing is vital to achieving success in educational, professional, and social contexts (Graham & Harris, 2014), especially for graduate students as they progress in their careers in international business, administrative, or academic settings (Swales & Feak, 2012; Tribble, 1996). However, L2 writing requires learners to develop cognitive, linguistic, and sociocultural competencies to write effectively (Barkaoui, 2007). On the cognitive side, it is a *mental activity and decision-making process* in which learners brainstorm, organize, and refine their ideas to improve clarity and coherence for the reader (Weigle, 2002). The linguistic aspect of writing requires impeccable grammar, sentence structure, robust vocabulary, punctuation, and spelling to produce high-quality writing (Altun, 2023; Barkaoui, 2007). From the sociocultural perspective, writing is a collaborative and socially situated interaction rather than a solitary cognitive activity (Deane et al., 2008). Thus, creating a well-organized, coherent, and fluent text can be challenging for L2 learners; it requires high-order writing skills, such as developing, organizing, and editing ideas, and basic writing skills such as grammar, punctuation, and spelling (Nowacki Van Denheuvel, 2023). Given these challenges in L2 writing, it can be challenging even for gifted learners who are often identified by their superior cognitive abilities and academic performance.

Gifted learners are typically identified based on their high-order cognitive abilities, traditionally determined by their IQ scores, and superior academic performance, compared to their peers (Frasier & Passow, 1994; Worrell et al., 2019). The psychologist Alfred Binet first attempted to measure intelligence in 1905. Traditionally, identifying gifted and talented students mainly relied on the standardized IQ test. Following this approach, Terman (1926)

developed the Stanford-Binet Intelligence Scale and identified individuals as either gifted or not, with an IQ score of 135, based on a rigid view.

Throughout the 20th century, studies have influenced the perception of giftedness and demonstrated that IQ tests could not be the sole indicator of giftedness, revealing other factors that influence success (Rutigliano & Quarshie, 2021). The definitions and methods defining the process of giftedness have evolved over time (Passet, 2015). According to the Marland report (1972), children identified as gifted or talented demonstrate high performance in one or more of the areas of intelligence, ability in certain domains, creativity in thinking, leadership skills, talent in visual and performing arts, and physical abilities. Gagné (1985) clarified the distinction between the terms *gifted* and *talented*; often used interchangeably to depict individuals as gifted while *giftedness* refers to *innate ability*, and *talent* requires learning and practice. Renzulli (1986) described giftedness as the interplay among above-average general ability, task commitment (motivation), and creativity. Tannenbaum (1991) promoted the multifaceted nature of giftedness, emphasizing the factors such as intellect, personal traits, environment, and chance. Gardner's (1993) definition of giftedness brought a broader understanding of the giftedness profile and potential.

Giftedness is a sign of precocious biopsychological potential in whichever domains exist in a culture. An individual who advances quickly, who is at promise in an available task area or domain, earns the epithet gifted. Individuals can be gifted in any area recognized as involving intelligence (Gardner, 1993, p.51).

Gardner (1983) grounded the identification of giftedness based on Multiple Intelligence Theory and introduced seven intellectual domains, including linguistic, logical-mathematical, musical, spiritual, kinesthetic, intrapersonal, and interpersonal, thereafter expanding the list with the naturalistic ability in 1996. Gardner's intellectual domains demonstrate distinct and relatively independent problem-solving abilities that form in culture, presenting a holistic view of understanding giftedness (Türkman, 2020).

Gifted learners are often characterized by the cognitive and linguistic abilities to use language creatively, which enables their development to become competent writers (Alber, Martin & Gammil, 2005; DeMent, 2008; Fraser, 2003). However, the exceptional abilities of gifted learners can lead to a misconception that they will naturally acquire writing skills (Çelik-Şahin & Schmidt, 2014; Shaughnessy & Gerkey, 1986). In reality, their high abilities and cognitive capacities may not guarantee their achievement, and they may struggle with the limitations in language learning (Demir, 2022). Furthermore, several potential factors may influence the writing quality of gifted learners beyond the complexity of writing as a

skill, such as anxiety (Thevasigamoney & Yunus, 2014), perfectionism (Kahraman & Bulut Bedük, 2016), boredom, or lack of motivation (Yong, Tan, Albert, & Chuah, 2024). As a result of these challenges, like their peers, gifted learners may develop a negative perception of writing in a typical teacher-learner interaction, in which they submit their writing after the first draft and receive teacher feedback (Freeman, 1992; Scott, 1985). Moreover, they may experience a cognitive load of translating their thoughts from L1 and resort to code-switching when their vocabulary in L2 is limited (Nawal, 2018; Nunan, 1999). As such, teachers should understand the profile and unique needs of gifted learners to tailor their teaching for effective writing instruction (Alber et al., 2005; Collins & Parkhurst, 1996; Fraser, 2003; Frasier & Passow, 1994; Olthouse, 2010; Radachy, 2015).

The process-oriented approach offers effective writing strategies to meet the unique needs of gifted learners (Collins & Parkhurst, 1996). It is a comprehensive, systematic approach encompassing a cognitive strategy to create a written product through specific steps such as brainstorming, planning, revising, and editing (Seow, 2002). Its non-linear structure not only fosters learners' critical thinking skills, idea development, and independent writing skills but also facilitates their cognitive development (Bailey, Boyce, & VanTassel-Baska, 1990; Collins & Parkhurst, 1996) by breaking down the writing task into manageable parts through the stages of the writing (Peregoy, Boyle, & Amendum, 2023). Through its stages, the process-oriented approach helps gifted students overcome common barriers. In brainstorming, the students curb perfectionism and fear of mistakes as they write freely (Bailey et al., 1990). In drafting, they organize and refine their ideas that engage their working memory and skills for higher-order decision-making to improve the quality of their writing (Sánchez Vega & López Pinzón, 2019; Shaughnessy & Gerkey, 1986). During editing, students adjust their writing to improve its content and structure for clarity, where they can ask critical questions about their writing. The steps of the writing process support gifted learners' cognitive development and help them progress in their learning while providing opportunities to address their emotional needs. (Bailey et al., 1990). It increases students' concentration and motivation and gives the teacher a vision of student progress during individual teacher-student interaction (Scott, 1985). Thus, the writing process enhances students' writing quality through constructive feedback from teachers and opportunities for revision (Sánchez Vega & López Pinzón, 2019; Shaughnessy & Gerkey, 1986). Consequently, it can be the best tool for supporting gifted learners' affective and cognitive demands since it allows them to write at their own pace and be creative writers rather than perfectionists (Bailey et al., 1990; Collins & Parkhurst, 1996).

The process-oriented approach to writing is grounded in the cognitive and social constructivist view of instruction. Cognitive constructivists argue that learning occurs through the personal interpretation of knowledge, where meaning is constructed as part of an individual effort in a learner-centered environment (Amineh & Davatgari Asl, 2015; Maxim, 2006; Rowell & Palmer, 2007). Grabe and Kaplan (1996) describe Flower and Hayes' (1981) cognitive model of writing as a goal-directed and recursive process rather than a linear task throughout the writing process. This model depicts writing as a problem-solving activity that integrates social-contextual elements, introducing the term *rhetorical problem*. The term refers to the interaction between the rhetorical context (audience, topic, and task) and the writer's goal (writer, reader, meaning making, and text production). Social constructivists propose that learning happens through interactions with others. Vygotsky (1986) highlights the role of social interaction in cognitive development and its integral part in learning. Learning is an active process in which learners negotiate meaning and construct knowledge based on their experiences (Amineh & Davatgari Asl, 2015). Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD) illustrates the gap between what a learner can achieve independently and with the support of guidance. In this zone, learners are challenged beyond their abilities, and scaffolding from teachers or peers is gradually removed as they become more competent. Scaffolding has been shown to encourage learners to take ownership of their learning and develop their skills (McLeod, 2025). The present research aims to explore the effects of the process-oriented approach on the writing skills and motivation of gifted learners in addressing their challenges.

1.2. Statement of the Problem

Writing is commonly defined as one of the most challenging skills (Albertson & Billingsley, 2000) and a complicated cognitive process for L2 learners (Avcı, 2018). Mastery of writing requires both higher-level skills to produce and organize ideas coherently in the written text and lower-level skills such as practicing grammar, spelling, and punctuation (Çakmak, 2017; Richards & Renandya, 2002). Therefore, learners often need support in organizing and managing their writing process to achieve mastery (Wali, 2017). Gifted learners are not exceptional despite exhibiting unique characteristics compared to their peers (Renzulli, 2012; Thevasigamoney & Yunus, 2014). They also need instructional support and feedback to aid their writing process (Albertson & Billingsley, 2000; Ginn, Keel, & Fredrick, 2002). However, there has been a widespread misconception that the high cognitive abilities

of gifted learners ensure their high performance. Another fallacy is that they need minimal facilitation rather than explicit instruction. (Ginn et al., 2002; Schunk & Swartz, 1993). Contrary to this belief, they need the teacher's assistance and feedback to maximize their writing potential (Albertson & Billingsley, 2000; Collins & Parkhurst, 1996; Ginn et al., 2002).

Characteristically, gifted learners often demonstrate perfectionist traits (Kahraman & Bulut Bedük, 2016), in which they might feel hesitant to submit their writing when they feel unsatisfied, resulting in a negative attitude toward writing (DeMent, 2008; Freeman, 1992). Furthermore, their motivation and writing quality are impacted by the challenges they face in writing classes. Gifted learners can experience writing challenges (Yong et al., 2024) commonly observed among their peers, such as linguistic difficulties (Hyland, 2003; Silva, 1993) limited vocabulary (Hyland, 2003; Reid, 2006), lack of ideas (Rao, 2007; Sarwat, Ullah, Shehzad Anjum, & Bhuttah, 2021), the inability of paragraph organization and coherence (Sánchez Vega & López Pinzón, 2019; Silva, 1993), L1 interference (Leki, 1992; Mirzayev, 2024), lack of practice (Freeman, 1992; Uluşan, 2018) and allotted time (Clark & Ivanič, 1997; Phuong, 2021). Consequently, the students often find writing daunting and overwhelming. Thus, they develop a lack of motivation (Boscolo & Hidi, 2007; Kulusaklı, 2020) or writing anxiety (Bruning & Kauffman, 2016; Cheng, 2002).

In English classes in the Turkish context, gifted children receive English as a subject for two hours as part of the special education program. In addition to this, they have English as a compulsory subject for 4 hours in the 5th, 6th, 7th, and 8th grades in the Turkish Curriculum (MoNE, 2018). However, writing instruction is often disregarded in gifted education (DeMent, 2008). It is either ignored during class time or assigned as homework. Teachers do not devote enough time to writing classes at schools due to their demanding nature (Freeman, 1992; Petekçioğlu, 2011).

Another challenge about L2 writing is the adoption of traditional approaches in writing classes, where students are supposed to imitate models and the accuracy and form are prioritized in their final products, rather than the content. The traditional writing approach necessitates constant error correction, which has a detrimental impact on students' motivation and writing quality over time (Grami, 2010; Yong et al., 2024).

Gifted learners are regarded as the producers of knowledge rather than mere consumers. They are viewed as scientists, entrepreneurs, writers, and artists who contribute to all fields of society as productive and creative individuals of future generations (Renzulli, 2005). Thus, L2 writing instruction for gifted learners needs to be explored more due to the

popularity of STEM (science, technology, engineering, maths) fields (Olthouse, 2014). To reach their potential in their respective fields, gifted learners must be equipped with effective writing strategies. Effective writing strategies not only influence gifted learners' motivation (Prodanovska-Poposka & Todorova, 2020), but also foster greater confidence and, consequently, boost the quality of their writing (Schunk & Swartz, 1993). When teachers use suitable strategies to suit their grade level and learning needs, gifted learners can acquire writing skills and become competent writers (Albertson & Billingsley, 2000; Bodrič, 2021; Collins & Parkhurst, 1996; DeMent, 2008; Ho, 2006).

The process-oriented writing approach is promising and involves effective writing strategies such as planning, drafting, editing, and revising. Its non-linear, creative, and exploratory writing process (Silva, 1990) stimulates gifted learners' motivation and helps them enhance the quality of their writing (Albertson & Billingsley, 2000; Graham & Sandmell, 2011). Hence, I aimed to employ effective writing strategies, namely, planning, drafting, editing, and revising, to address the challenges gifted learners experience in writing classes and investigate the impact of a process-oriented approach on gifted learners' writing quality and motivation.

1.3. Purpose of the Study

The study investigates the effectiveness of a process-oriented approach in increasing gifted learners' writing skills and motivation. The study was prompted by presumptions regarding the distinct needs of gifted students and the limitations of traditional writing instruction, which often fails to provide adequate opportunities for explicit instruction, gradual development, and constructive feedback. This study focuses on successive stages of the writing process -such as brainstorming, drafting, revising, and editing- to support gifted learners' cognitive and emotional development. The main purpose of the study is to explore how a process-oriented approach impacts gifted learners' writing skills and motivation in an EFL context.

1.4. Research Questions

1. Does the process-oriented approach have an effect on the gifted learners' writing skills?
2. What are the perceptions of gifted learners regarding the implementation of a process-oriented approach in writing activities?

3. How does the process-oriented approach affect gifted learners' writing skill motivation?
4. What are the experiences of the instructors regarding the implementation of a process-oriented approach in writing activities with gifted learners?

1.5. Significance of the Study

This study is motivated by the challenges gifted learners experience in traditional writing classes. As Scott (1985) noted, learners may feel anxious due to the teacher's feedback on the first draft in writing classes, sometimes even ignoring the teacher's comments on the paper. To address this, process-oriented writing instruction provides learners an atmosphere where they benefit from individual student-teacher interaction and feel more motivated to engage in writing classes. The study offers language instructors strategies to lower the affective filters of gifted learners and create a flexible and supportive learning environment for them (Sánchez Vega & López Pinzón, 2019; Thevasigamoney & Yunus, 2014).

The research findings will contribute to ELT by exhibiting the effectiveness of a process-oriented approach to gifted education, bridging the gap in the ELT applications of gifted education (Graham & Harris, 2014). Writing instruction based on the writing process through draft development will help gifted learners master their writing skills (VanTassel-Baska, 2003). Besides, it extends the scope of L2 writing instruction by addressing challenges gifted learners experience in L2 writing classes, such as perfectionism and writing anxiety, which can limit their writing skills and motivation. Hence, the study highlights the impact of process-oriented writing on writing skills and supports gifted learners' cognitive and emotional needs. Furthermore, ELT instructors, particularly those teaching gifted learners, can follow a similar process that enhances gifted learners' writing. Moreover, stages of process-oriented writing offer ELT instructors opportunities to differentiate the curriculum for gifted learners effectively (Collins & Parkhurst, 1996).

On the learners' side, the process-oriented approach is a powerful tool for enhancing learners' autonomy and critical thinking. It encourages learners to gain control of their writing through self-exploration by engaging them in continuous revision (Bashiri & Shahrokhi, 2016). It also connects classroom writing tasks with real-life communication in L2, providing more opportunities for them to use the language as a communication tool (Sánchez Vega & López Pinzón, 2019).

Overall, the research used a case study by explicitly demonstrating how the process-oriented writing approach influences gifted learners' writing quality and motivation through qualitative and quantitative data and classroom observations.

1.6. Assumptions and Limitations of the Study

1.6.1. Assumptions of the Study

It is assumed that participants, as gifted learners, have common characteristics such as high cognitive and linguistic abilities, perfectionism, writing anxiety, and high motivation for learning. They are considered relatively similar in the same sample regarding language proficiency, which refers to the A2 level corresponding to the CEFR) Common European Framework of Reference for Languages) standards, as they are at 5th to 8th grades. Another assumption regarding the participants is that they will be actively involved in all the stages of the process-oriented writing approach. However, some participants might have higher levels of English corresponding to the CEFR standards as their schools offer extra English classes due to their Anatolian Middle School Curriculum. Besides, participants might receive extra English classes at private courses, which might affect their writing quality and motivation.

1.6.2. Limitations of the Study

The study is limited to a small sample size (13 students), which restricts the generalizability of the findings to represent the broader population of gifted learners. The study focuses on the effectiveness of the process-oriented approach to gifted learners' writing skills, which limits the applicability to mixed-ability classrooms. Participants' characteristics, such as being gifted learners with high cognitive and linguistic abilities, perfectionism, writing anxiety, and high motivation for learning, may influence their performance and engagement during the study. As the number of students is very limited in the context of the Science and Art Centre (SAC), we were unable to establish a control group, and we designed the study as single-group experimental research. Another limitation is that participants receive only two hours of English instruction per week at SAC, which might not be sufficient to implement the stages of the process-oriented approach. The research is conducted in a specific EFL context; hence, the results may not be fully applied to other educational contexts. Besides, the instructor's observations might involve subjectivity as the instructor is the study's researcher.

CHAPTER II: LITERATURE REVIEW

Writing is an important focus for gifted learners in the second language (L2) context as it supports their personal, academic, and professional growth by developing their intellectual abilities. Writing promotes learners' cognitive development, enhancing creativity, critical thinking, and problem-solving skills (Altun, 2023; Saluk & Pilav, 2018). Gifted learners demonstrate higher performance in many cognitive abilities, such as creativity, critical thinking, and problem-solving, which stimulate their superior writing abilities. While creative thinking facilitates learners in generating original and diverse ideas during writing, critical thinking allows learners to select those ideas logically and organize them to produce a meaningful text (Altun, 2023). As cited by Lai (2011), critical thinking is regarded as the ability to analyze arguments through logical reasoning and problem-solving to make good judgments. It also helps learners make decisions throughout the writing stages and analyze the text from different perspectives for better comprehension (Altun, 2023). Gifted learners also have strong linguistic ability, which allows them to use the language effectively. They can easily express themselves in the language, demonstrating the ability to comprehend the implicit meanings (Fraser, 2003), and an impressive vocabulary (Albert et al, 2005; Roessingh & Bence, 2017). Moreover, they exhibit exceptional language acquisition and performance in a second language (L2) with a deep curiosity about language learning and its culture (Bodrič, 2021). Their writing is well-structured with a precise style and impressive vocabulary, demonstrating creativity and an evident interest in using new words (Dean, 2008). Their exceptional cognitive and linguistic capacity makes gifted learners ideal students for effective writing instruction (Albert et al, 2005).

Studies on gifted learners and writing emphasize that despite their advanced cognitive and linguistic skills, they require explicit instruction with effective strategies to enhance their writing proficiency. Albertson and Billingsley (2000) assert that explicit instruction with self-regulation techniques fosters gifted learners' writing fluency and overall writing quality. Albert et al. (2005) indicate that gifted learners need specialized writing instruction to nurture their creativity and improve written self-expression. Similarly, Courtney (2017) pointed out the need to develop gifted learners' strengths through writing instructions that enhance creativity and positive attitudes toward writing. On the other hand, explicit writing instruction with a structured approach and scaffolding enhances their writing skills by providing practice opportunities and addressing emotional or intellectual challenges

(Roessingh & Bence, 2017). Therefore, gifted learners must be provided with effective writing strategies that incorporate challenging and complex activities, requiring critical and creative thinking abilities (Gomez-Arizaga et al., 2020), as well as opportunities for practice, self-expression, and discovery of their voices (Smyth, 1990). The best method that matches gifted learners' needs and challenges is a writing process involving stages of brainstorming, drafting, editing, and revising (VanTassel-Baska, 2003). Overall, the process-oriented writing approach, with its cycling steps, emerges as an effective method to enhance gifted learners' writing skills.

This literature review presents the relevant literature on gifted learners and the theoretical framework for the writing process. First, it introduces theoretical models of giftedness and describes the characteristics of gifted learners in cognitive, academic, social, and emotional domains. It also provides an overview of gifted education in the Turkish context. Then, it outlines the cognitive and sociocultural foundations of writing and elaborates on the process-oriented approach. Finally, it presents previous research studies by categorizing them according to the target learner groups.

2.1. Gifted Learners

Giftedness is defined as the interplay of above-average ability, creativity, and commitment to a task (Renzulli, 1978). In line with this theoretical view, the U.S. Department of Education (1993) defines gifted students as individuals who, compared to their peers, exhibit remarkable achievement in at least one area of ability, such as intellectual capacity, artistic talent, creativity, or leadership. More recently, Gagné (2004) emphasized the role of environmental and intrapersonal factors in transforming innate abilities into talents, reflecting a developmental understanding of giftedness.

Many theoretical approaches have shaped the concept of giftedness through time. Early views took a theological approach, seeing giftedness as a divine or supernatural ability. However, the metaphysical approach adopted a more individualistic view of giftedness and perceived it as a personal talent. In the 20th century, the empirical approach gained importance, and researchers began to investigate giftedness through scientific studies, linking it to intelligence and individual characteristics (Chen, 2020; Stoeger, 2009).

In the early 20th century, researchers focused on measuring cognitive abilities to identify gifted individuals (Brown et al., 2005; Worrell, Subotnik, Olszewski-Kubilius, & Dixson, 2019). Giftedness was considered a hereditary trait determined through standardized

IQ tests, and individuals with the highest scores were defined as gifted (Brown et al., 2005; Kaufman & Sternberg, 2008; Passet, 2015; Worrell et al, 2019).

Alfred Binet developed the first intelligence test in 1905, which later influenced educational assessment practices. Goddard later translated Binet's test into English, and Terman (1926) revised it as the Stanford–Binet Intelligence Scale to help identify gifted children. In his longitudinal study, Terman (1926) concluded that gifted individuals ranked in the top 1% of general intellectual ability, positioning giftedness as an innate trait and measurable.

However, in the mid-20th century, researchers recognized the limitations of this approach and began to question the reliance on standardized IQ tests because they believed high intelligence was essential, still it could not be the only criterion for identifying gifted children (Renzulli, 2005; VanTassel-Baska, 2005). This realization brought a new perspective, leading to an inclusive definition of giftedness and the emergence of multidimensional theories. Many researchers pointed out that non-cognitive traits (e.g., motivation, creativity) and socio-environmental factors (e.g., opportunities, family, education) can influence giftedness and success in adulthood (Gagné, 2004; Gardner, 1993; Renzulli, 2005; Sternberg, 1985). Therefore, giftedness came to be understood as a concept that includes cognitive abilities as well as diverse skills in areas such as creativity, leadership, the arts, and social interaction (Brown et al., 2005; Moyer, 2021). Following the trend, Passow (1957) highlighted the importance of nurturing skills to support the achievement of gifted children. Similarly, Witty (1958) regarded giftedness as an observable ability identified in artistic, writing, and social domains, and focused on superior performance in human activities, rather than cognitive and academic abilities. Therefore, the traditional understanding of giftedness based on high IQ developed into a perception of one's ability in real-world tasks and achievements (Dai, 2009). The first formal definition of giftedness was introduced in Marland Report (1972), which recognizes the abilities of gifted individuals that enable them to achieve high performance. According to the report, gifted children may show high performance in one or more domains such as cognitive ability, certain academic skills, creativity, leadership qualities, ability in visual and performing arts, and psychomotor skills. Given their capacity, gifted children should be provided with specialized instruction to reach their highest potential and go beyond the ordinary school curriculum.

2.1.1. Multi-dimensional Models of Giftedness

Historically, researchers equated giftedness with intelligence. However, after the formal definition of giftedness in Marland Report (1972), liberal researchers realized that intelligence is an essential trait; on the other hand, it is insufficient alone to explain gifted behaviour (Plucker & Callahan, 2014). As studies progress, giftedness is no longer considered a fixed, innate characteristic. Instead, it has been regarded as a multifaceted process and the dynamic interplay of cognitive, neural, environmental, and social factors, leading to talent development and its progression (Matthews & Dai, 2014; Moyer, 2021). Liberal views have expanded the understanding of giftedness by involving more performance areas than those assessed by IQ testing. The studies of liberal researchers such as Renzulli (1978), Gardner (1983), and Sternberg (1985) established the foundation for current research and theories (Renzulli, 2002).

2.1.1.1. The three-ring theory. Renzulli's (1978) three-ring conception of giftedness (see Figure 2.1 for a visual representation) was the first to make creative productivity a goal of gifted education, making a significant contribution to the field (Plucker & Callahan, 2014). His model focuses on factors that shape human potential, arguing that although intelligence is an important factor in defining giftedness, it is not limited to IQ test measurements and is not the sole determinant. Instead, it includes a set of abilities. According to Renzulli, giftedness may not meet typical academic achievement standards. Giftedness is a complex process involving three key components: above-average ability, task commitment, and creativity. Renzulli acknowledges above-average ability as intelligence above the standard level, and task commitment as the drive to accomplish a goal. Gifted behaviour results from the interplay of these components with creativity, which shapes achievement.

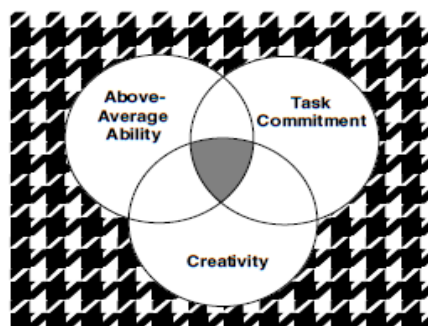


Figure 2.1. Renzulli's three-ring conception of giftedness

Note: From *The three-ring conception of giftedness: A developmental model for promoting creative productivity*, by J. S. Renzulli, 2005, in R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of giftedness* (2nd ed., pp. 246–279), Cambridge University Press. © 2005 by Cambridge University Press.

2.1.1.1.1. Above-average ability. Above-average ability includes two types of abilities. General ability refers to cognitive abilities like information processing, adapting to new circumstances, and abstract thinking that enable people to perform complicated tasks across disciplines. These abilities are observed in skills such as verbal and numerical thinking, spatial awareness, and memory. Standardized tests (e.g., IQ and aptitude tests) are commonly used to assess these abilities.

Specific abilities involve an individual's capability to develop skills or perform in specialized fields or activities. These abilities can be applied to real-world situations and include areas such as science (e.g., mathematics, chemistry) and art (e.g., music, sculpture). Some specific abilities, such as mathematics and chemistry, are linked to general abilities and can be measured using standardized tests. However, others, like those in the arts or leadership, require performance-based assessments or observation due to their practical and expressive nature (Renzulli, 2005).

Research has shown that different fields and subject areas require different levels of intelligence to achieve (Renzulli, 2005). Several studies have demonstrated that intelligence (academic ability), typically measured by IQ or academic tests, does not directly determine an individual's level of creativity (Renzulli, 1978). In addition, these tests may exclude those with high creative potential because they are based on rigid cut-off values to determine giftedness (Renzulli, 2005). Studies on the limitations of traditional assessment tests revealed the need for comprehensive criteria that include the assessment of creativity to support the development of gifted (Renzulli, 2005; Sternberg, 1984).

