

Marmara University
Institute of Educational Sciences
Department of Foreign Languages Education
Division of English Language Teaching

**SELF-REGULATORY STRATEGY DEVELOPMENT IN
WRITING: A CASE STUDY OF A TURKISH EFL LEARNER**

Diler GÜLTEKİN
(M.A. Thesis)

Istanbul - 2016

Marmara Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngilizce Öğretmenliği Bilim Dalı

YAZMA ÖZ-DÜZENLEME STRATEJİLERİNİN
GELİŞTİRİLMESİ: İNGİLİZCE'Yİ YABANCI DİL OLARAK
ÖĞRENEREN TÜRK BİR ÖĞRENCİ İLE YAPILAN DURUM
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Supervisor
Asst. Prof. Selma KARABINAR

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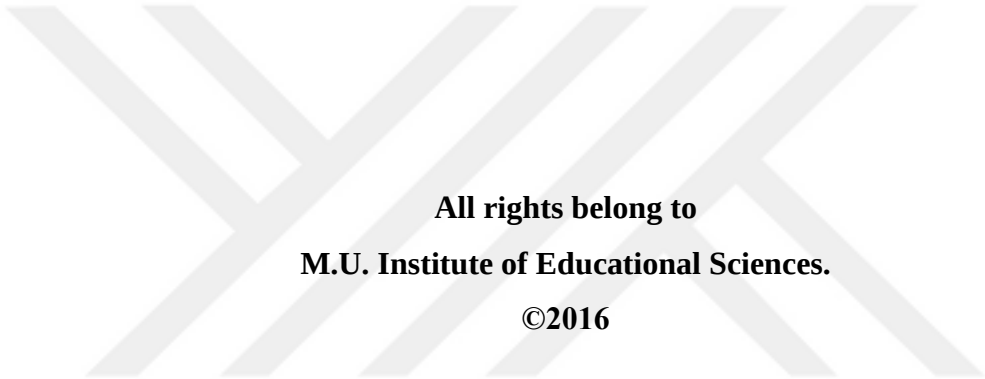
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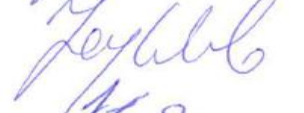
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SELF-REGULATORY STRATEGY DEVELOPMENT IN WRITING: A CASE STUDY OF A TURKISH EFL LEARNER

ABSTRACT

The present study investigates how the instruction of writing strategies in tandem with self-regulated learning strategies help improve a student's self-regulation in writing and enhance her writing achievement.

The study adopted a qualitative approach and case study methodology to gain a deeper understanding of the developmental processes that students undergo on the way to become self-regulated learners in writing. The key participant was a 22-year-old student enrolled in a one-year intensive English language program at a foundation university in Istanbul, Turkey. The study included an 8-week intervention program in which the participant student was given one-on-one tutorials focused on writing strategies as well as self-regulated learning. The data sources collected in this research were pre- and post-intervention interviews, stimulated recall interviews upon the completion of each writing task, goal-setting, self-monitoring and self-evaluation forms, researcher's journals, interviews with the participant's writing teachers, writing outputs (5 opinion paragraphs, 2 opinion essays) of the participant, and the student's writing achievement scores. Thematic analysis was applied to the data to categorize emerging codes.

The findings showed that the intervention program helped the key participant to adopt particular self-regulatory writing strategies and to increase her writing achievement scores. It is important to note that the adoption of several self-regulated learning strategies were not immediate though; the effects of the intervention could mainly be observed in the long term. The analysis revealed that internalization of certain strategies, especially self-regulation strategies such as goal-setting and strategic planning takes time on the part of the learner. However, once they are internalized, their maintenance was found to be long-term.

Research findings suggest that in order to improve students' writing skill, powerful skills and strategies involved in the writing process should be incorporated into writing instruction. In order to ensure long-term maintenance of the strategies and improve students' writing achievement, the instruction of writing strategies should be provided

in combination with self-regulated learning strategies which are crucial to orchestrating the writing process.



YAZMA ÖZ-DÜZENLEME STRATEJİLERİNİN GELİŞTİRİLMESİ: İNGİLİZCE'Yİ
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DURUM ÇALIŞMASI

TEZ ÖZETİ

Bu çalışmada yazma stratejilerinin öz-düzenlemeci öğrenme stratejileriyle beraber öğretilme sürecinin bir öğrencinin yazmaya yönelik öz-düzenleme becerilerini ve yazma başarısını nasıl etkilediği incelenmektedir.

Yazma öz-düzenleme becerilerini edinirken öğrencinin geçirdiği gelişimsel süreci daha yakından takip edebilmek ve derinlemesine anlayabilmek için çalışmada durum analizi yöntemi ve nitel araştırma teknikleri kullanılmıştır. Anahtar katılımcı, İstanbul'da bulunan bir vakıf üniversitesinin bir yıllık yoğun İngilizce programına kayıtlı olan 22 yaşında bir kız öğrencidir. Çalışma süresince, katılımcı öğrenciye 8 hafta süren bir program dahilinde yazma ve öz-düzenleme stratejilerinin öğretildiği bire bir, yüz yüze dersler verilmiştir. Çalışmanın veri kaynaklarını uygulanan program öncesi ve 6 hafta sonrası yapılmış olan görüşmeler, her yazma ödevinden sonra gerçekleştirilen yazma deneyimlerini anımsatmayı amaçlayan görüşmeler, haftalık amaç belirleme, kendini izleme, ve kendini değerlendirme formları, araştırmacının günlükleri, katılımcı öğrencinin yazma dersi öğretmenleriyle yapılan görüşmeler, katılımcı öğrencinin yazma ödevleri (5 fikir paragrafı, 2 fikir yazısı), ve öğrencinin yazma dersi başarı notları oluşturmaktadır. Toplanan verilere tematik analiz yöntemi uygulanmış ve ortaya çıkan öz düzenleme stratejileri kodlanarak sınıflandırılmıştır.

Çalışma sonuçları uygulanan programın anahtar katılımcının İngilizce yazarken belli bazı öz-düzenleme stratejilerini edinmesine ve yazma başarısını artırmasına yardımcı olduğunu göstermiştir. Yazma ile ilgili öz düzenleme stratejilerinden bazılarının edinimi çabuk ve kolay olmamaktadır. Bu nedenle uygulanan programın etkileri ancak uzun vadede gözlemlenebilmiştir. Sonuçlar göstermiştir ki amaç belirleme ve stratejik plan yapma gibi bazı öz düzenleme stratejilerinin öğrenciler tarafından içselleştirilmesi zaman almaktadır. Bununla birlikte, içselleşme gerçekleştiği takdirde, bu stratejilerin sürekli ve uzun vadeli olacağı gözlemlenmiştir.

Sonuçlar öğrencilerin yazma becerisini geliştirebilmek için yazma sürecinde kullanılan güçlü beceri ve stratejilerin yazma öğretimine dahil edilmesi gerektiğini ortaya

koymuřtur. Stratejilerin uzun sreli kalıcılıđını sađlamak ve đrencilerin yazma bařarılarını artırabilmek iin, yazma stratejileri yazma srecini dzenlemede nemli bir rol oynayan z-dzenlemeci đrenme stratejileri ile beraber đretilmelidir.



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ABBREVIATIONS

SRL: Self-regulated Learning

SRSD: Self-regulatory Strategy Development

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

PRI: Pre-Intervention Interview

RJ: Researcher's Journal

SRI: Stimulated Recall Interview

POI: Post-Intervention Interview

GSS Form: Goal-setting, Self-monitoring, and Self-reflection Form

TOP: Thinking from Others' Perspective

5W1H: Who? What? When? Where? Why? How?

TREE: Topic Sentence, Reasons, Explanations, Examples

IWTI: Interview with the Writing Teacher during the Intervention

PWTI: Post-intervention Writing Teacher Interview

CHAPTER I: INTRODUCTION

Anecdotal accounts suggest that transition from high school to tertiary education is challenging for many Turkish students since they are usually required to move from a teacher-guided approach to self-regulated learning. This transition is considered difficult even by the most diligent and successful students. Research shows that this issue is not peculiar to Turkish learners only, but also to a considerable number of international adult learners (Brinkworth, McCann, Matthews, and Nordström, 2009; Raidal and Volet, 2009, cited in Warburton and Volet, 2012). University students as adult learners are expected to play an active role in their learning process by taking on more responsibilities and using self-regulatory strategies to monitor their learning process. This, in turn, is believed to bring them success in academic life as well as in employment.

1.1. Background of the Study

From observation of my students' performance in writing classes at a foundation university in Istanbul, and from discussions with my colleagues, it has become evident that a considerable number of students find 'writing' overwhelmingly difficult and thus, do not like writing classes whilst learning a foreign language. Although there are no nation-wide statistics to support this experience-based knowledge about Turkish students, data from the National Center for Education Statistics (2012) demonstrate that more than two-third of students in the United States cannot produce proficient or grade-level appropriate writing. Most of the students have scored at the basic level or below, and they have adopted a negative attitude toward writing across the grades (Harris, Graham, Friedlander, and Laud, 2013). The National Commission on Writing (2003), have also reported that writing is the most neglected skill in classrooms. Further adding to this picture, research shows that the majority of teachers report inadequate pre- or in-service training in writing instruction (Harris, Graham, Friedlander, and Laud, 2013).

College students' performances are not much better than elementary and secondary school students'. Almost one in every five first-year college students requires a remedial writing class, and more than one half of new college students are unable to write a satisfactory paper free of errors (Intersegmental Committee of the Academic Senates, 2002).

Despite non-existent nation-wide statistics in Turkey, it has been well-known from anecdotal evidence that similar to their American peers, many Turkish students cannot produce proficient or grade-level appropriate writing either in L1 or in L2. Writing instruction nationally is either nonexistent or focused primarily on mechanics rather than composition. Following the adage of "what gets tested gets taught," the lack of writing assessment in high-stakes exams has contributed to the vanishing emphasis on writing instruction in state schools.

Not having sufficient knowledge of grammar, vocabulary and orthography and lack of automatic access to linguistic knowledge in L2 are regarded as the main factors behind poor writing performance (Schoonen et al., 2003). Furthermore, a lot of student writers seem to be unaware of the self-regulatory behavior, which mainly consists of goal setting, planning, self-monitoring, and self-evaluating (Zimmerman, 1998, 2000a) and generally rely on the "what next" strategy (Bereiter and Scardamalia, 1987, cited in Jun, 2012). In other words, they tend not to make any planning before writing and do not bother to self-monitor or evaluate their writing processes, but rather write down whatever comes to mind.

Despite the fact that research findings strongly emphasize the significance of students' use of self-regulatory strategies, few teachers prepare students to learn on their own (Zimmerman, Bonner, & Kovach, 1996). Most teachers do not teach or explicitly focus on study strategies and do not encourage students to set specific goals for their academic work. Neither do they ask students to self-evaluate their performance or assess their self-efficacy beliefs for new tasks. According to Zimmerman (2002), "...self-regulated learning is not asocial in nature and origin". Hence, teachers, coaches,

peers, or parents can teach a learner each self-regulatory process, such as goal setting, strategy use, and self-evaluation through instruction or modeling.

In my writing courses, I often come across students who habitually study writing by simply reading and re-reading their previous assignments and the sample paragraphs or essays that I provide them with. I have barely had students who study writing by writing again and again on their own. Thus, I try to teach them to think about the topic, to relate it to their own experience and prior knowledge, to ask questions, and to check their understanding. However, old habits are hard to break and the new self-regulatory skills are difficult to perfect. Though, with practice, these skills can become habitual as the old skills once became.

Briefly, my personal experience as an English as a foreign language (EFL) teacher and researcher provided the impetus for the present study.

1.2. Purpose of the Study

The chief purpose of the current study is to examine the effects of an intervention program (i.e. self-regulatory strategy instruction in writing) on the participant student's self-regulation, motivational beliefs and achievement scores in writing. Another purpose is to uncover the developmental processes that the student undergoes along the way to become a self-regulated learner in writing.

The writing intervention applied for this research adopted the self-regulated strategy development (SRSD) program developed by Graham and Harris (2009) and it is hoped that it will help the student develop the necessary self-regulatory writing strategies to overcome various problems in L2 writing.

1.3. Significance of the Study

Although there is a considerable body of research on the relationship between self-regulatory behavior and academic achievement, much of this research has been conducted in other disciplines like Mathematics, Science, and L1. Thus, this study will

make a valuable contribution to foreign language learning area. Furthermore, of all the studies carried out in the context of foreign language learning, very few have applied some form of intervention to develop students' self-regulatory learning strategies and investigated the effects. In addition, no study has so far adopted a qualitative and longitudinal approach to investigate the metacognitive, behavioral, and motivational processes that students go through as they learn to write in a foreign language. Thus, this is an area that needs to be further explored in a foreign language learning context and the aim of the current study is to fill this gap in the literature to a certain extent.

Since qualitative studies are relatively rare in self-regulated learning in L2 writing, the findings of the current study will elucidate a lot of details about the development of self-regulation in EFL writing and will benefit several parties across the curriculum.

The findings will firstly benefit the EFL teachers while designing their writing courses. They will be able to consider integrating the self-regulatory strategies in their syllabus and teach them explicitly in their classes. Understanding the significance of the implementation of these strategies will also help teachers to conduct more learner- and learning-centered lessons.

Curriculum planners across different grades may also take the findings of this study into consideration and incorporate the self-regulatory strategies into their curricula so as to transform learners into self-regulated ones. Given that a lot of teachers have to follow their schools' curricula dutifully and are not allowed much flexibility, curriculum developers may consider making the instruction of self-regulated learning strategies a core element of their writing curricula.

Regarding the benefits for the learners, it can be said that they will be more goal-oriented and more focused on task. They will be aware of the existence of different strategies and that each writing task requires a different set of writing strategies. In other words, they will be more selective in choosing what strategies to use for a specific task. Furthermore, they will be able to self-monitor their work and take immediate actions accordingly. Finally, understanding the importance of self-evaluation will enable them

to make a realistic and critical assessment of their own performance and establish further goals accordingly.

Finally, the study will hopefully shed light on further studies that will examine the developmental processes that students undergo along the way to become more self-regulated learners in different grades.

1.4. Limitations of the Study

Since the best method to answer the research questions has been determined as ‘case study’, the research has been carried out with only one participant who is a low-Intermediate level adult learner studying at the English preparatory school of a foundation university in Istanbul, Turkey. The main drawback of case study research is its representativeness because it includes only a single case or a small number of cases (Gerring, 2007). Therefore, the results cannot be generalized to either the whole population of university learners or students from other grades or levels.

Because of the fact that the school that the participant is enrolled in has a modular system and that each module consists of 8 weeks, the intervention program was planned to extend over a period of 8 weeks only. Ideally, it would prove more fruitful if it had been extended over a semester of at least 14 weeks. Also, due to time constraints and the participant’s class schedule, tutoring and stimulated recall interviews were conducted twice a week and each session lasted about 50 minutes.

The differences in students’ cognitive, motivational, and cultural domains may also limit the efficacy of the intervention program. For instance, students who have low intellectual potential might have more difficulty in planning, monitoring their performance processes or outcomes, and effectively regulating their thoughts and actions. Likewise, students with emotional disabilities such as depression may be reluctant to attend the intervention because of the extra personal effort needed to self-regulate during mandatory school activities. Hence, the procedures of the program may

not be rigidly applied to the participant student. The strengths and weaknesses of the student may require a few changes in the intervention.

Finally, the study is limited to self-regulatory strategy instruction solely in writing.

1.5. Definition of Key Terms

The following terms are frequently used throughout the study:

Self-regulation:

Self-regulation refers to purposive processes in which self-corrective adjustments are made to stay on track for the achievement of an established goal (Carver and Scheier, 2011). While adjustments may be in the form of overriding another impulse, they can also be in the form of simple actions taken for distractions from the environmental sources. It is essential that corrective adjustments originate within the person and the process includes characteristics of feedback control.

Self-regulated learning (SRL):

Self-regulated learning is regarded as an activity that students proactively do for themselves. Contrary to the commonly held belief, learning does not covertly occur when exposed to teaching (Zimmerman, 2000, cited in Zimmerman, 2002). It is the learners who are in the center of learning process and it is their efforts that enable learning to take place.

Self-regulated learner:

Self-regulated learners are well aware of their strengths and weaknesses because they set personal goals, select task-related strategies, monitor their strategy use in terms of goal attainment and self-reflect on their effectiveness. This enhances their self-satisfaction and motivation to continue to adopt more successful strategies and techniques to improve their learning (Zimmerman, 2002).

Self-regulatory writing strategies:

These are the strategies for writing both across and within different genres, the knowledge needed to use these strategies, and self-regulated strategies for the use of these writing strategies throughout the writing process. Some of the self-regulatory writing strategies are goal setting, strategic planning, and planning ahead of writing in the forethought phase; content monitoring, organizing ideas, and checking and correcting in the performance phase; and self-evaluation, attribution, and adaptive inference in the self-reflection phase.

Self-regulated strategy development (SRSD):

Self-regulated strategy development takes place across six flexible and highly interactive stages with a gradual release of responsibility to learners (Graham and Harris, 2009): activate knowledge, discuss it, model it, memorize it, support it, and independent performance.

Self-efficacy:

Self-efficacy refers to one's perceptions about their capacities and capabilities to organize and implement actions necessary to attain established goals, designated types of performances or skill (Bandura, 1986).

Meta-cognition:

Meta-cognition is commonly known as "thinking about thinking" (Miller et al. 1970, cited in Dinsmore, Alexander, and Loughlin, 2008, p. 393) or one's being aware of his or her thinking.

CHAPTER II: LITERATURE REVIEW

Zimmerman's (2000a) cyclical model of self-regulated learning is comprised of forethought, performance and self-reflection and it is grounded in social cognitive theory. Hence, the literature review starts with a brief description of the social cognitive theory, which is followed by a thorough analysis of the three phases of the cyclical model of SRL. Next, writing instruction in language teaching is presented. Finally, recent research on SRL is reviewed with reference to the most pertinent studies to the current one.

2.1. Social Cognitive Theory

Social cognitive theory is based on the belief that human behavior is shaped and controlled by personal, behavioral, and environmental factors. Unlike the previously established theories that suggest human behavior is shaped either by environmental influences or internal dispositions only, Bandura's (1977) social cognitive theory brought forward a causation model that involves triadic reciprocal determinism. In this triadic reciprocal causation model, cognition and other personal factors, behavior, and environmental influences all interact and influence each other bidirectionally (see Figure 2.1).

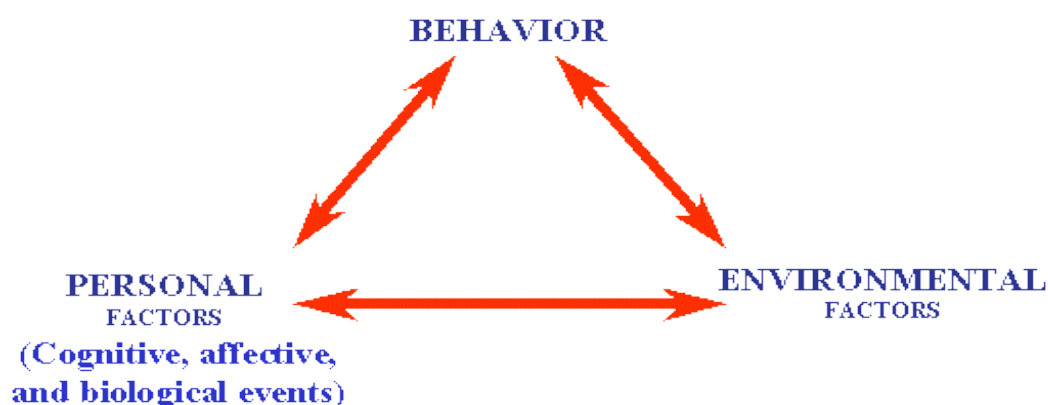


Figure 2.1. Bandura's Triadic Reciprocal Determinism (Pajares, 2002).

The personal and behavior elements of reciprocal causation are reflected in the interaction between thought, affect and action. What people believe and feel affects how they behave. The effects of their actions or behaviors, in turn, influence their thought patterns and emotional reactions (Bandura, 1986; Bower, 1975; Neisser, 1976, cited in Bandura 1989).

The personal and environmental segment of reciprocal causation is related to the interactional link between personal and environmental factors. Human expectations, beliefs, and cognitive competencies are all developed and modified by social influences (i.e. instruction). In the same way, people's physical characteristics, such as their age, sex, height, and attractiveness as well as their social roles and status evoke different reactions from their social environment.

The behavior and environmental aspect of reciprocal causation is concerned with the two-way influence between behavior and the environment. This causation assumes people to be both producers and products of their environment. For instance, while aggressive people create hostile environments wherever they go, funny and amiable people are more likely to generate a friendly atmosphere in their social contexts. Environmental factors, in turn, affect which forms of behavior people develop. Most aspects of the environment though, need to be activated by human behavior. A lecturer, for example, cannot influence a student unless the student attends his or her lectures.

The reciprocal nature of the determinants of human functioning in social cognitive theory makes it possible for teachers to enhance academic learning and student confidence. Employing social cognitive theory as a framework, teachers can work to improve their students' thought patterns and emotional states and help them to change any negative self-beliefs into positive ones (personal factors). They can also work to improve students' academic skills and in- and outside-class practices (behavior), and finally they can try to improve school and classroom conditions that may hinder students' academic achievement (environmental factors) (Pajares, 2002).

2.1.1. Agency

The term “agency” lies at the core of social cognitive theory. “To be an agent is to intentionally make things happen by one’s actions” (Bandura, 2001, p. 2). In other words, people are “agents of experiences rather than simply undergoers of experiences” (p.4). They have the ability to develop, adapt and change behaviors in order to reach desirable consequences. Human agency has four core features: *intentionality*, *forethought*, *self-reactiveness*, and *self-reflectiveness*.

Intentionality refers to a proactive commitment to actions that may result in desired outcomes. However, intentionality, alone, does not guarantee the desired outcomes. There is always a likelihood that we end up with unwanted results, so it must be followed by the second core element of agency, which is *forethought*.

Forethought is basically the ability to set goals. When people set goals for themselves, they think about the possible consequences of prospective actions and choose to take actions that are likely to bring about desired outcomes and keep away from detrimental ones. This forethoughtful perspective provides motivation and guidance for people’s actions and regulates their behaviors.

The third element of human agency is *self-reactiveness*, which refers to the ability to “give shape to appropriate courses of action and to motivate and regulate their execution” (Bandura, 2001, p. 8). Self-reactiveness is the phase which links thought with action. One cannot sit back and expect to achieve the desired outcomes only after adopting an intention and action plan. On the contrary, they need to exercise some courses of action and monitor their patterns of behavior so that they can compare their performance with personal goals and standards. As a result of this self-evaluation, people give direction to their actions and create self-incentives to sustain their efforts for goal achievement. They perform actions that give them self-satisfaction and a sense of pride and self-worth and refrain from doing things that lead to self-dissatisfaction or self-devaluation.

The fourth core element is self-reflectiveness. *Self-reflectiveness* is a metacognitive activity in which people evaluate the correctness of their actions against their

motivation, values, and life goals. People are not only the agents of their actions, but also the examiners.

2.1.2. Self-efficacy

According to Bandura (2001), among the mechanisms of personal agency, none is more central than self-efficacy, which refers to people's beliefs in their own capabilities to exert some control over their actions and environmental events.

Efficacy beliefs are the foundation of human agency. Unless people believe they can produce desired results and forestall detrimental ones by their actions, they have little incentive to act or to persevere in the face of difficulties. Whatever other factors may operate as guides and motivators, they are rooted in the core belief that one has the power to produce effects by one's actions. (p.10)

People's self-efficacy beliefs influence whether they think optimistically or pessimistically about the likelihood of their actions to attain the desired outcomes. What challenges they undertake, how much effort they put in, and how long they persevere in the face of obstacles and failures are all determined on the basis of efficacy beliefs (Bandura, 2001).

It is also the self-efficacy beliefs that determine how the various sub-functions of a self-regulatory system operate. To begin with, self-beliefs of efficacy affect the goal-setting sub-function of self-regulation. The more efficacious people consider themselves to be, the higher goals they set for themselves. Likewise, the more capable they judge themselves to be, the harder they work to attain their goals. On the other hand, people who have self-doubts about their capabilities are easily discouraged by obstacles and failures. Secondly, intrinsic interest and valuation of activities are better predicted by perceived self-efficacy. Research shows that people show keen interest in activities at which they perceive themselves as self-efficacious and derive more enjoyment from doing them (Bandura and Schunk 1981, cited in Bandura 1991). Another subfunction that is affected by self-efficacy beliefs is self-monitoring and cognitive processing during and after one's performances. They affect the perceived causes of successes and

failures. People who have high beliefs of self-efficacy tend to ascribe their failures to insufficient efforts whereas those who believe that they are inefficacious attribute their cause of failures to poor ability (Bandura, 1991).

2.1.3. Self-regulated Learning (SRL)

According to Zimmerman (2002), learning is an activity that students do for themselves in a proactive way; it is not a covert event that occurs to students in reaction to teaching. Grounding his model in social cognitive theory, he describes self-regulation as a “self-directive process by which learners transform their mental abilities into academic skills” (p.65). Hence, SRL refers to an active and constructive process in which learners plan, monitor, and control their own learning. In this sense, ‘agency’ plays a key role in Zimmerman’s self-regulated learning too.

The skills that are required for SRL are as follows: a) setting proximal goals for oneself, b) employing effective strategies for achieving the goals, c) monitoring one’s performance, d) arranging one’s environment in line with one’s goals, e) managing one’s time efficiently, f) self-evaluating one’s strategies, g) attributing causation to outcomes, and h) adapting future strategies and methods. A student’s level of learning has been found to vary according to the presence or absence of these major self-regulatory processes (Schunk and Zimmerman, 1994; 1998, cited in Zimmerman, 2002).

2.1.3.1. Cyclical Model of SRL

There are different models of SRL in the related literature. One of the most prominent models is Zimmerman’s self-regulated learning model, which is comprised of three cyclical phases: *forethought*, *performance*, and *self-reflection* (Zimmerman, 2001) (see Figure 2.1).

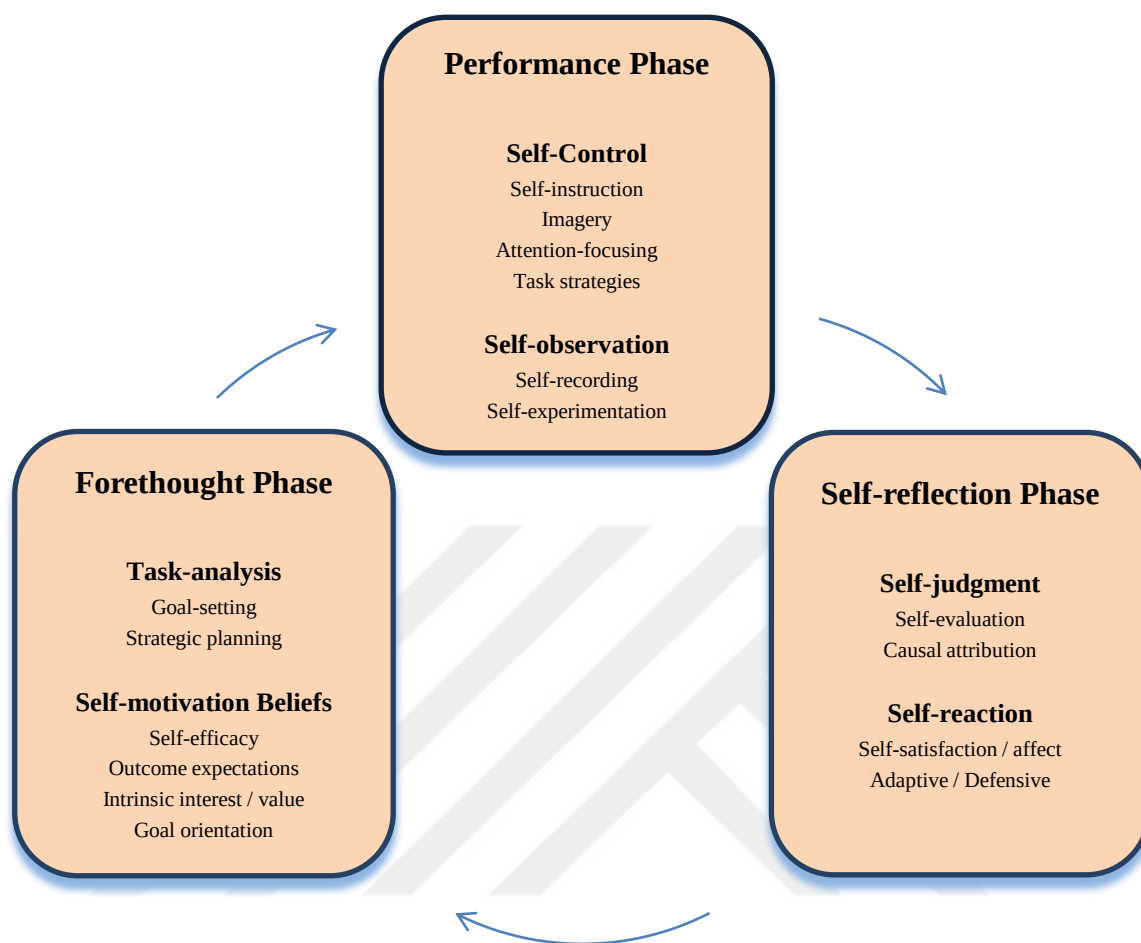


Figure 2.2. Phases and sub-processes of self-regulation (Zimmerman and Campillo, 2003, p. 239).

According to this model, a learner is expected to use the information that he or she gains from self-reflection to feed back his or her forethought, which will eventually start a new cycle until the goal is achieved (Zimmerman, 1998).

2.1.3.1.1. Forethought

The forethought processes take place before any efforts are made to learn. This phase falls into two main categories: *task-analysis* and *self-motivation beliefs*.

Task analysis involves *goal-setting* and *strategic planning*. There is considerable evidence that learners who set proximal goals for themselves and who choose to apply appropriate strategies for the task and setting are highly likely to achieve success.

Self-motivation results from one's beliefs about learning. *Self-efficacy*, which refers to one's beliefs in his or her capabilities for attaining a task is one of the factors that influence motivation levels of a learner. Similarly, *outcome expectations*, what the learner expects to achieve as a result of his performance, are another source of self-motivation. In other words, learners who feel self-efficacious about learning a particular thing and expect to use this knowledge for an important means are more motivated to learn in a self-regulated fashion. In addition, *intrinsic interest* is another factor that affects one's motivation towards learning. It refers to valuing a task for its own merits rather than for its instrumental outcomes. Finally, there is growing evidence that *goal-orientation* increases motivation. Goal-oriented learners focus on developing competence while carrying out a task. They see learning as a means to an end, not an end in itself.

2.1.3.1.2. Performance

The performance phase accounts for processes that occur during behavioral implementation. *Self-control* and *self-observation* are the two processes that control the performance stage.

Self-control refers to the use of particular methods and strategies that were thought of during the forethought stage. *Self-instruction*, *imagery*, *attention-focusing* and *task-strategies* are among the key strategies that were selected. *Self-instruction* refers to thinking aloud or verbalization of the learning process whereas *imagery* means forming a vivid picture in mind. Another form of self-control, *attention-focusing*, is related to improving one's concentration over the task. Learners might achieve attentional control by ignoring or avoiding environmental distractions or by structuring their learning environment by themselves. Finally, *task-strategies* such as grouping an item of food vocabulary with the associated words for food or dividing a task into manageable chunks can assist a learner during the performance phase.

Self-observation refers to “a person's tracking of specific aspects of his or her own performance, the conditions that surround it, and the effects that it produces”

(Zimmerman and Paulsen, 1995, cited in Zimmerman and Campillo, 2003, p. 242). It involves *self-recording* and *self-experimentation*. Students' self-recording their study time, for example, make them aware of how much time they spend studying. Likewise, students may conduct a self-experiment in which they study parallel lessons alone and in company with friends to see which is better or more productive for them.

2.1.3.1.3. Self-reflection

The self-reflection phase refers to processes that take place after each learning effort. The two processes that constitute this phase are *self-judgment* and *self-reaction*.

Self-judgment involves one's self-evaluating his or her own performance and attributing causality to the outcomes. *Self-evaluation* can be done based on different criteria. For example, one can compare his or her performance with his or her previous levels of performance and see if he or she has achieved any progress. Alternatively, one can make a social comparison and compare his or her performance with that of others, like classmates, and evaluate his or her performance according to normative criteria. Lastly, if self-observed performances are compared against an absolute standard of performance, this means self-evaluation is done based on mastery criteria. Self-evaluation is closely linked to *causal attributions* which refer to beliefs about the causes of one's failures or successes. Whether the errors are believed to be caused by one's limited ability or by insufficient effort matters a lot when it comes to sustaining motivation. One who believes that he or she cannot succeed due to limited ability is prone to give up whereas one who attributes his failure to inadequate effort is more likely to invest more effort next time.

Self-reaction involves self-satisfaction or affect and adaptive or defensive responses. *Self-satisfaction* or *affect* refers to one's satisfaction or dissatisfaction with his or her performance outcomes. While satisfaction increases motivation, dis-satisfaction handicaps learning. When one becomes too discouraged, on the other hand, he or she demonstrates *defensive reactions* in order to protect themselves from future dissatisfaction. Task avoidance, apathy and helplessness are among the most common

defensive reactions and they are likely to limit personal growth. In contrast, *adaptive reactions* refer to one's modifying an ineffective learning strategy and choosing a better one in order to achieve better outcomes.

Because of the cyclical nature of self-regulation, self-reactions to performances affect subsequent forethought processes. In other words, people's use of forethought, performance, and self-reflection phase processes are highly correlated with each other (Zimmerman, 2002).

2.1.3.2. Characteristics of Self-regulated Learners

Self-regulated learners substantially differ from other learners in the way they approach challenging tasks and problems. These learners choose from a repertoire of tactics and strategies for a particular purpose and situation and apply them appropriately. In addition, they evaluate whether the strategies they use lead to successful outcomes.

According to Oxford (2011), self-regulated learners:

- are the active participants in their own learning,
- set learning goals for themselves and achieve them by controlling various aspects of their learning,
- regulate their cognitive and affective states, their performance and the environmental conditions for their learning,
- can transfer declarative knowledge to procedural knowledge by using appropriate strategies,
- choose strategies that will best suit to different conditions, purposes, situations, and settings,
- are aware that no one strategy fits perfectly for every purpose or situation
- are aware of the relationship between strategy use and learning outcomes or understand when a particular strategy leads to successful performance.

2.1.3.3. SRL Strategies

Language learning strategy research shows that students who have received instruction in SRL strategies such as goal setting, self-monitoring, and self-reflection display high levels of achievement and motivation (Yongqi Gu, 2010, cited in Oxford, 2011; Zimmerman, 2008; Schunk, 1996; Wood, Bandura, and Bailey, 1990, cited in Cleary and Zimmerman, 2004). In contrast, students who have a poor knowledge base of effective strategies and who do not know how to select, evaluate, and adjust strategies struggle badly at school (Dembo and Eaton, 2000; Weinstein, Husman, and Dierking, 2000; Zimmerman, 2002, cited in Cleary and Zimmerman, 2004). When supported by curricula and teachers, learners play a much more active role in managing and controlling their learning processes and achieve better outcomes. However, when left alone, for example, when studying at home, students rarely use the strategies effectively on their own. Therefore, strategy-instruction is absolutely essential in order to maximize learning outcomes on the part of the students.

According to Zimmerman (2002), what defines self-regulated learners best is their personal initiative, perseverance, and adoptive skill. In addition to social contexts, these learners can sustain particular learning practices in solitary contexts. Considering that many students lack those essential skills for lifelong learning, teaching self-regulated learning strategies is especially relevant in this era. Research also demonstrates that self-regulatory processes are teachable and they are likely to increase students' motivation and achievement. It is also important that instruction of those strategies take place in a specific academic context and occur in a scaffolded fashion (VanZile-Tamsen, 2002).

SRL strategies are categorized in several different ways by different researchers. According to Zimmerman (1989), there are three classes of strategies designed to control behavior, the environment, or covert processes. Behavioral strategies are concerned with observable performance. For example, a student's checking his homework will provide information about the accuracy of his work and whether the selection and use of the strategies were right. A student's arranging a quiet study area at

home for doing his homework, on the other hand, is associated with environmental strategies. As to covert strategies, they are related to cognitive and affective states of the learner (Zimmerman, 2000a). For instance, a student's using an elaboration strategy for learning the Spanish word *pan* by associating it with its English counterpart *bread* (e. g. "Bread is cooked in a pan") is considered to be a covert strategy.

In the remaining section of his work, Zimmerman (1989) lists fourteen self-regulated learning strategies and explains their effectiveness on the basis of the triadic model. Goal-setting and planning, organizing and transforming, and rehearsing and memorizing help optimize *personal regulation*. Strategies such as self-evaluating (i.e. student-initiated evaluations of the quality of a piece of work), self-consequating (i.e. rewards or punishments students are arranging for themselves in cases of successes or failures), and keeping records and monitoring (i.e. taking notes in classes or reflecting while studying) enhance *behavioral functioning*. Finally, the strategies of *environmental structuring* (i.e. selecting or arranging the physical setting to make learning easier), seeking information (from non-social sources such as the Internet or the library), reviewing texts and notes, and seeking assistance from peers, teachers, or adults optimize the students' immediate learning environment.