Renzulli (2005) described giftedness in two ways and claims that *school-house giftedness* is a high aptitude for learning and academics, and *creative-productive giftedness* is the strong ability to generate novel ideas. To foster creativity, gifted education should involve real tasks that allow individuals to use their abilities in practical, real-world contexts, focusing on producing knowledge rather than merely consuming it.

On the other hand, many teachers prefer to teach in a traditional way, taking responsibility for their students' progress and controlling the classroom environment. However, the traditional way of language teaching may not always be effective for gifted learners. These methods make learners *schoolhouse gifted* who focus on achieving high test grades, rather than fostering their *creative and productive giftedness* and enhancing their proficiency as language users (Passet, 2015). Moreover, their challenges, like anxiety and perfectionism, can limit their task creativity and motivation without proper help (Guignard,

Jacquet, & Lubart, 2012). As such, gifted children should be provided with learning opportunities and support lacking in the standard curriculum (Renzulli, 2011).

2.1.1.1.2. Task commitment. When feeling self-determined to accomplish a task, intrinsic motivation is triggered. Intrinsic motivation is the drive to do something mainly for one's own benefit (Renzulli, 2005). It means gaining an innate pleasure from achieving the task rather than getting pleasure from its external rewards. Intrinsic motivation encourages learners to learn and engage in activities that they find inherently interesting, fostering their social, intellectual, and physical development (Ryan & Deci, 2000).

However, teachers cannot always depend on intrinsic motivation because learning materials may not interest learners. Thus, learners may need external motivation and feel more willing to do the task when other people value it. (Ryan & Deci, 2000). Extrinsic motivation results from external factors like punishment or rewards (Bandhu et al., 2024). For example, a student may complete an assignment to avoid punishment from a teacher or parents with minimal self-control. In a similar vein, another student may complete an assignment because they believe it is valuable for their future career and have higher self-determination (Ryan & Deci, 2000). Extrinsic motivation shows varying levels of autonomy, ranging from controlled to autonomous (Bandhu et al., 2024; Ryan & Deci, 2000). External factors may strengthen intrinsic motivation and task engagement without harming learners' autonomy if they support their competency or involvement in a task (Renzulli, 2005). For example, if a person is rewarded for completing a task without any pressure, they perceive it as their own choice and may develop intrinsic motivation, allowing both intrinsic and extrinsic motivation to synergize and enhance task commitment (Renzulli, 2005; Ryan & Deci, 2000).

Challenges such as high expectations from parents and teachers, fear of failure, and other difficulties in the educational setting can hinder motivation (Bandhu et al., 2024). Therefore, teachers should encourage a learning environment where students feel appreciated and supported. In addition, they should create challenging tasks and give feedback that helps learners internalize learning objectives, develop autonomy, and understand the importance of their tasks (Ryan & Deci, 2000). Teachers can boost motivation by creating course content that appeals to their curiosity and enthusiasm (Bandhu et al., 2024).

2.1.1.1.3. Creativity. Creativity is the ability to consider many possibilities, express ideas in innovative ways, question conventional thinking, and offer unique ideas by taking risks (Sekowski, Siekańska, & Klinkosz, 2009). Creativity can be explained through various

factors, including the environment, the products created, the processes of creativity, and the creative individual (Sekowski et al., 2009; Urban, 1995). It is a back-and-forth process influenced by environmental factors that affect personality development, the creative process, and the results of creativity. The success of a creative idea depends on its originality, inspirational power, and ability to communicate (Urban, 1995). Many talented scientists emerged throughout history; however, only those who engaged in creative work have been noticed and gained respect from academic communities and the general public (Renzulli, 2012).

Historically, researchers questioned whether divergent thinking tests (creative ability tests) can measure creative ability in the real world. Many researchers highlighted that these tests are often inadequate in measuring creative ability in the real world (Dellas & Gaier, 1970; Guilford, 1967; Shapiro, 1968; Torrance, 1969). In response, they proposed new approaches to measure actual creative performance, emphasizing that divergent thinking is central to creativity and should be considered in measuring creativity (Guilford, 1967; Nicholls, 1972; Wallach, 1976). Therefore, earlier scholars of creativity, such as Nicholls (1972) and Wallach (1976), explored new methods to assess creativity. They suggest examining the creative outcome and that using self-reports could provide more data to measure creativity than traditional divergent tests. Current research emphasizes the importance of including creativity in gifted definition and identification (Renzulli, 2005).

2.1.1.2. Multiple intelligence theory. Gardner (1983, 1993), having a strong impact on gifted education, argues that intelligence can be divided into eight categories. These include verbal-linguistic intelligence, which focuses on effective language use, and logical-mathematical intelligence, which focuses on problem-solving. Musical intelligence involves the talent for musical performance, whereas bodily-kinesthetic intelligence is the talent for sportive performance. Visual-spatial intelligence helps people imagine and rotate objects in their minds. Interpersonal intelligence focuses on building connections with others, while intrapersonal intelligence focuses on self-awareness and understanding your emotions. Finally, natural intelligence is about recognizing patterns in the natural environment. Gardner (1993) defines intelligence as a biopsychological potential that is determined by genetic inheritance and developed through training, opportunities, and cultural values, which allows individuals to create products valued in one or more domains. People have all types of intelligence with varying strengths and weaknesses. Giftedness is associated with superior ability in certain areas rather than with an IQ-based general ability.

Gardner and Hatch (1989) state that individuals exhibit varying combinations of strengths and weaknesses in different types of intelligence, which contradicts traditional views of intelligence as a single, measurable quantity. For example, individuals exhibit a low or moderate interpersonal intelligence profile or may demonstrate a high spatial intelligence profile or vice versa (Davis, Christodoulou, Seider, & Gardner, 2011). “One person’s limitation can be another person’s opportunity. Seven kinds of intelligence would allow seven ways to teach, rather than one” (Gardner, 1993, p. 38). Students with visual-spatial intelligence may be skilled at using mind maps to organize their ideas. In contrast, those with verbal-linguistic intelligence may enjoy activities such as storytelling or debates. Similarly, students with logical-mathematical intelligence might be good at ordering events in a story or building their arguments coherently (Arulselvi, 2018). Teachers can use the knowledge from the MI theory to provide learning opportunities based on different types of intelligence and to help students in certain areas where they need support (Collins & Parkhurst, 1996; Gardner & Hatch, 1989). The process-oriented approach to writing can be beneficial in training gifted learners to become proficient writers and grow into successful writers. Because it meets the needs of gifted learners for interpersonal intelligence, as well as intrapersonal intelligence. The process-oriented writing is an indispensable tool to accommodate the needs of gifted learners. It provides a structured approach for the gifted to engage in a variety of challenging tasks with real audiences to fulfill their potential. MI Theory is a useful guide for teachers who want to employ student-centered and individualized tasks into the regular school curriculum (Armstrong, 2018; Krechevsky & Seidel, 1998).

Gifted students often exhibit verbal-linguistic intelligence (Alber et al., 2005). Armstrong (2018) states that individuals demonstrating verbal-linguistic intelligence can use language efficiently in oral or written communication. They can easily comprehend implicit meanings and manipulate the words (Alber et al., 2005; Fraser, 2003). Teachers can design course content that supports the development of different types of intelligence (Arulselvi, 2018). Tomlinson (2005) states that educators can help gifted learners by providing individualized learning and materials appropriate to their interests and learning styles. They can differentiate lesson content by offering choices or adjusting the complexity of tasks. According to Shea (2015), writing instruction is more effective when it is differentiated to address the needs of students throughout the writing process, such as planning, drafting, and revising.

2.1.1.3. Psychosocial model of talent development. Tannenbaum (1983) appears as a key figure focusing on talent development. His Psychosocial Model of Talent Development proposes five components for transforming innate capacity into talent. These components include higher general ability (innate potential), unique aptitude (specific skills in certain areas), non-cognitive characteristics (motivation, determination), environmental facilities (opportunities), and chance (unanticipated events). They should interact to achieve high productivity and define someone as gifted. A child's innate potential can be enhanced through these factors, and it is crucial to foster their potential to help them grow into their talents as gifted adults (Tannenbaum, 1983). Tannenbaum (1996) advocates for a learning environment that supports and appeals to individual learners' strengths. Moreover, he emphasizes the importance of providing equal opportunities for all students and allowing them to reach their full potential.

2.1.1.4. Triarchic theory of successful intelligence. Sternberg (1985) theorizes the Triarchic Theory of Successful Intelligence, which identifies three types of intelligence: analytical, practical, and creative. Although these intelligences are independent of each other, they work interactively to contribute to successful intelligence. Furthermore, Sternberg (1985) stated that analytical intelligence is the ability to judge, evaluate, and analyze; practical intelligence is the ability to adapt to changing environmental conditions and shape and select relevant information in a learning context; and creative intelligence is the ability to generate innovative ideas and solve problems. Giftedness is recognized as the potential to excel in analytical, practical, and creative intelligence domains to overcome real-world issues.

In addition, Sternberg (1995) argues that students may have different strengths and weaknesses in different types of intelligence (e.g., analytical, creative, and practical). For example, one student may have high analytical abilities while another may possess creative abilities or practical abilities. As a result, students who receive instruction appropriate to their abilities perform better than those who receive little or no instruction that suits their abilities. Teachers should design instructional practices in a way that supports the diverse abilities of the students, helping them enhance their performance and achieve stronger learning outcomes.

The studies of Renzulli (2012), Gardner (1993), and Sternberg (2000) have expanded the contemporary understanding of talent and giftedness. In addition, they highlight the impact of the sociocultural context on gifted definition identification and the development of gifted education (Plucker & Callahan, 2014).

2.1.1.5. Multiple differentiated model of giftedness and talent. Gagné's (1985, 2004) Differentiated Model of Giftedness and Talent (DMGT) contributes to the theoretical development of giftedness. He highlights the distinction between giftedness and talent. Giftedness is described as a natural ability or potential, while talent is the transformation of these abilities into developed skills. Giftedness consists of four domains of ability: 1- intellectual ability for problem-solving, 2- creative ability for novel ideas, 3- socio-affective ability for personal and social skills, and 4- physical ability for physical and motor skills. These innate abilities are seen as the raw material for the talent. On the other hand, talent is shaped through the developmental process facilitated by factors such as intrapersonal catalysts (e.g., motivation, perseverance, and personality), environmental catalysts (e.g., family, educational opportunities, life experiences), and chance. In short, the model asserts that natural abilities can be transformed into expertise through structured learning, and key factors influencing talent development.

Gagné's (2004) model emphasizes the critical role of both interpersonal and environmental factors in talent development. Teachers of gifted students can help them develop long-term goals and strategies to overcome challenges by increasing their motivation. In addition, teachers should implement individualized instructional strategies that address students' needs and interests, use appropriate levels of challenge, and support their skill development (Gagné, 2009).

Consequently, recently, researchers have continued to rely on IQ tests to investigate the cognitive traits of gifted children. Alongside this, there is increasing interest in investigating the neuropsychological aspects of intelligence and giftedness, leading to ongoing debates about the roles of genetics and environment in intelligence and their impact on education (Plucker & Callahan, 2014). This changing paradigm has brought attention to the unique needs of gifted students and led to the development of various models and definitions of giftedness that address their cognitive, emotional, and educational needs. These theories and contemporary models highlight the importance of creating an enriching learning environment and nurturing their talents for gifted development (Lo & Porath, 2017). Therefore, gifted and talented development is not considered a fixed process. Rather, it is a dynamic and evolving process that differs for each individual, depending on the environment and the domains of the study. To support this process, educational practices should involve an individualized curriculum that recognizes social, cultural, and psychological factors such as motivation, perseverance, and practice (Matthews & Dai, 2014).

2.1.2. Gifted Education in the Turkish Context

Gifted education and identification in Turkey are primarily coordinated by the Ministry of National Education (MoNE), mainly through Science and Art Centers (SACs) and Guidance and Research Centers. SACs provide gifted students with additional education alongside their regular schooling. They offer individualized education that takes into account the developmental characteristics, needs, and achievements of gifted students (Ministry of Education, 2022; Ministry of Education, 2024). The main objective of SACs is to promote project-based learning and enhance creative productivity (Özak & Çavuş, 2025). Additionally, they implement a diverse and enriching educational process that differs from the standardized objectives of general education (Çelik-Şahin, 2014).

According to MoNE (2022, 2024), identification begins with teachers completing observation forms for students in grades one, two, and three who are considered eligible to participate in the Science and Art Centers. Students who are nominated based on these forms participate in a pre-assessment process. Those who meet the criteria are then invited to an individual evaluation based on the results of the pre-assessment. Students identified as gifted are enrolled in a support education program that covers various disciplines. This program aims to foster key 21st-century competencies, such as communication, collaboration, problem-solving, scientific inquiry, creativity, and the responsible use of technology.

After completing the support education program, students continue with the individual talent recognition phase. The main purpose of this stage is to help students discover their unique strengths and interests through structured and exploratory learning experiences. The program typically spans two years and is conducted in two phases to ensure a gradual and comprehensive understanding of each student's potential. At the end of this process, students are guided toward appropriate areas within the talent development program (MoNE, 2022, 2024).

Following the Individual Talent Recognition program, students proceed to the special talent development program, which focuses on developing students' knowledge, skills, and creativity in their identified areas of talent. Lessons are student-centered and can be structured in a disciplinary or interdisciplinary way, depending on students' needs and interests. Activities include promoting scientific or artistic practices that encourage the production and application of knowledge. During this stage, students are motivated to focus on their strengths and receive support through special workshops and optional activities (MoNE, 2022, 2024). By the end of this program, gifted students are expected to have

developed their scientific research skills before enrolling in the project production and management program (Özak & Çavuş, 2025).

The project production and management program is the final stage of the SAC program. In this program, students work individually or in groups on projects based on their interests and strengths. Each student is expected to complete at least one project during the school year with the support of a supervisor, following the SAC project guidelines. Students choose project topics related to their area of expertise or other fields of interest (MoNE, 2022, 2024).

The project-based and student-centered approach offers an effective and motivating learning environment that meets the diverse educational needs of gifted students with different learning styles and abilities (Ghazouani, 2014). SACs, where gifted students participate in project-based learning and scientific report writing, provide an ideal environment for implementing structured writing instruction as part of gifted student education programs (Erbaşan & Dedeoğlu, 2023). Moreover, teaching writing skills is important for gifted students' academic success and future careers (Saluk & Pilav, 2018). Writing not only improves language use but also encourages creative thinking, reasoning, and problem-solving. Gifted individuals who are unable to express themselves effectively in written language represent an unrealized potential in society. In addition, limited writing ability in scientific fields can hinder the dissemination of knowledge, leading to a loss of valuable intellectual contribution (Saluk & Pilav, 2018).

2.2. Characteristics of Gifted Learners

Giftedness typically represents excellent potential for intelligence. However, it is a complex concept beyond high intelligence, influenced by both intellectual and non-intellectual factors (Kuznetsova, Liashenko, Zhzhikashvili, & Arsalidou, 2024; Robinson & Clinkenbeard, 2008). Modern research has concluded that there are a variety of factors influencing intelligence that should be considered, such as creativity and motivation (Renzulli, 1978) learning experiences, environment (Sternberg, 2012), and personality (Fries, Kovacs, Zeilinger, & Pietschnig, 2022).

Giftedness is a developmental process rather than a predetermined genetic feature. Gifted individuals are dissimilar and demonstrate diverse characteristics and abilities (Reis & Renzulli, 2009). Their cognitive, psychological, and social characteristics influence their motivation and interactions with their environment, while shaping how they respond to

academic challenges and contributing to their development (Gagné, 2004; Kuznetsova et al., 2024; Pfeiffer, 2015). Gifted individuals are not generally considered underachievers; however, their high cognitive abilities do not guarantee their academic, social, and emotional difficulties.

Gifted education is built on the generally accepted idea that gifted learners are recognized for their exceptional potential in various areas, including academics, creativity, leadership, and the arts (Renzulli, 2012). Gross (2009) found that gifted students differ significantly from their peers in cognitive strategies, intrinsic motivation, and moral reasoning. Yet, gifted learners may demonstrate weaknesses in some areas such as motivation, engagement, and academic achievement (Ramos, Lavrijsen, Vansteenkiste, Soenens, & Verschueren, 2025; Topçu & Leana-Taşçılar, 2018). Therefore, it is important to understand the individual differences of gifted students. Their high biological capacity develops through available opportunities, learning experiences, and external factors that shape their growth. Educators must be aware and sensitive toward gifted learners' cognitive, emotional, and social development to assist them in fulfilling their development (Pfeiffer, 2015; Vaivre-Douret, 2011).

2.2.1. Cognitive Characteristics of Gifted Learners

Numerous studies have attempted to analyze intelligence through various cognitive domains, particularly executive functions, to understand the cognitive profiles of gifted people better (Asensio, Duñabeitia, & Fernández Mera, 2023; Kuznetsova et al., 2024). These studies have examined executive functions (e.g., working memory, attention, reasoning, etc.) and their differences between gifted and non-gifted individuals (Aubry & Bourdin, 2021; Bucaille et al., 2021). They concluded that gifted children exhibit superior cognitive profiles to their non-gifted peers, particularly in executive functions such as working memory, attention, inhibition, and reasoning, highlighting the role of these functions (Asensio et al., 2023; Kuznetsova et al., 2024).

Gifted learners demonstrate extraordinary verbal and language development at an early age (Vaivre-Douret, 2011). They have a wider knowledge base, retain information well, and use it to their advantage when dealing with complex concepts. Gifted children show faster processing speed; thus, they can complete a task effectively (Clark, 1992; Steiner & Carr, 2003). They have strong self-regulation skills and metacognitive awareness. Since they are highly aware of their cognitive processes, they can plan effectively and organize their learning strategies (Savaş Yağcı & Demirtaş, 2023). They exhibit superior skills to their

non-gifted peers in choosing the right strategy when faced with a problem. Their cognitive inhibitions are developed, enabling them to filter irrelevant information and reason and focus more clearly on the subject (Kuznetova et al., 2023). Moreover, their high order thinking skills involve abstract reasoning, multidimensional thinking, an advanced capacity to produce original and creative ideas, and perceiving consequences. They are curious and show interest in many areas. They pursue these interests to reach their intellectual and personal goals (Clark, 1992).

In the context of writing, Kellogg (2008) argues that writing encompasses not only language skills but also cognitive skills. For example, writers rely on working memory to retrieve stored information while composing. Working memory is central to the writing processes, from planning ideas and transforming them into sentences to revising the text, as outlined in Kellogg's (1994) Model of Working Memory. Writers also use reasoning skills, decision-making processes, or problem-solving to decide what to write or how to say it. Thus, cognitive abilities and writing are closely associated, and successful writers are considered strong thinkers.

The research suggests that although gifted learners are often characterized by higher cognitive profiles, their high intelligence doesn't ensure higher performance in all cognitive aspects, such as inhibition and planning etc. (Asensio et al., 2023; Kuznetsova et al., 2024). Similarly, while they show higher strategic abilities, they may have challenges in applying or transferring a new strategy to problems similar to those of their non-gifted peers (Steiner & Carr, 2003). In conclusion, gifted individuals are not a homogeneous group. They reflect complex and diverse cognitive profiles that include individuals with different cognitive strengths, twice-exceptional individuals, and individuals with learning disabilities. These individuals often face unexpected academic challenges (Bucaille et al., 2021).

2.2.2. Academic Characteristics of Gifted Learners

Gifted learners' cognitive development is beyond their chronological age, leading to high IQ performance and academic success similar to older learners (Gross, 2006). Their early development encompasses several abilities and attitudes, such as precocious linguistic development and interests in many topics, advanced memory, quick comprehension, generating creative ideas, logical thinking, high motivation with perseverance, foresight, emotional sensitivity, and sharp wit (Davis, Rimm & Siegle, 2014; Frasier & Passow, 1994). Gifted learners' cognitive abilities appear as an interest in language, enabling them to excel in language learning (Dean, 2008). They like participating in language-related activities.

They have large vocabulary storage and demonstrate sensitivity to the nuances of language, such as tone, meaning, and linguistic variations. They enjoy engaging complex texts deeply and can comprehend them easily. They understand the authors' goals and perspectives. They have impressive linguistic potential that allows them to express themselves precisely and be creative writers who like manipulating words. They can write in various text types and demonstrate an awareness of context, audience, and appropriate writing approaches. They can use their critical thinking skills effectively to make connections between lines and across texts (Dean, 2008). They are advanced readers and can understand implicit meanings and metaphors easily (Alber et al., 2005).

Gifted individuals often take charge of their learning. They are always active in their learning process by setting goals, using strategies to achieve them, and regularly checking their progress. For this purpose, they can benefit from self-regulation strategies and apply them to their new experiences more effectively than typical learners (Risemberg & Zimmerman, 1992). Schunk & Swartz (1993) researched improving the writing skills of gifted learners by using strategy-based writing instruction and goal setting. Findings suggest that gifted learners benefit from strategies more effectively than their peers to improve their success.

Contemporary research believes the development of gifted learners is also largely influenced by non-cognitive factors such as personality traits (Letić-Lungulov, Lungulov, & Milutinović, 2022) and environment (school, family, etc.) (Reis & Renzulli, 2004). A study by Letić-Lungulov et al. (2022) highlights various personality traits as an important factor that impacts gifted learners' academic performance. The study's findings indicate that integrity, openness, self-control, and social awareness are prominent personality characteristics among several others that impact gifted learners' academic success to varying degrees. The study foresees that gifted learners with high levels of integrity, openness, and self-control and low levels of social awareness are most likely to show higher academic performance. Another study by Peperkorn & Wegner (2020) highlighted the importance of personal traits on gifted learners' academic success. They researched the influence of the Big Five Personality Traits—specifically conscientiousness, openness, extraversion, neuroticism, and agreeableness—on the academic self-concept of gifted and non-gifted learners. The results indicate that neuroticism and openness are key personal characteristics that determine gifted learners' academic performance motivation. Gifted learners show a higher academic self-concept, reflecting higher openness and lower neuroticism when compared to their non-gifted peers. A higher academic self-concept is an individual's

perception of their capabilities in a school setting, an important factor that positively impacts gifted learners' motivation and academic success (Schöne, Dickhäuser, Spinath, & Stiensmeier-Pelster, 2002).

On the other hand, despite their higher abilities in various domains of cognition, such as faster information processing speed (Beljan, Gardner, & Homaijani, 2024), executive functions (Montoya-Arenas, 2018), reasoning, and focused attention (Asensio et al., 2023), compared to non-gifted learners, their advanced profile does not automatically lead to academic success (Subotnik, Olszewski-Kubilius, & Worrell, 2011). These cognitive abilities do not solely explain their academic performance. Other internal factors, particularly personal traits, can also influence their success (Letić-Lungulov et al., 2022). Furthermore, external factors, such as accessibility of resources, living conditions, and opportunities, can either suppress or enhance the abilities of gifted learners (Matthews & Dai, 2014). A structured learning environment can help them achieve higher academic performance (Letić-Lungulov et al., 2022).

2.2.3. Social and Emotional Characteristics of Gifted Learners.

Approaches that view giftedness as a developmental process emphasize that the growth of gifted learners is not limited to cognitive abilities but also depends on social and emotional competencies (Subotnik et al., 2011). Research demonstrates that, when gifted learners' social and emotional skills are not adequately supported, their development may be negatively affected (Reis & Renzulli, 2004). Some studies have reported that gifted learners have distinct social and emotional characteristics (Yüreğilli Göksu et al., 2024), while other research suggests that their characteristics are largely similar to those of their non-gifted peers (Schoor, van Weerdenburg, Hoogeveen, & Kroesbergen, 2021). Literature indicates that gifted learners show differences in the cognitive and socio-emotional domains, which may lead to different perceptions of them (Ünlü & Karadaş, 2023).

According to Ünlü and Karadaş (2023), gifted learners expressed feeling different from their non-gifted peers in both academic and social-emotional contexts. Their advanced abilities and asynchronous development may create socio-emotional challenges that prevent them from achieving their potential (Ünlü & Karadaş, 2023). For example, they may struggle to build relationships with peers and teachers in school settings and experience social isolation, peer bullying, and difficulty collaborating with others (Ünlü & Karadaş, 2023). Contrary to common stereotyping in the media, Shechtman & Silektor, (2012) indicate that gifted learners are not necessarily social outcasts. They may exhibit equally strong social

skills, such as high moral reasoning and leadership skills (Lee & Olszewski-Kubilius, 2006), as their unidentified peers do (Wiley, 2020).

Although gifted learners often demonstrate high levels of empathy, academic, general, and global self-concept (Shechtman & Silektor, 2012), and motivation (Gottfried & Gottfried, 2004), they may also exhibit different overexcitabilities, such as perfectionism, anxiety, and increased sensitivity (Aliza et al., 2013). If these problems are not addressed, they may result in non-achievement and poor self-regulation (Mofield & Parker Peters, 2019), affecting their academic performance.

Consequently, considering the unique needs of gifted learners, their positive characteristics must be intentionally fostered in school settings to support their social and emotional well-being and academic achievement (Reis & Renzulli, 2004). To achieve this, gifted learners should be provided with a flexible educational setting that is sufficiently challenging yet encouraging, within Vygotsky's (1978) Zone of Proximal Development (Moon, 2009).

2.3. The Writing Process

Writing takes place in different domains of life and plays a role in personal, intellectual, and social settings (Graham, 2019). It is an internal process that allows the writer to build meaning toward a particular goal through intellectual and personal reflection of experiences and thoughts (Flower, 1989). It enables writers to discover meaning by exploring ideas throughout the writing process and to set their goals in light of what they have learned through writing (Perl, 1979/2003; Zamel, 1982). Writing is regarded as a process of knowledge transformation in which the writer engages in tasks to generate ideas and meaningfully explain their perspective through a well-organized and fluent text (Yao, 1997).

Writing is also a communicative process involving generating and using language within a culturally established context (Yao, 1997). It is not an isolated process. It happens within specific contexts that shape the purpose, content, and style of the writing (Zamel, 1987). Furthermore, it functions as a social tool that combines people by blending their ideas, experiences, and beliefs to create a shared understanding in their social and cultural settings. This shared understanding affects how people interact and communicate, both in their communities and with others. It also allows individual thoughts and societal activities to develop into cultural evolutions (Graham, 2019).

Traditionally, educators believed that students needed instruction in only grammar and style to express their existing ideas. However, they recognized that many writing difficulties were linked to a lack of critical thinking skills (Bizzell, 1997). For example, a skilled writer may face many problems, such as creating and organizing ideas and shaping the tone and vocabulary to suit the target audience (Deane et al., 2008). Addressing these challenges, the cognitive perspective approaches writing as an internal and cyclical process involving complex problem-solving tasks. It emphasizes the structures of language and thought processes in their earliest stages, before the influence of social factors (Bizzell, 1997; De Larios, Murphy, & Marín, 2002).

With this new perspective, research has moved from analyzing writing as an end product to understanding the writing process (Yao, 1997). Flower and Hayes (1981), who led the application of cognitive psychology to writing, introduced the Cognitive Process Model. In this model, he emphasizes that writing is a goal-directed, recursive, and non-linear thinking process where writers develop their ideas through planning, translating, and reviewing. Writers use long-term memory by recalling and adapting stored information to shape their writing throughout the writing process. They process stored information in their working memory to generate ideas, structure content, and maintain coherence. Thus, writing instruction should focus on integrating cognitive processes with language use, encouraging students to think critically and communicate effectively by developing their skills in generating, exploring, and organizing ideas (Bizzell, 1997).

On the other hand, the cognitive model has been criticized for suggesting that basic mental processes alone can produce a highly complex task such as writing (Yao, 1997). As the field of writing research evolved, scholars increasingly emphasized the social and contextual nature of writing. As a result, they recognized that, like all other language practices, writing is inherently social rather than universal and is deeply connected to culture. This recognition led to a paradigm shift, as the broader function of writing in academia and society prompted researchers to move beyond cognitive processes and focus on the social context of writing (Bazerman, 2016; Nystrand, 1989). Consequently, L2 writing instruction has changed from an individually centred approach to a collaborative approach to knowledge construction, grounded in constructivist perspectives on social circumstances and learner communities (McKinley, 2015).

Vygotsky's (1978) sociocultural constructivist theory emphasizes the role of social interaction in cognitive development. His principles shed light on shaping writing development, highlighting the cooperation between the teacher and the learner to improve

writing skills. Vygotsky (1978) introduced the concept of the Zone of Proximal Development (ZPD), which describes the gap between what a learner can do independently and what they can accomplish with guidance from a more experienced individual. In this process, learners complete tasks that exceed their current level with adequate support. They gain independence and confidence as scaffolding—temporary support from teachers or peers—progressively decreases (Wood, Bruner, & Ross, 1976). During the writing process, learners write several drafts with support from teachers and peers (Beiki, 2022). Scaffolding helps learners improve their writing by encouraging them to revise and refine their drafts (Zhu, Yang, & Yan, 2024).

Albert Bandura's (1986, 1989) Social Learning Theory suggests that the interaction of cognitive, behavioural, and social factors drives learning. His principles emphasize the role of modelling, self-regulation, reinforcement, self-efficacy, and motivation in developing writing skills. In cognitive processes such as planning, translating, and revising, the writer uses self-regulation strategies to navigate this complex process (Santangelo, Harris, & Graham, 2007). According to social cognitive learning theory, learning first happens at a social level. Learners observe models from teachers or peers and then imitate their techniques. Subsequently, at the cognitive level, they gradually become self-regulated writers as they develop self-control in writing (Zimmerman & Kitsantas, 2002).

In line with the sociocultural perspective, writing is inherently tied to its social and contextual elements and is not a solitary mental activity. Instead, it is an action that occurs within specific contexts and is shaped by the intended audience and social environment. From this point of view, writing is not only the reflection of the writer's internal thoughts but also a process deeply influenced by the situation in which it takes place. Thus, without the social, cultural, and situational aspects, a text may lose meaning, making it seem disconnected and abstract (De Larios et al., 2002).

Based on cognitive principles, the process-oriented writing approach considers writing a process of thinking rather than a mechanical task of producing predetermined ideas (Elbow, 1973; Flower & Hayes, 1981; Murray, 1972). Writing encompasses developing ideas through the stages of brainstorming, planning, drafting, editing, and revising. The writing process allows learners to express themselves by considering and reshaping their ideas. Writing is also further reshaped through feedback and support from teachers and peers. The teacher's role is to provide applicable strategies for the learners to produce a text. On the other hand, learners have many roles as both readers and writers in this meaning-making

and discovery process, focusing on their ideas. A text is shaped by its content and purpose to convey an intended message in a specific context

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This review will focus on several influential theories, including Flower and Hayes' Cognitive Process Model (1981), sociocultural perspectives on writing, and approaches emphasizing knowledge transformation and communicative competence. By examining these frameworks, the review aims to provide a comprehensive understanding of the writing process as both an individual cognitive activity and a socially embedded practice.

2.3.1. Constructivist Foundations

Cognitive constructivists describe learning as an individual process where the learners construct knowledge to meet their needs and interests (Maxim, 2006; Powell & Kalina, 2009). Piaget (1952), a well-known cognitive psychologist, asserts that a child goes through four stages of development to construct knowledge. These stages (sensorimotor, preoperational, concrete, and formal operational) illustrate how children gain ability as they grow up based on their cognitive development. Teachers facilitate constructivist learning by acknowledging that students develop at different rates. According to Piaget's cognitive constructivism theory, learners learn at their own pace. Thus, the teacher's role is to understand this process and support students within their ability (Powell & Kalina, 2009).

The act of writing, from the cognitive perspective, is the outcome of complex and creative thinking processes (Flower & Hayes, 1981). It is the process of developing your thoughts through discovery; it is not merely transcribing pre-existing ideas onto paper. Writers do not simply apply rules or follow the teacher's instructions. Rather, they construct meaning through continuous revisions and rethinking, even thinking about the audience's

perspective (Zamel, 1982). Writers engage with new ideas, develop strategies, and discover when and how to use these ideas effectively as they construct meaning. Knowledge is more applicable when constructed rather than following explicit instructions. Knowledge construction enables learners to take ownership of their learning and better understand their intellectual process. Furthermore, it enhances the learner's ability to access and apply the concepts. Learners utilize goal-directed cognitive processes and discover knowledge to improve their performance.

Cognitive models view writing as a problem-solving activity (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981). Typically, writing problems emerge when a writer tries to express their thoughts and feelings through language, while also considering the reader's expectations. Writers use strategies to solve writing problems. They do not just retrieve and state the stored knowledge but transform it into creating meaningful text (Bereiter & Scardamalia, 1987; Deane et al., 2008). Furthermore, writing is a complex, systematic activity in which the writer switches between multiple processes within the writer's working memory (Torrance & Galbraith, 2006). Learners make several decisions throughout the writing process, helping them plan, organize, translate ideas, edit, and revise to produce a cohesive and coherent text (Pulungan, 2016). When writing, individuals rely heavily on their long-term memory rather than their short-term memory, which has a limited capacity to handle the cognitive load. Therefore, teachers should help students reduce cognitive load and improve their writing by teaching strategies such as outlining, drafting, and spelling (Torrance & Galbraith, 2006). Therefore, teachers should help students reduce cognitive load and improve their writing by teaching strategies (Torrance & Galbraith, 2006) such as strategic planning, self-monitoring, and metacognitive awareness that help them develop goal-directed behaviors and become self-regulated learners (Graham & Harris, 1994; Pressley, Harris, & Marks, 1992). In addition, teachers should serve as facilitators and create a learning environment where students can explore strategies to build knowledge through their own actions (Graham & Harris, 1994; Pressley et al., 1992).

2.3.1.1. Flower and Hayes' cognitive process theory of writing (1981). Writing as a cognitive process is defined as non-sequential and hierarchical steps in a cyclical process (Flower & Hayes, 1981) The cognitive study of writing emerged as a reaction to earlier models with three stages (prewriting, drafting, revising) that describe writing as a linear and finished product (Zamel, 1982). The traditional writing models ignored thought processes, their formulation, development, and composing processes in writing (Becker, 2006). Flower and Hayes (1981) challenged traditional models and developed the Cognitive Process

Theory of Writing (Zamel, 1982). They studied the mental processes students employ when solving a writing problem. The students were asked to think aloud while writing, and their verbal reports were later analyzed to understand the decision-making processes in the mental activity. Research showed that skilled writers spent more time planning and revising their writing, improving content and organization for coherence (Weigle, 2002). The findings of the study influenced both cognitive and psychological aspects of writing (Zhou, 2023), providing a better understanding of the thought process in writing. The model offers insight into how cognitive processes like working memory and long-term memory function during writing, as well as what strategies help beginners develop the ability to edit and write smoothly (Becker, 2006). In addition, it provides information about the differences between novice and skilled writers, as well as factors that influence the writing process (Weigle, 2002).

The writing model of Flower and Hayes (1981) can be segregated into three main components: task environment, long-term memory, and writing processes. The first component, task environment, consists of two parts: the writing assignment and the text produced so far. The second component, long-term memory, consists of knowledge of the topic, knowledge of the audience, and stored writing plans, and the last component is the writing process, consisting of planning, translating ideas into text, revising, and all guided by monitoring.

One of the primary insights of the Hayes-Flower model is that writing is not a linear but an iterative process. As a result, teaching writing may be more effective when it focuses on the writing process and encourages students to create their own text instead of imitating models (Weigle, 2002). The model proposed that writing is a conscious, goal-directed, recursive thinking process (Flower & Hayes, 1981).

2.3.1.2. Hayes model of writing (1996). Hayes (1996) expanded on the original Flower and Hayes' (1981) writing model, focusing on cognitive and motivational factors related to the writing process. His new model of writing includes two main components: the task environment and the individual. Hayes (1996) highlighted the physical (e.g., technology, writing medium) and social (e.g., audience, collaboration) aspects of writing that influence writing behavior. Hayes highlighted the impact of technology on the social and cognitive facets of the writing process, pointing out the writing differences between writers using pen and word processors. (Weigle, 2002). Another component of the Hayes model is that the individual has four sub-categories: working memory, motivation/affect, cognitive process, and long-term memory. Working memory facilitates the processing of

linguistic, visual, and conceptual information. Motivation/affect has an important role in shaping the attitudes and beliefs of the writer. For example, Truax (2017) found that when students receive growth mindset feedback, they become more confident in their writing and believe that practice helps them develop their skills. Conversely, students with lower motivation are more likely to feel decreased motivation and discouraged in their writing abilities. Cognitive processes in writing help writers to understand texts and images, think to develop new ideas and create written, oral, or visual content while using both working and long-term memory (Hayes, 1996). Hayes (1996) emphasizes that reading is an essential skill for writing. Effective reading abilities improve writing performance and the quality of writing. The writer's long-term memory stores knowledge of grammar, vocabulary, genre, and content related to the writing topic and retrieves and applies information to write, working together with working memory. Overall, Hayes's writing model provides a clear framework for understanding the factors influencing writing.

2.3.2. Social Constructivist Foundation

Social constructivism is based on the cognitive development theory of Vygotsky (1978). Three main themes describe his approach: 1) The major strategy for understanding how the mind evolves is to explore its origins and development. 2) Cognitive functions are derived from social interaction. 3) Tools and signs play a central role in shaping cognitive functions (Wertsch, 1991).

1) The main principle to realize how the mind evolves is to explore its origins and development: Vygotsky's cross-cultural studies demonstrate how cultural and societal interactions influence mental processes. From this viewpoint, learners learn about the world and culture by participating in many collaborative activities and incorporating the advantages of working together (Palincsar, 1989).

Additionally, Vygotsky researched the changing mental processes in children's cognitive development and learning in his studies (Hausfather, 1996). From a social constructivist perspective, learning and development are related processes, but they do not happen synchronously. In fact, learning goes in advance of development and takes place in the zone of proximal development, where individuals achieve their capacity with support. This perspective opposes the cognitive view that assumes that a child's development in a particular area is complete when he or she acquires knowledge. Indeed, at this stage, development continues and leads to further learning (Vygotsky, 1978). Vygotsky concludes that development is an ongoing interaction between an individual and his or her

environment. Learning first occurs with support from an individual's environment, and then, over time, it occurs independently (Hausfather, 1996).

2) Cognitive functions are derived from social interaction: Social interactions of individuals originate in their higher mental functions. Learning is a co-constructed process within the mutual dependence of social and individual factors that shape individual cognition (Palincsar, 1989). Vygotsky (1978) represents this in the following:

An interpersonal process is transformed into an intrapersonal one. Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, logical memory, and the formation of concepts. (Vygotsky, 1978, p.57).

3) Tools and signs play a central role in shaping cognitive functions: Tools and signs (semiotic means) help mediate human actions and knowledge construction. Learners later internalize their knowledge, facilitating their social and individual learning (Palincsar, 1998). Vygotsky (1981) emphasized that such semiotic means mediate human action and cognitive development.

This semiotics involves language; various systems for counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps, and mechanical drawings; all sorts of conventional signs, etc. (Vygotsky 1981, p. 137).

Knowledge is transmitted through language and jointly constructed with others in the same linguistic and cultural context (Akpan, Igwe, Mpamah, & Okoro, 2020). Learners, later, internalize their knowledge through experience, thus promoting social and individual learning (Palincsar, 1998).

The social constructivist view encourages learners to be involved in dynamic and social learning processes that enable them to create new meanings, discover problems, and find answers by brainstorming, learning from each other, and working together (Akpan, et al., 2020; Wenger, 1998). Thus, they take responsibility for their learning and learn to share their ideas and appreciate others. Additionally, they develop problem-solving and critical-thinking skills, encouraging learners to explore and co-construct their existing knowledge by actively joining in cooperative tasks (Saleem, Kausar, & Deebea, 2021).

Social constructivist teachers use strategies that enable students to negotiate with their partners, appreciate their ideas, find answers to problems, discover, and build knowledge cooperatively during interaction. They also empower learners to take ownership of their learning and let them become active recipients in the learning process (Akpan, et al., 2020; Palincsar, 1998).

Hyland (2003), inspired by Vygotsky's social constructivist approach, enhanced the understanding of L2 writing by integrating scaffolding into writing development (McKinley, 2015). Hyland (2003) introduces a writing instruction approach in which learners are empowered through writing models and feedback from teachers and peers at the early stages of writing. Teachers gradually reduce their support as the learners gain confidence in writing, allowing them to develop autonomy and critical thinking. Eventually, they become capable of writing on their own (McKinley, 2015).

From a social constructivist view, writing activities should encourage learners to interact and build knowledge. For example, pair and group work help learners revise each other's work and provide peer feedback to improve. In process writing, interaction among students encourages them to create ideas together, compare them, and discover different ways of expressing ideas (Storch, 2005).

2.3.2.1. Social cognitive theory. The theory explains human behavior as the interaction between personal factors (e.g., beliefs, thoughts), environmental influences, and behavioral actions. These components are intertwined, each affecting the other and shaping learning behavior. Learning behavior occurs by observing, imitating, or modelling others in a social context through interaction. Thought, influenced by past experiences, enables individuals to reflect on their actions and anticipate the consequences of making choices.

Self-efficacy, faith in one's ability to achieve a goal, is a crucial factor that regulates and shapes learning behavior (Bandura, 1986, 1997). It is not simply about having skills and motivation. Instead, it involves applying these skills effectively in real situations. Learners' self-efficacy beliefs are influenced by diverse sources, such as personal performance, modelling others with similar traits, encouragement from others, and physiological reactions (e.g., sweating, rapid heartbeat). At the same time, self-efficacy influences an individual's preferences, goals, persistence, self-regulation, expected outcomes, and motivation (Bandura, 1986, 1997).

Despite its influence on shaping human behavior, self-efficacy is not the only determinant of learners' success. Learners must acquire the necessary skills and knowledge to achieve their goals (Bandura, 1997; Schunk & Zimmerman, 2007). When learners find the task valuable or expect positive outcomes, they are more likely to feel motivated to engage in it. However, if they do not believe in their ability to succeed or see no value in the task, their effort and motivation may decrease, even if they have high self-efficacy. This suggests that perceived task value plays a critical role in sustaining motivation (Schunk &

Zimmerman, 2007). Additionally, learners who believe that learning and effort can enhance their self-efficacy tend to demonstrate self-regulated behaviors (Dweck, 1999).

Understanding self-efficacy provides valuable insights into how learners approach writing tasks. Specifically, high self-efficacy in writing contributes significantly to effective self-regulation. Self-regulation involves self-directed thoughts, emotions, and behaviors that are controlled and adjusted to achieve personal goals (Zimmerman, 2000). Self-regulatory strategies in writing refer to how learners manage their own cognitive processes during writing tasks (Zimmerman & Risemberg, 1997). In social cognitive theory, higher self-efficacy in writing can lead to self-regulation in writing development, and better self-regulation results in greater academic success (Zimmerman & Bandura, 1994). Supporting this idea, Bruning, Dempsey, Kauffman, McKim & Zumbrunn (2013) indicate that self-efficacy for writing self-regulation helps learners motivate themselves throughout the writing process by using strategies such as goal setting, planning, maintaining motivation, and avoiding distractions.

Learners' self-efficacy, the belief in their ability to successfully complete a writing task, has a significant impact on how they approach writing. It influences choices such as topic selection, the amount of effort, and persistence (Schunk & Zimmerman, 2007). At the same time, self-efficacy is shaped by more than just internal beliefs; the learning environment also plays an important role. For example, students who are motivated to improve may take steps to reduce distractions and focus more deeply on their writing. In supportive classrooms, encouragement from teachers and constructive feedback can further strengthen learners' confidence, encouraging them more with the writing process (Schunk & Zimmerman, 2007). Ata (2017) examined this interaction by investigating how the process-based writing approach influences students' writing skills and self-efficacy. The findings of the study indicate that students show a statistical increase in self-efficacy scores, along with higher confidence and engagement in writing. Thus, a structured writing process can directly enhance students' self-efficacy and highlight the importance of instructional approaches in fostering self-efficacy.

Although self-efficacy plays a key role in explaining how students learn and stay motivated, it is not the sole or dominant predictor of behavior. Human behavior is influenced by several factors, such as knowledge, competence, self-concept, mindset, and context, that often interact in complex ways. The field must move beyond isolated theories and foster collaboration across frameworks to determine when and why certain beliefs are more

predictive than others. Only through such efforts can we achieve a deeper and more accurate understanding of student motivation and behavior (Pajares, 1996).

Within educational settings, teachers should provide students with enough time to write and revise their products, along with constructive feedback and inspiring models to help them develop self-efficacy. Instruction should be flexible, tailored to learners' needs, and include self-regulation strategies to support their learning and growth (Schunk & Zimmerman, 2007). To strengthen students' self-efficacy, teachers must not only build competence through guided practice but also ensure that learners are supported by qualified instruction, appropriate materials, and a school environment that enables them to apply their skills effectively (Pajares, 1996). Bruning et al. (2013) emphasize that supporting students in developing self-regulation—through goal setting, emotional control, and sustained effort—can enhance their ability to use effective writing strategies, alleviate anxiety, and strengthen their confidence as writers.

2.3.3. Motivation

Motivation is a characteristic that triggers and maintains goal-driven actions (Schunk, Meece, & Pintrich, 2014). In academic settings, it is the continuous effort a learner puts into a study (Boscolo & Gelati, 2019). It is a multifaceted concept shaped by sociocultural, cognitive, and affective factors that play a key role in shaping writers' goals and characteristics, influencing their attitudes toward writing and motivation (Camacho, Alves, & Boscolo, 2021; MacArthur & Graham, 2016).

Dörnyei (2001) defines motivation with the cognitive and affective factors, proposing a process-oriented model of motivation that views motivation as a dynamic process involving three stages. In the preactional stage, motivation is initiated through goal setting. In the actional stage, motivation is maintained through task engagement, including continuous appraisal and self-regulation. In the post-actional stage, L2 learners evaluate their motivational experiences based on their self-concept beliefs, received feedback, praise, or grades to determine their future activities. Considering the ongoing cognitive and metacognitive demands in L2 learning, maintaining motivation is essential for long-term success. In this regard, Dörnyei (2001) emphasizes that teachers can employ motivational strategies to increase L2 learners' goal-related behaviour.

From the cognitive perspective, Hayes (1996) emphasizes the role of motivation in a learner's writing success in his cognitive writing model. The model defines motivation through the writer's goals, beliefs, attitudes, and predispositions as the affecting factors.

Given the complex cognitive processes and challenges of writing, research on motivation sheds light on the development of writing (Boscolo & Hidi, 2007; Camacho et al., 2021).

Self-efficacy has been widely studied as the most predictive determinant of writing motivation (Camacho et al., 2021). Writing self-efficacy represents a student's belief in their capability to write a text. It is the source of motivation (Boscolo & Hidi, 2007), influencing several variables, such as the level of motivation and the amount of effort and time individuals put into writing tasks (Bandura, 1989).

Another widely studied factor that affects writing motivation is learners' writing attitudes (Camacho et al., 2021). Research shows that learners with a positive attitude toward writing activities are more proficient in their writing skills. In addition, they are more inclined to engage in writing and produce more effective texts (Graham, Gillespie, & McKeown, 2013). Conversely, as learners develop negative writing attitudes, they develop higher writing anxiety and produce low-quality writing (Agesty, Inderawati, & Eryansyah, 2021). Bulut (2017) investigated the effect of writing attitudes and writing self-efficacy on students' summary writing performance. The findings suggest that students' writing attitudes and writing self-efficacy beliefs affect their summary writing performance. Teachers should enhance their writing attitude and writing self-efficacy beliefs to help learners reduce their writing anxiety (Kırmızı & Dağdeviren Kırmızı, 2015) and develop better writing results (Bulut, 2017).

Motivational perspectives also highlight the influence of socio-contextual factors on learners' writing goals and attitudes (Kormos, 2012). Graham (2018) provides a comprehensive framework for understanding the cognitive and sociocultural factors that impact writing motivation. He identifies seven sets of motivational beliefs in the writer(s)-within-community model (WWC) that illustrate how students approach writing. These sets of beliefs focus on how much learners value or find writing useful, whether they enjoy or dislike it; their sense of competence, their reasons for writing, what they believe causes success or failure; their identity and stance as writers; and their views about the writing community. According to the model, motivation takes shape in a writing community that views writing as a meaningful activity and engages with significant writing-related issues.

Building on the cognitive and affective dimensions of writing motivation, it is also crucial to consider the role of self-regulation strategies in managing the writing process. Writing a text requires coordination of cognitive, metacognitive, and linguistic processes. Therefore, writers must regulate themselves in several aspects, such as choosing the sources to acquire information, employing appropriate ideas, and employing strategies to use time

effectively. Self-regulation strategies enable learners to write effectively while reducing anxiety and controlling emotions during writing (Brunning et al., 2013). Based on Bandura's (1986) socio-cognitive view, Zimmerman and Risemberg (1997) explain how self-regulated learning (SRL) strategies influence the writing process, how writing ability beliefs impact and are impacted by the use of strategies, and how learning new strategies improves writing skills over time. Writers use self-regulation strategies such as planning, setting goals, monitoring their progress, revising and asking for support (Zimmerman, 2000) which enhance their motivation and writing development (Hwang, 2025).

The degree of self-efficacy varies depending on the perceived success of strategies, affecting intrinsic motivation and the process of self-regulation (MacArthur & Graham, 2016). Self-efficacy mediates self-regulation, influencing writing management. Moreover, self-efficacy enhances self-regulatory writing skills and fosters engagement, persistence, and achievement in writing tasks. Learners with high self-efficacy are more likely to actively participate in writing activities with more effort, persistence, and higher goals and to show higher writing achievement than their peers. Moreover, research has shown that fostering self-efficacy in writing and self-regulation strategies positively influences writing-related factors such as metacognitive strategies, lower writing anxiety, perception of writing feedback, and overall writing ability (Hwang, 2025).

2.3.3.1. Intrinsic and extrinsic motivation. Motivation is an indispensable part of any human activity. Children are naturally curious, and adults begin new activities voluntarily with no need for external rewards to motivate them. Activities are not always triggered through external reinforcement or punishment, which is called *extrinsic* motivation. Instead, some actions arise from deeper motivators that make a person perform the activity, which is called *intrinsic* motivation (Morris, Grehl, Rutter, Mehta, & Westwater, 2022). An awareness of these differences is crucial for understanding how learners engage with tasks and maintain motivation (Deci & Ryan, 2000).

Self-determination theory (SDT) views motivation as the reason behind the behaviour. It suggests two motivation types: *intrinsic and extrinsic* and explains how people are motivated in different ways to accomplish tasks. Intrinsically motivated behaviours are self-determined actions that stem from genuine interest and satisfy basic psychological needs such as competence, autonomy, and relatedness (sense of belonging) (Deci & Ryan, 1980). This type of behaviour is the outcome of an individual's internal needs for competence and self-determination that are fulfilled by autonomy while working on a task (Deci & Ryan, 1980; Morris et al., 2022). According to this, inner motivation originates from individuals'

personal interest, enjoyment, and meaningful participation. Moreover, intrinsic motivation is central to education. It emerges from a natural desire to learn and achieve, leading to creativity and high-quality learning (Deci & Ryan, 1980). Learners who are intrinsically motivated show more determined, task-focused, and positive behaviors and have higher grades (Guay & Bureau, 2018). In a longitudinal study, Henderlong and Wormington (2014) investigated the motivational profiles of elementary school children and how their profiles impact academic performance. Research reveals that students with intrinsic motivation have higher academic achievement and a more stable profile during the school year than those with extrinsic motivation and high-quantity (high on both intrinsic and extrinsic) groups.

On the other hand, extrinsically motivated behaviors are exhibited to achieve some outcome, such as a reward or approval. However, these behaviors can differ in how self-determined they are, and through internalization and integration processes, individuals who are extrinsically motivated can become more self-determined (Deci & Ryan, 1980). This group of learners often has poor concentration, experiences negative emotions like anxiety, and receives lower grades (Guay, Lessard, & Dubois, 2016). Additionally, students with extrinsic motivation demonstrate lower academic performance and are moderately stable. Notably, as these students grow older, their motivation appears less effective in supporting academic achievement (Henderlong & Wormington, 2014).

Therefore, educators and parents must be aware of the factors affecting intrinsic motivation as their practices influence the degree of intrinsic motivation. Classroom activities should support students' basic psychological needs and self-determined learning, facilitating both types of motivation (Bandhu et al, 2024; Deci & Ryan, 1980). In addition, they should help them feel connected, capable, and autonomous as they engage with new ideas and develop skills (Deci & Ryan, 1980).