Another classification belongs to Pintrich (1989, cited in VanZile-Tamsen 2002), who lists the three main components of self-regulatory strategy use as follows: cognitive strategies, such as rehearsal and organization; resource-management strategies, such as time and effort management and use of outside learning resources; and metacognitive strategies such as self-observation and task-appropriate strategy use.

Oxford's (2011) strategic self-regulation model consists of cognitive, affective, and sociocultural-interactive strategies. Cognitive strategies enable the learner to form, modify, and use L2 knowledge. For example, activating knowledge when needed for a language task is categorized as a cognitive strategy. Affective strategies help the learner to be filled with positive emotions and to maintain motivation. Sociocultural-interactive strategies help learners to communicate in sociocultural contexts and to form identity. In addition to these three strategies, three metastrategies are introduced by Oxford (2011):

meta-cognitive strategies that facilitate learner use of cognitive strategies, meta-affective strategies that help the learner to use affective strategies, and meta-sociocultural-interactive strategies that enable the learner to use sociocultural-interactive strategies appropriately.

Unlike previous researchers who have classified self-regulated learning strategies in general academic terms, Lichtinger (2004, cited in Kaplan, Lichtinger, and Gorodetsky, 2009) makes a classification of self-regulated strategies solely for writing. He categorizes the strategies into four groups: cognitive strategies, such as reader awareness and eliciting a context; metacognitive strategies such as monitoring content and regulating attention; behavioral strategies, such as seeking help; and motivational strategies such as enhancing task value and administering self-praise.

Self-regulated learners, who take active part in their own learning, are widely known to achieve academic success at university (Boekaerts and Corno, 2005; Schunk and Zimmerman, 2008). “Good self-regulators do better academically than poor self-regulators even after controlling for other potentially influential factors” (Zimmerman and Bandura, 1994, p.846). In fact, according to Zimmerman and Schunk (2001, cited in Cassidy, 2011), self-regulated learning is considered essential not only for successful academic life but also for employment and for the development of lifelong learning skills. Hence, it is essential to teach self-regulated learning strategies in an academic context, if not earlier.

2.1.4. Metacognition

Metacognition emerged as a construct in the 1970s and was described as the way one monitors or thinks about one’s own cognition (Flavell, 1979). It is also commonly known as “thinking about thinking” (Miller et al. 1970, cited in Dinsmore, Alexander, and Loughlin, 2008, p. 393). Similar to self-regulation, metacognition is also, for the most part, rooted in Bandura’s social cognitive theory and the concept of *agency* which suggests that people, their behavior, and the environment in which they act reciprocally influence one another. “Metacognition has been indicated as a key component of agency

and has been increasingly regarded as one of the facilitating factors of self-regulated learning, as it helps people transfer skills, knowledge, and strategies across contexts and situations” (Azevedo and Witherspoon, 2009; Schraw, 1998, 2009; Veenman, Van Hout-Wolters, and Afflerbach, 2006, cited in Negretti, 2012, p. 144).

Metacognition is composed of metacognitive awareness and metacognitive monitoring. Metacognitive awareness refers to one’s awareness of their thinking and learning strategies and comprises three aspects: declarative knowledge, procedural knowledge, and conditional knowledge. Declarative knowledge refers to the awareness of what strategies are appropriate to be used for a specific task. Awareness of how to apply these strategies is known as procedural knowledge and awareness of when and why to employ these strategies is referred to as conditional knowledge. As to metacognitive monitoring, it refers to one’s ability to evaluate their own performance.

Metacognitive monitoring is seen as important as metacognitive awareness owing to the fact that it helps learners make accurate judgments about their own performances.

According to Dinsmore et al. (2008), metacognition has recently diverged and expanded from the original conceptualization of Flavell (1979) and come closer to the construct of self-regulation, which caused many researchers to use these two terms interchangeably.

2.2. Writing Instruction

2.2.1. Brief History of Writing Instruction in Language Teaching

Until quite recently, writing has been one of, if not the most, neglected aspects of English language with the assumption that it would naturally develop as a result of teaching grammar and vocabulary (Hedge, 2005). In other words, the mastery of grammatical and syntactic forms has mistakenly been equated with the mastery of writing.

When the teacher’s focus is essentially on the grammatical accuracy of the individual sentences in a text, this approach is referred to as the product approach to writing (Richards, 1990). Some of the features of the product approach are as follows:

- correct sentence structure is essential
- learners are provided with model compositions in order to avoid errors and display the rules –the rhetorical patterns- that they should use in their own writing
- the patterns and forms of organization need to be in conformity with what the conventions say for a particular text type

As the above items show, in product approach the teacher is mainly concerned with the student's writing, the end product. No time and effort is spared for the teaching of writing as a skill. Students are taught the necessary language structures and lexis, given the topic and asked to write individually, with no help from outside.

Recent research (Hedge, 2005) into the skill of writing has revealed that a good written text has some features other than accurate use of grammar and vocabulary such as:

- having a good range of structures and vocabulary,
- spelling accurately,
- punctuating meaningfully,
- connecting information and ideas across sentences to develop a topic,
- developing and organizing the content clearly and persuasively, and
- using the conventions of layout correctly.

Regarding the cognitive processes that good writers seem to go through, research has yielded the following insights (Hedge, 2005):

- they usually start off with a plan in their heads (however, the plan usually changes in the process of writing as the act of writing itself generates further planning or revisions to the plan)
- think about the audience, who they are writing for, and how to influence that audience
- draft out sections of the writing (focusing on overall organization and getting their meanings down as effectively as possible)

- revise their writing (try to improve the macro aspects like content and organization and move on to looking at surface features such as spelling and grammar).

These findings suggest that teachers must respond to students as a writer and focus on the means that brings them to the end. When the learners are perceived as creators of language, when they are allowed to focus on content and message and when their individual intrinsic motives are put at the centre of learning, it is termed as the process approach to writing (Brown, 2001).

According to Brown (2001), the process approach:

- focuses on the process of writing rather than the final written product
- helps student writers understand their own writing process
- draws students' attention to strategies for prewriting, drafting, revising, and editing and helps them develop these strategies
- provides students with sufficient time to write and rewrite
- places great emphasis on the process of revision
- helps students discover what they want to say in the process of writing
- gives students feedback through all the stages of the writing process, not on the final product only
- encourages feedback from peers as well as teachers
- places considerable importance on individual conferences between the teacher and the student during the writing process.

According to the process approach, there are various stages that any piece of writing goes through. Generally speaking, the process of composition moves from planning to composing to revising and editing.

Planning, which is called 'rehearsing' by Murray (1980, cited in Richards 1990), involves brainstorming ideas about the topic; relating ideas to each other; thinking about the audience and the purpose of the writing task. In this stage, the writer is only

interested in finding as many ideas as possible about the topic, but he does not surely know how many of them will be used in the draft.

The composing stage, which is also known as ‘drafting’, involves putting ideas onto paper in rough form. The writer examines the topic from a particular aspect and lets his ideas flow without worrying about what Ur (1996) calls the micro aspects of writing (i.e. spelling and punctuation). What has been written usually generates further ideas and plans. Thus, the writer might go back to the rehearsing phase, think again and change the bits that he has already noted down.

Finally, in the revising and editing stage, the writer evaluates what he has written, makes necessary deletions and additions to improve his work as well as concentrating on the organization, content, and the surface features such as punctuation and spelling.

Good writers feel the need to revise what they have written at any phase of the process. They often go backward and forward to see the relation of ideas to each other. In that sense, writing is not a linear process at all, but rather a recursive one (Harmer 2007). White and Arndt (1991, cited in Harmer, 2007, p. 326) stress the recursive characteristic of writing as follows: “‘writing’ is re-writing ... re-vision –seeing with new eyes”.

Likewise, according to Brown (2001), writing indeed is a thinking process and the aim of process approach is to give students a chance to think as they write. Students are also given freedom to do an unlimited number of revisions before they submit their product to the teacher. As Elbow (1973, cited in Brown, 2001, p.337) once said, writing is not “a way to transmit a message but a way to grow and cook a message”. That’s why good writers end up thinking something they could not have started out thinking.

2.2.2 Academic Writing

The study of academic writing has gained momentum as the number of higher education institutions and the number of students pursuing higher education have considerably increased recently. Since learning to communicate through academic genres is extremely intricate (Swales, 1990), academic writing is often regarded as a problem that requires remediation (Lillis and Scott, 2007). However, research seeking to understand

how students learn to write academically has often failed to pay attention to the personal experiences of the students and what kind of developmental processes they go through (Negretti, 2012).

The prevailing view in the field of academic writing is that academic written communication must be tied to specific genres and discourse communities (Swales 1990). Thus, it is essential for novice writers to be familiar with academic discourse and to recognize the fundamental features of academic genres (Hyland, 2006). This brings to mind the question of how this awareness of discourse and genre is fostered, how it translates into writing strategies and choices among these strategies, and ultimately how it determines a student's ability to communicate effectively through academic writing. In this regard, investigating metacognition in writing could shed light on how students learn to write effectively.

2.2.3. Self-regulated Strategy Development (SRSD) in Writing

The ability to formulate ideas and to express them well in written form is of utmost importance in any academic context. However, the nature of writing deems it more challenging than other skills when it comes to self-regulation. It is because writing activities are usually performed individually and require creative effort. In addition, the output that is produced needs to be revised several times until the personal standards of quality are fulfilled. Even professional writers report using a variety of techniques of self-discipline to stimulate their writing activities (Barzon, 1964; Gould, 1980; Wallace and Pear, 1977, cited in Zimmerman and Bandura, 1994). The processes controlling writing achievement are, therefore, considerably important and this is when the instruction of self-regulatory strategies comes into play.

Self-regulated strategy development for writing consists of six stages (Harris, Graham, Friedlander, and Laud, 2013):

- a) **Develop and activate knowledge needed for writing and self-regulation:**
Teachers talk about writing and self-regulation strategies to be learned and try to develop or activate students' declarative, procedural and conditional knowledge.

Ideally, goal-setting and self-monitoring are introduced at this stage together with writing strategies specific to targeted genre.

- b) **Discuss it:** This stage is usually combined with the first stage in instruction. Teachers and students talk about students' present writing and self-regulation abilities, their attitudes and beliefs about writing, and how these factors may help or hinder them as writers. Teachers emphasize the role of both effort and learning powerful strategies in becoming a better writer. They also establish students' commitment to learn strategies and act as a collaborative partner.
- c) **Model it:** Teachers use interactive modeling of writing and self-regulation strategies.
- d) **Memorize it:** Teachers require and confirm memorization of strategies (mnemonics as appropriate).
- e) **Support it:** Teachers and students work collaboratively when using writing and self-regulation strategies. Prompts, guidance and, collaboration are gradually faded until the student can compose successfully alone.
- f) **Independent performance:** Students are able to use writing and self-regulation strategies independently. Teachers monitor and support as necessary.

In summary, self-regulatory strategy instruction includes explicit, interactive learning of powerful strategies for writing both within and across genres, the knowledge required to use these strategies (i.e. grammar and vocabulary) and strategies for self-regulating one's composing a piece of writing. The aforementioned stages are flexible and recursive and students should only progress across stages as they meet criteria for doing so. In other words, instruction does not proceed until students demonstrate progress in one stage.

In order to achieve success in writing activities, one needs to have a high sense of perceived self-efficacy (Zimmerman and Bandura, 1994). People who have self-doubts about their capabilities are easily discouraged by failures or obstacles. The ones who believe in their capabilities, on the other hand, are able to regulate their own writing

activities and to master particular academic subjects. They tend to intensify their efforts when they fail to reach their goals and they persevere until they succeed.

2.3. Studies on SRL

Research has provided us with clear evidence that SRL methods are particularly effective in assisting students to adopt a strategic approach towards writing (Zimmerman and Risemberg, 1997). Although intervention studies on self-regulated L1 writing are prevalent in the academia, research concerned with self-regulation in foreign language education, specifically in foreign language writing, is rather scarce (Graham and Harris, 2000).

2.3.1. Studies on SRL in L2 writing

Applying theories of SRL and metacognition, Negretti (2012) sought to understand the developmental processes that beginning academic writers go through as they engage in the communicative practices of academic writing and build rhetorical awareness. She conducted the study with 17 university students taking an introduction course to academic composition writing and included both conceptual and strategic instruction in the course content. The students were assigned to write four papers throughout the course (a text analysis, a narrative, a persuasive essay, and a research paper) and they were required to keep journals as well while writing each composition. The prompts for the journals were provided by the researcher and they aimed to elicit what strategies the students used to deal with the task, how and why they used them, their progress, and their evaluation of the final performance. The findings showed that self-regulation of writing is dependent on full awareness of metacognitive strategies (at declarative, procedural, and conditional levels) and monitoring and evaluation of one's performance. It was also revealed that metacognitive awareness heightened during the writing experience. By using or testing a strategy and then being encouraged to reflect on it, learners developed an awareness of why certain strategies work for certain assignments but not others.

Jun (2012) investigated the major problems adult Korean learners of English experience in L2 writing and conducted case studies with 5 Korean adult learners to examine how they develop SRL skills to deal with lexical problems in their English writing. The study intended to help the participants to overcome these issues, first through tutored assistance and then more independently by controlling their uses of strategies through planning, self-monitoring, and self-evaluation processes. The study involved two phases: the first phase was devoted to the identification of the most common problems encountered by Korean learners of English whereas the second phase was devoted to one-on-one tutorials. The intervention lasted 9 weeks during which the participants were asked to write and revise 3 argumentative essays. The intervention followed the cyclical SRL model of Zimmerman and focused on various strategies that were devised in Phase 1. The researcher analyzed the participants' uses of strategies, self-ratings on their essays, and several measures of essay quality to examine changes in their SRL skills, self-efficacy, and writing skills. As a result, the participants were found to have developed their SRL skills and to have improved their self-efficacy beliefs as writers and the quality of their essays.

2.3.2. Studies on SRL in L1 Writing

Harris, Graham, and Mason (2006) investigated the effectiveness of SRSD with a group of 66 struggling writers aged 7 or 8. Adopting an experimental design, the researchers divided the participants into three groups. The first experiment group were given explicit SRSD instruction together with the course content that focused on story and persuasive writing. The second group received the same treatment with the addition of a peer-support component to SRSD instruction and the third group served as the control or the comparison group. The results demonstrated that teaching genre-specific strategies in conjunction with self-regulatory strategies helps improve writing performance of struggling writers as young as second graders. Peers' helping each other was also found to be a very useful strategy for young struggling writers. According to the authors, the most profound implication carried by this research is that explicit and

systematic teaching of self-regulatory writing strategies to school-aged children is extremely beneficial to their writing achievement.

A very similar study to Harris et. al's (2006) was carried out with a group of 66 fifth graders in Turkish primary school context (Uygun, 2012). Aiming at investigating the influence of self-regulated strategy development on children's writing practices, self-regulation of writing skill, retention, and attitudes towards writing, the researcher adopted a mixed-method approach. While the experimental group was provided writing instruction integrated with SRSD model, the control group received regular instruction in line with Turkish curriculum for primary school fifth graders. The intervention for the experimental group lasted 16 weeks (2 lessons per week) and the researcher followed the six steps of SRSD (Harris et. al, 2008) in the instruction of two genres: story writing and informative writing. Pre-tests and post-tests were implemented to both experimental and control groups to evaluate the effects of self-regulated writing instruction on students' writing attitudes, self-regulation in writing, retention and achievement scores. The findings revealed significant differences between the experimental and control groups in support of the effects of self-regulated writing instruction. The experimental group developed more positive attitudes towards writing classes, used self-regulated strategies in their writing, their retention of strategies was found to be sustainable, and they scored better in story writing and informative writing tasks.

Brunstein and Glaser (2011) sought to understand whether the instruction of writing strategies together with self-regulation strategies was more effective in improving the quality of writing outputs than teaching the writing strategies alone. They also wanted to clarify the mediators that help self-regulated learning of cognitive strategies produce superior writing achievements. The study was conducted with 117 fourth grade students with German L1. A pretest, posttest, and follow-up test design was adopted with two conditions: instruction of writing strategies and self-regulated strategies versus instruction of writing strategies only. In both conditions, instruction was delivered in five sessions (one session per week), each of which consisted of two consecutive 45-

minute lessons. Results demonstrated that teaching writing strategies together with self-regulated strategies enhanced students' skills of planning and revising stories, as a result of which the overall quality of their stories improved. Teaching of self-regulated strategies also enhanced students' knowledge about effective writing and strengthened their self-efficacy beliefs.

Unlike the previous studies which were conducted with elementary and secondary level students, MacArthur and Philippakos (2013) worked with a population of adult learners enrolled in a community college in the US. The researchers developed a curriculum for developmental writing classes in community colleges and placed self-regulated strategy instruction at the core of the curriculum. Apart from specific writing strategies for planning, drafting, and revising, students were also given instruction on self-regulated strategies following Graham and Harris' (2009) SRSD model. The curriculum was followed in eight classes over two semesters and it was evaluated according to the qualitative and quantitative data collected at the end of the semesters. As a result of the program, students were found to have made substantial gains in writing quality and conventions. There was a significant increase in writing quality from pre-test to post-test. Overall ratings of other conventions of writing such as grammar, vocabulary, and mechanics also showed a marked increase from pre-test to post-test. Furthermore, the results of student interviews were found to be consistent with the quantitative findings about self-efficacy and affect. However, since there was not a control group in the study, it is not possible to know exactly whether gains were brought by the curriculum, by writing instruction in general, or by other factors.

After reviewing their schoolwide performance data on public exams, Mountain View Elementary School in the US decided to implement a Tier 2 writing intervention to fourth graders as 28% of them (the highest percentage at school) were far away from meeting proficiency levels (Johnson, Hancock, Carter, & Pool, 2012). Because of a strong evidence base, the school selected to use the SRSD model for teaching the participant seven students writing strategies and self-regulated strategies as part of the intervention program. The intervention focused on strategy development for story

writing and opinion essay. Each SRSD session lasted 30 minutes and the participant students attended the sessions 4 days per week. The writing intervention ended in success for six of the seven students who received the instruction. By the end of 12 weeks, four students achieved the goal of TWW (total words written) performance at the 50th percentile. Two students had performances a little below the 50th percentile, and the final student did not make much progress because he had missed a large number of the sessions.

2.3.3. Studies on SRL in Academic Achievement

A considerable body of research has revealed that teachers can foster a student's capacity for self-regulation and improve their academic success (Cleary and Zimmerman, 2004; Carver and Scheier, 2005; Chemers, Hu, and Garcia, 2001; Ziegler and Heller, 2000; Ziegler and Moeller, 2012).