Renzulli (1978) has defined giftedness as the combination of high intelligence, creativity, and task commitment. High intelligence is demonstrated through high academic performance at school; creativity is associated with imaginative thinking, curiosity, and offering original solutions to problems. Task commitment is associated with motivation, active participation, self-determination, perseverance, and autonomy to complete a task (Prieto, Parra, Ferrándiz, & Sánchez, 2004). Most gifted learners are characterized as having intrinsically motivated behaviors (Clark, 1997).

2.4. The Process-Oriented Approach to Writing

Traditionally, writing instruction required learners to generate grammatically correct sentences. The teacher's role was to review and edit the written material. Writing was viewed as a means of improving other skills and practicing language, rather than as an independent skill to be developed (Silva, 1990). Over time, the influence of cognitive approaches led to the development of writing instruction as a distinct communicative skill where the process of written text is valued rather than the text itself as a product (Murray, 1972).

The trends of the process approach appeared as stage models and cognitive models. Rohman's (1965) three-stage model includes the pre-writing, writing, and rewriting stages. In this model, particular emphasis is placed on the pre-writing stage, where the writer plans and develops ideas. In Murray's (1968, 1978) stage model, writing is a discovery process in the first stage. The writer explores the topic with curiosity and gathers all necessary information to form the content. In the second stage, the writer has an audience in mind and organizes ideas meaningfully to develop an outline that guides the actual writing process. Language errors are ignored at this point. In the final stage, the writer refines the text, making changes to both its structure and content (Rakrak, 2025). Elbow (1973) builds on Murray's idea of writing as discovery and emphasizes 'voice' in the two-step writing model. Hedge (1988) renamed the stages as composing, crafting, and improving, highlighting the communicative purpose of writing. The composing stage encompasses pre-writing and writing. The writer focuses on the purpose of writing and develops a sense of audience. In crafting, the writer produces a coherent and appropriate text. This stage is embedded in all stages, which makes writing recursive. In the improving stage, the writer revises and refines the text for clarity. These early models have been criticized for ignoring the mental processes of the writers during writing; however, they offer foundational insights into the development of process writing (Rakrak, 2025).

Researchers began focusing on the mental processes involved in writing. Flower and Hayes (1981) proposed a cognitive model, suggesting that writers could go forward and back between the stages during writing. The stages are embedded in each other enabling the writer to undergo a thinking process as they write in a recursive process (Rakrak, 2025). Writers see writing activity as a problem and use their cognitive skills to solve it (Hyland, 2009). Hayes (1996) revised his earlier model and introduced two components: the task environment and the individual. He incorporated the writer's internal process and external influences that shape writing. However, the model is criticized for using think-aloud

protocols. These tools provide a poor representation of the complicated mental processes of writers in the writing process. Moreover, cognitive processes occur unconsciously and cannot be explained verbally (Hyland, 2009). Another criticism was that the writer was viewed as an individual isolated from the discourse community (Rakrak, 2025).

The process approach has emerged in response to the traditional approach and emphasizes the autonomous writer as the text producer. It highlights a cycle of writing stages that enables writers to generate and develop ideas by moving through stages to produce a final text. It is described as a non-linear and complicated process with discrete stages in which writers review some stages to complete the text. For example, writers may realize that they need to add something they did not consider during the planning stage. As a result, they may need to revise their original plan, adjust their argument, or even modify the tone and style of earlier sections to engage their audience (Tribble, 1997). For example, brainstorming, an important skill, particularly for the prewriting step, can be exercised again at different stages if the learner needs new ideas later in the process. In the process approach to writing, learners are the primary focus of the process, in which their needs, abilities, learning profiles, and experiences are considered. Supported by teachers and peers, they use their skills and resources to compose text. This approach encourages learners to express their ideas freely, offering them enough time and opportunity to refine their text and ask for help from the teacher during the stages of writing (Ozonowa, 2010).

2.4.1. Stages of Process Writing

The writing process encompasses several stages of writing. However, writing researchers proposed different sequences of writing. For example, White and Arndt (1991) propose a six-step sequence: generating ideas, focusing, structuring, drafting, reviewing, and evaluating. On the other hand, Tribble (1996) suggests a five-step sequence of prewriting, composing/drafting, revising, editing, and publishing, while another writing sequence involves four steps such as planning, drafting revising, and editing (Seow, 2002). Mainly, the process involves a three-step process: planning, drafting, and editing (Harmer, 2004). As a result, writers can follow alternative ways to handle the writing process, which range from simple to complex based on their purpose and students' level (Ozonowa, 2010). The current study has employed a widely accepted five-step sequence involving pre-writing (brainstorming & planning), drafting, revising, editing, and publishing.

2.4.1.1. Pre-writing. Pre-writing is a preparation stage for writing. Most writers usually start without a clear idea of what they want to write or how to write, and many of

their ideas are still undeveloped when they begin writing (Alves, 2008). The primary purpose of this stage is to enable learners to develop and organize their ideas and plan their writing to create a final product (Widodo, 2008). Pre-writing strategies help writers feel more confident before they write their actual work. It consists of some activities that enable learners to write (Alves, 2008; Jiwprasat, 2012).

2.4.1.1.1. *Selecting and narrowing a topic.* The stage provides learners with a safe space to think about topics freely before they move to writing (Widodo, 2008). A good topic is essential for good writing (Jiwprasat, 2012). However, it is crucial to narrow the topic to a specific one to ensure the paragraph is clear and complete. For example, the topic ‘environment’ can be narrowed to a more specific topic, such as environmental pollution, and even more specifically to the effects on sea life (Oshima & Hogue, 1998).

2.4.1.1.2. *Brainstorming.* This step encourages learners to develop ideas and start writing. (Widodo, 2008). Learners expand the narrowed topic by brainstorming ideas. They employ techniques such as clustering (mind mapping), listing, or freewriting to generate supporting details, including facts and examples. Brainstorming is both generative and creative, as it stimulates learners’ thinking and helps them generate ideas about a topic. It assists inexperienced writers in practicing their creative thinking abilities and connecting their ideas (Alves, 2008).

2.4.1.1.3. *Freewriting.* Freewriting is a strategy for generating ideas by writing continuously about a specific topic. Writers force themselves to write their ideas as they flow. They do not need to worry about structure, spelling, organization, or relevance because what is important is to produce as many ideas as possible. After they finish writing, they go over their writing and circle the interesting ideas to narrow their focus. Then, they can develop relevant ideas to write about the topic (Oshima & Hogue, 1998).

2.4.1.1.4. *Listing.* Listing is a brainstorming activity in which writers quickly write down any sentences, words, or phrases that come to mind about the topic. The main goal is to generate a maximum number of ideas in a short time. Writers should write the general topic at the top of the page without worrying about irrelevant ideas, grammar, or spelling. Some ideas may go off-topic, but they can be eliminated later (Oshima & Hogue, 1998).

2.4.1.1.5. *Clustering.* Clustering is also known as mind mapping. It is a powerful visual technique for linking related ideas and showing the connections between them. It improves creative thinking, leading to a greater number of ideas (Kellogg, 1990). Writers write or underline the topic in a bubble in the center of the paper. They connect new ideas to

the center as they come to mind. Secondary ideas are connected to the previous ones, and they branch out like a web (Jiwprasat, 2012; Oshima & Hogue, 1998).

2.4.1.2. Planning. Planning helps learners generate and arrange ideas in a clear and structured way. It requires critical thinking because the writer must organize ideas properly. It makes learners feel more confident about what to write (Jiwprasat, 2012), allowing them to manage complex writing tasks by reducing cognitive pressure. Planning enables learners to clarify the purpose, audience, and content of the writing task (Harmer, 2004). Studies investigating the effects of planning report higher writing performance and more fluency in writing (Kellogg, 1990; Tabari, 2016). The best way to plan a writing task is to outline the ideas generated during brainstorming. Outlining helps to stay focused on the topic and write a well-structured text. A simple outline looks like the following:

A Topic Sentence: There are three reasons why healthy eating is important.

1st Supporting Idea gives energy for the day

2nd Supporting Idea keeps the body strong

3rd Supporting Idea helps prevent sickness

A Concluding Sentence: In conclusion, healthy eating helps us feel better and live a strong life.

2.4.1.3. Drafting. A draft is the first version of the writer's work (Harmer, 2004). After brainstorming and outlining ideas during the pre-writing stage, learners create a rough draft (Widodo, 2008). They develop their ideas based on the outline, but they can still add ideas to expand their content as long as the ideas are relevant. The focus is on fluency rather than structure. Thus, they do not need to worry about incomplete thoughts, forgotten words, grammatical accuracy, or spelling. They can go over the problematic parts later. If they think of a new idea, they can write it down in the draft where it belongs to remember it later (Oshima & Hogue, 1998). Writers can produce a series of drafts before completing the final work as they approach the editing stage (Harmer, 2004).

2.4.1.4. Revising & editing. Revising is an evaluation of what learners have written, often based on feedback from a teacher or a classmate. The primary goal is to ensure the writing fits its intended purpose (Hedge, 2005). Learners read their writing to check the organization, content, and coherence. They might change things by adding, removing, or rearranging ideas to produce more effective writing. For example, they might check whether sentences support the topic sentence or if there are adequate supporting sentences referring to it. Once they have made all the refinements, they write a second draft of the paragraph.

Learners carefully review their work and edit their second draft. They check for grammar and language mechanics, such as spelling and punctuation, and this process is called proofreading. After making all the necessary corrections, and once they are satisfied with their work, they write the final draft (Oshima & Hogue, 1998). The final version may look significantly different from the initial plan as many aspects of the text change during the editing process.

2.4.2. Providing Feedback on Written Texts

In the process writing approach, a teacher's role is to support learners throughout the stages of drafting, revising, and editing. They should provide constructive feedback to support learners' writing development. They can do this by creating assessment criteria that measure the qualities of effective writing and the skills of good writers. A well-designed assessment should focus on both learners' strengths and weaknesses. Teachers should review their assessments to help students progress in writing (Hedge, 2005).

In the process writing approach, feedback needs to be incorporated at different stages of writing, not only at the final stage (Alharbi, 2023; Harmer, 2004). For example, learners may need to check whether they have a well-organized plan and a clear purpose in the prewriting stage. In later stages, they need to be satisfied with the structure and content (Hedge, 2005). The way teachers respond to learners' writing matters. Teachers can employ different strategies to provide constructive feedback on students' tasks. One strategy is to review students' work and write comments on it. Alternatively, teachers can write a version of the text as a model to provide feedback, and students can compare it with their own (Harmer, 2004). Giving feedback after the writing task is helpful because learners still have it in their minds (Hedge, 2005). Feedback from the teacher is really helpful at that point, but if learners become too dependent on it, they might not improve in future tasks (Alves, 2008). To avoid over-reliance on teacher feedback, teachers can allow students to give feedback on each other's writing. Peer or group feedback is helpful because these strategies enable learners to be aware of similar problems in their own writing, encouraging meaningful learning and learners' active participation in the process (Alves, 2008; Hedge, 2005). Moreover, learners utilize each other's work as models (Alharbi, 2023).

The process writing approach highlights creating ideas, multiple drafts, making revisions, and postponing error correction, even minimizing the focus on grammatical errors (Ferris, 2011). The use of corrective feedback (CF), however, contributes to writing development (Alharbi, 2023; Sidorova, 2016; Zamel, 1985). There have been different views

on CF strategies in the literature. Some teachers believe that direct CF (e.g., coded symbols or short explanations) works better for some students. On the other hand, some other teachers support the use of indirect CF (e.g., underlining) because it encourages autonomy in writing and fosters writing skills (Sidorova, 2016).

Research shows that students have contrasting opinions about the types of CF. Some learners appreciate direct feedback, while others prefer indirect feedback (Alharbi, 2023). Those who prefer indirect correction believe that indirect CF improves self-monitoring and long-term learning (Sidorova, 2016). However, other learners think that coded symbols are difficult to understand (Alharbi, 2023). According to Ferris et al. (2013), the most effective CF is when it is focused, indirect, and followed by a discussion. This approach helps students recognize their errors gradually.

Moreover, learners usually trust feedback from their teachers more than their classmates, especially for graded tasks. This is because peer reviews may sometimes be misleading or less accurate (Alharbi, 2023; Sidorova, 2016). Ferris et al. (2013) also indicate that learners prefer personalized teacher feedback with face-to-face interaction and specific explanations rather than general instruction.

In conclusion, teachers should consider students' language abilities, their writing backgrounds (Ferris et al., 2013), and their personal preferences when providing feedback (Alharbi, 2023). Class or individual student-teacher discussions enable learners to ask questions and clarify their understanding of teachers' comments. It is also important to teach students how to read nonverbal feedback, such as coded symbols, so that they can understand the teacher's message. Additionally, rubrics for peer review can guide students in systematically improving their editing abilities (Alharbi, 2023).

2.4.3. Scaffolding

In the process writing approach, learners have to come up with ideas on a topic, arrange them in logical order, write many drafts, develop the content of their writing, revise it, and pay attention to grammar until they publish the final work (Laksmi, 2006). However, developing these skills is not without difficulties. During the challenging process, teachers think the ways to help their students by providing sufficient guidance, namely, scaffolding them (Benko, 2012). They gradually help them build confidence and take responsibility for completing their tasks (Bodrova & Leong, 1998).

The process-oriented writing approach scaffolds learners' writing skills and incorporates several techniques at various stages. For example, during the pre-writing stage,

learners engage in preparatory activities that help them warm up before they begin to write. Learners have the freedom to choose a topic of interest and brainstorm to remember prior ideas and generate new ones. Additionally, brainstorming helps them recognize the ideas they can develop in their content. The process-oriented writing approach systematically encourages learners to organize ideas, write a topic sentence, write several drafts until they are satisfied, let them self-revise and peer revise, identify their mistakes, and correct them in collaboration with peers and the teacher, creating a positive learning environment (Chairinkam & Yawiloeng, 2024; Laksmi, 2006).

Scaffolding, temporary assistance, rooted in Vygotsky's (1978) concept of ZPD, involves different strategies in writing classroom settings. Scaffolding strategies help learners acquire writing skills and gradually develop as independent writers (Chairinkam & Yawiloeng, 2024). Scaffolding student work when it is slightly above their current skill level allows them to challenge themselves while still working at a level they can manage (Sidky, 2019).

To provide effective scaffolding, teachers must have pedagogical knowledge and the subject matter they teach (Shulman, 1986). Scaffolding begins as the teacher and student establish a shared understanding of the task. During this process, students learn through the teacher's guidance, and the teacher gains insight into students' thinking and their approach to the task (Puntambekar & Hubscher, 2005; Wang & Sneed, 2019). After observing students' progress, the teacher continuously evaluates their understanding and the degree of support they will provide.

To provide sufficient support, a teacher must understand the task, its purpose, and goals, and also recognize the learners' needs and abilities (Puntambekar & Hubscher, 2005). Support is flexible and adjustable, based on the needs of the learners. Teachers can change their approach by paying attention to how much a learner needs to progress. Teachers' continuous evaluation and the amount of support reflect the purpose and the characteristics of scaffolding (Wang & Sneed, 2019).

The teacher's support is gradually reduced as the learner becomes more capable of working independently. As a result, teaching moves from a teacher-centered approach to a student-centered one (Wang & Sneed, 2019) where learners self-regulate their learning. However, research shows that some students may struggle to manage their own learning or seek help when necessary. Consequently, teachers must continuously observe students and support them, assessing their needs (Puntambekar & Hubscher, 2005).

Peer scaffolding is the collaboration of students in small groups to learn about a subject or solve a learning problem in classroom activities (Taheri & Nazemi, 2021). It involves learners acquiring new skills and learning information collaboratively. It also encourages experienced and inexperienced learners to assist each other in developing writing skills by sharing their knowledge (Chairinkam & Yawiloeng, 2024). In writing classes, learners scaffold each other through peer revision or peer editing sessions, which enable critical thinking and writing development (Sidky, 2019). Incorporating peer scaffolding helps learners acquire language skills with support from peers, enabling them to grow as independent learners. Furthermore, it encourages discovery and co-construction of knowledge, providing learning opportunities for novice and expert learners (Chairinkam & Yawiloeng, 2024).

2.4.4. Advantages of the process approach for gifted learners

The process-oriented approach has been acknowledged in L2 writing classes because of its pedagogical support in learners' L2 writing development (Hyland, 2003; Seow, 2002; Tribble, 1996; Zamel, 1982). It focuses on the writing process and fosters learners to compose rather than expecting them to produce a finished text in one attempt (Raimes, 1985). As learners engage in multiple stages of pre-writing, drafting, revising, and editing, they can reflect on their progress, enhancing their writing skills and becoming competent writers (Radachy, 2015).

The process-oriented writing approach is a valuable tool, especially for gifted learners, to meet their cognitive and affective needs (Collins & Parkhurst, 1996). It encourages independent and analytical thinking through the writing stages of planning, drafting, revising, and editing. Furthermore, writing through these stages helps students develop higher-order thinking skills—like analysing, synthesizing, and evaluating—which are key elements of Bloom's taxonomy, especially for high-achieving learners (Ybyrayeva et al., 2023). During the writing process, process-oriented writing encourages learners to find the right word and express themselves creatively, enhancing their critical thinking abilities, self-confidence, and fluency in writing (Collins & Parkhurst, 1996). Furthermore, the writing processes provide a foundation to grow autonomously. Learners engage in a decision-making process (Collins & Parkhurst, 1996) and improve their self-regulated writing skills by taking on many responsibilities (Zimmerman & Bandura, 1994).

In particular, the early stages of drafting give learners the freedom to generate ideas without worrying about grammar or spelling and help reduce the pressure to be perfect,

which is useful for gifted learners who may struggle with high expectations for themselves. Furthermore, multiple drafting stages encourage gifted learners to diminish their perfectionist attitudes and anxiety about failure and foster their intrapersonal skills through critical thinking and establishing goals. In addition, conferencing meets the affective needs of gifted learners, based on a mutual need for feedback. It enables them to enhance their interpersonal skills and interaction with peers and groups through discussion sections for written feedback. Finally, publishing their final work encourages gifted learners to share it with the real audience, allowing them to build self-confidence (Bailey et al., 1990; Collins & Parkhurst, 1996).

Furthermore, process-oriented writing allows flexibility for teachers to differentiate instruction. Teachers can tailor their instruction to individual student profiles and create a more inclusive writing environment (Collins & Parkhurst, 1996; Tomlinson, 2001). Learners can engage in many writing strategies and write their texts using the best technique that suits their profile (Bailey et al., 1990).

Process-oriented writing places learners at the center of the writing process with multiple student-centered activities. It supports gifted learners' cognitive and affective development through an in-depth writing process and reflective thinking in writing tasks (Collins & Parkhurst, 1996). It is consistent with constructivist principles where learners create their knowledge within their personal experiences by actively participating in real-world tasks in a collaborative learning environment (Mustafa, Selim, & Qoura, 2022).

2.4.5. Criticism of the Process-oriented Approach

Process-oriented writing offers many advantages over the product-oriented approach, but it has also received criticism. One criticism is that it neglects basic writing skills, such as punctuation and spelling (Graham & Sandmel, 2011). In addition, learners are encouraged to acquire language through self-discovery, which may lead to the neglect of accurate language use (Hyland, 2003). However, in the context of language learning, accuracy is crucial. Without sufficient emphasis on accuracy and grammar, the process-oriented approach may be unable to address the linguistic needs of learners. Therefore, a balanced emphasis on both accuracy and fluency is needed to enhance learners' language development (Hyland, 2003; Onozawa, 2010). Moreover, Tribble (1996) emphasizes that real-life writing tasks, like preparing an instruction leaflet, require more than just pre-writing activities in the classroom. Writers must gather information, understand the type of text, and organize their thoughts depending on who will read the text and its purpose. Similarly, Hyland (2003)

argues, the process-oriented approach to writing sees writing as an individual act, overlooking the external factors that influence the text, such as readers' expectations, previous texts they have read, and the writing context.

Another criticism is that process-oriented writing can be a challenging experience for learners who are not competent in a second language. They often struggle to express themselves in English; thus, they have difficulty participating in the writing process actively. For example, learners are expected to generate ideas using their active vocabulary at the brainstorming stage. However, less proficient learners may not express themselves freely because of their limited vocabulary. Moreover, their tendency to make frequent mistakes might slow down the teacher's effort to support them, and the long writing process cannot be covered within class time. Thus, process-oriented writing is considered a time-consuming activity (Singh et al., 2020).

It has also been argued that process-oriented writing can make it challenging for students to master academic texts such as reports, expository texts, and essays because it focuses heavily on narrative genres, which can limit the development of their critical thinking skills (Nunan, 1991).

Despite its advantages, the process-oriented approach is also criticized for paying too little attention to form, applying the same writing process for various writing purposes, and being more time-consuming (Badger & White, 2000).

2.4.6. Previous Research Studies

A wide range of studies have investigated the effects of the process-oriented writing approach on the writing development of L2 learners. Most of these studies examine the writing development of L2 learners; few have examined how gifted learners exploit the process-oriented approach to writing. Thus, the selected studies were grouped according to their contextual and methodological relevance to the current research, including factors such as the target student population (e.g., gifted students, general English as a Foreign Language (EFL) learners). This grouping will allow for clearer literature comparison and help highlight the most relevant studies to the current research.

2.4.6.1. Process-oriented approach with gifted learners. Chang (2023) studied the effects of creative thinking strategies on the creative writing skills of verbally talented foreign language students in a Taiwanese high school. More specifically, the study examined how these strategies influenced learners' ability to generate original ideas in their writing. The Torrance Tests of Creative Thinking (TTCT) and students' writing samples were

evaluated before and after the intervention to assess its impact. The study involved strategies such as brainstorming, mind mapping, drafting, revising, and publishing their writing tasks. Data were obtained through TTCT, writing rubric, questionnaires, and teacher journals. There was no statistically significant increase in TTCT scores. Conversely, the writing evaluations demonstrated that the students' work improved in creative areas, including fluency, flexibility, and originality. Learners reported feeling more confident in generating ideas and found the writing tasks more enjoyable. They also expressed that the strategies helped them organize their ideas and develop their writing. Although the study mainly focused on creative writing, it applied the recursive writing process and scaffolding strategies, contributing to gifted learners' writing fluency, confidence, and creative expression.

Courtney's (2017) study, on the other hand, was not explicitly framed as a process-oriented writing approach; it shared several core features, such as drafting, self-editing, peer feedback, and revision. The study investigated whether gifted students could benefit from the process-based techniques used by published authors. At the beginning of the intervention, students read a short guide that introduced how authors develop their work. They then chose writing techniques they wanted to try, such as freewriting, delaying revision, and focusing on personal voice. Students completed pre- and post-writing tasks, belief surveys, and students' reflections. The findings showed that students became more comfortable and confident in their writing. Their writing quality did not increase significantly, likely because they did not have enough time to revise and edit. Still, many students wrote longer texts; some even doubled their word count.

Radachy (2015) explored how writing teachers support gifted middle school students in online programs. Fifteen teachers who worked in online writing programs for gifted students participated in the study. In interviews, teachers described the feedback process, their interaction with students, and how they modeled aspects of the writing process. Teachers also shared how they encouraged their students to think more deeply about their writing. They emphasized the importance of personal feedback to help students understand their strengths and areas for improvement. They also used tools like email and Google Docs to provide individualized feedback. Although the study did not include student data, it did show how regular feedback and student-teacher interaction can help gifted students become more confident and reflective in their writing. The ideas in this study support the step-by-step writing process and emphasize the role of feedback in facilitating students' development as writers.

Olthouse (2014) explored the experiences of ten gifted students in writing instruction focused on process-oriented instruction in a summer camp. Students recreated classic tales from the villain's perspective. In addition, some students wrote their original journalistic pieces using digital tools. The research data involved student interviews, classroom observations, and student work. They were presented under four conceptual thematic frameworks: goals, values, emotions, and identity. The findings revealed that students were intrinsically motivated during the writing process. From an identity perspective, students reported that they viewed themselves as *good students* and improved their writing through practice and persistence. They expressed that writing was enjoyable and personally meaningful. They also valued the opportunity to revise, set personal writing goals, and express their ideas freely. Teacher feedback played a significant role in their development. The study suggested that gifted students thrive when they are provided with flexible writing instruction, meaningful feedback, and creative activities.

Albertson and Billingsley (2000) investigated the impact of writing instruction that involved strategy instruction and self-regulation. The participants were two gifted seventh-grade students. During the writing sessions, the researchers guided students to engage in story-writing activities by planning, drafting, revising, and monitoring their progress. After the intervention, the students demonstrated measurable improvements in writing fluency, the structure of their story, and overall quality. They also spent less time planning and reviewing their writing as they advanced. The results suggest that even high-ability students can benefit from explicit strategy use and self-regulation support within a structured writing process.

2.4.6.2. Process writing with general EFL learners. Kadmiry (2021) conducted a quasi-experimental study with Moroccan EFL learners, comparing process-oriented writing instruction with product-oriented writing instruction over six weeks. Based on Hayes' (2012) model of writing, the study employed iterative phases of the process-oriented writing approach. Participants received regular feedback from their teachers and peers. In addition, they participated in reading activities to enhance the idea development. Samples of students' writing were assessed before and after the intervention. The results showed that students in the process-oriented group achieved significantly better writing performance than those in the product-oriented group. Furthermore, the study improved students' writing skills, as well as their autonomy, motivation, and writing confidence.

Gezmiş (2020) conducted a post-test experimental study to determine how university students use the process writing approach and the difficulties they experience. The study was conducted with 50 first-year students studying in the Department of English Translation and

Interpreting. The students received training throughout the stages of the process writing approach. At the end of the intervention, they wrote an academic paper. Most students were able to use the approach, though many struggled with drafting and revising. Some also found it challenging to improve their writing. The study showed that students require additional time to prepare and more support in organizing their paragraphs. It was also noted that process-based writing was not easy and that students needed support, especially in planning, developing ideas, and editing their texts.

Ata (2017) explored how a four-week Process-Based Writing (PBW) program influenced EFL students' writing and self-efficacy. The study involved 24 pre-intermediate learners from an English for Academic Purposes (EAP) course. The program consisted of 20 hours of instruction and followed a process-based framework. The study combined qualitative and quantitative methods to better understand students' writing and their attitudes toward it. It involved a lot of data from various sources, including students' written work, reflections, and comments shared during group discussions. The findings showed that students improved their writing scores and felt more confident and positive about writing. The findings also demonstrated that PBW helped students improve their writing skills and motivation.

CHAPTER III: METHODOLOGY

In this chapter, the methodology of the study has been presented in terms of research design, settings, participants, data collection procedures, and data analysis.