To begin with, Cleary and Zimmerman (2004) developed a Self-Regulation Empowerment Program with the intention of empowering middle-school students so that they would adopt positive self-motivational beliefs, have a good knowledge base of learning strategies and use these strategies in academic-related tasks in a self-regulated manner. In a pilot case study, a self-regulated learning coach provided the participant adolescent with explicit instruction in the cyclical model of self-regulation developed by Zimmerman (2000a) integrated with the problem-solving model. The study is comprised of two components: diagnostic assessment and self-regulation development. The researchers reviewed objective data such as homework assignments and test scores and conducted structured interviews with the student and her teachers and carried out think-aloud protocols with the student. After identifying students' motivational and strategic weaknesses, the empowerment program started off. The first step in the training was to cultivate the belief that school success is under student control. In order to do this, the coach raised the student's awareness of her strategic errors and highlighted the important link between strategy use and academic success or failure. Next, the coach focused on the enhancement of the student's repertoire of study and learning strategies and the final step involved teaching the student how to use her newly

acquired strategies” in a cyclical, self-regulated manner. As a result of her appropriate use of newly acquired strategies, Anna’s test scores considerably improved and the premise academic success is largely under students’ control was reinforced.

In a quasi-experimental, quantitative study that was conducted with first-year French and Spanish students at tertiary level, Ziegler and Moeller (2012) examined the impact of the *LinguaFolio*, a portfolio-based formative assessment designed to increase self-regulated learning on the student motivation, learning, and achievement. Students taking the Spanish course served as the experimental group as they used the *LinguaFolio* intervention, while students in the French classes served as the control group because they did not use it. Students in the experimental group were asked to self-assess their language ability and performance with a pre- and post-test. Data from *LinguaFolio* were compared to students’ achievement scores on unit tests in order to confirm how accurate students were in self-assessment. The results indicated that there was a strong link between the *LinguaFolio* use and increased student intrinsic motivation, increased task-value, and more accurate self-assessment of learning. The researchers recommended the use of *LinguaFolio* as an effective method to increase SRL in students.

Another study (Ferreira & Simao, 2012) that was conducted with A1 level young learners of EFL demonstrated that explicit teaching of self-regulated learning is crucial for learners to reduce or overcome any potential difficulties they will encounter in academic life. The researchers conducted a case study with an elementary school teacher who changed her in-class practices to foster SRL strategies in her students. The teacher’s classroom practices promoted opportunities to encourage students to become conscious of their learning process as they used the specific SRL strategies (self-evaluation, goal-setting and planning, rehearsing and memorization) and as they carried out reading and writing tasks in class. Having collected data from classroom observations, daily reflective interviews with the teacher, and the students’ outputs in the lesson, the researchers concluded that the students showed a considerable improvement in goal-planning and motivation as well as a little improvement in self-

evaluation. The results reflect the importance of developing SRL strategies in students from early years on in the classroom while doing mandatory tasks from the curriculum.

Another study on the enhancement of SRL was carried out by Kostons, Van Gog, and Paas (2012). They believed that students must be able to accurately assess their own performance on a task and use this assessment for the selection of a new learning task. Otherwise, SRL is not considered to be effective and learners who fail to make an accurate self-assessment of their own performance are bound to produce poor learning outcomes. In their first experiment, the authors researched and confirmed their hypothesis that observing another person engaging in self-assessment and task selection, or both, is likely to be effective for secondary school pupils' acquisition of self-assessment and task-selection skills. In the second experiment, they hypothesized and confirmed that as the secondary school pupils acquired self-assessment and task-selection skills, either through examples or through practice, they would improve in SRL skills too. The results revealed that self-assessment and task-selection are very important skills in SRL and training these skills can considerably increase the students' amount of knowledge that they can gain from SRL.

Stephens (2009) investigated the development of SRL skills with online students. He researched the effects of the use of weekly goal planning forms, with no assistance from the teacher, on the self-regulatory learning skills and academic achievement of online learners using a quasi-experimental design. Participants for the study were 27 postsecondary students who were enrolled in two different sections of the same online course. Two data collection instruments were used with the experimental group in the study: the Learning and Study Strategy Inventory (LASSI) to evaluate the participants' use of learning and strategic study strategies and the goal planning form to increase the motivation level of the learners. The control group, on the other hand, were not given the goal planning forms. The results showed the use of weekly goal planning forms enabled the participants, who were postsecondary online learners, develop self-regulated learning strategies without teacher assistance. Learners who used a goal planning form (the experimental group) reported an increase in their use of self-

regulated learning strategies, but there was insufficient evidence to conclude that they outperformed the learners who were not asked to fill in the weekly goal planning form (the control group) academically.

Xiao (2006) examined the effect of goal orientations, perceived competence, and strategy training on college students' use of SRL strategies and achievement. As the experimental group, five of the ten language classes were randomly selected to undergo training of self-regulated language learning strategies. They were sent a language learning strategy training brochure, a self-study guide, and asked to read it and to complete a one-page reflection paper answering how they employed or would employ the self-regulated strategies to learn the foreign language they were currently taking in that class. The control group were not sent the strategy training brochure. The language learning strategy training brochure served as an intervention in the study and the researcher was interested in examining its effects on students' self-regulated strategy use and academic achievement. The results showed that the students who were provided with the self-regulated strategy training scored higher on both the strategy use and the achievement than those in the control group. However, the difference was not significant statistically. According to the researcher this was because of the fact that the training material was just a self-study guide, not a part of the course requirements, so it was doubtful whether all the participants had studied it thoroughly.

In a similar study that was conducted in Turkey, Vural (2013) carried out a mixed-method intervention study to seek out the relationship between SRL strategy training and students' awareness and use of these strategies and academic achievement. The study was based on a 7-week training program consisting of two 90-min. blocks of lessons per week. The training sessions were not independent of the course content; on the contrary, they were embedded in the course material with the intention of reaching more effective results. Throughout the study, 30 sophomore students were asked to study assigned content before attending the class and keep a self-monitoring form where they recorded their study start and finish times and the context they studied in. After that, they were supposed to analyze the data on their self-monitoring forms and rate

their self-efficacy for homework and exams. During the study, the first 15 minutes of each class was devoted to group discussions in which students evaluated their own use of particular strategies as well as the strategies used by their peers. After the discussion, the course content was covered and the students were given a quiz. They were then asked to compare their quiz scores with their self-efficacy ratings and set goals accordingly for the coming week. The results revealed that the strategies students most frequently used (environmental structuring, time management, and help-seeking) were the same before and after the training. However, they reported using meta-cognitive strategies more after the training. Finally, students' awareness of the SRL strategies and perceptions of their effectiveness together with their achievement scores were found to have increased after the intervention.

Another study that investigated the effects of SRL strategies instruction on Turkish students' English achievement, SRL strategies use and attitude towards English lessons was conducted with 47 freshman students in a state university by Vardar (2011). The 8-week long study employed an experimental method using a pre-test - post-test design. While the experiment group received English instruction integrated with SRL strategies (e.g. goal-setting, time-management, help-seeking, self-evaluation, etc.) the control group were not given any treatment. The experiment group were also asked to keep all their work in a portfolio and given regular feedback by their instructor so that they could be able to monitor their own progress on a regular basis. The findings showed that after the intervention, English achievement of the experiment group increased significantly. However, no statistically significant difference was found between the experiment and control group in terms of Motivated Strategies for Learning Questionnaire (MSLQ) and English Attitude Scale.

2.3.4. Other Studies on SRL

Some researchers studying SRL are interested in finding new methods of monitoring student performance and providing feedback to encourage SRL in students. (Iran-Nejad, 1990; Zimmerman and Schunk, 2001; Zimmerman and Tsikalas, 2005, cited in Barber, Bagsby, Grawitch, and Buerck, 2011). For example, Barber, Bagsby, Grawitch and

Buerck (2011) examined the effects of using the MyGrade application within Blackboard as a means of performance monitoring on students' motivation and achievement. The MyGrade is an online platform into which instructors post their students' grades on all course assignments, exams, quizzes, and other projects, and students can access them at any time. The findings showed that monitoring their course performance through the MyGrade application increased students' motivation to study and helped them stay focused and pay more attention in class. Access statistics for the application in two undergraduate psychology classes indicated that students who checked their grades at least once a week considerably improved their exam scores compared to those who accessed their grades less than once a week.

Another research study was carried out by Çölok (2010) with 5., 6., 7., ve 8. grade primary school students from both rural and urban areas. The study investigated the possible relationships between self regulation strategies of primary school English language learners and different grades, gender, residence, and socio-economic status. The data obtained from the Motivated Strategies for Learning Questionnaire (MSLQ) revealed that the top highly used strategies among primary school students were control of learning beliefs, task value, and extrinsic goal orientation whereas the lowest rated ones were effort regulation, peer learning, and test anxiety.

In summary, it is fairly evident from the literature review that there is a considerable body of research that investigated SRL strategies that learners use in academic contexts. There are also quite a number of SRSD intervention programs that were conducted to increase students' awareness of SRL strategies and their academic success. Nevertheless, research studies that are focused on SRSD in L2 writing remain extremely scarce.

CHAPTER III: METHODOLOGY

This chapter focuses on the methodological procedures adopted for the present study. First, the case study research method is explained followed by the design of the study. Next, the research questions are listed and the setting of the study, case selection, and the participants of the study are presented. Following the description of the data collection instruments, details regarding the intervention are provided. Finally, after the data analysis procedures are explained, the trustworthiness of the study is discussed.

3.1. Research Methodology

The key factor in determining the methodology of a research study is the research questions under investigation. According to Yin (2003), there are two elements of a research question: its *substance* (What is the study about?) and *form* (Is it a “who”, “what”, “why”, or “how” question?). “Why” and “how” questions are likely to lead to the employment of case studies as the preferred research methodology because such questions require a thick description of events and an in-depth analysis (Gerring, 2007). These research questions also need to be traced over time, which is practicable only in case studies.

Apart from the research questions, the prevalence of experimental studies on a given topic within a field makes it necessary to conduct case studies (Gerring, 2007). As can be understood from the literature review, the area of self-regulated learning is largely dominated by quantitative and mixed-methods research studies. Hence, carrying out qualitative research, specifically a case study, on this topic will elucidate the processes leading to results rather than the significance of the results themselves (Gillham, 2000). This does not mean that the results are ignored in case studies, but the focus is rather on the underlying reasons leading to those results. In other words, how participants feel or what they experience as they are going through the process is of major concern to the case study researcher. “This concern with *process* (leading to the outcomes or 'results')

can be key to understanding what needs to be done to change things” (Gillham, 2000, p. 7).

According to Yin (2003, p.13) a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Since the major aim of the current study is to investigate how self-regulatory strategy instruction in writing helps improve self-regulation in writing, the case study method is the most appropriate to employ for this research. It is hoped that the use of this method will best uncover the processes that students undergo on the way to become (more) self-regulated learners in writing.

The use of case studies provides researchers with a number of benefits. To begin with, they prove more useful results than cross-case studies when a subject is being studied for the first time or a fundamentally new concept is being investigated. Secondly, despite being considered as one of the weakest forms of research reports, case studies are still believed to provide “the first line of evidence” on a given topic within a field. Moreover, well-constructed case studies are likely to verify cause and effect relations on a particular topic revealing the intermediate factors lying between the two. Last but not least, they enable the researcher to probe into details which would otherwise be impossible to achieve in a standardized survey study. All things considered, it can be said that case study researchers choose to know more about less over less about more (Gerring, 2007). They prefer to investigate an issue about which little is known.

3.2. Research Design

Different authors classify case study research designs into different groups. According to Stake (1995, cited in Creswell, 2007), they can be classified as *the intrinsic case study*, *the instrumental case study*, and *the collective or multiple case study*. In a single intrinsic case study, the focus is on the case itself and the researcher provides a very detailed analysis of the experiences that the case undergoes in the reporting stage. In an instrumental case study, on the other hand, the researcher’s attention is centered on an

issue (the research topic or the question), not on the case. Thirdly, in a collective or multiple case study, the researcher again focuses on one issue, but chooses more than one case to investigate that issue. The present study is an instrumental case study because I will particularly investigate the effects of self-regulatory strategy instruction in writing on students' self-regulation and academic achievement in writing. "The case is of secondary interest, it plays a supportive role..." and it will facilitate the understanding of the research topic (Stake, 2005, p. 437).

Case studies can also be classified as *exploratory*, *explanatory*, and *descriptive* (Yin, 2003). An exploratory case study is interested in formulating new research questions. Explanatory studies intend to answer "How?" or "Why?" questions whereas descriptive studies try to find an answer to "What?" questions. Although each type has its own distinctive features, they inevitably share some common characteristics (Duff, 2008). This study can be considered explanatory because the research questions primarily seek to find an answer to "how" the student's self-regulation in writing is influenced by the self-regulatory strategy instruction in writing. This means that the research findings will go beyond mere descriptions to find some causal patterns among data and yield explanations about the phenomenon.

In order to see the effects of self-regulatory strategy instruction in writing, an 8-week intervention program was applied to the key participant. Self-regulatory strategy instruction included explicit goal-setting, writing strategies instruction according to the needs of the participant, self-monitoring, and self-evaluation through systematic practice from week 1 to week 8. In total, I had fifteen meetings (one-on-one tutoring sessions and stimulated recall interviews) with the participant over a period of eight weeks.

After that, there was a five-week break from the tutorials and the post-intervention procedures were applied in weeks 14 and 15. The main reason why another stimulated recall interview was held with the participant after the five-week break was to see the long-term effects of the intervention when guidance was withdrawn.

The choice of research design has been made according to the research questions and the shape of the evidence – what is currently available and what might easily be collected by the investigator (Gerring, 2007). Considering the quality and quantity of information that is already available around the research topic and the feasibility of data collection, the following research design has been created for the present study.



Table 3.1. Overall Design of the Study

Phases	Data type	Instruments	Level	Module	Week
Pre-intervention	Quantitative	1. Participant’s writing achievement scores obtained in the previous module	A2	3	1
	Qualitative	2. Demographic information form	B1	4	
		3. An interview with the participant			
		4. Researcher’s journals			
Intervention	Qualitative	1. Untimed writing tasks (5 opinion paragraphs X 2 drafts = 10 drafts)	B1	4	1-8
		2. Goal-setting, self-monitoring, and self-evaluation form			
		3. Stimulated recall interviews (10 in total)			
		4. Researcher’s journals			
		5. An interview with the participant’s writing teacher			
	Quantitative	6. Participant’s writing achievement scores obtained during the intervention period			
Post-intervention	Qualitative	1. Untimed writing tasks (2 opinion essays)	B2	5 (Summer School)	14
		2. A stimulated recall interview			15
		3. An interview with the participant			
		4. An interview with the participant’s writing teacher			
	Quantitative	5. Participant’s writing achievement scores obtained during the summer school period			
	Qualitative	6. Researcher’s journals			14-15

As shown in Table 3.1, the current study employed an interrupted time-series design (McDowall, 2004). In other words, while the study was investigating the influence of the intervention (self-regulatory strategy instruction in writing) and the processes that the participants underwent during the intervention, a comparison of their pre-intervention self-regulatory strategy use and post-intervention strategy use was made.

3.3. Research Questions

The study investigates the following research questions:

1. How does self-regulatory strategy instruction in writing help improve self-regulation in writing?
2. How does self-regulatory strategy instruction in writing help improve motivational beliefs for writing?
3. How does self-regulatory strategy instruction in writing help improve the student's achievement in writing?

3.4. Setting

The study was conducted at the English Preparatory School of an English-medium foundation university in Istanbul, Turkey. The university has over 15,000 registered students at both undergraduate and graduate levels in its 8 faculties and over 35 departments. The students who cannot pass the English proficiency exam at the start of an academic year are required to enroll for one-year-intensive English preparatory program offered by the School of Foreign Languages and must complete the program in maximum 2 years.

A modular system is implemented at the English Preparatory School of the university. An academic year consists of 5 modules. While the 1st and the 2nd modules are in the first (fall) semester, the 3rd and the 4th modules are in the second (spring) semester. The 5th module, also called the summer school, falls outside the two semesters and takes place in the summer period. As for the length of the modules, the first four modules are extended over a period of 8 weeks, but the summer school, or the 5th module, is

extended over a period of 5 weeks only. Since the academic year ends in the middle of July every year, the academic calendar does not allow for an 8-week regular module in the summer.

Students receive 24 hours of guided instruction a week at each level. In order to compensate for the missing three weeks in the summer school, students are provided with 4 hours of face-to-face and 2 hours of online tutorials per week, and encouraged to do more work outside of the class. The courses at each level are structured into integrated skills lessons and writing lessons which are taught by two different teachers. Integrated skills teachers, otherwise called main course instructors, focus on the development of all four skills and are responsible for covering language objectives. They use the *New Language Leader* coursebook series as the core material and *Grammar Practice* (3rd Edition) series as the grammar reference and practice book. They are also responsible for covering the supplementary materials provided by the level coordinators on a weekly basis. Writing class instructors, on the other hand, solely focus on the development of writing skills and use the in-house produced writing booklets as the course material.

Students are given a placement exam at the beginning of the academic year and placed into four levels according to their exam scores: A1, Elementary; A2, Pre-Intermediate; B1, Intermediate; and B2, Upper-Intermediate. Students need to achieve an overall score of 65 in order to move to an upper level. The ones who score below 65 are to repeat the same level. Students who fail a level within an academic year are placed in separate repeat classes. When they repeat a level they do not study the same coursebook; instead, they are provided with in-house prepared materials by the level coordinators on a weekly basis. The level objectives remain the same though.

To illustrate, a student who is placed into the A1 level in the 1st module at the beginning of the academic year studies A1 level objectives for 8 weeks. If he/she achieves an overall score of minimum 65, he/she moves to A2 level in the 2nd module and studies A2 level objectives for 8 weeks. If the student cannot achieve a score of 65, on the other hand, he/she fails the level and studies A2 level objectives for 8 weeks again in the 3rd module. These level passing or failing procedures are followed until students have successfully completed the B2 level and passed the English proficiency exam.

Students are required to complete B2 level with a passing score (65) in order to be eligible for the proficiency exam. The ones who achieve a score of 60 or above in the proficiency exam are entitled to follow-up with English-medium undergraduate study in their faculties in the following academic year. The ones who fail the proficiency exam, on the other hand, must continue to attend the English preparatory program for at least one more module.

At the time we met, it was the beginning of the 4th module at school and the key participant (Sinem) had just started B1 level. All the pre-intervention and intervention procedures were administered throughout the 4th module when Sinem was studying at B1 level. The post-intervention procedures, however, were purposefully left to the end of the summer school (5th module) in order to assess the long-term effects of the intervention program.

3.5. Case selection

Case selection remains a central issue within case study research because among numerous people that can be interviewed and events or activities that can be observed, the researcher needs to choose the best sample(s) that will be both representative and informative (Gerring, 2007). There are two basic types of sampling: probability (i.e. simple random sampling) and nonprobability sampling (i.e. purposeful sampling). According to Merriam (2009), nonprobability sampling, the most common form of which is purposeful or purposive sampling, is the most appropriate sampling strategy for case studies.