3.1 Research Design

This study adopted a pre-experimental, one-group pre-test–post-test design (Creswell, 2003), which is suitable for measuring the impact of an instructional intervention in the absence of a control group. The design allowed the researcher to assess any potential changes in participants' writing performance by comparing their pre- and post-intervention writing samples. In addition, a mixed-method explanatory sequential research design was also employed to gain a comprehensive understanding of the effects of process-oriented writing instruction. First of all, quantitative data were collected through writing performance tests administered before and after the intervention. Qualitative data followed by intervention were obtained through a five-point Likert-type questionnaire and semi-structured interviews. The integration of both data types enabled the researcher to explore not only measurable outcomes in writing development but also the learners' attitudes, personal reflections, and motivation during the instructional process.

3.2. Setting

The present study was conducted at Ülker Yörükoğlu Science and Art Center (SAC), known in Turkish as BİLSEM (Bilim ve Sanat Merkezi), in Denizli, Türkiye, where the researcher is currently employed as an English language instructor. SAC is a government institution that provides enrichment and talent development programs for gifted learners across various domains. Within the Special Talent Development Program, students participate in interdisciplinary, activity-based instruction that aims to foster individual talents while also promoting advanced language proficiency.

The English syllabus at SAC consists of two hours of weekly instruction, with flexibility in content selection based on students' needs, interests, and language levels, as recommended by the MoNE (2021). During the implementation of the study, the participants engaged in a process-oriented writing intervention designed and facilitated by the researcher. The flexible structure of the program enables the researcher to integrate process-oriented writing tasks that align participants' talents and learning goals with the English curriculum.

3.3. Participants

The participants in this study were 13 seventh-grade gifted students at the age of 13 enrolled in the Special Talent Development Program – Stage 1 (Özel Yeteneklerin Geliştirilmesi Programı 1. Aşama; ÖYG-1) at the Ülker Yörükoğlu SAC in Denizli, Turkey. These students were an intact group selected based on convenience sampling. As the study was conducted within the framework of a case study in a specific institutional context, all students whom the researcher instructed in the special talent recognition program were included. Before this program, these students had previously completed the support and individual talent recognition levels of the program. At the time of the study, they were in the first year of the special talent development program, which lasts two academic years, before progressing to the Project Production and Management Program.

In the support program, participants acquired essential skills and established a basis for future studies in various subject areas. In the Individual Talent Recognition Program, participants explored various subject areas to help them recognize and discover their interests and unique abilities, which they would focus on in-depth for future studies. In the special talent development program, participants are guided toward their areas of subject strength. They focus in-depth on their unique skills and engage in productive work by further developing their attitudes, knowledge, and abilities. Finally, in the Project Production and Management Program, participants are expected to develop a project by following the steps of scientific research related to the subject areas they focus on during the special talent development program. At this stage, they typically focus on a single discipline and carry out academic work in that area. Once they complete their work, they present and defend it before a jury (MoNE, 2022).

All the participants in the study received instruction in the field of English as one of the two chosen subject areas in the special talent development program at BILSEM. However, they had varied English backgrounds since they came from diverse schools. Eleven students were instructed in English at the A2 level at their schools, according to the secondary school curriculum issued by the Ministry of National Education (2018). However, the remaining two participants were students at an Anatolian Imam Hatip Middle School, where they attended an English-intensive program that included an increased number of weekly English lessons. As a result, these two students received English instruction at the B1 level. During the study, each student was assigned a code from P1 to P13 to ensure the anonymity of the participants' information and facilitate data reporting.

The researcher is an English teacher with 24 years of experience. She has taught students of various age groups in different types of schools. At the time of the study, she had been teaching at SAC for two years and was responsible for planning and implementing the teaching intervention.

3.4. Data Collection Instruments

The study employs both quantitative and qualitative tools to examine the effects of writing instruction on the writing performance and motivation of gifted learners. Quantitative data were collected through pre- and post-intervention writing samples, and a five-point Likert-type questionnaire. Qualitative data were gathered from the semi-structured interviews. The combination of these two instruments increased the reliability of the data collected.

3.4.1. Quantitative Data

3.4.1.1. Pre- and post-intervention writing samples. Pre and post-intervention writing samples (See Appendix A for a student sample) were gathered from participants to measure writing development. These samples were assessed by two independent raters using the analytic writing rubric adapted from Hughes (2003) (See Appendix B). The rubric encompassed three main components: content, organization, and vocabulary, and employed a scoring range from 1 to 100. To ensure consistent evaluation, inter-rater reliability was established. An English teacher with 13 years of experience at Salihli SAC, who holds a master's degree in English Language Teaching (ELT), contributed to the study as the second rater.

Raters independently evaluated the writing samples using the same rubric. The Interclass Correlation Coefficient (ICC) was used to examine inter-rater reliability. The analysis was conducted in IBM SPSS Statistics (Version 22). The ICC value for the average measures was .755, with a 95% confidence interval ranging from .430 to .916. The result was statistically significant ($p < .001$), indicating good reliability between raters. Therefore, the mean scores of the two raters were used for further statistical analyses.

Due to the high level of agreement between raters, the average scores of both raters for each writing sample were calculated and used in subsequent analyses. Consequently, the normality of the scores (the difference between the pre-test and post-test) was assessed using the Shapiro-Wilk test. Since the data was not distributed normally, the Wilcoxon Signed-Rank Test was conducted, as a non-parametric test.

3.4.1.2. The writing skills questionnaire. A five-point Likert-type questionnaire was used to investigate participants' views on how writing instruction influenced their writing skills and motivation. The items were also intended to reflect participants' views on their experiences before and after the instruction. The questionnaire consisted of 18 items; each rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The items were written in Turkish to help students understand each statement and express themselves effectively. (See Appendix C).

For the content validity, the questionnaire was reviewed by two faculty members from the Department of English Language Teaching (ELT). They evaluated the items in terms of clarity, relevance, and compatibility with the study objectives. Based on their feedback, a final version of the questionnaire was prepared.

Table 3.1. *Thematic Categorization of the Writing Skills Questionnaire Items*

Themes	Example Items
1- Writing Process Awareness	Items 1, 4, 8, 18
2- Prewriting and Planning	Items 2, 3, 5
3- Feedback	Items 6, 7
4- Motivation and Enjoyment	Items 11, 13, 14
5- Confidence and Self-Efficacy	Items 9, 10, 12, 15, 16
6- Preference for Process-oriented Instruction	Items 17

The thematic categorization presented in Table 3.1 shows a conceptual relationship with the key elements of the process-oriented writing approach. The items were categorized into six themes that reflected the multidimensional nature of writing, encompassing both cognitive and affective aspects of writing development, such as writing awareness, planning, feedback, motivation, and instructional preferences. The questionnaire was intended to be a contextual instrument rather than a standardized scale. Therefore, the themes were determined according to the content and theoretical relevance of the items, not through statistical methods. The theoretical basis of the questionnaire comes from previous research on the process-oriented writing approach (Ho, 2006; Zamel, 1982). Drawing upon Ho's findings, this study developed an explanatory questionnaire tailored to the local context, aiming to assess students' motivation and development in process-oriented writing within the context of EFL-gifted learners. The six themes of the questionnaire are presented as shown in Table 3.1, but only two categories—*Motivation and Enjoyment and Self-*

Confidence and Self-Efficacy—were selected for the directed content analysis of the qualitative data related to Research Question 3. The remaining categories were not included in the qualitative data analysis process. They help clarify the conceptual framework of the instrument.

In the *Writing Skills Questionnaire*, learners selected one of the statements among SA (*Strongly Agree*), A (*Agree*), SoA (*Somewhat Agree*), D (*Disagree*), SD (*Strongly Disagree*) for each item to reflect their opinions, beliefs, and attitudes towards their perceptions of the process-oriented writing approach. To interpret learners' perceptions in selecting the right slot in the Likert questionnaire, their participation level intervals were found using the $n-1/n$ formula. As a result of the calculation, the interval scale is $5-1/5 = 0.80$. The interval scales in the study are shown in Table 3.2 below.

Table 3.2 *Mean Score Intervals for Participation Levels in the Questionnaire*

Participation Level	Mean Score Interval
Strongly Agree	4.21 – 5.00
Agree	3.41 – 4.20
Somewhat Agree	2.61 – 3.40
Disagree	1.81 – 2.60
Strongly Disagree	1.00 – 1.80

3.4.2. Qualitative data

3.4.2.1. Interview questions. After the intervention, a semi-structured interview was conducted to explore students' experiences with the process-oriented writing approach and to gather meaningful insights into their perceptions, attitudes, and motivation. As Ruslin, Mashuri, Abdul Rasak, Alhabsyi & Syam (2022) indicate, the semi-structured interviews had a greater impact in obtaining more detailed information from the participants than the structured interviews. Additionally, they are flexible and adaptable, allowing researchers to adapt the interviews if a change in research question is needed, thereby guiding the research's nature, as the main themes to be discussed are predetermined.

Semi-structured interview questions in this study were developed based on the suggestions of two experts in the ELT department at Pamukkale University. The interviews were carried out online to encourage participants' involvement. After the interviews, the responses were transcribed. Semi-structured interview questions are as follows:

1. Did you feel that you made progress in your English writing skills? In what specific areas of writing do you think you made the most progress?

2. How did the process-based writing training affect your feelings and thoughts about writing in English on a topic?
3. How did the process-based writing training affect your writing skills?
4. Do you use the knowledge and skills you acquired during the process-based writing training in other writing activities? If yes, in which lessons and how do you use them?
5. What was the biggest challenge you encountered during the process-based writing training, and how did you overcome it?

3.4.2.2. Instructor's reflection. The researcher also documented her personal reflections throughout the 18-week intervention. These reflections were based on classroom observations, teaching experiences, and student responses during writing sessions. As the instructor, the researcher kept field notes after each session to record strategies implemented, challenges encountered, and changes observed in students' attitudes and performance.

3.5. Procedure

3.5.1. Pre-Intervention Stage

The intervention phase of the study was conducted for 18 weeks, from December 4, 2023, to April 27, 2024, as a part of the Special Talent Development Program of SAC. Before the intervention, the instructor provided students with a model paragraph, and we analyzed the text structure together. Next, a prompt was given to them to write about their best friend. These early writing samples were utilized as a pretest in the study. They were evaluated according to three criteria: content, organization, and vocabulary. Each sample was scored out of 100 by two independent raters, and the results were used to assess inter-rater reliability. A detailed syllabus describing the instructional objectives, focus areas, teaching methods, and assessment procedures is provided in Appendix D. In addition, lesson plans (see Appendix E for a sample) were prepared in advance for every two weeks of the intervention to ensure consistency in instruction.

The instructional content and weekly writing assignments used in the intervention were based on the structure and pedagogical principles described in the book *Academic English Writing* (Oshima & Hogue, 1998). Sample paragraphs, organizational strategies, and exercises from the book were adapted and incorporated into the lessons to guide students through each stage of the writing process.

3.5.2. While-Intervention Stage

For the 18-week study, the learners received a total of 36 hours of process-oriented writing instruction, delivered in two 40-minute lessons each week. The intervention consisted of two main phases. In the first phase, which covered the initial six weeks, the focus was on introducing process-oriented writing and developing foundational writing skills. The second phase, spanning the next twelve weeks, involved participants writing five types of paragraphs (See Table 3.3), guided by the recursive stages of the process-oriented writing approach. The instructional sequence for the intervention is outlined in Table 3.3.

Table 3.3. *Writing Procedure*

Weeks	Focus	Content Covered
Phase 1: Preparation to Write		
Weeks 1–2	Process Writing Getting Ready to Write	What is process writing? Stages of writing (brainstorming, drafting, revising, etc.), generating ideas, paragraph elements, and parts of speech.
Weeks 3–4	Paragraph Structure	Topic sentences, supporting sentences, concluding sentences, controlling ideas, and the structure of a paragraph.
Weeks 5–6	Unity and Coherence	Writing a unified and coherent paragraph using pronoun reference, cohesive devices (first, then, also), and practicing logical order and parallel form.
Phase 2: Engaging in writing tasks		
Weeks 7–8	Process Paragraph	Writing a paragraph that explains a process (e.g., how to cook rice). Use of sequencing words and imperative sentences.
Weeks 9–10	Descriptive Paragraph	Describing a place (e.g., my room). Use of sensory language, adjectives, and spatial order.
Weeks 11–12	Opinion Paragraph	Expressing personal opinions (e.g., about friends, school, the use of technology). Use of opinion markers (I think, In my opinion) and reasons with examples.
Weeks 13–14	Cause and Effect Paragraph	Explaining causes and/or effects of a situation (e.g., pollution, junk food). Use of cause-effect linkers (because, so, as a result).
Weeks 15–16	Comparison and Contrast Paragraph	Comparing two things or places (e.g., İzmir vs. Denizli). Use of comparison/contrast expressions (both, also, however, on the other hand).
Weeks 17–18	Teacher Feedback Draft, Revisions Final Writing Portfolio	Revising previously written paragraphs, peer review, improving drafts, and preparing a portfolio for evaluation.

3.5.2.1. Phase 1: preparation to write (weeks 1-6). The first six weeks of the intervention helped participants become familiar with the writing process and understand paragraph structure before they were involved in full paragraph writing tasks. In weeks 1-2,

participants focused on understanding the stages of process writing (brainstorming, drafting, revising, editing, and publishing) and engaged in prewriting activities to prepare them to write. They focused on choosing and narrowing a topic and generating ideas with brainstorming techniques such as freewriting, listing, and mapping. In weeks 3-4, participants learned the parts of a paragraph, including how to write a controlling idea, a topic sentence, supporting sentences with major and minor details, and a concluding sentence, including cohesive devices. In weeks 5-6, they worked on outlining their writing task and maintaining cohesion and coherence in a paragraph. The instructor provided the participants with engaging activities to analyze a paragraph for unity and coherence, such as recognizing the irrelevant ideas and maintaining coherence by using transition words, parallel forms, logical order, and reference pronouns throughout the paragraph. By the end of the preparatory weeks, participants gained the linguistic and structural knowledge and writing skills needed to compose a paragraph.

3.5.2.2. Phase 2: engaging in writing tasks (weeks 7-18). In the second phase of the instruction, participants wrote five different types of writing samples following the stages of process-oriented writing (See Table 3.4). They specifically wrote paragraphs at the A2 level in the genres of process, descriptive, opinion, cause-effect, and comparison and contrast. Since the allocated time for English classes was limited in the SAC program, participants completed their writing tasks in a flexible writing cycle adapted to the SAC setting. Hence, each writing task began with a model paragraph to enable participants to become familiar with the features of the target genre. Participants analyzed the model and understood the structure and the appropriate grammar for that paragraph type. Then, the teacher delivered a short and focused instruction on grammatical points used in that specific type of paragraph. After the instructional session, participants engaged in prewriting activities during which they brainstormed and outlined their ideas.

In the final step, participants were assigned to write their drafts at home. Drafts were submitted via email, and participants received written feedback from the teacher during the week. To support the revision process, participants were provided with a set of coded symbols to help them recognize their language errors as outlined in the teacher's feedback guide. (See Appendix F.) After receiving feedback, they reviewed their papers and made the necessary changes using the guide based on the teacher's feedback. Most participants produced several drafts during the revision process before they reached the final version of

their writing. Before the new writing task, the teacher conducted a 10-minute class discussion to review common mistakes and answer participants' questions about the feedback they had received.

In the final two weeks, participants returned to one or more of their previous paragraphs and revised them with a fresh perspective. They were free to choose which task to improve. The teacher held a brief class discussion to address common issues in their writing. At this final stage, they continued to receive feedback from the teacher, which helped them improve their drafts in both content and language. After they finished revisions, they submitted their final versions as a digital portfolio and a personal record of their progress, not as a task to be graded. The purpose of this stage was to encourage participants to reflect on their writing development and use teacher feedback in a meaningful way. Additionally, as there was no assessment evaluation for learners' performance, students were not given any grades at the end of the semester. Thus, students could voluntarily participate in the intervention, minimizing any potential bias that could arise from their participation in the study.

Table 3.4 *Writing Tasks Implementing With 7th Grade Gifted Learners*

Task No	Writing Topic	Function / Skill	Grammar Focus
1	➤ Write a paragraph explaining how to cook rice within 100-150 words.	- Explaining a simple process. - Forming imperative sentences. - Using sequencing words	- Imperative sentences (e.g., Boil the water) - Sequencing words (First, Next) - Quantifiers (e.g., two cups of rice) - Articles (a, an, the) - Pronouns (it, them)
2	➤ Write a paragraph describing a place you know well within 100-150 words. It can be your home, school, a park, or a place you visited. You may consider questions like: ➤ Where is it? ➤ What can you see? ➤ How do you feel there?	- Writing a descriptive paragraph - Organizing ideas using spatial and sensory details - Using adjectives to describe shape, size, atmosphere, and appearance - Expressing feelings and impressions about a place - Using prepositions to describe spatial order	- Descriptive adjectives (e.g., colorful, large, quiet) - Order of adjectives (opinion + size + shape + color + material + noun) - Prepositions of place (e.g., in front of, next to, behind) - There is / There are - Simple present tense - Linking words (e.g., and, also, because)

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Table 3.4 Writing Tasks Implementing With 7th Grade Gifted Learners (Continued)

Task No	Writing Topic	Function / Skill	Grammar Focus
3	➤ Do you think television/computer games is /are harmful or helpful for children? Write an opinion paragraph, supporting your ideas with 2–3 reasons and giving examples, within 100–150 words.	• Expressing an opinion • Giving reasons and examples to support an opinion • Organizing an opinion paragraph (topic sentence, supporting details, conclusion) • Using transition signals to connect ideas.	• Opinion expressions (e.g., I think, I believe, In my opinion) • Simple present tense • Reason clauses (because, so) • Transition signals (First, also, finally, for example) • Subject-verb agreement (He plays, games are)
	➤ Do you think pets are good companions? Why or why not? Write an opinion paragraph, supporting your ideas with 2–3 reasons and giving examples, within 100–150 words. (Students Choose One)		
4	➤ Write a paragraph about the effects of eating junk food (100–150 words). Describe two or three effects of eating too much junk food and support your ideas with examples.	• Explaining a cause or an effect clearly • Using cause-effect connectors to show relationships • Organizing ideas logically in a paragraph • Giving supporting details and relevant examples	• Cause conjunctions: because, since, as, due to • Effect conjunctions: so, therefore, consequently, for this reason • Example phrases: for example, such as • Simple present tense • Subject-verb agreement (e.g., Pollution causes problems. - Cars produce gas.)
	➤ Write a short paragraph about the effects of air pollution (100–150 words). Describe two or three effects of air pollution and give examples to support your ideas. (Students Choose One)		

Continued on next page

Table 3.4 *Writing Tasks Implementing With 7th Grade Gifted Learners (Continued)*

Task No	Writing Topic	Function / Skill	Grammar Focus
5	You may consider questions like: ➤ Are these cities both big or small? ➤ Are these cities similar in climate, traditions, etc.? ➤ Are the people friendly toward students? ➤ In what ways do people show similarities or differences?	• Comparing two places based on characteristics Organizing a comparison paragraph • Using transitional expressions to show similarities and/or differences • Supporting examples and details for each point	• Comparative structures: both, also, like, just as, similarly, as...as • Simple present tense (e.g., Denizli has..., İzmir is...) • Coordinating conjunctions (and, but) • Prepositions of place (in, near, in front of) • Subject-verb agreement (Denizli has, People are)

3.5.3. Post-Intervention Stage

Following the intervention, students were administered a post-test writing task under similar conditions to the pre-test. These samples were scored using the same rubric. The difference in students' writing performance between pre- and post-tests was examined using Wilcoxon's non-parametric test, appropriate for comparing two related means, as the data were not normally distributed. The statistical significance was determined by comparing the resulting p-value with a significance threshold of $p < 0.05$.

After the post-test, a five-point Likert-type questionnaire was administered to gather students' reflections, perceptions, and self-reported changes in writing attitudes and experiences, complementing the quantitative data. Following the questionnaire, participants were asked to attend a semi-structured interview to obtain qualitative data and enhance the quantitative findings.

Finally, quantitative and qualitative findings were integrated to obtain a comprehensive understanding of how the process-oriented approach influenced the development and motivation of gifted seventh-grade learners.

3.6. Data Analysis

3.6.1. Quantitative Data Analysis

Quantitative data were obtained from pre- and post-intervention writing scores and responses to the *Writing Skills Questionnaire*. All data were analyzed using IBM SPSS Statistics (Version 22). Questionnaire responses were analyzed using descriptive statistics, including mean and standard deviation. Writing scores were analyzed using normality tests and inferential statistics.

In order to assess learners' writing performance, the mean scores from two independent raters were used for both pre- and post-test writing samples. The difference between pretest and posttest scores was analyzed using the Wilcoxon signed-rank test, a nonparametric alternative suitable for small samples and non-normally distributed data.

3.6.1.1. Normality test. The normality of the data was tested using the Shapiro-Wilk test. The results showed that the pre-test scores were not normally distributed ($W = .842$, $p = .023$); however, the post-test scores showed approximate normality ($W = .881$, $p = .073$). Additionally, Skewness (1.721) and Kurtosis (3.602) values of the pre-test were not within acceptable limits, since these values are beyond the range of ± 1 . Therefore, these findings indicated that the data did not meet the assumptions for parametric testing.

3.6.2. Qualitative Data Analysis

Qualitative data were obtained from interviews and the instructor's reflections. Interview data were analyzed through descriptive and directed content analysis approaches. The instructor's reflections were documented in field notes throughout the 18-week intervention.

3.6.2.1. Interview data analysis. The interview data were analyzed using two different approaches to address Research Questions 2 and 3.

For RQ2, which explored learners' perceptions of the process-oriented writing approach, a descriptive method was adopted. Questionnaire items were grouped according to participation levels (e.g., strongly agree, agree) and supported by illustrative excerpts from the interview data. This approach enabled a clearer understanding of learners' general attitudes and perceptions toward writing.

For RQ3, which examined learners' writing motivation, a directed content analysis approach (Hsieh & Shannon, 2005) was employed. The coding framework was based on thematic categories derived from the *Writing Skills Questionnaire*. Specifically, related

items were grouped into two categories: motivation and enjoyment, and confidence and self-efficacy. Interview excerpts were selected to illustrate students' motivational development.

Interview responses were reviewed by both the researcher and an independent rater, an English teacher at 19 Mayıs Primary School in Denizli with 13 years of experience, who is currently enrolled in a master's program in ELT. The final themes were agreed upon through discussion.

3.6.2.2. Instructor's reflection analysis. The instructor's field notes were carefully reviewed to identify significant insights related to writing instruction. These reflections were incorporated into the findings of Research Question 4 and contributed to the discussion by providing a pedagogical interpretation of student engagement, challenges, and instructional practices during the intervention.



CHAPTER IV: FINDINGS

This chapter presents the findings of the study in line with the four research questions. Both quantitative (e.g., descriptive statistics and inferential tests) and qualitative (e.g., questionnaire responses, interview responses, and the teacher's reflections) data were analyzed to examine the effects of the process-oriented writing approach on gifted students' writing skills, motivation, perceptions, and the instructor's experiences. The results are organized according to each research question to present a comprehensive understanding of the intervention.

4.1. Findings of the Main Study

4.1.1. RQ1: Effect on Gifted Learners' Writing Skills

This section exhibits findings related to the first research question exploring the impact of the process-oriented writing approach on the writing skills of gifted learners. To address the first research question, participants' writing samples were independently assessed by the raters before and after the intervention, and descriptive statistics were presented as shown in Table 4.1.

Table 4.1. *Descriptive Statistics for Pre-Test and Post-Test Writing Scores*

	Mean	Sd	Skewness	Kurtosis
Pre-Test	47.885	6.2355	1.721	3.602
Post-Test	73.038	5.8611	-.787	.051

As can be seen from the descriptive statistics in Table 4.1, learners developed their writing skills after the writing intervention. The pre-test mean score was 47.885 (SD = 6.2355) and increased to 73.038 (SD = 5.8611) in the post-test. Similarly, statistics showed a significant rise in the median scores, from 47.00 to 73.50, which supported an increase in learners' achievement scores.

Furthermore, the decrease in the range score from 23.5 to 18.00 showed a lower variability among students' writing performances in the post-test. Pre-test scores were positively skewed (skewness = 1.721), indicating that most students had lower writing performance before the intervention. However, post-test scores were almost normally distributed (skewness = -0.787).

Moreover, the pre-test kurtosis value (3.602) showed that many scores were in a similar range to the mean, but there were also extreme values. On the other hand, the post-

test kurtosis score of 0.051 indicated that students' writing outcomes were more consistently distributed and balanced.

Table 4.2. Wilcoxon Signed Rank Test Results for the Difference Between Pre-Test and Post-Test Writing Scores

		N	Mean Rank	Sum of Ranks
Post-Test Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	13 ^b	7.00	91.00
	Ties	0 ^c		
	Total	13		

a. Posttest < Pre-Test

b. Posttest > Pre-Test

c. Posttest = Pre-Test

Although the descriptive analysis indicated an improvement in participants' writing performance, the data were further analyzed using the Wilcoxon Signed-Rank Test due to the violation of the normality assumption. The inferential results showed that all participants (N=13) performed better on the post-test compared to the pre-test. The average rank of improvement was 7.00, and none of the participants received the same or a lower score in the post-test.

Table 4.3. Test Statistics from the Wilcoxon Signed-Rank Test

	Post_Test_Av - Pre_Test_Av
Z	-3.182 ^b
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon Signed-Rank Test showed a statistically significant improvement in participants' writing skills ($p = .001$). To illustrate the impact of this improvement, with $Z = -3.182$ and $N = 13$, the effect size was manually calculated as $r = -0.882$, using the formula $r = Z / \sqrt{N}$, as outlined by Field (2013). According to Cohen (1988), this represents a large effect size. According to Cohen's (1988) guidelines, this result represents a large effect, exceeding the commonly accepted threshold of $r = .50$. These findings indicate that the intervention had a strong and meaningful influence on the participants' writing improvement.

Based on the statistical analysis, findings regarding the first research question demonstrated that process-oriented writing instruction significantly improved gifted learners' writing skills. The results are supported by descriptive and inferential analyses, which indicate a considerable increase in post-test scores. In addition, the effect size of the improvement exhibits the impact of the intervention on gifted learners' writing skills.

4.1.2. RQ2: Gifted Learners' Perceptions of the Process-Oriented Writing Approach

This section presents the findings regarding the second research question, which investigates gifted learners' perceptions of implementation of the process-oriented approach in writing activities.

To address the second research question, a descriptive analysis of participants' participation levels is presented in Table 4.4. Learners' participation levels were determined by matching the mean score of each item to intervals presented in Table 3.2.

Table 4.4 *Classification of Questionnaire Items According to Participation Level*

Items	N	Standard		Participation Level
		Mean	Deviation	
Item18	13	4.62	.506	Completely Agree
Item6	13	4.38	.650	Completely Agree
Item1	13	4.31	.630	Completely Agree
Item4	13	4.23	.725	Completely Agree
Item8	13	4.23	.725	Completely Agree
Item7	13	4.15	.899	Agree
Item9	13	4.15	.689	Agree
Item13	13	4.08	.641	Agree
Item10	13	4.08	.641	Agree
Item3	13	4.08	.641	Agree
Item15	13	4.00	.408	Agree
Item12	13	3.92	1.115	Agree
Item5	13	3.85	.987	Agree
Item16	13	3.69	.032	Agree
Item17	13	3.62	.870	Agree
Item11	13	3.62	.870	Agree
Item2	13	3.23	.832	Somewhat Agree
Item14	13	3.00	.080	Somewhat Agree

Table 4.4. illustrates learners' writing experiences and perceptions of the process-oriented writing approach according to the learners' participation levels by matching their mean score interval. Scores between 4.21 and 5.00 indicate *Completely Agree*; 3.41 and 4.20 indicate *Agree*; 2.61 and 3.40 indicate *Somewhat Agree*; 1.81 and 2.60 indicate *Disagree*; and 1.00 and 1.80 correspond to *Completely Disagree*.

Most items ($n = 11$) were rated in the *Agree* range, reflecting a generally positive attitude towards the practice. Five items (Items 18, 6, 1, 4, and 8) received moderate agreement and fell into the *Completely Agree* category. Two items (Items 2 and 14) received lower scores and fell into the *Somewhat Agree* category.

According to the ranking, Item 18 (Process-oriented writing activities improved my writing skills) ($\bar{X} = 4.62$), and Item 6 (Thanks to the teacher's feedback, I can more easily recognize my weaknesses and mistakes) ($\bar{X} = 4.38$); Item 1 (I can write better paragraphs using the process-oriented writing stages) ($\bar{X} = 4.31$); Item 4 (I can organize thoughts better) ($\bar{X} = 4.23$), Item 8 (Using the stages of process-oriented writing, I can develop my paragraph from the first to the final draft) ($\bar{X} = 4.23$) fall in the *Completely Agree* category, indicating the highest levels of participation.

On the other hand, another group of items indicating reasonably high levels of participation includes Item 7 (Thanks to the feedback I received, I can write more fluent and well-structured paragraphs) ($\bar{X} = 4.15$); Item 9 (I can write my ideas more clearly and concisely) ($\bar{X} = 4.15$); Item 13 (My motivation towards writing skills increased thanks to the writing activities.) ($\bar{X} = 4.08$); Item 10 (I feel competent in writing on a given topic) ($\bar{X} = 4.08$); Item 3 (I know how to plan writing on a chosen topic) ($\bar{X} = 4.08$); Item 15 (I have more control over the content and organization of my writing) ($\bar{X} = 4.00$); Item 12 (I can write a paragraph on a given topic with more confidence) ($\bar{X} = 3.92$); Item 5 (Preparing a draft makes it easier for me to write about a topic) ($\bar{X} = 3.85$); Item 16 (It is not difficult for me to write my feelings and thoughts in a paragraph) ($\bar{X} = 3.69$); Item 17 (I prefer process-oriented instead of product-oriented writing) ($\bar{X} = 3.62$); Item 11 (I find myself more creative in expressing my ideas.) ($\bar{X} = 3.62$).

Finally, Item 2 (I can generate words and ideas through brainstorming before writing) ($\bar{X} = 3.23$) and Item 14 (I enjoy writing activities) ($\bar{X} = 3.00$) are the least rated items in expressing their experiences and perceptions about the process-oriented writing approach.

4.1.2.1. High agreement items (4.23–4.62). These items emphasize improving overall writing skills through PWA (Item 18), recognizing errors through feedback (Item 6), developing effective paragraphs using PWA (Item 1), improving organization (Item 4), and developing writing progressively through multiple drafts (Item 8).

Item 18 (Process-oriented writing activities improved my writing skills.) ($\bar{X} = 4.62$) appears to be the most striking in the *Completely Agree* category. Data from the participant interviews also supports the highest level of agreement on Item 18.

I definitely felt that I was writing more professionally. I both felt and saw that I was making progress. P1

Similarly, the following participants expressed improvement in writing in many ways:

I have made progress. I improved in constructing sentences, putting my own thoughts into writing, planning how to write text, understanding where to use each sentence, and writing coherent sentences. P13

Item 6 (Thanks to the teacher's feedback, I can more easily recognize my weaknesses and mistakes) ($\bar{X} = 4.38$) received the second highest participation level.

One participant stated:

When you gave me feedback again, I could understand my mistakes more clearly and improve my writing skills. As I became more aware of my mistakes, I wrote with greater attention and reduced them. P5

Another participant also described how teacher feedback contributed to writing development.

...the process-oriented writing process improved my writing skills because I planned my writing and got feedback. At first, I had a hard time correcting it based on feedback. Later, the number of words you wrote in feedback also decreased. The fluency in my writing has improved. P13

The data display that Item 6 (Thanks to the teacher's feedback, I can more easily recognize my weaknesses and mistakes) ($\bar{X} = 4.38$), is followed by Item 1 (I can write better paragraphs using the process-oriented writing stages) ($\bar{X} = 4.31$). Several students reported the benefit of engaging in the stages of process-oriented writing to produce higher-quality writing. The following quote from a participant illustrates their experience with paragraph writing using the stages of the process-oriented approach:

I did not know how to write topic sentences or supporting sentences. I did not revise or review what I wrote before, and I did not recognize my mistakes. The training improved my ability to organize and edit my writing. Previously, my writing was not very fluent because it was disorganized. P6

Another participant echoed the contribution of the writing stages to creating better paragraphs.

I have made progress in organizing my thoughts through brainstorming. For example, I've learned to review my mistakes and started to notice my spelling errors. Now, I make fewer spelling mistakes. I've also learned new words. I can write longer paragraphs than before in the same amount of time. P12

The data revealed that most participants also reported improved efficiency in organizing their thoughts in Item 4 (I can organize my thoughts better) ($\bar{X} = 4.23$), indicating that the writing process enables them to present their ideas in a structured way. In the interviews, participants described how the writing process helped them in organizing their ideas.

I used to write disorganized texts. I used to jump from one idea to another, but now I write in a more structured and coherent way. P2

I used to write in a more disorganized way and would jump from one topic to another. Later on, I started to write in a more organized way. P8

Item 8 (Using the stages of process-oriented writing, I can develop my paragraph from the first to the final draft.) ($\bar{X} = 4.23$) is reflected in the responses of two participants.

There is a big difference between the first and the last paragraph I wrote. P1-P10.

They highlighted the impact of the writing stages in producing high-quality paragraphs. A participant emphasized how writing developed through drafts:

I improved my writing more because I had the opportunity to revise it. P7

4.1.2.2. Moderate agreement items (3.41–4.20). The second group of items falling in the Agree category (mean scores between 3.41 and 4.20) reflected participants' perceptions of how feedback, planning, clarity, confidence, and instructional structure contributed to their writing development. Item 7 (Thanks to the feedback I received, I can write more fluent and well-structured paragraphs) ($\bar{X} = 4.15$) suggests that participants believe feedback develops fluency and organization of their paragraphs. The following comments from participants clearly illustrate their beliefs.

After you gave feedback, it (paragraph) was better, since I fixed it, and it is a revision. I had the opportunity to review it. P7

P7 acknowledged how feedback prompted revision, which facilitated writing well-structured paragraphs. Furthermore, one participant emphasized how feedback fostered writing fluent paragraphs, and said:

... the number of words you wrote in your feedback also decreased. The fluency in my writing has improved. P13

A participant echoed the importance of feedback in writing better paragraphs and stated:

As the feedback continued, I became better at writing sentences with fewer mistakes. P9

As participants reflected in Item 9 (I can write my ideas more clearly and concisely) ($\bar{X} = 4.15$), the process-oriented writing activities supported them in structuring and communicating their thoughts effectively. Here are responses from participants' interviews regarding Item 9.

I noticed that I started expressing my thoughts more clearly and directly. Now, when someone else reads my writing, they can understand it more easily. P3

I have improved myself in constructing sentences, putting my thoughts into writing, planning how to write a text, and understanding where to place each sentence appropriately. P13

The questionnaire also explored participants' emotional perceptions of process-oriented writing activities. Item 13 (My motivation towards writing skills increased thanks to the writing activities) ($\bar{X} = 4.08$), the fairly high mean score showed that participants experienced a positive emotional change, particularly an increase in their motivation for writing tasks.

Several participants mentioned increased motivation towards writing activities after the intervention. As can be seen from the following quotation. Some participants reported they felt more willing and comfortable in writing activities.

...But now, I have no problems with writing anymore. In fact, it is even fun. As I saw the text I produced, I started to like it. P1

... But now, I can write more comfortably. I feel more relaxed. I can write more easily and willingly, and I even want to write. P7

Participants also emphasized the different aspects of motivation, such as decreased anxiety and increased self-confidence. Here are some quotes from the participants.

Instead of feeling anxious, I have started to enjoy writing much more. P3

At first, I used to feel anxious and worried. Later on, I started to feel more confident and motivated to succeed. In the beginning, writing felt very boring, but now, I can write more easily, and it feels more enjoyable. P4

Previously, my confidence was quite low because I believed I would make several mistakes after writing. I used to feel stressed thinking about the errors I might make. After this process, my confidence grew as I corrected my mistakes. At first, I felt stressed and thought writing was boring. Over time, it began to feel more enjoyable. P5

Several participants expressed their perceived competencies in writing through Item 10 (I feel competent in writing on a given topic) ($\bar{X} = 4.08$).

Now I feel more comfortable and confident, and I can write better texts in less time. P2

Now writing is easier; it only takes about half an hour. P10

In Item 3 (I know how to plan writing on a chosen topic) ($\bar{X} = 4.08$), participants reflected on their planning skills in the writing process. Many participants mentioned that they began to outline their writing after the training sessions, emphasizing the importance of planning.

I did not use to plan my writing. That's why, my paragraphs weren't fluent or effective. ... I learned that a paragraph is not written by just putting down all the sentences that come to mind, but by using a technique. Now, I write by planning first. P1

Some participants also described how planning improved the structure and coherence of their writing, as seen in the following quotes:

Since I didn't use to plan my writing, my sentences were not connected. Now that I write with a plan and pay attention to coherence, I believe I write better. P13

By creating an outline, I now write more systematically. Previously, I did not pay attention to the steps. Now I realize it is easier when I plan. P11

Many participants reflected on gaining greater control of their writing, as shown by their ranking of Item 15 (I have more control over the content and organization of my writing) ($\bar{X} = 4.00$). For example, the following participants mentioned the acquisition of writing abilities over content and organization.

I also became better at following the content. Previously, I would jump to unrelated content, but now my paragraphs are more organized. P5

I can write topic sentences, supporting sentences, and concluding sentences better now. My texts follow a certain flow in the correct order of development. P10

The training improved my writing skills in terms of planning and organization. I learned to create a plan before starting to write. By planning, I significantly improved the quality of my writing. I also learned about sentence structures, and now I can write sentences properly. P6

Item 12 (I can write a paragraph on a given topic with more confidence) ($\bar{X} = 3.92$) refers to the affective aspect of writing and reflects participants' emotional states. The

following quotes from the interviews describe participants' experiences with confidence in writing during the process-oriented writing activities. One participant said the following quote, highlighting reduced anxiety and increased self-confidence.

...the more I wrote, the more I warmed up to it. I feel more confident now. I'm not afraid of writing, I don't get bored while writing, P13

Similarly, another participant indicated a sense of self-efficacy for writing.

I started writing with confidence. ...Writing is easier now, indicating self-efficacy for writing. P9

A different participant expressed an emotional change.

I used to feel anxious and overwhelmed. Later, I began to feel more self-confident and motivated to succeed. At first, writing felt very boring, but now that it's easier for me, I find it more enjoyable. P4

Item 5 (Preparing a draft makes it easier for me to write about a topic) ($\bar{X} = 3.85$) suggests that some participants perceived drafting as a helpful strategy that facilitates the writing process.

I did not use to create outlines or drafts. Now I write faster, and I know what to say and where, and I can place supporting sentences more effectively. P2

A participant referred to the recursive nature of writing and reported:

I could write the topic and supporting sentences... Toward the end (of the intervention), I was able to use more transition words. My vocabulary improved. As I received feedback, I started to form more accurate sentences. P9

Item 16 (It is not difficult for me to write my feelings and thoughts in a paragraph) ($\bar{X} = 3.69$), indicates that participants found it easier to express themselves in writing. Here is the quote from a participant who reported increased clarity in expressing thoughts and feelings:

I have also noticed that I can convey my thoughts and what I have on my mind better and more clearly. When someone else reads it, they can understand it better. P3

Another participant expressed relief and a sense of confidence in writing.

I can now write my feelings and thoughts more easily. Before, I couldn't write at all and felt anxious, wondering how I would manage it. But now, I write with more ease, and I feel a sense of relief. P3

Item 17 (I prefer process-oriented instead of product-oriented writing) ($\bar{X} = 3.62$) indicates participants' preference for a positive writing environment.

When you gave us feedback, and then we revised it, it was much better. That's because I fixed it; it was a revision. I had the chance to look at it again. P8

A participant highlighted the support they received during the writing process.

When you gave us assignments, the first one might not have been very good. But when you gave me feedback, I went back and rechecked it. After correcting my mistakes, I tried to improve it more in the second one. Writing again and again like this, I gradually got better. P5

Item 11 (I find myself more creative in expressing my ideas.) ($\bar{X} = 3.62$) also indicates a moderate level of participation. This shows that although some participants began to recognize gains in creative expression, the process-oriented approach did not fully contribute to a higher sense of creativity in all participants. Even so, a few participants mentioned that they were able to express themselves creatively in writing. For example, the following participants expressed their development in the interviews.

As I kept writing, I noticed that I could express my thoughts and what was on my mind more clearly and accurately. Now, when someone else reads what I wrote, they can understand it better. P3

Now I can express my feelings and thoughts more comfortably in writing. P7

I can now find more words and describe the same thing in different ways. I'm also better at using transition words and structuring my sentences. P9

4.1.2.3. Low agreement items (3.00–3.40). Item 2 (I can generate words and ideas through brainstorming before writing) ($\bar{X} = 3.23$) and Item 14 (I enjoy writing activities) ($\bar{X} = 3.00$) received the lowest mean scores among all items, falling into the Somewhat Agree category.

These items indicate that participants showed relatively lower levels of agreement on the use of brainstorming as a prewriting strategy and their overall enjoyment of writing activities. Despite the lower scores compared to the other items, the responses still reflect a partial acceptance of these aspects of the process-oriented approach to writing. Here are responses from the Participants regarding Item 2.

At first, I couldn't really do brainstorming. I didn't know how to start the sentence, what to say in it, or how to explain the topic better. But later, I started doing these more easily. P4

During the brainstorming stage, I got better at coming up with ideas. P11

At first, I didn't understand how to brainstorm or create a draft. I liked starting the paragraph right away. But now I am making a draft. I write the topic sentence, and then I decide what to write in the supporting sentences. P8

Item 14 (I enjoy writing activities) ($\bar{X} = 3.00$), another item that received the lowest score among all items, reflected limited enjoyment of writing. Participants expressed mixed feelings about writing enjoyment. They demonstrated a gradual shift in attitudes over time.

Writing felt hard at first, and I didn't want to do it. But later, writing paragraphs became easier and took less time. After that, I started to enjoy writing more than before. P1

At the beginning, I was really stressed and didn't enjoy writing. But as I kept writing, it started to feel more fun. When I noticed I was improving, I felt happy. It made me think that my efforts were not wasted. P5

On the other hand, some participants expressed that they still do not fully enjoy writing.

I started to feel a bit more confident. Writing has become a bit easier. But I still can't say I really enjoy writing. P9

The following quote also mentioned some degree of enjoyment.

Now I feel more confident, and writing takes me about half an hour at most. Before, I felt like I could not do it. I thought I was behind my classmates and needed to work more on writing. Back then, writing felt like torture. Now it's a bit easier, and I have started to like it a bit more. P10

4.1.3. RQ3: Effect on Gifted Learners' Writing Motivation

This section presents the findings regarding the third research question, which explores how the process-oriented writing approach affected gifted learners' writing skills. The items in the Writing Skills Questionnaire (see Appendix C) were thematically categorized to investigate the effect of the process-oriented writing approach on students' motivation for writing skills, as shown in Table 3.1. Two thematic categories were identified for this purpose.

Table 4.5. *Thematic Grouping of Writing Motivation Items*

Theme	Item	Item Statement
Theme 4: Motivation and Enjoyment	Item 11	I find myself more creative in expressing my ideas.
	Item 13	My motivation towards writing skills increased thanks to the writing activities.
	Item 14	I enjoy writing activities.
Theme 5: Confidence and Self-Efficacy	Item 9	I can write my ideas more clearly and concisely.
	Item 10	I feel competent in writing on a given topic.
	Item 12	I can write a paragraph on a given topic with more confidence.
	Item 15	I have more control over the content and organization of my writing.
	Item 16	It is not difficult for me to write my feelings and thoughts in a paragraph.

4.1.3.1. Theme 4: Motivation and enjoyment. This theme focuses on gifted learners' emotional engagement with the writing process. Their ability to express ideas creatively, along with their creativity, motivation, and enjoyment, enhances their writing skills. These include Items 11, 13, and 14, which reflect students' affective responses to writing tasks. While Items 11 and 13 revealed a moderate level of motivation, Item 14 indicated a lower to moderate level of agreement, suggesting variation among participants.

Item 11 – I find myself more creative in expressing my ideas.

Many participants acknowledged that the writing tasks helped them feel more creative and expressive. This finding aligns with the core goal of the process-oriented writing approach, which emphasizes increased motivation through creativity and self-expression at each stage of writing.

Interview responses confirmed that participants improved in creative expression. For example, a participant said:

I can write more fluent and natural sentences. P7

Similarly, another participant reflected an increased ability to express ideas creatively and in an organized way.

I've developed at putting my thoughts into writing, understanding where to place each sentence and creating sentences that connect smoothly with each other. P13

These quotations suggest that when learners feel they can express themselves creatively, they may also experience less anxiety, contributing to increased motivation in writing.

Item 13 – My motivation towards writing skills increased thanks to the writing activities.

Several participants also reflected increased motivation in writing, as indicated in their responses to this item. They described how their feelings toward writing became more positive and confident over time.

Now I write more sincerely and more happily. ... When I finish, I say to myself, 'Oh, it's done!' and 'What a nice piece I've written!' and I feel happy. P8

I used to have a fear of making mistakes while writing. After completing these activities, I gained a sense of confidence. P11

These reflections from the interviews show that process-writing activities not only promote writing skill development but also support increased positive feelings about writing, which strengthen students' progress and motivation.

On the other hand, a moderate level of motivation might be the result of the cognitively challenging nature of the process-oriented writing approach, which can involve high mental effort and lead to anxiety. As learners engaged in multiple stages of writing, they may have focused more on completing the task than enjoying it, especially if they lacked strong self-regulation strategies.

Item 14 – I enjoy writing activities.

Item 14 received the lowest level of agreement among the items on this theme. This may be because, while some participants enjoyed their writing activities, others may not have found writing interesting or enjoyable. Participants had varied emotional responses to the writing process. Here are some quotes from participants who indicated that the writing process became more pleasurable as they became more involved.

Writing used to feel like torture, but now I've started to like it a little more. P10

Now I enjoy writing more; it feels more fun. P12

These responses suggest that writing became more enjoyable for some students as they gained experience and confidence.

However, not all students expressed such positive feelings toward writing. For example, one participant stated:

Writing used to be a pain, but it feels a bit easier now, but I still cannot say I enjoy writing. P9

This quote indicates that even with progress, writing didn't feel enjoyable. It can also be said that while the writing process reduces the challenges of writing, it does not guarantee emotional pleasure in writing for all participants. Writing might be viewed as a formal or academic task and not as something that one personally enjoys, especially for those who have no particular interest in writing or who experience anxiety at the beginning of their studies.

In addition, low to moderate levels of participation in Item 14 may be explained by participants' pre-existing attitudes toward writing. Although the process-oriented writing approach enhanced participants' writing skills and motivation for some participants, some others may still have perceived writing as a burdensome or compulsory task, regardless of their progress. Therefore, the lower level of motivation observed in this item may be linked to both the cognitive challenges of the task and participants' attitudes toward writing.

4.1.3.2. Theme 5: Confidence and self-efficacy. This theme focuses on students' confidence in writing and their belief in their ability to complete writing tasks successfully. Items 9, 10, 12, 15, and 16 under this theme were analyzed under two subthemes according to their connection to writing confidence and self-efficacy: a) Expressing Ideas Clearly and Confidently, b) Writing with Control and Confidence

4.1.3.2.1. Expressing ideas clearly and confidently. Item 9 (I can write my ideas more clearly and concisely), Item 10 (I feel competent in writing on a given topic), and Item 12 (I can write a paragraph on a given topic with more confidence) reflect participants' ability to express their ideas clearly and their confidence in writing on a given topic. Several participants expressed their feelings about being more confident as they gained more experience during the instructional process. A participant stated:

I can write more proper and organized sentences. P9

I used to get worried whenever I was asked to write a text. I used to spend three hours or so thinking about it. ...Now, I feel much more confident and relaxed. I can write better texts in a shorter time. P2

I've become more confident. I write more surely now, without thinking too much—ideas just come to me. P9

My self-confidence has increased. I did not use to believe in myself, thinking that I wouldn't be able to write well. But now, I believe in myself as I learn. P12

I used to write without planning. I didn't get any feedback since I didn't share what I had written with anyone. However, using the process-oriented writing process improved my writing skills because I planned my writing and got feedback. At first, I had a hard time correcting it based on feedback. Later, the number of words you wrote in feedback also decreased. The fluency in my writing has improved. I now write without jumping from one topic to another. Since I didn't outline, the sentences were not connected. However, I believe I write better now because I outline and pay attention to overall paragraph coherence. P13

These responses from the interviews demonstrate that the participants initially experienced challenges and a lack of self-confidence; however, as they practiced writing, they were able to express their ideas clearly and began to feel competent in process-oriented writing activities, using writing strategies such as brainstorming, planning, drafting, revising, and feedback. Ultimately, their progress in writing helped strengthen their self-

efficacy and motivation, as well as enhance their overall writing performance. As a result, they developed positive attitudes toward the process-oriented writing approach.

4.1.3.2.2. Writing with control and confidence. Item 15 (I have more control over the content and organization of my writing) and Item 16 (It is not difficult for me to write my feelings and thoughts in a paragraph) reflect participants' both cognitive and affective aspects of self-efficacy in writing. Item 15 informs participants' sense of control throughout the writing process. Their ability to control the content and organization of their writing helps them feel confident in writing. Item 16 reveals the participants' perceived self-confidence in writing a paragraph. Expressing their thoughts and feelings comfortably enables them to reduce their anxiety while writing.

Many participants reported that they were able to control the content and organization of their paragraphs better. For example, one participant said reflecting a strong sense of ownership over their writing.

While writing, I felt like my writing had become more professional and meaningful. P1

...but now I write in a more structured and coherent way. I know where to place the main idea, support details, and examples better. P2

P2 indicates greater control over the writing process. Similarly, another participant demonstrates improvement in the overall structure of their writing.

I now know how to plan, organize supporting sentences according to the order of events, and finish with a concluding sentence. P8

Many participants also reported that they felt more comfortable expressing their thoughts and feelings in writing. For example, the following participant *indicates* a sense of personal accomplishment.

I don't have problems with writing anymore. P1

I feel comfortable while writing and I enjoy it more. P6

The above excerpts reflect an increased enjoyment of the writing experience. Similarly, another participant reflected a noticeable decrease in anxiety and enhanced self-confidence.

I am more confident now. I am not afraid of writing, and I do not get bored while writing, P13

4.1.4. RQ4: Instructor's Experience with Process Writing

This section demonstrates the findings related to the fourth research question, which focuses on the instructor's experiences in implementing the process-oriented writing approach.

As the researcher and instructor in this study, I conducted the process-oriented approach to writing instruction with gifted learners for an 18-week teaching period. Here, I present my observations regarding writing intervention. My conclusions are based on my perceptions of learners' progress, classroom experiences, and lesson outcomes

At the beginning of the intervention, many participants felt hesitant; they lacked confidence, motivation, and interest in writing. They often complained that they had difficulty organizing their ideas, and did not even know where to begin, as they used to write randomly without outlining. Furthermore, they had limited knowledge about paragraph organization, vocabulary, and sentence construction. Before the intervention, some learners expressed that they were unsure how to write a topic sentence or supporting ideas with examples. Therefore, I supported them by providing writing strategies, such as brainstorming techniques, graphic organizers, and sentence starters. I also introduced sample paragraphs and a transition word list to help them develop their understanding of paragraph structure at each writing stage. This support helped them overcome their fears and begin writing their paragraphs independently. After sample paragraphs and more writing practice, they reported having more control over paragraph structure.

However, I noticed participants still needed extra support and encouragement. This might have been due to perfectionism or fear of making mistakes, which could be attributed to the common characteristics of gifted learners. Therefore, I paid special attention to preparing the content of my teaching instructions to meet the differentiated needs of gifted learners. For this aim, I allowed my students to explore different paragraph types, fostering their higher-order thinking skills and creativity. I observed that my students particularly benefited from the enrichment opportunities, such as sample paragraphs, model outlines, useful vocabulary, and lists of transition words, which scaffolded their writing development at different stages. I also devoted some time to give a motivational speech telling them that Writing is not an immediate process, and it is not possible to learn without making mistakes as part of their development.

At the preparation stage, especially in the first six weeks of the teaching period, some learners were too shy to ask questions, while a few could ask questions to learn more deeply.

I noticed that these learners who asked more questions had extra hours of English at their schools, and they practiced writing more than the other learners in the groups, which raised their confidence in writing. I concluded that as their knowledge about writing grew, they developed confidence, leading to writing motivation.