While selecting Sinem, I followed a purposive (nonrandom) selection procedure (Gerring, 2007). The reason why I chose my case purposively is that I wanted to guarantee that she will provide leverage into the research questions under investigation. Otherwise, randomly chosen cases might have been wildly unrepresentative and uninformative. To begin purposive sampling, one needs to determine a set of selection criteria for the person or people to be studied. The criteria that the researcher establishes must reflect the purpose of the study and help identify information-rich cases (Merriam, 2009). For the purposes of the current study, I have laid down the following criteria for

the case selection: first, he/she would have been studying English for a long period of time, preferably since primary school; second he/she would still be at the beginning or elementary level at the start of tertiary education; third, he/she would not be doing well in writing; fourth, he/she would show interest in the intervention program; and finally, he/she would agree to complete the assigned homework over a period of eight weeks during the intervention and two more weeks after the intervention. The first three items in the selection criteria were especially important because they would help me, the researcher, ensure that the selected case is representative of the typical student profile at any English preparatory school of a foundation university in Turkey. The last two items were also important in order to minimize the risk of the participant's dropping out of the study.

Among different types of purposeful sampling, I chose to adopt the typical-case sampling because a typical case "reflects the average person, situation, or instance of the phenomenon of interest" (Merriam, 2009, p.78). Typical cases are also likely to produce relatively more generalizable results (Bogdan and Biklen, 2006).

Given that the common practice adopted in a lot of single-case study research in applied linguistics is opportunistic convenience sampling (Duff, 2008), the participant student for the current study was selected based on the same practice. I asked my colleagues at work if they had any students in their writing classes who met the aforementioned selection criteria. I requested them to refer those students to me so that I could meet and inform them about the intervention program.

Initially, 6 students who applied to join the intervention were included in the study. After they were informed about the goals, procedures and requirements of the research, they were asked to sign the participant consent form for ethical reasons (see Appendix A).

One of the participant students left after the first week and the other two participants left in the middle of the third week. The remaining three students, one of whom was the key participant, Sinem, continued to attend the program on a voluntary basis. They were all kept in the study until the end as a precaution against mortality or attrition (Duff, 2008). Attrition refers to the risk of one or more participants' dropping out of the study because

of personal problems such as losing interest in the study or having a health problem. Sinem was selected as the key participant among the three students because she never missed a session or an interview and wrote all the assigned paragraphs and essays as required by the program.

3.6. Participants of the Study

There is one key participant in the study, whose pseudonym is Sinem. The other participants are the key participant's writing teachers.

3.6.1. The Key Participant (Sinem)

Sinem is a 22-year-old girl who had been studying English for about 16 years when the present study started. She started learning English at kindergarten at the age of six. Then she went to a private school where she continued studying English from grade one to twelve. Although she had studied English all through her school years, she could not manage to pass the English proficiency exam given by the English preparatory school of her university. On the contrary, she was placed into A1 (elementary) level according to the results of the institutional placement exam.

Sinem studied at A1 level for two months in the 1st module. Achieving an overall score of 71 at the end of the 1st module, she passed to A2 level. She studied A2 level objectives in the 2nd module. Obtaining an overall achievement score of 55 in the 2nd module, unfortunately, she failed the A2 level course. In the 3rd module, she had to repeat A2 level for another two months, and she managed to pass it with a borderline passing score of 65 this time. At the time we met, Sinem had just started the B1 level course in the 4th module, and was very anxious about passing the course.

Sinem's writing exam scores had almost never been promising since she started her studies at the English preparatory school. At A1 level her scores were 65, 75, and 65. She received lower scores during her studies in A2 level (Pre-Intermediate): 30, 35, and 35, which discouraged her from writing altogether and caused her to fail A2 level. When she repeated A2 level in the 3rd module, her writing scores were far from satisfactory again: 37,5, 35, and 50.

Sinem's English achievement graphic is fairly typical of students who start English preparatory school at elementary level. These students who have been studying English for several years before entering university manage to survive A1 level with minimum practice and effort. However, when they move to A2 level, their background of English is no longer enough for them to meet the level objectives without doing extra practice and expending some effort. Therefore, although a vast majority of the students manage to pass A1 level, nearly half of them fail A2 level. If they can only barely pass A2 level, this time, those students probably fail B1 level in the next module.

Actually, Sinem has never given up on herself. After finishing high school, she could not get a good score from the university entrance exam, so she registered for a two-year vocational school (department of international trade). Upon completion of her school, she took another exam (i.e. vertical transfer exam) and was entitled to make a transfer to a four-year-department at the foundation university the study was conducted. After she successfully completes the English preparatory program, she is going to major in International Trade and Management department.

Regarding her personality traits, the first thing that features Sinem is her self-discipline. She has never been late for her appointments with me and has always completed the tasks I assigned her. Although she seemed quite reserved at the beginning of the intervention, as we spent more time together and got to know each other better, she became more articulate about her strengths and weaknesses. As she gained confidence over the intervention period, she started to acknowledge her fundamental weaknesses (e.g. grammar) and took actions on them. Overall, she was determined to improve her writing scores and pass the B1 level. She hated the idea of failing the course and having to repeat it in the summer school, in the 5th module, and this generated the necessary motivation in her.

Sinem comes from a very small family. She lives with her mother and elder brother in a rich district of Istanbul. Her father passed away when she was 5 years old and she seems to have overcome this already. Her mother is a high school graduate and does not speak English. Her brother, who is a software engineer now, graduated from an English-medium university and has a good level of English. According to Sinem, he is at high

Intermediate level. He does not help Sinem with her homework though because he is extremely busy at work and comes home very tired.

3.6.2. Writing Teachers of the Key Participant

Sinem had two writing teachers throughout the study: Aydan (pseudonym), who was teaching her writing at B1 level, in the 4th module, when the intervention was conducted; and, Çiler (pseudonym), who was designated as her writing teacher in the summer school, during the post-intervention period. Both of the writing teachers were asked to sign the participant consent form prior to the study (see Appendix B).

3.6.2.1. Writing Teacher I (Aydan)

Aydan was Sinem's writing teacher at B1 level, in the 4th module, when the intervention was conducted.

She was a 46-year-old Turkish teacher of English who had been working at the institution for 16 years at the time of the study. She graduated from the Faculty of Education, Department of English Language Teaching of a very high-rank state university in Istanbul. She previously worked at the English preparatory school of another foundation university in Istanbul for six years.

Aydan has invested a lot in her professional development over the years. Among several other qualifications, she received her DELTA (the Diploma in English Language Teaching to Adults) in 2008, and earned her M.A. in Educational Management in 2013. She also has a preliminary educational coaching certificate from an in-house course offered in 2015.

Mother of one 18-year-old son, Aydan is interested in humanistic teaching. She always puts her students first and designs student-centered lessons which aim at increasing student autonomy. She always aims at growing students into autonomous, self-confident, and risk-taking individuals.

She is highly experienced in teaching writing as she has been teaching all language skills and systems since she started working at her current workplace. She teaches writing on alternate days every module and declares it to be her favorite skill to teach.

3.6.2.2. Writing Teacher II (Çiler)

Çiler was Sinem's writing teacher at B2 level, in the 5th module, during the post-intervention period.

Compared to Aydan, Çiler is a new teacher at the English preparatory school where the study was carried out. She had been working at the institution for 4 years at the time of the study. She graduated from Faculty of Letters, Department of English Linguistics from a high-rank state university in Ankara. Upon graduation from university, she received her certificate of pedagogical formation from the Faculty of Education of the same university.

Before moving to Istanbul and starting to work at her present institution, Çiler had taught English in the high school department of a private school in Ankara. Having worked there for two years, she decided to make a change in her career and applied to higher education institutions. Since 2011, when she was offered a teaching post at the English preparatory school, she has been living in Istanbul alone.

Albeit aged 30, she is pretty confident about herself and her abilities as a teacher. She demonstrates a strong work ethic and is very good at establishing rapport with her students and colleagues. She is also very friendly and helpful to her students and friends, which makes people approach her comfortably.

Compared to Aydan, Çiler is less experienced in teaching writing to adult EFL learners. She did not teach any writing classes before she started to work at her current institution. At the time of the study, she had been teaching writing for four years, which deemed her to be sufficiently experienced.

Like Aydan, she teaches writing on alternate days every module; but unlike her, she does not favor one skill over another.

3.7. Data Collection Instruments

One of the strengths of the case study research is that the low number of participants enables the researcher to use a range of data collection instruments (Gillham, 2000).

All evidence is of some use to the case study researcher: nothing is turned away. It will vary in relevance or trustworthiness or completeness (but you won't know to begin with). You accumulate... You must be alert to the need for *multiple sources of evidence*. This doesn't just mean talking to a lot of different people (although you should do that, and crossrefer) but that you should look for different *kinds* of evidence: what people *say*, what you see them *doing*, what they *make* or *produce*, what documents and records *show*. (p. 20)

Bearing this in mind, the following instruments were chosen for data collection for the present study.

3.7.1. Instruments Used Before the Intervention

Table 3.2 illustrates a detailed time frame of the pre-intervention period in the study.

Table 3.2. Data Collection Timeline in the Pre-intervention

Week	Date	Instruments	Duration	Data type
1	March 30, 2015	1. Demographic information form 2. Pre-intervention interview 3. Researcher's journal	20 minutes	Qualitative
	March 31, 2015	4. Participant's writing scores obtained in the previous module		Quantitative

Demographic information form

Prior to the intervention, the participant was asked to fill out the demographic information form which included questions like age, department and high school (see Appendix C).

Pre-intervention interview(PRI)

Next, a 30-minute-long semi-structured interview was conducted in a private room in order to gather some information about the participant's current state of self-regulatory behavior in writing (see Appendix D). The interview was recorded with prior consent of the participant. The advantage of semi-structured interviews is that they allow the researcher to promptly respond to the emerging worldview of the participant and to new ideas or situations about the topic (Merriam, 2009).

As suggested by the literature, I tried to avoid sharing my personal opinions with the participant as it was believed to cue a participant about what is wanted and deviate him/her from his/her original thoughts (Krueger, 1998).

Researcher's journal (RJ)

I also kept a journal of our first meeting and the interview. I wrote some reflective comments about my feelings and initial interpretations in the journal. The value of these comments lie in the fact that they are “over and above factual descriptions of what is going on; they are comments on and thoughts about the setting, people, and activities” (Merriam, 2009, p. 131). By doing this, “the researcher is actually engaging in some preliminary data analysis” (p.131).

Participant's writing scores obtained in the previous module

In addition to these qualitative data sources, the participant's writing achievement scores obtained in the previous module was also collected so that her achievement scores could be compared with the ones obtained during and after the intervention. They would also provide the researcher with some background information on the participant's writing ability. According to Gillham (2000), quantitative data play a special role in case study research as it extends the range of evidence regarding the research questions under investigation and thus, enhances the credibility or internal validity of the study.

3.7.2. Instruments Used During the Intervention

Table 3.3 illustrates a detailed time frame of the intervention period in the study.

Table 3.3. Data Collection Timeline During the Intervention

Week	Date	Instrument	Duration	Data type
1	April 2, 2015	1. Researcher's journal		Qualitative
2	April 7, 2015	1. Opinion paragraph 1 (Draft 1) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
	April 9, 2015	1. Opinion paragraph 1 (Draft 2) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
3	April 14, 2015	1. Opinion paragraph 2 (Draft 1) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
	April 16, 2015	1. Opinion paragraph 2 (Draft 2) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
4	April 20, 2015	1. Opinion paragraph 3 (Draft 1) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
	April 22, 2015	1. Opinion paragraph 3 (Draft 2) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
5	April 28, 2015	1. Opinion paragraph 4 (Draft 1) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
6	May 4, 2015	1. Opinion paragraph 4 (Draft 2) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
	May 7, 2015	1. Researcher's journal		
7	May 11, 2015	1. Opinion paragraph 5 (Draft 1) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
	May 14, 2015	1. Researcher's journal		
8	May 18, 2015	1. Opinion paragraph 5 (Draft 2) 2. Goal-setting, self-monitoring, and self-evaluation form 3. Stimulated recall interview 4. Researcher's journal	30 minutes	
	May 21, 2015	1. An interview with the participant's writing teacher	20 minutes	
	May 22, 2015	1. Participant's writing achievement scores obtained during the intervention		Quantitative
Total Qualitative data		10 Stimulated recall interviews + 1 Teacher interview	320 mins.	

Untimed writing tasks (Opinion paragraphs)

The participant was assigned to write 5 opinion paragraphs (2 drafts for each) in her own time at home during the intervention period.

Goal-setting, self-monitoring, and self-evaluation form (GSS Form)

While writing her paragraphs Sinem was asked to complete a goal-setting, self-monitoring, and self-evaluation form (see Appendix E), which she was supposed to bring to the stimulated recall interviews. This form was adapted from Zimmerman et al. (1996), who provided a similar sample form in each chapter of their book. In accordance with the principles of SRL, the GSS form required Sinem to set specific goals for her writing tasks and to write down the ways to reach her goals. She was also asked to write down how much time she spent on each task. Apart from these, she was required to note down what she found easy and what she found difficult during writing and how she addressed the difficulties. Finally, she was supposed to self-rate her writing, her performance, and her goal achievement from a score of one to five.

Both the student's writing outputs and the forms were collected at the end of the interviews because they were considered to be as much part of the chain of evidence. As Gillham (2000) suggests the inclusion of physical artifacts (things made or produced by the research participants) in a study is likely to make the research report richer. When they are used in conjunction with interviews and other instruments created by the researcher they augment the data collected (Hancock and Algozzine, 2006).

Stimulated recall interviews (SRI)

Upon the completion and submission of each writing task, a stimulated recall interview of about 30 minutes was held with the participant student. The interviews were semi-structured as they were considered to be particularly well-suited for case study research (Hancock and Algozzine, 2006). Using this approach, I asked the participant predetermined but flexibly worded questions and I also asked some follow-up questions at times to probe into details (see Appendix F). "In this manner, semistructured interviews invite interviewees to express themselves openly and freely and to define the world from their own perspectives, not solely from the perspective of the researcher"

(Hancock and Algozzine, 2006, p. 40). All of these interviews were recorded with the consent of the participant.

Researcher's journal

After each tutorial and stimulated recall interview, I kept a journal so as not to miss out anything that I noticed about the participant during the sessions.

Interview with the participant's writing teacher

A semi-structured interview of about 20 minutes was also held with the participant's writing teacher (Aydan) upon the completion of the intervention program in order to see the effects of the intervention on Sinem from a different perspective (see Appendix G).

Participant's writing scores obtained during the intervention

Lastly, the student's writing achievement scores were collected from the student affairs to augment the data and to provide quantitative evidence for her progress if she made any.

3.7.3. Instruments Used After the Intervention

Table 3.4 illustrates a detailed time frame of the post-intervention period in the study.

Table 3.4. Data Collection Timeline in the Post-intervention

Week	Date	Instrument	Duration	Data type
14	July 2, 2015	1. Opinion essay 1 2. Opinion essay 2 3. A stimulated recall interview 4. Researcher's journal	30 minutes	Qualitative
15	July 8, 2015	1. Post-intervention interview 2. Researcher's journal	20 minutes	
	July 9, 2015	1. An interview with the participant's writing teacher	20 minutes	
	July 10, 2015	1. Participant's writing scores obtained after the intervention		Quantitative
Total Qualitative data		1 Stimulated recall interview + 1 Post-intervention interview + 1 Teacher interview	70 mins.	

Untimed writing tasks (Opinion essays)

In the post-intervention phase of the research, in week 14, at the end of the summer school, the participant was assigned to produce two opinion essays (in line with the

requirements her registered course) in her own time at home. It is important to highlight here that unlike the intervention phase, in which the student was assigned to write 5 opinion paragraphs (2 drafts for each) and 10 writing drafts in total, in the post-intervention phase the student was assigned to write two opinion essays only. The purpose was to see if the student was able to transfer any of the strategies that she used for paragraph writing to essay writing and whether or not she was able to do her strategic planning accordingly.

Stimulated recall interviews

After writing two opinion essays, Sinem was called for another stimulated-recall interview. The interview, which lasted about 30 minutes, was held six weeks after the intervention ended so that the researcher could check the delayed effects of the intervention on the participant.

Post-intervention interview (POI)

An individual semi-structured post-intervention interview, which lasted approximately 20 minutes, was conducted with the participant to see the long-term effects of the intervention on her self-regulation in writing (see Appendix H). As suggested by the literature, I have included only open-ended questions (e.g. How do you feel about yourself as a “writer” now?) and avoided yes/no questions, leading questions and multiple-part questions while preparing the interview (Hancock and Algozzine, 2006). I paid particular attention to write genuinely open questions because open-ended questions do not indicate a preferred answer and let the participant freely determine the answer. I also decided on the prompts (things to remind) beforehand because they help the researcher cover all the aspects of a question and ensure that nothing is missed out (Gillham, 2000). To give an example, one of the interview questions was “*What do you think about the intervention?*” and the prompts were “*What about planning?*”, “*What about time management?*”, “*What about self-monitoring?*”, and “*What about self-evaluation?*”.

Interview with the participant’s writing teacher in summer school

A short semi-structured interview was carried out with the new writing teacher (Çiler) of the participant to find out what she thinks about Sinem as a writer and a student.

As in all the interviews in the pre-intervention and the intervention phases, all the interviews in the post-intervention phase were also recorded since taking notes during an interview stalls the whole thing and makes it likely to miss key elements (Gillham, 2000). The tape recorder was always placed in full view of the participant on the table since hidden recorders are said to possibly create an unnecessarily secretive atmosphere and to inhibit the conversation if discovered by the participants (Krueger, 1998).

Researcher's journal

I took notes of the interesting moments right after stimulated recall interviews and POI and made some remarkable entries in my researcher's journal as I experienced them during the post-intervention period.

Participant's writing scores obtained after the intervention

Finally, the student's new writing scores were collected from the student affairs to see whether her writing achievement scores were going up.

3.8. Data Collection Procedures

The data were collected over three periods. The first set of data (pre-intervention) were collected on the very first day of the first week meetings. The second set (intervention) was collected over an eight-week period during which the intervention was held. Finally, the third set was collected six weeks after the intervention was completed to get some feedback on delayed effects of the intervention. Below is the summary of what strategies were taught in the tutorial sessions during the intervention and the data collection procedures on a weekly basis.

Week 1:

Two meetings were held in week 1. In the first one, I explained the major goals of and the procedures for the intervention to the participant and asked her to sign the consent form and fill in the demographic information form. Following this, I had the pre-intervention interview in order to form a general opinion about her in the very first meeting.