Time constraints were the most serious problem both for the participants and me as an instructor and researcher. During the second phase of the intervention, I devoted class hours to the instructional part of each paragraph type and assigned participants to write their paragraphs at home since the time allocated for English classes (two hours a week) was limited in the Special Talent Development program at SACs. Participants mailed their assignments to receive feedback. I allocated 2 weeks for the editing and revision stages of their paragraphs. During this process, especially at the beginning of the second phase, I often observed some participants procrastinating on their assignments or not completing their drafts on time, which made me send reminders via email. Later, these participants expressed that they found writing challenging and had to spend long hours finding ideas or the right words to express themselves. In response to their reactions, I always maintained a calm and patient attitude and encouraged them to complete their task to pave the way for their writing development. Over time, I observed that these unmotivated participants noticed their development and struggled to improve their writing skills.

On the other hand, some participants always submitted their work on time and edited their paragraphs properly as they received feedback from me. I described these participants as highly responsible learners. I recognized that these learners are often self-motivated and disciplined in writing activities. They were also punctual all the time in submitting their work. Furthermore, they benefited from my feedback effectively and developed a positive attitude towards revision, making visible improvements after each revision. I noticed these participants also developed their self-monitoring skills and became autonomous writers, step by step. Thus, they needed less guidance over time. Their punctual submission of the assignments also helped me use my time fairly so that the other participants could give feedback at the right time. It was motivating and rewarding for me to observe their progress.

On the teacher's side, some limitations also affected me as an instructor and a researcher. First, the weekly classes were insufficient to carry out all the stages of the writing process. Thus, I reviewed participants' writings outside class time and spent long hours giving personalized feedback for each draft, which created a significant workload for me. Most of the interaction during the drafting, revision, and editing stages took place via email. Replying to student questions, sending them reminders, and returning annotated drafts often

occupied a lot of time, extending my working time beyond regular hours. Providing consistent feedback was challenging. Especially when many participants delayed their submission, it was harder because I also had to prepare materials for the upcoming classes. Supporting each participant individually and balancing my responsibilities as a researcher and instructor often felt overwhelming. Despite these difficulties, I believed in the long-term benefits of the process-oriented writing approach and committed to encouraging and guiding my students through the process.

All in all, it was an invaluable experience for me both as an instructor and researcher. Looking back on the intervention, I recognized that writing development takes time, guidance, a feedback cycle that requires persistence, patience, preparation, and scaffolding. Furthermore, effective writing instruction, especially with gifted learners, demands awareness of their needs. In that sense, my experience as a teacher contributed much to the research. Most importantly, now I strongly believe in the power of the process-oriented writing approach on the product. Finally, I also strongly believe that qualitative observation may sometimes teach more than raw numbers.

CHAPTER V: DISCUSSION, CONCLUSION, AND IMPLICATIONS

This research aims to examine the effect of a process-oriented writing approach on the writing skills of gifted students. The study has four areas of focus: gifted students' writing development, their perceptions, motivation, and the instructor's experiences with the writing process. The process-oriented writing approach with its step-by-step stages, including planning, drafting, revising, and editing with continuous feedback, may serve as an effective instructional tool to teach writing skills, addressing the cognitive and emotional needs of gifted learners. In the following sections, each research question is discussed in detail.

5.1. Discussion

5.1.1. RQ1: Effect on Gifted Learners' Writing Skills

The first research question aimed to determine whether the process-oriented approach has an effect on gifted learners' writing skills. The statistical results demonstrated that the participants' writing scores increased significantly from the pre-test ($M = 47.88$) to the post-test ($M = 73.03$). Since the data were not normally distributed, the Wilcoxon signed-rank test was applied. The test results showed a statistically significant difference ($Z = -3.182$, $p = 0.001$), meaning all participants performed better in the post-test. In addition, the large effect size ($r = -0.882$) suggests a strong, meaningful impact of the process-oriented writing approach on the writing skills of gifted students. These results suggest that the process-oriented approach to writing can be effective in educational settings, especially for gifted learners who require new opportunities, experiences, and intellectual stimulation for growth.

Participants' reflections during the writing process supported their improvement in writing skills. It is striking that all participants expressed that the process-oriented writing approach significantly improved their writing skills, such as planning, overall text organization, coherence, and self-expression. For example, P4 said,

I improved my writing skills in almost all areas of writing.

Likewise, P6 stated,

I think I made progress. Before this training, I didn't know that a paragraph should have a topic sentence and supporting sentences. I didn't revise what I wrote or check it again. I couldn't notice my mistakes. This training improved my writing in terms of organizing and editing. My writing wasn't very fluent before because it was unstructured.

These quotations illustrate how participants progressed from ambiguous or disorganized expression to reader-focused writing. Their development is compatible with the goals of process-based instruction, which encourages learners to express their ideas systematically and fluently (Agustiana, 2016). During the pre-writing stage, they brainstorm and organize their ideas to enhance clarity before they start writing (Zamel, 1982). Throughout the writing process, these ideas are revised and expanded to develop more complex expressions (Flower & Hayes, 1981). Furthermore, learners continue to refine their writing through these stages until they reach a satisfactory final product (Zamel, 1982).

The results are consistent with the previous research that emphasizes the effectiveness of the process-oriented writing approach. For example, Albertson and Bilingsley (2000) stated that process-oriented writing stages enhanced the quality and fluency of gifted students' writings. Similarly, Courtney (2017) observed that gifted learners who benefited from the techniques of the process-oriented writing approach could write longer texts. In addition, Kadmiry (2021) compared the effects of the PWA and product-oriented writing and concluded that PWA effectively enhanced the writing skills of EFL learners. Likewise, Ata (2017) also reported an improvement in the writing skills of EFL students after PWA intervention. All the studies discussed above support the conclusion of the current study, which states that process-oriented writing instruction improves the writing skills of especially gifted students.

5.1.2. RQ2: Gifted Learners' Perceptions of Process-Oriented Writing Approach

This section discusses the findings related to the second research question, which examined how gifted students feel about using a process-oriented approach in their writing activities. The findings, based on the students' participation levels in the Writing Skills Questionnaire, were categorized into three groups according to mean scores: Five items (18, 6, 1, 4, and 8) were rated in the *Completely Agree* (4.23–4.62) category, while most items (n = 11) were rated in the *Agree* (3.41–4.20) category: Items 3, 5, 7, 9, 10, 11, 12, 13, 15, 16, and 17, indicating a generally positive perception towards writing. However, two items (Items 2 and 14) received lower scores and were placed in the *Somewhat Agree* (3.00–3.40) category.

These categories reflect gifted learners' perceptions of the extent to which writing instruction was effective in improving various aspects of their writing experiences, including skill development, use of feedback, motivation, and confidence.

5.1.2.1. High Agreement Items (4.23–4.62). Item 18 (Process-oriented writing activities improved my writing skills), Item 6 (Thanks to the teacher's feedback, I can more easily recognize my weaknesses and mistakes), Item 1 (I can write better paragraphs using the process-oriented writing stages), Item 4 (I can organize my thoughts better), Item 8 (Using the stages of process-oriented writing, I can develop my paragraph from the first to the final draft) ranked in the Completely Agree category indicate the most positive perceptions of gifted learners regarding the process-oriented writing instruction.

Item 18 (Process-oriented writing activities improved my writing skills) revealed that gifted learners perceived significant improvement in their overall writing skills. More specifically, many participants believed that the process-oriented writing approach helped them organize their ideas better and improve their writing through feedback and revisions. Thus, they viewed the process-oriented writing approach as a useful tool for developing well-structured paragraphs. Participants' reflections from the interviews confirmed their progress in various aspects of writing. For example, P1 and P10 reported notable progress in their writing, stating that they could write more professionally. In addition, P2, P6, P8, and P11 emphasized producing well-structured paragraphs. Similarly, P4 expressed improvement in content and overall writing quality. P3, P5, and P7 mentioned enhanced text organization and coherence. In line with participants' responses, Sánchez Vega & López Pinzón (2019) reported that when learners fail to organize their ideas, their texts may lack coherence and clarity. They also emphasized that using the strategies of process-oriented writing enhanced learners' writing performance in terms of content, organization, and fluency.

Item 6 (Thanks to the teacher's feedback, I can more easily recognize my weaknesses and mistakes) indicates that gifted learners appreciated the teacher's feedback during the writing process. Many participants mentioned that receiving feedback and making revisions helped increase their confidence and improve writing skills. For example, P5 stated that receiving repeated feedback helped them recognize their errors and improve their writing. Likewise, P7 emphasized the usefulness of the feedback and revision cycle, while P13 mentioned how learning to revise through feedback contributed to writing development and indicated increased self-confidence.

During the implementation, I observed that participants seemed more motivated and that they increased their efforts, especially when I appreciated their progress at times when they got stuck or felt inadequate or unsuccessful in completing their tasks. Clinkenbeard's (2012) views which support my observations, suggest that feedback focuses on students'

autonomous learning and their own efforts is more effective than feedback that emphasizes their skills in promoting self-determination and perseverance.

Item 1 (I can write better paragraphs using the process-oriented writing stages), Item 4 (I can organize my thoughts better) demonstrated gifted learners' perception of how process writing helps them structure paragraphs and organize their thoughts better. Interview responses from P2 and P7 supported these findings. They expressed that using supporting sentences helped produce a better-structured and more fluent text. Similarly, P6 mentioned how the training improved the ability of organizing and editing their writing. In addition, P6, P8, and P11 emphasized that they had learned about paragraph structure, including topic and supporting sentences, and could now write more coherent and organized paragraphs. As Flower and Hayes (1981) stated, organizing ideas is an important part of the writing process that influences textual decisions to create a meaningful text. Engaging in the recursive stages of writing enables learners to express their ideas clearly, with sufficient time to plan and revise their texts (Onozawa, 2010; Sarmiento & Ortega-Dela Cruz, 2021).

Item 8 (Using the stages of process-oriented writing, I can develop my paragraph from the first to the final draft) confirmed that gifted learners recognized the significant development of their paragraph from draft to final form, as stated by P1 and P10. Therefore, as participants' responses and the questionnaire data suggest, throughout the writing process, gifted learners became more aware of how to produce coherent and meaningful texts by structuring their ideas logically.

5.1.2.2. Moderate Agreement Items (3.41–4.20). Most items ($n = 11$), such as Items 3, 5, 7, 9, 10, 12, 13, 15, 16, and 17, fell into this category, indicating generally positive perceptions of gifted learners regarding the process-oriented writing approach.

Item 7 (Thanks to the feedback I received, I can write more fluent and well-structured paragraphs) and Item 9 (I can write my ideas more clearly and concisely) indicate that participants used teacher feedback meaningfully and enhanced the fluency and overall structure of their paragraphs rather than simply recognizing their mistakes. P7, P9, and P13 emphasized that receiving feedback helped them construct better sentences, while P3 and P13 mentioned expressing their ideas more clearly. According to Hyland and Hyland (2006), feedback is an important tool in L2 writing development, fostering learning and motivation. The purpose of feedback is to guide students to assess their writing critically and help them become independent enough to refine their own work. It also helps learners develop the ability to produce many drafts and express themselves effectively in process-oriented activities.

Item 3 (I know how to plan writing on a chosen topic) reflects learners' awareness of the importance of planning before starting writing. Many participants utilized planning as a strategy to structure better paragraphs. P3, P5, P6, P7, P8, and P11 expressed that planning helped them write more organized texts. Recent studies also confirm that effective planning enhances the complexity, coherence, and overall quality of student writing (Rahimi & Zhang, 2017; Xie & Lv, 2022). Empirical and recent studies also reported the importance of pre-writing activities and planning. Chang (2023) emphasized the value of using strategies such as brainstorming and mind mapping and stated that these strategies helped gifted learners generate ideas and develop their fluency, confidence, and creative expression. In their study, Albertson and Billingsley (2000) showed that when gifted students were explicitly taught how to plan their writing, they became more fluent and structured in their writing.

As participants improved their writing skills, the process became easier for them, which in turn enhanced their writing competency and motivation. This is consistent with Item 10 (I feel competent in writing on a given topic) and Item 13 (My motivation towards writing skills increased thanks to the writing activities). Responses from P2, P10, and P13 reflected increased confidence and a feeling of competence, while P1, P5, and P12 described an increase in their motivation and enjoyment during the writing process. As Pajares (2003) stated, learners' motivation to write depends on their self-confidence in their writing skills. Feelings such as anxiety and stress can affect students' confidence and lower their motivation (Bandura, 1990; Pajares, 2003). For example, students who feel self-confident often show greater interest in writing. They are likely to concentrate better, work harder, and show commitment even when faced with challenges (Pajares, 2003).

As can be seen from the participants' responses, planning writing helped them improve the content and organization of their writing. Item 15 (I have more control over the content and organization of my writing). P5, P6, P11, and P13 mentioned improvement in generating content, organizing their ideas, and planning effectively, which enabled them to maintain coherence and logical flow in their writing. Shin (2008) found that, across all proficiency levels, planned writing tasks improved learners' ability to develop and structure ideas coherently, particularly in terms of content and organization.

As students became more confident in structuring their ideas and creating coherent texts, they expressed confidence through Item 12 (I can write a paragraph on a given topic with more confidence). For example, R13 reported that planning and revising based on feedback from the teacher helped improve the coherence and fluency of their writing, making them

feel more confident and competent in their work. Hyland (2003) sees writing as a process where writers discover and express themselves through topics they are interested in. Through this perspective, writing is a personal activity that enables learners to construct and share their own meanings. Writing stages help build learners' confidence and fluency by providing a structured process to improve content and revise the text. In addition, Zimmerman and Risemberg (1997) claim that students who used self-regulated writing strategies showed greater self-efficacy, motivation to write, and resilience in coping with challenges, which increases their intrinsic motivation and confidence in writing.

Item 5 (Preparing a draft makes it easier for me to write about a topic) reflects that drafting allowed them to organize their ideas and make writing manageable for them. For instance, P2, P3, and P11 explicitly stated that preparing a draft helped them structure their paragraphs, eliminate weak ideas, and write more confidently and efficiently. As stated by Seow (2002), drafting enables writers to improve their writing with more than one plan and revision to write better texts.

Item 16 (It is not difficult for me to write my feelings and thoughts in a paragraph) suggests that participants felt more confident in their ability to write better texts after the training and demonstrated a more positive understanding of process-based writing. Interview excerpts indicated that process-based writing activities helped overcome cognitive challenges and reduce negative emotional reactions such as anxiety, fear, and stress, resulting in greater confidence in writing. Many participants (P2, P3, P5, P6, P7, P10, P11, P12, and P13) expressed that they used to feel nervous about writing before the training, but then, they started to feel more confident and wrote better paragraphs. These interpretations align with the existing literature. According to Bandura (1986, 1990), people's perception of their abilities influences their emotional state and motivation.

Item 17 (prefer process-oriented instead of product-oriented writing) indicates that participants found process-oriented writing an effective tool for gifted learners to write about their feelings and thoughts. Gifted learners reported that they benefited from the structured stages, such as brainstorming, planning, drafting, and revising. For example, P4 and P11 stated that they could generate ideas more easily through brainstorming. P1, P3, P5, P6, P7, P8, P12, and P13 noted that they learned how to plan their writing and could write with more clarity when they planned it. P6 and P13 further expressed that the process-oriented writing approach improved their writing quality and skills.

Additionally, many participants mentioned how process-oriented writing stages helped them develop the structure and organization of their writing. For example, P1, P2,

P8, and P10 emphasized that using a topic sentence, supporting sentences, and a concluding sentence helped them write coherent paragraphs. Participants' reflections confirm that the process-oriented writing approach helped gifted learners develop both their writing skills and increased their self-confidence and writing motivation.

In addition, their reflections are consistent with literature. As Nunan (1999) argues, the process-oriented approach to writing emphasizes successive drafts to produce a well-structured text. It provides positive and motivational learning environments involving collaboration, teaching moments, learners' responsibility, and authentic writing tasks when compared to traditional writing tasks (Graham & Samel, 2011). Therefore, gifted learners may tend to use process-oriented writing tasks because they receive systematic support, including planning, drafting, revising, and teacher feedback, which reduces anxiety and increases a sense of achievement.

Item 11 (I find myself more creative in expressing my ideas) indicates that process-oriented writing activities help learners use language effectively to express their ideas. According to interview data, participants felt more motivated, found writing activities more enjoyable, and could express ideas more creatively. For example, P3 emphasized increased self-confidence and writing with pleasure. Similarly, P7 mentioned expressing ideas with ease. Participants' reflections are consistent with a recent study. In Chang's (2023) study, learners emphasized how the iterative writing process contributed to gifted students' creative expression, writing fluency, and self-confidence. The students expressed confidence in generating ideas and found the writing tasks more enjoyable.

5.1.2.3. Low Agreement Items (3.00–3.40). Item 2 (I can generate words and ideas through brainstorming before writing) and Item 14 (I enjoy writing activities) received the lowest agreement from the participants. On the other hand, they still showed an acceptable level.

Item 2 indicated that while some participants viewed brainstorming as a useful strategy, others did not find it engaging. One possible explanation is that participants might see brainstorming as an unimportant activity or a waste of time. Another reason might be that some are not accustomed to coming up with ideas quickly or they may lack confidence in their creativity. In addition, these participants might find brainstorming an ineffective stage without teacher guidance because it is too abstract or individualistic. Moreover, it is a mental activity that requires concentration, analysis, and criticism of the ideas produced (Rao, 2014). Therefore, students might have found this stage demanding and scored lower.

Item 14 (I enjoy writing activities) received the lowest agreement from the participants, with a mean score of 3. Thus, it can be supposed that some learners may still have limited interest in writing despite improvements in writing skills. In line with this, some participants truly expressed that they didn't like writing in general. For example, P9 expressed enjoyment at a limited level. A possible explanation for this could be that some learners may feel frustrated due to writing many drafts, revisions, and feedback cycles, as it may cause a cognitive load. This is important because the affective aspect of writing is as important as its cognitive aspect (McLeod, 1987). Another possible reason for this is that process-oriented writing is a cognitively demanding activity. It requires more time, effort, and multiple drafts, and can be overwhelming, especially for gifted students who attend SAC for extra hours after school.

All in all, participants recognized the benefits of process-oriented writing and demonstrated a positive attitude; however, they showed varying levels of agreement and mean scores, ranging from *Agree* to *Somewhat Agree*. Varying mean scores may be interpreted from different perspectives. Writing processes involve information processing in the working memory (Kellogg, 2001). Therefore, cognitively demanding steps in process-oriented writing tasks might increase cognitive load and frustration in the writing process, as stated by Wang et al. (2021).

5.1.3. RQ3: Gifted Learners' Perceptions of Process-Oriented Writing Approach

The third research question examined the impact of the process-oriented writing approach on the motivation of gifted learners. Specifically, it focused on the emotional and behavioral changes in their engagement, interest, and effort during the writing process. Gifted learners' motivation can be affected by their personality characteristics, such as perfectionism (Rice & Ray, 2018) or boredom (Gagné, 2005), which can lead to frustration and disengagement in their tasks (Peterson, 2009). Their affective characteristics may affect their motivation and development in writing classes. The process-oriented writing approach with its structured stages may serve as an instructional tool to enhance gifted learners' motivation and writing skills by alleviating the demotivating effects of their traits. Qualitative data reflect gifted learners' motivational change during the implementation. For example, Item 13 (My motivation towards writing skills increased thanks to the writing activities), with a mean score of 4.08, indicates that process-oriented writing activities enhanced gifted learners' motivation to improve their writing skills. However, Item 14 (I enjoy writing activities), the lowest mean score of 3.00, suggests that although some learners

developed positive attitudes toward writing, they may not have found writing tasks enjoyable or interesting. As stated in RQ2, learners' preferences may vary, even when their motivation increases. Some learners may have found the writing task cognitively tiring, especially when engaged in multiple drafts and feedback loops. This reflects the complexity of motivation in this study, where gifted learners felt motivated to improve writing skills, but they experienced varying degrees of satisfaction. Consequently, results show that writing motivation may not always align with enjoyment. These findings are consistent with Courtney's (2017) study, which investigated the use of professional authors' strategies in process writing instruction with gifted learners. The students felt more confident and wrote longer texts, but not all of the students considered writing enjoyable. For example, one student described the writing process as tiring, another one found writing boring when it was not freewriting, and others stated it was tiring without enough time for revision. Students' mixed responses indicated that high motivation may not lead to enjoyment.

5.1.4. RQ4: Instructor's Experience with Process Writing

The fourth research question investigated the instructor's experience with the writing process. In this study, I both implemented and observed the writing process as a researcher and instructor. Thus, I took the initiative to plan lessons, respond to students' drafts, deal with challenges, and witness their growth. My reflections are based on classroom observations, students' reactions, and outcomes of the instruction, which allows for a better understanding of pedagogical and emotional aspects of the writing process, complementing quantitative data.

One of the most important aspects of this experience was adjusting the instruction to meet the needs of gifted learners. At the beginning of the intervention, many students expressed hesitancy about how to start writing, organize their thoughts, structure a paragraph, and build self-confidence. Although the participants were gifted, they lacked basic writing knowledge, such as structure, organizing ideas, and constructing a topic sentence, using cohesive devices, etc. To support my students, I scaffolded my teaching, incorporating explicit instruction, brainstorming techniques, graphic organizers, sentence starters, and a list of transition words. Building my teaching on the principles of differentiated instruction (Tomlinson, 2001), I designed my class considering students' readiness, interests, and learning profiles. Based on their initial writing samples, I identified the students' readiness levels and created instructional materials accordingly. Instructional

differentiation also included identifying their favorite subjects and choosing topics for different genres.

Gifted individuals learn differently from their average-ability peers; differentiating the curriculum is important to meet their learning needs. Based on Gardner's (1983, 1993) theory of multiple intelligence, I also observed my students' learning preferences to select the right strategies (e.g., mind maps, modelling, explicit instruction, working alone) that suited their learning profile. In addition, I provided them with a model paragraph to introduce the outline of each genre. It helped learners to become familiar with the genre and apply it in their writing.

My teaching strategies were grounded in Vygotsky's (1978) Social Constructivist view of learning. According to this view, learning occurs beyond learners' current abilities with support from a knowledgeable one within the ZPD, scaffolding learners' development. Scaffolding is also emphasized in Hyland's (2003) genre-based learning cycle, where learners construct their text through direct instruction, modeling, and negotiating the meaning with the teacher, who scaffolds their writing development. As suggested by Roessingh and Bence (2017), scaffolded and structured writing instruction develops gifted learners' writing skills, confidence, and autonomy, helping them overcome emotional and intellectual difficulties. In line with the theory, I provided sufficient support to help gifted learners gain writing knowledge and confidence, gradually withdrawing my support until they became autonomous.

Throughout the writing intervention, I encouraged my students to explore and express their ideas, fostering their higher-order skills and creativity. Using these strategies and principles of differentiation helped gifted learners reduce their anxiety and learn in a supportive learning environment. Furthermore, I became a facilitator rather than a traditional instructor, guiding my students to take ownership of their own learning as suggested by Ariza Martínez (2005) and Richards and Lockhart (1994).

I observed changes in learners' attitudes toward writing during the intervention process. At the beginning of the intervention, most students were reluctant to start writing and felt unmotivated. Some students mentioned their fear of making mistakes, while others procrastinated on their assignments. I applied strategies, such as modeling, explicit instruction, ongoing feedback, and scaffolding, to help them overcome these challenges. Over time, they used feedback more effectively, and the amount of feedback they received decreased. As a result, participants gained more control over their paragraphs, and their writing skills, confidence, and motivation improved. Eventually, they began to write and

revise their texts more independently and developed into self-regulated learners. As suggested by Schunk and Zimmerman (2007), writing instruction that involves process-oriented goals, explicit instruction, guided practice, and feedback fosters learners' self-efficacy and self-regulation skills. Some learners mentioned that they planned their writing before starting and rechecked it before submitting, which indicates their self-regulation behaviors. Although the motivational effect of writing cannot be measured directly (Graham & Sandmel, 2011), these observations reflected the positive impact of the process-oriented approach on learners' motivation. Ata (2017) and Kadmiry (2021) also reported increased motivation and confidence after implementing the stages of process-oriented writing.

On the other hand, students did not progress at the same rate. Letić-Lungulov et al. (2022) argued that the characteristics of gifted students influence their academic success and should not be considered separately from their non-cognitive traits, which may also impact their development. My observations were consistent with these findings. For instance, some students struggled with perfectionism and sometimes felt overwhelmed or discouraged after multiple drafts and rounds of feedback.

5.2. Implications of the Study

5.2.1. Implications for Gifted EFL Learners

The study suggests useful implications for language teachers and curriculum designers in gifted EFL settings. Since the process-oriented writing approach was found to be effective in developing both writing skills and motivation, it is especially beneficial for gifted learners who require both cognitive challenges and emotional support in their writing process. The following recommendations are based on the findings of this study and are intended to support teaching practice.

Gifted learners often excel at higher-order thinking skills and show superior cognitive performance. The process-oriented writing approach encourages gifted learners to analyze, reflect, and revise their writing. These recursive stages, particularly planning, revising, and editing, improve their higher-order thinking skills.

In addition, writing is a complex skill that requires learners to consider several aspects of writing, such as generating and organizing ideas, structuring them into a coherent and meaningful text with proper use of grammar and vocabulary. In this sense, the process-oriented approach supports their cognitive development by fostering analytical and multidimensional thinking that they need to compose.

Moreover, the process-oriented writing approach encourages gifted learners to explore ideas freely and enhance their creative thinking abilities. With its brainstorming and drafting stages, it develops their ability to express themselves and think freely. The recursive stages provide a flexible writing process to enhance their writing and learn from their mistakes, rather than imposing strict rules.

In addition, the process-oriented approach is perfectly suited for gifted learners who like to regulate their learning process. It encourages learners' self-regulation skills such as self-editing, self-monitoring, and self-assessing throughout the stages. Moreover, it helps learners actively engage in the writing process, take ownership of their task, and grow into autonomous writers.

Gifted learners who are highly sensitive or perfectionists can benefit from the process-oriented approach, as it helps them write more confidently without the pressure of perfection. Step-by-step writing process reduces the fear of making mistakes and increases their writing confidence with consistent feedback. Moreover, the approach fosters a student-centered and collaborative learning environment for gifted learners, supporting their social, emotional, and academic development.

5.2.2. Implications for Language Teachers of Gifted Learners

This study reveals that the process-oriented writing approach is effective in developing gifted learners' writing skills and motivation. In this respect, the role of language teachers is crucial in implementing this approach into classroom practice. This study presents important practical implications for developing gifted learners' writing skills and motivation. These implications can be particularly influential in areas such as planning, providing feedback, and structuring the writing process. The implications presented in this section are based on the findings of the study and are discussed in light of relevant pedagogical theories.