The 2nd meeting was devoted to the instruction of the first writing strategy “*Generating ideas*”. Following the SRSD model, first, I tried to activate the participant’s background knowledge by discussing the strategy and then moved on to strategy training. I taught her two techniques that she could use to brainstorm ideas in the pre-writing stage. The first technique was thinking from others’ perspectives (TOP). When students cannot come up with enough ideas by themselves, they can approach the topic from others’ perspectives. For example, they can think from the perspective of different professions (e.g. psychologists, teachers, and doctors) or different social roles (e.g. mothers, grandparents, and husbands). The second technique was called 5W1H representing the most well-known 5 Wh- (Who?, What?, When?, Where?, and Why?) and 1H- (How) questions that need to be answered in journalism. By asking these questions to the topic or sub-topics, one can generate as many ideas as possible.

After the discussion of the techniques, I explicitly modeled them on the board and helped Sinem to memorize them by going over the acronyms TOP and 5W1H. After that I assigned the first writing task (an opinion paragraph) and introduced the weekly goal-setting, self-monitoring, and self-evaluation form. Before we finished the tutorial, we discussed *the importance of setting goals* and I helped her to set goals for the first writing task.

Week 2:

As in many other weeks, two tutorials were held in week 2. In the first tutorial, I collected the first assignment and the weekly goal-setting, self-monitoring, and self-evaluation form at the beginning of the session. Then, I conducted the stimulated recall interview using the pre-prepared questions and recorded the interview with the participant’s consent. Then, providing help and guidance, I supported her use of the strategies we studied in the previous tutorial. Assigning the student to revise her first draft, I gave out the new weekly goal-setting, self-monitoring, and self-evaluation form.

In our second meeting, I collected the second draft of the first assignment, collected the form and conducted the second stimulated recall interview. Regarding SRL strategies, the importance of goal-setting was highlighted again and *the importance of time*

management was discussed. The tutorial ended after I assigned the second writing topic and gave out the goal-setting, self-monitoring, and self-evaluation form.

Week 3:

The first meeting was devoted to the stimulated recall interview for the first draft of the second writing task and the instruction of the second writing strategy “*organizing ideas*” according to TREE model. TREE stands for Topic sentence, Reasons, Explanations, and Examples. As I did with all the strategy training sessions, I first tried to activate the students’ background knowledge about the strategy before discussing it. Then, I modeled the strategy and tried to help her memorization and consolidation of the strategy by linking the first strategy with the second.

When I met her again, we held the stimulated recall interview for the second draft of her second paragraph and discussed the extent to which she could attain her weekly goals. I offered her guidance as to what goals she should set herself for the next writing task.

Week 4:

I conducted the stimulated recall interview for the first draft of the third assignment and moved on to the discussion of the third writing strategy “*Revising during and after writing*”. As usual, I went through all the stages of strategy instruction again. I conducted a read-aloud protocol while modeling the strategy for Sinem and encouraged her to do it every time she wrote something. Discussing the time she allocates to the writing of one single paragraph, the importance of time management skills was highlighted. The session ended after she was given the goal-setting, self-monitoring, and self-evaluation form to be filled out for the second draft of the third writing task.

The second meeting started with the stimulated recall interview which was conducted for the second draft of her third writing task. The importance of *self-monitoring* was discussed and she was reminded to fill out the form while writing her next paragraph.

Week 5:

Because there were only three teaching days in week 5, (the midterm exam was on Thursday and May 1, Friday is an official holiday in Turkey), I could only meet her

once. First, I conducted the stimulated recall interview after I collected the first draft of her fourth writing assignment. Regarding strategy training, we revised all the strategies that we had studied so far in order to consolidate them before the midterm exam. I also asked her about her strong and weak points so that she could better specify her weekly goals for the following assignment.

Week 6:

In our first meeting, after going through the usual process of collecting the second draft of her fourth writing assignment and holding the stimulated recall interview, I moved on to the discussion of the fourth writing strategy which was “*Writing a good topic and concluding sentence*”. The participant was exposed to different models of topic and concluding sentences and was assigned homework to practice those sentence structures for different topics.

In the second meeting, I checked her homework and we worked on some grammar and vocabulary items to improve her sentences. The session finished following the assignment of the fifth writing task.

Week 7:

The first meeting started with the stimulated recall interview that was conducted for the first draft of the fifth writing task. Following the interview, we continued to work on some complex structures upon Sinem’s request.

The second meeting was mainly devoted to the teaching of different ways of persuading the reader (i.e. *Using facts, examples, and observations or experiences*). The participant was first asked to tell the strategies she had already been familiar with and the ones she had used before and to what extent she could successfully apply them in her writing. Then I demonstrated the use of each strategy with different writing topics and assigned her to write the second draft of her fifth paragraph for the following meeting.

Week 8:

In the first meeting, after the stimulated recall interview for the second draft of her last assignment was held, the participant was asked whether she would like to attend two

more sessions at the end of the summer school. The data-driven nature of this single case study lent itself to such a change in the design. Initially, the study was scheduled to end in week 8 at the end of the intervention program. However, after a quick overview of collected data and discussion with my advisor, we decided to extend it to the end of the summer school so that we could receive some feedback on the delayed influence of the intervention, the maintenance of the strategies and whether the participant was able to transfer any of the strategies from paragraph to essay writing if she moved to the B2 level. Fortunately, Sinem readily agreed.

In the second meeting in week 8, we discussed *the importance of self-evaluation*. Then I expressed my deep sense of gratitude for her time and effort during the intervention and wished her luck on her final exam. We arranged an appointment to see each other at the end of the summer school.

Week 14:

In order to get some more feedback on the delayed influence of the strategy training or the intervention program, the research participant was contacted again six weeks after the intervention ended. She was asked to come to the interview with two opinion essays this time and a stimulated recall interview of about 30 minutes was conducted. The reason why I wanted her to write essays this time was because she had been studying the opinion essay in her writing lessons. Thus I wanted to see if she had been able to transfer any of the strategies we studied for the opinion paragraph to essay writing. At the end of the session, we made one last appointment to meet for the post-intervention interview in week 15.

Week 15:

While interviewing the student, I used some probes apart from the pre-prepared prompts on the interview sheet. According to Gillham (2000), probes are as important as prompts because they do not let an interviewee omit to mention a particular topic, they rather get the interviewee to tell you more about a certain issue.

In addition to the interview with my participant student, I held a semi-structured interview with her new writing teacher in the last week of the study.

3.9. Data Analysis

The large amount of qualitative data collected for the first and second research questions were analyzed employing thematic analysis approach. The analysis of the qualitative data started with coding. Coding is the first step in reading the data and separating them into meaningful parts. “A code is a label that depicts the core topic of a segment” (Boeije, 2010, p. 95). Coding is classified into three types: open coding, axial coding, and selective coding. Open coding means segmenting the data into fragments; axial coding means describing categories or doing a more focused coding (Charmaz, 2006, cited in Boeije, 2010) and selective coding means reassembling the categories and coming up with core categories (Boeije, 2010; Strauss and Corbin, 2007).

The analysis of the qualitative data for this study was based on Zimmerman’s cyclical model of SRL. While the coding was done and the themes and sub-themes were identified, the three phases of his model together with the sub-processes were kept in mind at all times.

The data collected from the pre-intervention interview, stimulated-recall interviews, and post-intervention interviews with both the participant student and her writing teachers were first transcribed in Turkish and then translated into English. Subsequently, the accumulated information from the interviews as well as from the researcher’s journals and the participant’s opinion paragraphs were reviewed to identify the segments of units, which constituted the first step of coding (open coding). Following this, the similar codes -recurrent themes or patterns- were categorized into more comprehensive units. Finally, core themes were identified comprising the earlier categorized units. As a matter of fact, the core themes were already predetermined in this study. The three phases of Zimmerman’s cyclical model, which were called *forethought*, *performance*, and *self-reflection* constituted the core themes or categories. Despite being a sub-process of the three phase model, *motivational beliefs* were also identified as a core theme within the scope of this study as they were found to affect each phase of the cyclical model. That is why the second research question was added to the study in the course of data analysis.

Identification of the information-supported themes that address the research questions makes up the most of the work in a case study research because it requires a constant, thorough, and critical review of the transcriptions (Hancock and Algozzine, 2006). Boeije (2010) states that the analysis of qualitative data is extremely challenging. What makes it so difficult is the fact that although the theoretical concepts are derived from the literature, most of the time, it is the researcher herself who develops the terminology to describe and explain the findings.

As suggested by Charmaz (2006; cited in Boeije 2010), coding was done using gerunds (verbs ending in -ing). Using the gerund is believed to give a stronger sense of action and process and closeness to the data. On the other hand, using nouns is perceived rather static (e.g. choosing a topic vs. choice of a topic).

The analysis of this study was carried out using the within-case analysis model. Within-case analysis is done with the intention of providing the reader with a comprehensive picture of what a certain experience is like in all its facets (Creswell, 2007). The developmental processes Sinem went through in particular sub-processes of the three phases of SRL were narrated from three perspectives: Sinem's, her writing teachers' and the researcher's. The artifacts collected throughout the study were used to support the verbal data and to provide a comprehensive picture of Sinem's experience as a student writer.

Regarding the final number of codes in a qualitative study in the field of education, five to six, or five to seven major themes are considered to be ideal (Lichtman, 2010; Creswell, 2013, cited in Saldana, 2013). Holding this number to a minimum will help keep the analysis coherent. Wolcott (1994; cited in Saldana, 2013), for example, suggests that three of anything major is an elegant quantity for reporting qualitative research. Keeping this in mind, four core themes (three predetermined, one newly emerged) were identified in the present study. The themes, which were also derived from the literature and emerged in the data are as follows:

Core theme 1: Forethought

Sub-themes: Goal-setting, Strategic planning, Planning ahead of writing

Core theme 2: Performance

Sub-themes: Content-monitoring, Organizing ideas, Checking and correcting

Core theme 3: Self-reflection

Sub-themes: Self-evaluation, Causal attribution, Adaptive inference

Core theme 4: Motivational beliefs

Sub-themes: Self-efficacy, Self-satisfaction

In a study where an intervention is included, the researcher needs to be rigorous when making explanations for any apparent consequences or when establishing causal relations between certain behaviors or attitudes because there might be other factors than the intervention that cause a particular change. According to Gillham (2000), “this is where the multiple sources of evidence in a case study may help to provide a more valid picture” (p. 84). Therefore, a number of instruments used in the study (i.e. goal-setting, self-monitoring, and self-evaluation forms, students’ untimed writing tasks, researcher’s journals and teacher interviews) provided further evidence to support the participants’ responses in the analysis.

Finally, the variations in writing achievement scores were assessed for differences at different times (pre-intervention, intervention, and post-intervention). The advantage of measuring the same individual at different times is that differences in the scores cannot be attributed to individual characteristics such as motivation or intelligence (Girden, 1992).

3.10. Trustworthiness of the Study

In order to evaluate the quality of any research, one needs to ask two fundamental questions:

- a) Would the results be similar if the data were collected at another time, using other means, by another researcher or from different participants?
- b) Are the findings (interpretations) accurate?

The former question is asked to test the reliability of a research study and the latter, validity. The terms ‘reliability’ and ‘validity’ are usually associated with quantitative research. Therefore, they are regarded positivist terminology and rejected by some qualitative researchers. The main emphasis is placed on the importance of

trustworthiness when reporting qualitative work (Lincoln and Guba, 1985; cited in Richards, 2003). A considerable number of qualitative researchers prefer to use terms like “dependability”, “credibility”, and “transferability” to evaluate the quality of case study research (Richards, 2003). Holding a mixed approach, I will continue to use both qualitative research terms and positivist terminology while discussing the “trustworthiness” of the current study in the following sections.

3.10.1. Dependability (*Reliability*)

Regardless of research methodology, it is of crucial importance that the dependability or reliability of the findings is ensured to the best standards. Dependability can be increased if the researcher employs a good-quality tape for recording and by transcribing the tape. Another way of enhancing dependability is to work with another researcher as this provides an external check on the interpretive coding process (Creswell, 2007). In summary, cross-checking information by the use of any means improves dependability or reliability of a study.

In order to ensure dependability, I used a tape to record all my interviews during the data collection process. I placed the tape recorder in full view of the participant student and teachers on the table. Hidden recorders are said to possibly create an unnecessarily secretive atmosphere and to inhibit the conversation if discovered by the participants (Krueger, 1998). Before starting the coding process, all the interviews were transcribed. While coding the data, I did not have a close colleague or another researcher who would devote a considerable amount of their time to cross-check all the data, but I still consulted my supervisor and a few colleagues about the codes and my interpretations of some quotes by the participant when I did not feel sure.

3.10.2. Credibility (*Internal Validity*)

“Internal validity is the extent to which the correct cause-and-effect relationships have been established” and it is one of the subjects that case study researchers need to pay special attention to (McCutcheon and Meredith, 1993). Once the results are attributed to wrong causes, or spurious relationships are established, the credibility; hence, the quality of the research is shaken. These spurious relationships usually arise from the

researcher's wrong interpretations as researchers may be influenced by their own assumptions, prejudices or biases (Neck, Godwin, and Spencer, 1996). Thus, triangulation of data (the use of multiple data sources) is essential while establishing strong and defensible cause-effect relationships. The use of multiple researchers that are present at each stage of the research study is also suggested to increase credibility (McCutcheon and Meredith, 1993), though it is not very practicable.

The reason why I used a wide range of data collection instruments is to enhance credibility and the internal validity of the research findings. As Gillham (2000) points out one of the weaknesses of case study research is the preconceptions, expectations, or the prejudices of the researcher. He asserts that it is normal to come to the research process with prejudices and that they may sometimes be right. However, a good researcher needs to put aside her prejudices and this can be achieved by triangulation method. If different methods "converge then we can be reasonably confident that we are getting a true picture. If they don't agree then we have to be cautious about basing our understanding on any one set of data" (p. 13).

3.10.3. Generalizability (*External Validity*)

External validity refers to the generalizability of the research findings to other populations, yet, it is often very difficult to generalize findings from case studies to other situations, nor is it the aim of case study research. The main objective of a case study is to carefully examine the processes in a specific context and to provide an in-depth analysis of a phenomenon in order to understand the conditions under which certain behaviors occur. In other words, case studies look for analytic generalization rather than statistical generalization (Yin, 2003). Hence, researchers must use the existing literature to check whether the findings are generalizable to theoretical propositions, not to other populations.

Selection of Sinem as the key participant in this study may well contribute to the generalizability of the research findings cautiously at similar settings. The fact that Sinem had been studying English since the kindergarten, but was still at elementary level at the entrance to university, she was not successful in the exams, and she was not able to use SRL strategies and was not aware of her weaknesses deem her to be a typical

English prep school student at foundation universities in Turkey. Thus, the results might not be generalizable to all students, but only to such students at similar settings with similar educational background and personal characteristics.



CHAPTER 4: RESULTS

In this chapter, the results of the study will be presented in the order of the research questions.

RQ 1: How does self-regulatory strategy instruction in writing help improve self-regulation in writing?

In order to answer the first research question, the results were analyzed according to the three phases of Zimmerman's (2000a) cyclical model of self-regulated learning: forethought, performance, and self-reflection. As stated by Cleary, Callan, and Zimmerman (2012), it is not always possible to assess all processes within the three-phase model. "Researchers or practitioners may elect to examine a specific aspect of the cyclical model or the nature of the task may prevent evaluation of all three phases of the loop" (p. 5). Due to the narrow nature of the intervention program in the present study, it was not possible to observe all the sub-processes in Zimmerman's model (e.g. imagery or attention focusing). The sub-processes emerged and analyzed under the 3 core themes (forethought, performance, and self-reflection) are as follows:

- Forethought
 - Goal-setting
 - Strategic planning
 - Planning ahead of writing
- Performance
 - Content-monitoring
 - Organizing ideas
 - Checking and correcting
- Self-reflection
 - Self-evaluation
 - Causal attribution
 - Adaptive inference

RQ 2: How does self-regulatory strategy instruction in writing help improve motivational beliefs for writing?

Since the motivational beliefs were found to influence all the regulatory processes the student went through, they were added as a separate research question during the course of the study and thus analyzed separately under two headings in the results section: self-efficacy and self-satisfaction.

RQ 3: How does self-regulatory strategy instruction in writing help improve the student's achievement scores in writing?

Finally, the third research question which examines the extent to which self-regulatory strategy instruction influenced the student's writing achievement scores was discussed based on the writing task and exam scores the student obtained before, during, and after the intervention.

It is important to note here that findings about all the research questions were purposefully presented in three stages: pre-intervention, intervention, and post-intervention. The reason why each question was discussed following the same sequential order is to show if there is any development that took place in the sub-processes and the improvement in the achievement scores.

4.1. Cyclical regulatory processes

4.1.1. Forethought

In the forethought phase, goal-setting, strategic planning and planning ahead of writing emerged as the recurrent themes.

4.1.1.1. Goal-setting

Regardless of their experience level, every writer has some weak aspects of their writing. This suggests that there is room for improvement for everyone. By selecting one element of their writing that they consider themselves weakest in, or shortly by setting a specific goal, students can give themselves something to focus on. Otherwise, they will not have any purpose to really work toward. As Penn (2012) puts it, just like athletes who spend 80% of their time working on the 10% or 20% areas they are weakest in, the writers should do the same.

Since the first essential element of self-regulated learning is goal-setting, a certain amount of each tutorial session was devoted to the discussion of the goals Sinem had set herself. Table 4.1 illustrates the codes generated under this category and their frequencies observed during all the stages of the study (pre-intervention, intervention, and post-intervention) across all the sources.

Table 4.1. Codes Identified Under the Theme of Goal-Setting

Code	Sources ^a	Instances ^b
Improving writing performance in exams	2	2
Building confidence in writing ability	5	14
Finding good examples	3	8
Finding persuasive supporting ideas	4	6
Giving enough details	2	3
Generating ideas on paper	2	5
Planning	4	7
Checking word-order in sentences	2	4
Using complex structures	1	2
Closing the paragraph with a suggestion	2	2
Not deviating from the topic	2	3

a. Number of data sources in which the code was present.

b. Number of instances each code occurred in the data, across sources.

Pre-intervention

When asked if she had any goals in learning English in the pre-intervention interview, Sinem stated that her ultimate goal was to pass the proficiency exam. She also added that she should learn English very well because she would have to make phone calls and make negotiations with customers once she graduates and starts working.

When asked about her goals in writing, she said:

I want to improve my writing, I want to write well in the proficiency exam or in other writing exams. I want to build my confidence in writing. I don't want to feel anxious about writing exams any more (PRI, Week 1, March 30, 2015).

This shows that she had set herself a general long-term goal, but she had not established any clear or specific goals that would lead her to achieve the ultimate goal. I noted this down in my researcher journal as follows: “Her ultimate goal is to overcome her fear of

writing, to develop confidence and improve her writing scores. She doesn't have any short-term, immediate goals that she can work towards." (RJ, Week 1, March 30, 2015).

Intervention

Sinem was not able to set herself weekly short-term goals for quite a long time so I helped her with goal-setting particularly in the early stages of the intervention. For example, when we were discussing the ideas she had put into her paragraph in the first stimulated recall interview, it turned out that she had not done any planning on paper and I encouraged her to establish this as one of her goals for the following assignment. I maintained this approach in the following interviews. In the second one, for instance, when I pointed out the confusion with the reference words throughout the paragraph, she admitted that she had never gone back to read what she had written while writing. Otherwise, she said, she would have noticed those mistakes and corrected them. At that point, I advised her to set this as a goal for her next assignment and I kept modeling the strategy in the following tutorials in order to reinforce its use.

It was only after the tutorial in week five when she started to set herself specific goals and strove to achieve them. In the stimulated recall interview that week, she said:

My writing teacher deducted a lot of points from my grammar in the last writing task because I had made a lot of simple mistakes and had not used any complex structures. Therefore, I want to study complex structures, so I'll set this as a goal for my next assignment. Can we study complex structures in the next tutorial please? Can you help me achieve this? (SRI, Week 5, April 28, 2015)

Doubtless to say, she did not fully achieve all the goals she set herself in all the assignments, but she was clearly more focused and pursued her goals when she had set herself a goal prior to writing. In addition, attaining her goals enhanced her motivation and gave her a sense of self-satisfaction. As I also wrote down in my researcher journal, when she achieved her goal of using new vocabulary and the relative clauses in her writing in the eighth tutorial, for example, she looked very happy. Her search for appreciation was also fairly evident in her eyes and being appreciated made her even happier. This sense of achievement contributed to her confidence in the remaining tutorials (RJ, Week 6, May 7, 2016).

Post-intervention

As we focused on goal-setting throughout the intervention, Sinem seemed to have gradually gained a proper understanding of the importance of the issue. When she was asked how the intervention had or had not helped her in writing, she put forward goal-setting:

I've usually set a different goal each week and this helped me focus on one specific aspect of my writing. At first, I've always concentrated on brainstorming and generating ideas but then, I focused on finding better examples, writing better topic sentences, making better organizations etc. Filling out these forms enabled me to see my own progress actually because I had to think about myself; my strengths and weaknesses so that I could set a goal for myself. Each time I filled out the form, I thought about my strengths and weaknesses (POI, Week 15, July 8, 2016).

Finally, the last stimulated recall interview I had with her during the summer school provided solid evidence of her setting goals before starting to write. She had set herself two goals: finding persuasive supporting ideas and not deviating from the topic. The essays she produced demonstrated that she had attained her goals (see Appendix I and J).

4.1.1.2. Strategic Planning

Good self-regulated learners know how to approach or prepare to engage in a task. In other words, they think about the key processes or strategies related to the task rather than focus on other, less critical factors. A self-regulated writer, for example, would be aware of the fact that persuasiveness of ideas is the crux of an opinion paragraph task, and thus would allocate the first ten or fifteen minutes of his/her time to generation of ideas. He/she might also plan to use the TREE (Topic sentence, Reasons, Explanations, Examples) strategy, for example, while writing his/her paragraph and allocate at least five minutes to editing at the end of the writing process. Writers who do not do strategic planning, on the other hand, would be concerned about less important things such as the word count. Table 4.2 shows the codes generated under this category and their frequencies.

Table 4.2. Codes Identified Under the Theme of Strategic Planning

Code	Sources	Instances
Scribbling down supporting ideas and/or examples	5	8
Transferring paragraph writing strategies to essay writing	1	2

Pre-intervention

Prior to the intervention, Sinem knew almost nothing about different writing strategies and never did strategic planning. The only planning she occasionally did was to scribble down a few ideas that came to her mind before she started to write.

Intervention

As shown in table 4.2, Sinem hardly ever did strategic planning before she started to write. The fact that she did not set herself clear goals prior to writing led her to start writing with no strategic plans in mind. Even when she set herself a weekly goal or goals, I never saw Sinem do any strategic planning to achieve her goals on the goal-setting, self-monitoring, and self-evaluation form. As illustrated by Figure 4.1 and 4.2, she never responded to the questions prepared for the purpose of strategic planning (How can I achieve my goals? What should I do to achieve my goals?) on the form. On the contrary, she always left it blank (see Appendix K for more examples). When I asked her why, she said she would rather discuss them than write (SRI, Week 4, April 20, 2015). When I probed further in the tutorials, I found out that she was either not fully aware of the strategies that she needed to achieve her goals or she had not memorized the strategies well enough to use. I noted this issue in my journal as well: “Although we have been studying the pre-writing strategies for several weeks now, Sinem still does not seem to remember them by heart, let alone use them effectively” (RJ, Week 5, April 28, 2016).

After several weeks, she stopped filling out the self-monitoring form and told me what goals she had set herself at the beginning of the tutorials. She was able to put forward a detailed strategic planning only towards the end of the intervention.

Haftalık amaçlar:

Güzel örneklandırma, itna edici supporting bulma
Yeterince detay verme

Bu amaçlara nasıl ulaşabilirim? Amaçlarıma ulaşmak için neler yapmalıyım?

Figure 4.1. Weekly Goal-setting Form Filled by Sinem in Week 2 (April 7, 2015).

Haftalık amaçlar:

Planları kağıda döküp fikir üretmek

Bu amaçlara nasıl ulaşabilirim? Amaçlarıma ulaşmak için neler yapmalıyım?

Figure 4.2. Weekly Goal-setting Form Filled by Sinem in Week 3 (April 14, 2015).

Post-intervention

The summer school interview provided me with adequate evidence that Sinem had gained a basic understanding of strategic planning. She was aware that essay writing was different from paragraph writing and thus, required some different strategies. She was able to list those differences as well as the similarities. However, she was not successful in doing strategic planning in the writing exam because of nervousness and time pressure (RJ, Week 14, July 2, 2015). In the summer school, her writing teacher made appreciative comments about her strategy use:

Sinem is doing pretty well in class. Unlike many other students, she knows how to approach an essay. She takes her time to think about ideas and do some planning before writing. She is also able to transfer the strategies she used for paragraph writing such as TREE and 5W1H to essay writing now. She is even trying to teach these strategies to some of her classmates (PTI, Week 15, July 9, 2015).

4.1.1.3. Planning Ahead of Writing

Beginning to write without a plan does not work for many people, and student writers are no exception. It is of utmost importance that students appreciate the significance of planning ahead of writing. Unlike strategic planning, which involves all the processes of writing (i.e. establishing strategies for achieving one's goal and determining how much time and resources will be needed to complete the task) (Schunk, 2001a), planning ahead of writing refers to the pre-writing process only, in which students brainstorm or generate ideas and outline prior to a writing task. Although many students consider outlining time-consuming, it actually makes the process go faster because it functions as a road map for writers to follow. Table 4.3 shows the codes generated under the theme of planning ahead of writing and their frequencies.

Table 4.3. Codes Identified Under the Theme of Planning Ahead of Writing

Code	Sources	Instances
Finding supporting ideas and noting them down	3	3
Writing down one / two examples next to supporting ideas	2	3
Planning in mind only (not on paper)	4	9
Using 5W1H strategy to generate supporting ideas / examples	3	5
Using TOP strategy to generate supporting ideas / examples	3	4
Choosing the most important supporting ideas	1	1

Pre-Intervention

In the pre-intervention interview, Sinem demonstrated to have declarative knowledge about planning ahead of writing. As well as showing awareness about the significance of planning, she talked about how she did it, which implied that she might have also had procedural knowledge about planning.

I find three supporting ideas and note them down. Then, I write down one or two examples next to them. When I do planning, I can write more easily, I can better build my paragraph. When I don't plan, I usually get stuck in the second or third supporting idea. Or, I tend to repeat the same ideas and sentences in the remainder of my paragraph (PRI, Week 1, March 30, 2015).

Intervention

In the early stimulated recall interviews, I realized that she was not able to translate her declarative knowledge into procedural knowledge. I used her first writing sample to diagnose the points that she struggled with and found out that there was almost no development of ideas and no evidence of planning before writing. When I probed deeper, I came to realize that although she knew what she needed to do before writing, she did not know how to do this. In other words, she was not aware of the strategies that she could employ to generate ideas and thus, terribly suffered while writing.

One of the very early self-regulatory writing tutorials was therefore devoted to generating ideas and planning and the strategies taught in that tutorial were revisited in almost all the others. When I asked her how she had planned her writing in the first stimulated-recall interview, she confessed that she had not planned on a piece of paper. She had only thought about the topic and made a plan in her mind (SRI, Week 2, April 7, 2015). Then, I recommended that she should make this one of her goals for the following assignment and monitor herself doing it.

When we came together for the second stimulated recall interview in week 2, I observed that she had memorized the strategies for generating ideas, but was not able to use them effectively on her own. This learning process lasted until week 4 when she started to scribble a few words or phrases by drawing arrows around the writing topic (see Appendix L). I questioned this in my researcher journal: “I don’t understand why she tends to skip the planning stage all the time. How come she does not realize its importance? It looks like she is writing down a few words or phrases just for my sake” (RJ, Week 4, April 20, 2015).

What her writing teacher said in the interview at the end of the intervention seemed to confirm my diagnosis about her planning skills:

She’s definitely made some progress in the use of pre-writing strategies, but like many other students in my class she is very impatient. She wants to start writing as soon as possible, so she doesn’t allocate enough time to plan ahead of writing (IWTI, Week 8, May 21, 2015).

Post-Intervention

Sinem's performance fluctuated until the end of the intervention. A development was observed only after she moved to an upper level during the summer period. The following script from the stimulated recall interview in week 14 shows how she feels about her accomplishments in planning:

I found writing the development paragraphs the easiest because I had done the brainstorming and planning. I had spent enough time for that before I started to write... Starting from brainstorming, I found my ideas. I came up with examples for them. And I thought about how I can link those ideas or examples to each other. I tried to establish a cause-effect pattern while planning the ideas. Finding good ideas was my goal (SRI, Week 14, July 2, 2015).

When I further asked her how she had found the ideas, she went on to tell me that she had used 5W1H strategy, which was one of the strategies that she was taught in the early stages of the intervention. (One using this strategy asks *who, what, where, when, why, and how* questions to the writing topic to generate as many ideas as possible around the topic.) She also added that:

"First, I thought from my own perspective. Then, I thought from others' perspectives: my family members, other professions, etc." (SRI, Week 14, July 2, 2015).

There is also conclusive evidence in the essays she wrote in week 14 that she had made remarkable progress regarding planning. Although she did not have brilliant introduction paragraphs and thesis statements for both essays she wrote, she had topic sentences for all the body paragraphs and almost all the supporting ideas in the body paragraphs were logical and relevant to the topic sentences (see Appendix I and J).

In the post-intervention interview, she admitted that what made writing difficult for her for quite a long time was lack of planning (POI, Week 15, July 8, 2015). As I also wrote down in my researcher journal, she had always regarded planning a waste of time, but it was also the reason why she had always felt stuck while writing (RJ, Week 14, July 8, 2015). In the summer school interview, when I asked her about the exam, she told me that it was good.

I spent some ten minutes brainstorming ideas about the topic, choosing the most important three to include in my essay and noting down some supporting details for those ideas. I also started with the strongest argument because I wanted to persuade the readers the moment they started reading my work.

4.1.2. Performance

The performance phase of Zimmerman's (1998) cyclical model includes self-monitoring (or self-observation), which incorporates metacognition. Self-regulated learners are skillful at monitoring their learning (Isaacson and Fujita, 2006). According to Pintrich, Walters, and Baxter (2000), monitoring is comparable to the thermostat of a furnace.

When the temperature falls below a specified level the thermostat tells the furnace to turn on the heat; when a learner is confused or does not comprehend what they are studying the monitor tells the learner to regulate their behavior, cognitive strategies, or motivation and affect to increase learning (p. 39).

In this regard, the performance phase is devoted to the meta-cognitive strategies Sinem employed during writing, how she implemented them, and how she regulated her use of these strategies.

4.1.2.1. Content monitoring

Research on self monitoring in student writing indicates that good writers focus on more 'substantive' or 'global' features of content and organization, such as checking reasonableness of ideas and relevance of explanations or examples to the global argument (Flower and Hayes 1981: 379, Faigley and Witte 1981: 409, Zamel 1983: 180, cited in Creswell, 2000). Therefore, it is essential to know whether Sinem was aware of the importance of content monitoring and to what extent she could apply it. Table 4.4 illustrates the codes generated under the theme of content-monitoring and their frequencies.

4.4. Codes Identified Under the Theme of Content Monitoring

Code	Sources	Instances
Stopping and reading what she has written at intervals	1	3
Reading the question / instructions at intervals	1	1

Pre-Intervention

At first, Sinem considered content-monitoring to be solely related to grammar and vocabulary check. When she was asked whether she stopped and read what she had written at intervals and why she had done or not done this, she said she stopped after she completed the discussion of each supporting idea but she did not stop and read after each sentence. She also added that her purpose was to find her grammar and spelling mistakes and check the punctuation marks (PRI, Week 1, March 30, 2015). I noted this down in my researcher journal as follows: “She doesn’t seem to be aware of the fact that checking content is as important as checking language and mechanics of writing (RJ, Week 1, March 30, 2015).

Intervention

It took really long for Sinem to grasp the significance of content-monitoring while producing a piece of writing. The paragraphs she produced during the intervention period sometimes lacked coherence or included weak, illogical arguments. To give an example, in week 3, the concluding sentence she wrote in the first draft of her paragraph in which she discussed the most serious problems in İstanbul was relevant to neither her topic sentence, nor supporting ideas (see Appendix M). Similarly, in week 4, the third supporting idea in the first and second drafts of her paragraph about private and state schools was rather weak. It was not strong or credible enough to persuade the reader (see Appendix N and O).

Although I modeled content monitoring several times in the tutorials and made sure that she memorized the strategy and supported its use when we were working collaboratively on a piece of writing, she did not get into the habit of doing it independently for quite long. Even when she attempted to do it, she just read the last one or two sentences she wrote, which unfortunately, was not enough to help her see the whole picture.

From week 1 to week 4, it was observed that there were gaps or mismatches between the ideas in her paragraphs. However, lack of content-monitoring was not the only reason for this. Not being able to generate relevant ideas and not making an outline or a plan ahead of writing surely contributed to this problem. Another contributing factor was found to be not paying attention to the instructions or not reading the question or the instructions at intervals. Not doing this sometimes caused her to move away from the topic altogether or to write paragraphs whose supporting ideas did not match with the topic sentences. In the second draft of her paragraph in which she discussed the reasons why local governments should provide sport facilities in week 2, for instance, the third supporting idea, which read “Finally, local governments are helping people and ease people’s lives” was not relevant to the topic sentence or other supporting ideas at all (see Appendix P).

The first sign of improvement was observed in the stimulated recall interview in week 6, when she was asked what she had focused on most in her writing. She said she had not focused on the examples that time, but rather the flow of the ideas.

The other day, you told me that I was being a little off topic with my supporting ideas so... limiting the topic a little bit, I went on to write... thinking the same way as you... I found it more logical... I stopped after each sentence and read back what I had written. I also sometimes looked at the instruction to make sure that I was within the scope of the topic (SRI, Week 6, May 7, 2015).

The second draft she wrote about smoking ban in public places in week 6 also provided strong evidence regarding her performance knowledge. Her paragraph included both good samples of discourse markers (e.g. therefore, because, and for example) and cause-effect language (e.g. lead to, if clause type 1, and consequently) that improved the coherence of her writing (see Appendix R). This shows that she had learned a lesson from the tutorials and made content-monitoring one of her weekly goals. Fluctuations still occurred with the development and flow of her ideas in the coming weeks though.

Post-Intervention

In the post-intervention interview, Sinem mentioned content-monitoring as one of the essential features of good writers. When I probed deeper, I observed that she was still in

the development process of gaining the habit because fluctuations in metacognitive awareness, sometimes declarative, sometimes procedural, and sometimes even conditional, were still reflected in self-regulation. For instance, regarding her third writing exam in the summer school, she admitted not being able to take effective actions concerning her inability to monitor what she had been writing during the exam:

I finished a body paragraph, then I read it and I didn't like it. I noticed that I had put some irrelevant ideas. Then I erased it and started writing again. I erased what I wrote again and again. Then, I had very little time left, so I couldn't check my essay before I submitted it. (POI, Week 15, July 8, 2015).

4.1.2.2. Organizing Ideas

As mentioned before, organization of ideas is also a global aspect of writing that requires crucial attention from student writers. Table 4.5 displays the codes generated under the theme of organizing ideas and their frequencies.

Table 4.5. Codes Identified Under the Theme of Organizing Ideas

Code	Sources	Instances
Organizing according to sample paragraphs on the Internet	4	9
Organizing ideas as they occur to her while writing	3	4
Putting ideas in order of importance	3	3

Pre-Intervention

The pre-intervention interview revealed that Sinem was not good at organizing ideas in her writing outputs. She said that she had been warned by her writing teacher about the way she organized her ideas and she had been reading sample paragraphs on the Internet to see how the ideas could be better organized (PRI, Week 1, March 30, 2016).

Intervention

When her writing performance was analyzed in early weeks (week 1 to 5), lack of planning and her inability to generate persuasive ideas inevitably affected the organization of ideas in her writing outputs. From week 1 to week 5, what she only did was to try to come up with two supporting ideas only and to start writing immediately.

She would neither bother to spend a little more time to come up with more ideas nor question the originality and persuasiveness of the ideas she already came up with. Needless to say, she started to think about the examples for the supporting ideas as she started to write and she organized the ideas as they occurred to her while writing. This is evidenced in the first draft of the paragraph she wrote about the serious problems İstanbul face these days in week 3.

“That is to say, when the increase in population in İstanbul, the unemployment problem occurs. Also the increases in environmental issues” (see Appendix M).

Although she started to pay particular attention to the organization of ideas as of week 6, fluctuations were observed in her performance in the following weeks.

When interviewed in week 8, Sinem’s writing teacher pointed out the improvement she had made in the organization of ideas:

She’s shown the most improvement in organizing her ideas. At the beginning of the module, her paragraphs were a travesty, and I’m not exaggerating! (IWTI, Week 8, May 21, 2015).

Post-Intervention

The post-intervention data revealed that Sinem had made considerable progress in organizing her ideas. The essays she wrote in week 14 provided clear evidence of good organization as the examples and supporting ideas were relevant to each other and the ideas were somewhat discussed in order of importance. While discussing the reasons why owning a car is a necessity in one of her essays, for example, she first talked about the comfort factor; next, safety; and thirdly, flexibility (see Appendix I).