According to the findings of the study, gifted learners could write better paragraphs by following the stages of the process-oriented writing approach. In this respect, language teachers of gifted learners should structure the writing process and model each stage during classroom instruction. In addition, before writing activities, teachers should scaffold learners cognitively, providing them with pre-writing activities, including structured brainstorming, outlines, etc., which facilitates planning their writing. The step-by-step writing process reduced the fear of making mistakes and increased gifted self-confidence. Therefore, teachers should increase motivation by providing constructive feedback and creating a

stress-free learning environment. They should identify learners' level of readiness at the beginning of the writing process and scaffold accordingly, gradually reducing help and encouraging independent writing. In this study, consistent feedback helped gifted learners develop their writing clarity and fluency. Thus, providing regular, constructive feedback, considering individual differences, will help teachers enhance learners' writing skills.

Teachers can benefit from differentiation strategies during the writing process to meet gifted learners' cognitive and emotional needs. For example, using mind maps and paragraph outlines can improve planning and organization, and model paragraphs can help learners internalize the structure and features of a new genre. Using these strategies helps tailor writing instruction and differentiate the writing process without disrupting classroom flow. Differentiation strategies help teachers maximize learning and minimize anxiety and fear of failure experienced by gifted learners.

Teachers should provide strategies to develop learners' self-revision and self-editing, and self-monitoring skills. By engaging learners in recursive stages of planning, revising, and editing, process-oriented writing strategies effectively enhance their self-regulation skills in writing.

Furthermore, writing is a social act that supports cooperative learning. Teachers should facilitate a social learning environment through writing activities such as group writing tasks, peer feedback, or whole-class sessions, and collaborative planning activities that promote meaningful interaction among learners.

5.2.3. Implications for Curriculum Designers

The study demonstrated that a process-oriented approach to writing improved the writing skills, self-confidence, and motivation of gifted learners. The results are particularly important for gifted learners, who are expected to conduct academic research as a part of their English program at SACs, starting in the 9th grade. During their study, they follow the steps of scientific inquiry, including literature review, hypothesis formulation, data analysis, and report writing. This process aligns with the recursive nature of the process-oriented writing approach and requires academic writing skills. Building on this, curriculum designers can enhance the existing program by integrating writing tasks aligned with each step of the process-oriented writing model. In this sense, writing is not only a language skill but also a basic academic competence that enables learners to conduct academic research and do presentations effectively. Moreover, curriculum designers can integrate specific

genres (descriptive, argumentative, cause and effect, etc.) into the curriculum at different terms starting from the Special Talent Development Program (ÖYG-1).

5.3. Limitations

Although this study provides valuable information on the impact of a process-oriented writing approach on gifted English language learners, certain limitations are worth considering. First, the small sample size of thirteen seventh-grade students may limit the generalizability of the results. Furthermore, the study was conducted using a single-group pre-post design with no control group, which limits the ability to establish causality. In addition, all participants were enrolled in the SAC program, which is a specific educational context that does not necessarily reflect a larger school setting. In practice, the intervention was delivered only on Saturdays for 18 weeks, and each writing session lasted only two hours. As a result, writing tasks were assigned as homework, and feedback and revision processes were shared and returned by email. These processes affected the consistency and timing of feedback. In addition, sometimes students were late in responding to teacher feedback, which made the process challenging for participants and the instructor. The intervention was also influenced by other factors such as scheduling conflicts, student absences, and school holidays. On the other hand, the study supports the potential benefits of process-based writing instruction in language learning for gifted learners.

5.4. Suggestions For Further Studies

This study explored the benefits of a process-oriented writing approach for gifted learners, particularly in terms of their writing skills, motivation, and perceptions. Although the results were encouraging, further studies could help us better understand how this approach performs in different educational settings.

First, the study was conducted with a small group of gifted seventh-grade students at a single institution. Future studies could include students of different ages, backgrounds, knowledge levels, and regions to generalize the results. Comparing gifted learners to average-ability learners can also help us understand how the process-oriented writing approach works differently in each group.

Second, Second, this study used a one-group pretest-posttest design without a control group. Future studies could use experimental or quasi-experimental designs with control groups to provide stronger evidence about the effects of process-oriented writing instruction.

Third, the current study focused on paragraph-level writing. Future research could examine how process-based instruction affects students' performance in broader genres such as essays, book reviews, or research papers. In addition, longitudinal studies could also track the long-term effects of process-based instruction on writing development.

Finally, further studies could examine the role of emotional and psychological factors, such as perfectionism, writing anxiety, and self-confidence, in determining how gifted learners respond to process-oriented writing tasks. Investigating the interplay of these affective dimensions with instructional strategies could provide deeper insights into designing effective, student-centered writing interventions for gifted groups.

5.5. Conclusion

The purpose of this study was to examine the effects of a process-based writing approach on the writing motivation and skills of seventh-grade gifted learners. They participated in an 18-week writing intervention program that included planning, drafting, editing, and revising. Quantitative and qualitative data showed that the writing process had a noticeable effect on the writing skills and motivation of gifted students. The results of the Wilcoxon signed-rank test showed that all participants achieved significant development in their writing scores, and this was confirmed by the large difference in effect size between the pretest and posttest. The *Writing Skills Questionnaire* revealed that most students viewed the approach as effective, especially in areas like planning, editing, and teacher feedback. In particular, gifted learners found teacher feedback useful for identifying and correcting their mistakes more easily (Item 6). Moreover, they believed that the iterative stages of the process-oriented approach improved the overall quality of their writing (Items 1, 4, 8, 18). They also improved their ability to logically organize their thoughts and text in a more structured way, writing more coherently and clearly. The results of the interviews confirmed the development of their writing skills. Participants expressed positive feelings about the process-oriented writing process. Additionally, many students reported feeling more motivated and confident when writing. The results illustrated how the process-oriented

approach supported both the cognitive and emotional aspects of L2 writing in gifted EFL learners.



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APPENDICES

Appendix A: Writing Samples from Students

Pre-test Revised Writing Student: P5

He Is My Best Friend

Hi, I am describing my best friend Osman now. He is plump and middle height, **(SP, WWC)** he has fair and straight hair. He is also kind, easy going and very generous he loves sharing something **(WWC)** with us but some of his other friends **(SP)** uses his good face **(WWC)** and makes him angry, but when he is angry, he doesn't fight and doesn't shout a lot, he just warn **(SVA)** his friends. **(RoS)** it's why **(WWC)** I love Osman. About osmans **(C, SP)** hobbies he loves football and play **(SVA)** it well also he loves watching it. His favorite team is Galatasaray like me. He spends his time with play **(WFV)** football, study lessons **(WWC)**, play computer games and hang out with friends like me. He is also good at lessons he takes good points **(WWC)** from his exams and his teachers loves **(SVA)** him. He listens the lesson carefully, he does his own homeworks **(UN)** and sometimes he helps people to understand the lessons, so I love him and he is the one of **(WWC)** the best person **(PN)** in the world.

Post-Test Revised Writing Sample

My Well-Known Friend

My friend Ivan is a person that everybody wants to have. First of all he's a very punctual **(EXT)** creative and easy **(WWC)** going person. While he writes his famous books **(EXT)** he writes about very creative topics. If he makes a promise to go somewhere he goes there on time every time. Also, I don't know anybody who doesn't like him because he is always positive. Secondly, when someone talks about an author you may think that he's old, wears glasses and has gray hair, but my friend isn't like that he has a very cute face, a fit body, and short fair hair. **(ROS)** He looks amazing in all of his photos. He has a lot of girlfriends because he is so handsome. Anybody can take their eyes off him and reads **(SVA)** his books to see him a lot. Lastly, he has a lot of different hobbies like skateboarding () swimming () football, etc. He always does **(WWC)** supports because he wants to have **(MA)** fit body every time in his life. He always plays with his friends because he has a very big

social **(SP)** environment. He always tries to be healthy because it's very important to live a long time.

In conclusion, my friend is very handsome and creative in his healthy life.



Appendix B: Analytic Writing Assessment Rubric (Adapted from Hughes, 2003)

1. Content (0–60 points)

Score Range	Level	Descriptor
51–60	Excellent	Demonstrates thorough knowledge of the subject with sophisticated and well-developed ideas. Content is highly relevant, clearly expressed, and strongly supported.
41–50	Good	Shows good understanding of the subject. Ideas are mostly relevant and adequately developed, though some areas may lack elaboration or depth.
21–40	Sufficient	Demonstrates basic or limited understanding. Some ideas may be relevant but underdeveloped. Content may lack focus or coherence in parts.
10–20	Insufficient	Limited or superficial treatment of the topic. Ideas are poorly developed and often lack relevance or clarity.
0–9	Weak	Content is largely irrelevant or extremely underdeveloped. May not demonstrate understanding of the task. Too brief or off-topic to evaluate.

2. Organization (0–20 points)

Score Range	Level	Descriptor
16–20	Excellent	Writing is fluent and well-organized. Clear sequencing of ideas with effective transitions. Paragraphs are logically structured.
11–15	Good	Mostly well-organized. Ideas are clearly presented, though transitions may occasionally lack fluency or cohesion.
6–10	Sufficient	Organization is present but inconsistent. Some sequencing or paragraph unity is lacking.
3–5	Insufficient	Weak organization. Ideas may be disconnected or randomly ordered. Transitions and paragraph structure are poor.
0–2	Weak	No clear organization. Ideas are scattered or incoherent. It may be too brief to assess structure.

3. Vocabulary (0–20 points)

Score Range	Level	Descriptor
16–20	Excellent	Demonstrates a sophisticated and precise range of vocabulary. Word choice enhances clarity and tone. Effective use of idioms and academic register.
11–15	Good	Vocabulary is generally accurate and appropriate. Some repetition or minor word choice issues may occur, but meaning remains clear.
6–10	Sufficient	Vocabulary is basic and may lack variety. Some misuse of words or limited expressions, but overall meaning is retained.
3–5	Insufficient	Limited range with frequent errors in word choice or register. The meaning is sometimes unclear or awkward.
0–2	Weak	Very limited or inappropriate vocabulary. Frequent errors obscure meaning. Expression is often difficult to understand.

This analytic rubric was used to assess writing samples in terms of three core components: Content, Organization, and Vocabulary. Each component is scored independently based on clearly defined performance criteria. The total possible score is 100 points.

Appendix C: Writing Skills Questionnaire



T.C.
PAMUKKALE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI



Sevgili Öğrenciler,

Bu çalışma Ülker Yörükoğlu Bilim ve Sanat Merkezi'nde özel eğitim alan üstün yetenekli 7. sınıf öğrencilerinin İngilizce yazma becerilerini geliştirmek için süreç odaklı yazma yaklaşımının yazma becerileri üzerindeki etkisini araştırmaktadır. Bu çalışmada İngilizce dersinde yıl boyunca yaptığımız yazma etkinliklerini değerlendireceğiniz 18 maddelik bir anket bulunmaktadır. Ankette bulunan her bir cümle için karşısındaki ilgili yere *Kesinlikle katılıyorum*, *Katılıyorum*, *Kısmen katılıyorum*, *Katılmıyorum*, *Kesinlikle katılmıyorum* seçeneklerinden uygun olanı seçip çarpı koyarak işaretleyiniz. Tüm cümleleri işaretlemeniz bu çalışmada geçerli ve güvenilir veriler elde edilmesi açısından oldukça önemlidir.

Bu araştırmada kimliğiniz gizli tutulacaktır. Kişisel verilerinizin korunması ile ilgili 6698 sayılı Kişisel Verilerin Korunması Kanunu ve ilgili mevzuat uyarınca gerekli tüm tedbirler alınacak ve gerekli tüm yükümlülükler titizlikle yerine getirilecektir.

Çalışmaya katılmanız herhangi bir risk ya da gereklilik içermemektedir ve tamamen gönüllülük esasına dayalıdır. Herhangi bir nedenle kendinizi rahatsız hissettiğinizde bu araştırmadan ayrılabilirsiniz.

Değerli katkınız için teşekkür ederiz. Herhangi bir sorunuz ya da endişeniz olması durumunda lütfen benimle iletişime geçmekten çekinmeyiniz.

Saygılarımla,

Birsen DURMAZ

Ülker Yörükoğlu Bilim ve Sanat Merkezi

Yukarıdaki bilgileri okudum ve bu çalışmaya katılmaya istekliyim.

☐

Bölüm 1: Kişisel Bilgiler

Cinsiyetiniz: [] Kız [] Erkek

Yaşınız: _____

Bölüm 2: Süreç Odaklı Yazma Yaklaşımına Yönelik Görüş Formu

Aşağıda yer alan ifadeleri dikkatlice okuyarak, sizin için en uygun seçeneği işaretleyiniz.

1 = Kesinlikle Katılmıyorum 2 = Katılmıyorum 3 = Kısmen Katılıyorum

4 = Katılıyorum 5 = Kesinlikle Katılıyorum

No	İfadeler	1 Kesinlikle Katılmıyorum	2 Katılmıyorum	3 Kısmen Katılıyorum	4 Katılıyorum	5 Kesinlikle Katılıyorum
1	İngilizce dersinde yazma etkinlikleri yaparken, süreç odaklı yazma aşamalarını kullanarak bir konu hakkında daha iyi paragraf yazabiliyorum.					
2	Yazma etkinliğinden önce beyin fırtınası ile kelimeler ve fikirler üretebiliyorum.					
3	Yazmak istediğim konuyu nasıl planlayacağımı biliyorum.					
4	Düşüncelerimi daha iyi düzenleyebiliyorum.					
5	Taslak çalışma yapmak bir konuda yazmamı kolaylaştırıyor.					
6	Öğretmen dönütü sayesinde eksikliklerimi ve hatalarımı daha kolay görebiliyorum.					
7	Aldığım dönütler sayesinde yazdığım paragrafı daha akıcı ve düzgün hale getirebiliyorum.					
8	Süreç odaklı yazma aşamalarını kullanarak ilk taslaktan son taslağa kadar yazdığım paragrafı geliştirebiliyorum.					
9	Düşüncelerimi daha açık ve net yazabiliyorum.					
10	Verilen bir konu üzerine yazmada kendimi yeterli hissediyorum.					
11	Kendimi ifade etmede daha yaratıcı buluyorum.					
12	Verilen bir konuda daha güvenle bir paragraf yazabiliyorum.					

13	Yazma etkinlikleri sayesinde yazma becerisine karşı motivasyonum arttı.					
14	Yazma etkinliklerinden zevk alıyorum.					
15	İçerik ve düzenleme bakımından yazdıklarım daha hakimim.					
16	Duygu ve düşüncelerimi bir paragraf olarak yazmak benim için sorun değil.					
17	Sadece konu başlığı verilerek yapılan yazma etkinlikleri yerine süreç odaklı yazma etkinliklerini tercih ederim.					
18	Süreç temelli yazma etkinlikleri yazma becerilerimi geliştirdi.					



Appendix D: Syllabus of the 18-Week Writing Intervention

Instructional Framework: The course is based on the process-oriented approach to writing, emphasizing the recursive nature of writing through stages of brainstorming, drafting, revising, editing, and publishing. It aims to foster learner autonomy, reflection, and feedback-driven improvement.

Setting and Participants: This syllabus outlines the instructional design of an 18-week writing program implemented at Ülker Yörükoğlu Science and Art Center (SAC), with 13 seventh-grade gifted students participating in the Special Talent Development Program. Sessions are conducted once a week on Saturdays, each lasting 80 minutes (two 40-minute sessions), between December 4, 2023, and April 27, 2024.

Learning Objectives:

- Apply the stages of the writing process in paragraph development.
- Produce well-structured A2-level paragraphs in five genres: process, descriptive, opinion, cause-effect, and comparison/contrast.
- Accurately use grammar and vocabulary specific to each paragraph type.
- Enhance coherence and unity using logical transitions and reference devices.
- Revise drafts effectively based on feedback from the teacher
- Compile a digital portfolio showcasing their writing development.

Instructional Phases:

Phase 1: Preparation to Write (Weeks 1–6): Focused on introducing the writing process, paragraph structure, and paragraph unity/coherence. Students engage in prewriting techniques such as freewriting, listing, and mapping. They practice identifying topic sentences, supporting details, and concluding sentences, and applying cohesive devices.

Phase 2: Writing Practice (Weeks 7–18): Focused on producing five paragraph types at the A2-level. Each cycle includes model analysis, outlining, grammar focus, draft assignment, teacher-coded feedback, and multiple draft revisions. The final two weeks are devoted to finalizing selected paragraphs and creating a digital portfolio.

PHASE 1: FOUNDATIONAL WRITING SKILLS AND PARAGRAPH DEVELOPMENT (WEEKS 1–6)			
WEEKS	FOCUS	CONTENT	FUNCTION & SKILLS
Weeks 1-2	Process Writing / Getting Ready to Write	What is process writing? Writing stages (brainstorming, drafting, revising), paragraph basics, parts of speech	Understanding the steps of the writing process (such as brainstorming and drafting), using prewriting strategies to generate ideas, and plan a simple paragraph.
Weeks 3-4	Paragraph Structure	Topic sentence, supporting sentences, and concluding sentence; controlling idea; paragraph unity	Building a paragraph with a clear topic, supporting sentences, and a concluding sentence. Keeping the main idea clear and staying on topic.
Weeks 5-6	Unity and Coherence	Cohesion devices, logical order, pronoun referencing, transition signals	Writing a unified and coherent paragraph using pronoun reference, cohesive devices (first, then, also), and practicing logical order and parallel form.

PHASE 2: GENRE-BASED WRITING PRACTICE (WEEKS 7–18)				
WEEKS	PARAGRAPH TYPE	SAMPLE TOPICS	FUNCTION & SKILLS	GRAMMAR FOCUS
Weeks 7-8	Process Paragraph	How to cook rice	Explaining a step-by-step process using sequencing expressions and imperative verbs and organizing ideas clearly in a logical order.	Imperative verbs (Boil the water, Add the rice), sequencing words (First, Next, Then, Finally), quantifiers (two cups of rice), articles (a, the), and pronouns (it, them)
Weeks 9-10	Descriptive Paragraph	Describe a familiar place (e.g., home, park) Describe a person (e.g., friend, parent)	Describing familiar people or places using sensory language and spatial order, selecting appropriate adjectives, and expressing personal impressions.	Descriptive adjectives (colorful, large, quiet), order of adjectives (a beautiful small wooden house), prepositions of place (next to, in front of), there is / there are, linking words (and, because), and the simple present tense
Weeks 11-12	Opinion Paragraph	Are pets good companions? Are TV games harmful or helpful?	Stating personal opinions with reasons and examples; using topic sentences and connectors to make ideas clear.	Opinion expressions (I think, In my opinion), reason clauses (because, so), transition signals (First, also), subject-verb agreement (He thinks), and simple present tense (Pets help people).
Weeks 13-14	Cause and Effect Paragraph	Effects of junk food Effects of air pollution	Explaining causes and/or effects of a situation using logical connectors;	Cause conjunctions (because, since, due to), effect conjunctions (so, therefore, as a result), example phrases (for example, such as), subject-verb agreement (Junk food causes problems), and the simple present tense (Air pollution affects health.)
Weeks 15-16	Comparison and Contrast Paragraph	Compare two cities (e.g., İzmir vs. Denizli)	Comparing and contrasting, using similarity/difference structures	Comparative structures (both, also, similarly, as...as), coordinating conjunctions (and, but), prepositions (in, near), subject-verb agreement (İzmir has, People are), and the simple present tense (Denizli is smaller.)
Weeks 17-18	Revision and Portfolio	Final revisions and digital portfolio compilation	Revising written work, reflecting on writing progress, and final drafts for a portfolio.	Emphasis on reviewing previously taught structures, editing for accuracy, and improving cohesion in writing.

Teaching Methods: The writing program incorporates a variety of interactive and process-based teaching methods to support students' writing development. These include:

- Model paragraph analysis and genre-specific text study to introduce structure and content expectations
- Grammar mini-lessons tailored to the specific requirements of each paragraph type
- Brainstorming, outlining, and guided prewriting activities to support idea generation
- Individualized teacher feedback using coded symbols to guide revision (see Appendix F)
- At-home drafting tasks, where students write their first drafts independently and revise them based on teacher feedback
- Digital portfolio work for reflecting on progress and organizing final written products

Assessment of the Intervention: Student learning is evaluated through both formative and summative assessment tools throughout the intervention. Learners complete writing tasks before and after the program. Pre- and post-writing tasks are scored using an adapted version of the Hughes (2003) analytic rubric:

- Content (60 points)
- Organization (20 points)
- Vocabulary (20 points)

Writing tasks are not graded; they are used for reflection.

Digital Writing Portfolio: Students compile revised versions of their genre-based paragraphs in a digital portfolio. Although the portfolio is not graded, it serves as a reflective tool to monitor individual progress and improvements in writing.

Learner Questionnaire: A five-point Likert-scale questionnaire is used to measure students' motivation, writing self-efficacy, and perceived development throughout the program.

Semi-Structured Interviews: Semi-structured interviews provide deeper insights into students' writing experiences, motivation, and views on the writing process. These insights help support and contextualize the quantitative findings.

Instructional Resources: The writing program makes use of a range of instructional materials to support student development and ensure consistency throughout the intervention:

- Academic English Writing by Oshima and Hogue (1998) serves as the primary reference text for genre-based writing instruction.

- Teacher-created handouts, writing templates, and revision checklists provide guided practice and scaffolded support.
- A coded feedback system (see Appendix F) is used to guide student revisions and encourage reflective thinking during the editing stage.
- Biweekly sample lesson plans (Appendix E) outline instructional goals, weekly focuses, and classroom procedures for each two weeks.
- Genre-specific sample paragraphs and exercises are provided to model structure, content, and grammar usage for each writing type.

Implementation: The program is based on a flexible writing process to fit into a limited learning time (80 minutes per week). Pre-writing activities take place in class, and students complete their first drafts at home. The teacher provides feedback using coded symbols (see Appendix F) via email, allowing students to revise their work at their own pace. Before starting a new writing task, the instructor reviews common mistakes and addresses questions to support learners' ongoing improvement. In the final two weeks, students are given autonomy to select and revise one or more previously written paragraphs for their final digital portfolio

Appendix E: A Sample Lesson Plan

WEEK 3–4 LESSON PLAN: Paragraph Structure

Grade Level: 7th Grade Gifted Students (A2)

Total Duration: 80 minutes (2 x 40 minutes)

Materials: Sample paragraphs, worksheet sets (1–5), smartboard, graphic organizers

Learning Objectives

- Understand the basic structure of a paragraph
- Identify the topic sentence, supporting details, and concluding sentence
- Construct a coherent paragraph using appropriate paragraph structure

Learning Outcomes

- Define the parts of a paragraph.
- Identify topic, supporting, and concluding sentences in the given paragraphs.
- Write a well-organized paragraph with unity and coherence.

Lesson Stages

1. Warm-Up & Activation of Prior Knowledge (10 min)

- Brainstorming activity: What makes a paragraph strong?’
- Show a short paragraph and ask students to label parts they recognize.

2. Presentation (15 min)

- Present definitions and functions of topic sentences, supporting sentences, and concluding sentences.
- Use a sample paragraph on the board.
- Highlight structure visually (color-coded).

3. Guided Practice (20 min)

- Use Worksheet 1: Students identify the topic sentence, underline supporting sentences, and box the concluding sentence.
- Peer discussion on paragraph structure.

4. Task-Based Writing Activity (25 min)

- Task: Choose a given topic (e.g., My Favorite Season, My School, etc.) and write a full paragraph.
- Students follow process stages: brainstorming, planning (using an organizer), drafting.

5. Peer Review & Revision (10 min)

- Exchange drafts.
- Use a checklist to review each other's paragraphs.
- Provide written or oral feedback using guided prompts.

Assessment Tools

- Informal: Teacher observation during activities
- Formal: Students submit their paragraphs for teacher feedback using the adapted

Hughes (2003) rubric

Materials & Resources

- Sample paragraphs (from Oshima & Hogue, 1998)
- Structured Worksheets (1–5)
- Rubric for writing assessment

Reflection & Extension

- Students reflect on what makes a paragraph clear.
- Homework: Revise the in-class paragraph based on peer and teacher feedback.
- Optional extension: Create visual organizers for topic development.

Instructor

Birsen DURMAZ

Pedagogical Note

This plan promotes higher-order thinking by integrating paragraph structure with meaning-making. The structure allows students to actively engage in paragraph construction, while genre-awareness ensures clarity and coherence in writing.

Appendix F: A Guide to Teachers' Feedback



ÜLKER YÖRÜKOĞLU SCIENCE AND ART CENTER

A GUIDE TO TEACHERS' FEEDBACK

INTRODUCTION FOR STUDENTS

This guide shows the symbols your teacher uses to help you improve your writing. Each symbol guides you in understanding your mistakes in the paragraph. With this help, you can find and correct your grammar and/or writing problems. This guide is used in your English class and is also part of a research study at Ülker Yörükoğlu Science and Art Center.

FEEDBACK SYMBOLS TABLE

CODE	MEANING
C	Capitalize: A letter should be capitalized.
Indent	Indent the first line of a paragraph.
()	Reduce the space: Delete extra spacing between words or lines.
MA	Missing Article: An article ('a,' 'an,' or 'the') is missing.
PN	Plural Noun: A plural form is needed.
UN	Uncountable Noun: An uncountable noun that is incorrectly used in a countable context.
MV	Missing Verb: A verb is needed but missing.
SVA	Subject-Verb Agreement: The subject and verb do not agree (e.g., 'He like apples' ✗ → 'He likes apples' ✓).
WV	Wrong Form of Verb: The verb form is incorrect (e.g., tense or participle error).
MP	Missing Preposition: A necessary preposition is missing.
WP	Wrong Preposition: The preposition used is incorrect (e.g., married with' ✗ → 'married to' ✓).
WFP	Wrong Form of Preposition: The form or construction of the preposition is incorrect.
WWC	Wrong Word Choice: The word used doesn't fit the context.
EXT	Extra Word: A word that should be removed because it is unnecessary.
SP	Spelling Error: The word is misspelled.
WO	Word Order: The words are in the wrong order.
ROS	Run-On Sentence: A long sentence with no punctuation or too many clauses.
IncS	Incomplete Sentence: A sentence is missing a subject, a verb, or both.

Use this guide whenever you see correction symbols on your paper. Understanding and correcting your mistakes will help you become a better writer!