In the stimulated recall interview that week she reported that she had brainstormed a lot of ideas about the topic and then chosen the most important three to include in her paragraph. She also said:

I’ve started with the strongest argument because I wanted to persuade the reader right from the start (SRI, Week 14, July 2, 2015).

4.1.2.3. Checking and Correcting

As shown by research, many student writers focus on language problems at the expense of global concerns (Creswell, 2000) and Sinem was no exception. The codes generated under checking and correcting are displayed in table 4.6 with their frequencies.

Table 4.6. Codes Identified Under the Theme of Checking and Correcting

Code	Sources	Instances
Checking for mistakes after finishing a supporting idea	1	1
Checking for mistakes after finishing the task	3	8

Pre-Intervention

As is the case with other strategies, Sinem demonstrated to have declarative knowledge about the importance of checking and correcting in the pre-intervention interview:

I read my paragraph after I finish writing to check if I've made any mistakes, if I've forgotten to put any of my ideas down and how the ideas are flowing. I also try to see my writing from the perspective of the teacher. I try to foresee what she will think about my paragraph, if she will like it or not. When I'm sure of everything, then I submit my paper (PRI, Week 1, March 30, 2016).

Intervention

As for the intervention process, from the very first stimulated recall interview, she demonstrated to have procedural knowledge about the significance of checking and correcting her writing, but lack of grammar knowledge set a barrier to her development at times.

It was only week 5 when she realized her weaknesses in grammar and started to set “having very few grammar mistakes” and “building complex sentences” as her weekly goals for the remaining tutorial sessions.

As of week 6, some successful as well as unsuccessful attempts to use some complex structures were observed. She was also more cautious about her language use. The following are the examples of a successful and less successful attempts that Sinem made in the second draft of her paragraph about smoking ban in week 6 (see Appendix R).

“Although a number of people don’t like the smoking ban in public places, it seems to me that this is a good law for the following reasons” (successful attempt).

“Clearly, people who smoke damage people who don’t smoke in public places” (less successful attempt).

According to her writing teacher, Sinem was well-aware of the importance of checking and correcting, but her grammar knowledge was not sufficient enough to detect her mistakes and correct them (IWTI, Week 8, May 21, 2015).

Post-Intervention

In the post-intervention interview, she made a confession that she was not aware of the abundance of her grammar mistakes in her writing before she attended the tutorials. She felt happy to have focused on some particular sentence structures in the tutorials and was satisfied with her progress. She added that she would keep setting “building complex sentences” as an all-time goal for her writing.

4.1.3. Self-reflection

In the self-reflection phase, self-evaluation, attribution, and adaptive inference emerged as the recurring themes.

4.1.3.1. Self-evaluation

The codes generated while Sinem was evaluating her writing performance are displayed in table 4.7.

Table 4.7. Codes Identified Under the Theme of Self-evaluation

Code	Sources	Instances
Comparing received scores to previous scores	2	6
Comparing received scores to peers’ scores	3	8
Referring to her writing teacher’s evaluation	2	3

Pre-Intervention

When evaluating herself in the pre-intervention interview, Sinem directly referred to her previous two achievement scores she had received in her writing course, which means

that she used her prior performance as the criteria to self-evaluate. Her first writing score was 35 and the second was 50 out of 100. Then, she moved on to evaluate her performance according to normative criteria by comparing her scores with her classmates' and concluding that the majority had received very low grades like she did.

Intervention

During the 8-week intervention period, Sinem produced five opinion paragraphs, writing two drafts for each. The scores that she gave to her paragraphs ranged from 2,5 (for the first paragraph) to 4,5 (for the last assignment) out of 5. Table 4.8 shows what grades Sinem awarded herself throughout the intervention.

Table 4.8. Grades Sinem Awarded Herself for Her Writing Outputs

	Draft Score	Writing Output Score	Assigned Week
Writing Output 1	4	2,5	Week 2
Writing Output 2	4	3	Week 3-4
Writing Output 3	3	2,5	Week 5-6
Writing Output 4	3	4	Week 6-7
Writing Output 5	4	4,5	Week 7-8

As shown in table 4.8, Sinem awarded relatively higher grades (4) for the first drafts of her first two assignments. However, she reduced her scores down to 2,5 and 3 respectively for her second drafts. She seemed to have made false assumptions about her paragraphs in the early stages of the intervention, thus I tried to raise her awareness about her weaknesses as well as strengths in the stimulated recall interviews and all along tutorial sessions. That is probably why she gave lower scores to the second drafts of her first two assignments.

She was more cautious while evaluating the first drafts of her third and fourth assignments that were collected in weeks 5 and 6 respectively. She awarded 3 for the first drafts of both assignments. However, although she increased the score of her fourth writing output to 4 in her second draft, she reduced the score of her third writing output to 2,5 in the second draft mainly because she did not support her topic sentence with an adequate number of persuasive ideas and examples. She said:

I thought of the same ideas even when I used the strategy you taught, so I ended up writing the same ideas in my paragraph. I could not think of a third supporting idea (SRI, Week 6, May 4, 2015).

When we applied the 5W1H strategy together and came up with several ideas that could have been used for that particular writing topic though, she admitted that she had not challenged herself and had given up easily while studying at home.

Finally, she gave 4 to her fifth writing task in week 7 and in the stimulated recall interview she proudly said that if she had written this paragraph in the exam, she would have probably received 80 or 85 out of 100. When I asked her the reason why she thought her writing deserved such a good score she replied:

Because I had made similar mistakes in the timed writing task and I received 75. Compared to that paragraph, this paragraph is a little better because I made less grammar mistakes. That's why I think I can get 80 or 85. What do you think? (SRI, Week 7, May 11, 2015).

It is evident from her explanation that she still lacks full awareness of the features that make her writing good because she does not list the reasons that make her paragraph good, but rather uses her prior performance as the criteria to self-evaluate.

Post-Intervention

In the post-intervention stage, Sinem's self-evaluation was more or less the same as her writing teacher's evaluation of hers. She complained about not being able to write a good introduction paragraph, but sounded happy with her body paragraphs. She also acknowledged her weakness in grammar. Her writing teacher's comments corroborated what she said.

She usually finds good ideas for her body paragraphs, but she needs to put more general ideas into her introduction paragraphs. Her ideas are too specific for an introduction paragraph. She should also work to improve her grammar and try using new vocabulary and structures. She needs to devote quality time to brainstorming and planning especially in the exams so that all her supporting ideas will be as persuasive and detailed as possible (PWTI, Week 15, July 9, 2015).

All these comments were also made by Sinem, herself, in the post-intervention interview. The similarities between her comments and her teacher's evaluation deem her to be right about her own development as a student writer. When I asked her what score her essay deserved, she said 70 or 75 because she had trouble with some word forms and had probably made some grammar mistakes. Concerning her last writing exam, she stated that she was not expecting a good grade since she could not think carefully and write well due to stress and nervousness:

I wish the teacher will award me 60 (she laughs), but what it deserves is max. 55 because I could write only two supporting ideas and I don't think I could expand them well. Yes, max. 55 (POI, Week 15, July 8, 2015).

4.1.3.2. Attribution

“Causal attributions refer to an individual's perception of the cause of the outcomes in a particular activity” (p.13, Cleary, Callan, and Zimmerman, 2012). In other words, attributions are a key part of the self-reflection process related to the reactions that individuals display after a task, an exam, or any other form of performance outcome. Table 4.9 shows the codes generated under the theme of attribution.

Table 4.9. Codes Identified Under the Theme of Attribution

Code	Sources	Instances
Having a limited repertoire of vocabulary	3	4
Feeling anxious about the writing topic	3	5
Using the same grammar structures	1	1
Having to write about very difficult or narrow topics	3	15
Choosing wrong grammar structures to use	1	2

Pre-Intervention

In the pre-intervention interview, Sinem attributed her poor performance in writing to three causal factors: her limited repertoire of vocabulary, feeling anxious about the writing topic (i.e. deviating from the topic or not being able to generate any ideas about the topic), and using the same grammar structures over and over again.

According to what she said in the interview, having a small repertoire of vocabulary seemed to be the primary reason for her failure in writing. When asked how easy or difficult she finds writing, she replied:

Initially, I found it very difficult to write in English, but after I expanded my vocabulary a little bit, and provided that I do not try to translate from Turkish to English, now I don't find it that difficult. Many Turkish students, including me, tend to think in Turkish while writing in English, so everything is mixed up. If you can avoid it and enlarge your vocabulary, it shouldn't be so difficult (PRI, Week 1, March 30, 2015).

When I further asked her about the most challenging part about writing in English she said:

I think, when starting to write I feel anxious because I am afraid of writing off topic. When I think about the topic, I may sometimes think very extensively and be sometimes slightly, sometimes totally off topic. Some of my ideas might be irrelevant to the topic. Sometimes, I cannot think anything about the topic (PRI, Week 1, March 30, 2015).

She also added that it was important not to repeat the same simple grammatical items over and over again:

Once I have made this mistake and I've received 35 out of 100. I've always used "you can... you can... you can..." It is important not to write the ideas in the same simple structures repeatedly (PRI, Week 1, March 30, 2015).

Intervention

Throughout the first five weeks of the intervention, Sinem attributed her poor performance directly to having to write about very difficult or narrow topics. She usually said that although she allocated a good amount of time to brainstorming and generating ideas, she was not able to come up with a satisfactory number of good ideas. When I asked her how she brainstormed ideas and what she did to generate more ideas in the stimulated recall interview in week 2, she said:

I thought about the topic, but I found it very difficult. It was a little narrow (SRI, Week 2, April 7, 2015).

When I asked further if she had employed any strategies in the pre-writing stage, she replied evasively:

Yes, I used some strategies, but I found the topic very difficult. I couldn't find much when I thought about it (SRI, Week 2, April 7, 2015).

When I probed deeper what strategies she had used, it became evident that she had memorized, and therefore remembered only one of the strategies (5W1H), yet she was not able to use it properly.

At the beginning of week 3, her fear of the writing topic emerged as the major causal factor again behind her poor performance in writing. While asking for advice about the writing exam that she was going to take that week, she said:

I'm worried about the topic. What if they ask about a topic I have no idea of? (SRI, Week 3, April 14, 2015).

Further adding to this picture, when going over the ideas in her paragraph in week 5, she said:

The topic is a little narrow. The same ideas come to mind even when the strategy is used. That's the reason I ended up writing the same ideas in my paragraph. I could not think of a separate 3rd supporting idea (SRI, Week 5, April 28, 2015).

It was not until week 6 that Sinem realized her anxiety about the writing topic arose from not using the pre-writing strategies properly. She kept attributing her performance failures solely to topics' being difficult or narrow until week 6. Even though this attribution gradually diminished starting from week 6, it never ended.

The topic was limited. It was narrow. Because it's only about sports. I came up with the health factor, economic factor, and I couldn't come up with a third idea. If I had had, it would be very similar to the other two supporting ideas anyway (SRI, Week 7, May 11, 2015).

As of week 6, when she became relatively better using the pre-writing strategies and generating ideas, she started to attribute her weakness to her choice of grammatical structures and grammar mistakes. The fact that she was marked very low on her grammar in the writing exam (2 out of 5) must have been a contributory factor to her

attribution. This also influenced her goal-setting for the remaining weeks. She determined using complex grammar structures and making fewer grammar mistakes as her goals in the last couple of weeks of the intervention.

Similar to what Sinem said in the pre-intervention interview, her writing teacher attributed her weaknesses in writing to her needless anxiety about writing topics at times, limited repertoire of vocabulary, and not allocating enough time to planning ahead of writing, especially in the exams:

She has a limited repertoire of vocabulary, so she cannot always express her ideas clearly. She sometimes finds it difficult to get her message across. In fact, the cause of the problem is that she doesn't study the vocabulary items with their collocations, so she cannot extend her range of vocabulary. Also, she doesn't usually do planning ahead of writing, so some of her ideas might lack supporting details or examples especially in exams. I don't know why but she sometimes feels too worried about writing topics in the exams, then her performance is negatively influenced by over-anxiety (IWTI, Week 8, May 21, 2015).

Post-Intervention

Sinem attributed her performance failures solely to time pressure and exam anxiety in the post-intervention interview. Since we had the post-intervention interview right after the writing exam in the summer school, she focused on her exam performance as the key outcome and made a lot of references to it:

I think time is an important factor. I couldn't do well in the exam yesterday because of time pressure. I couldn't think carefully... time was flowing... so I became more and more nervous. Then I stopped thinking of ideas and started to write. It was only because of panic, you know, because of exam stress. Otherwise, it was quite an easy topic, I could have generated many ideas about it if I had been given the topic in my own time (POI, Week 15, July 8, 2015).

Similarly, her writing teacher attributed her performance failures partly to her poor time management skills:

She spends so much time trying to write the introduction of an essay that she has too little time left for the body paragraphs. Then she gets nervous of course, and this affects

her performance negatively. Plus, she doesn't have any time left for proofreading when she's done! (PWTI, Week 15, July 9, 2015)

She also added that her grammar was another barrier to her improvement.

Her grammar is not comparable to a real B2 level student. Actually, she, herself, is also aware of this and she does some extra grammar work outside of the class, yet it is not enough. But, then, it's not possible to perfect your grammar in a couple of weeks, is it? It takes time to consolidate some structures... (PWTI, Week 15, July 9, 2015)

4.1.3.3. Adaptive Inference

Adaptive inferences refer to one's perceptions about what he or she needs to improve his or her future performance. Table 4.10 displays the codes generated under this theme.

Table 4.10. Codes Identified Under the Theme of Adaptive Inference

Code	Sources	Instances
Studying sample paragraphs on the Net	2	5
Paying more attention to use of language	2	3
Making a plan ahead of writing	1	2
Welcoming challenges and trying to use new language items	1	1

Pre-Intervention

When she was asked how she coped with challenges she faced before the intervention, Sinem replied:

I usually surf the Net to find writings about the topic. I investigate how the writers introduce an idea, how they support it, what kind of examples they give and how they give those examples. I don't do anything else (PRI, Week 1, March 30, 2015).

Hence, it can be said that she was not proactive enough about her writing. When I asked what she required to write effectively in English, her response provided corroborative evidence of her lack of adaptive inference. She said:

Coming up with good ideas is important. Then, linking these ideas to each other is also necessary. The flow is also important, it must flow so smoothly that it can attract the attention of the reader. It shouldn't bore the reader. We must use interesting words and interesting ideas to take the attention of the reader (PRI, Week 1, March 30, 2015).

As shown in the example above, she put some distance between what is required from a good writer and herself as a writer. Instead of personalizing the question, and answering it with 'I' language, she stated what one needs in general to produce effective writing outcomes in English.

Intervention

One of the things that I remember most about Sinem during the tutorials is her glancing at me, seeking reassurance. Rather than making adaptive inferences by herself, she usually relied on me to tell her what to do to write more effectively. After the stimulated recall interview in week 2, for example, she asked:

What do you advise me to do at home? How should I study? How should I revise? What should I study to be successful in the exam? (SRI, Week 2, April 7, 2016)

Similar to many other students in the school, she sometimes looked for easy and quick solutions to her writing problems and asked me to offer her some practical tips and advice. After pointing out that she was a little weak in grammar, particularly in the relative clauses, she asked:

Ok, if I revise the relative clauses at home today, do you think it will be enough for the exam? Will it be useful for me? Because I don't know what topic the writing question will be about (SRI, Week 2, April 7, 2016).

When we arrived at week 4, she made an adaptive inference by herself for the first time. She said she should be more careful with her grammar while writing and never forget to place the verb after the subject (SRI, Week 4, April 22, 2015). She also added that she needed to make a plan for her next writing in order to produce an effective piece, which she never did.

Although she made some adaptive inferences to improve her performance in the second half of the intervention, she tended not to take any actions to realize them (RJ, Week 7, May 11, 2015).

Post-Intervention

In the post-intervention interview, Sinem admitted that previously, she constantly needed somebody else's encouragement and guidance in order to achieve success.

Normally, when I cannot achieve something, if somebody does not encourage me to do it again or if I am not provided with incentives, I'm likely to give up easily. I usually say that's difficult and I give it up. But if someone guides me ... for example, you've never told me that "you cannot write", "you cannot be a writer". As you said "if you put more effort, I believe you can do it", I got more motivated to write. I felt good. So I started to put more effort. Now, I don't need an external body in fact because I am doing it, I am writing, I have confidence. My writing scores are better now. But if I give up studying, I may get low scores again. So I shouldn't stop, I shouldn't give up. I don't think I'll ever give up from now on (POI, Week 15, July 8, 2015).

However, after the intervention she said she did not need an outsider to encourage her anymore, because she had built confidence. She only needed to continue studying and never give up in order to be successful. She went on to say that she needed to challenge herself in order to show continuous improvement.

I must challenge myself... and I'm really happy because I'm challenging myself. I must try to write beautiful sentences and attempt to use new vocabulary and collocations. ... I'm really working hard, will keep studying hard for my writing. I am really trying to do my best (POI, Week 15, July 8, 2015).

4.2. Motivational Beliefs

Motivational beliefs were analyzed under two themes: self-efficacy, which is believed to provide the foundation for human motivation and self-satisfaction, the sense of which is certain to enhance motivation (Schunk and Zimmerman, 2008; Zimmerman, 2000b).

4.2.1. Self-efficacy

The only code generated under the theme of self-efficacy is displayed in table 4.11.

Table 4.11. Codes Identified Under the Theme of Self-efficacy

Code	Sources	Instances
Coming up with ideas, facts, and examples	2	2

Pre-intervention

When I first met Sinem in the pre-intervention interview, she was lacking in confidence and she did not consider herself a good writer at all:

I don't think I can possibly write a good piece of something as a writer (PRI, Week 1, March 30, 2015).

However, she did not sound hopeless either:

If I can improve my imagination, maybe, I might produce something good (PRI, Week 1, March 30, 2015).

This implied that the major difficulty she was experiencing with writing was to brainstorm ideas. When she could not think of enough ideas and got stuck on the pre-writing stage, this lowered her morale and productivity as evidenced in the following quotation:

If I am knowledgeable about the topic, I can write, I try to write. But, if I have no idea about the topic, if I'm not knowledgeable, I can't write. No matter how hard I try to come up with some ideas, I can't finish the paragraph. For example, the writing topic in one of the previous exams was about credit cards and I couldn't write anything, because I don't use a credit card. I came up with two supporting ideas, but not with a third one because I didn't know much about the topic. If I am in a good mood, I feel better when writing. If I am not though, I can't write well (PRI, Week 1, March 30, 2015).

Intervention

As we focused on different strategies during the intervention and as she devoted more time and energy to writing, Sinem seemed to gradually develop confidence in her writing ability.

In the first stimulated recall interview, I could easily realize that she was lacking in confidence because she was always hesitant while responding to my questions, and was seeking my approval with her eyes. She kept asking me questions like “*How can I say this?, How can I form this sentence?, and What kind of examples can I give here?*” Throughout the first five weeks, each time I asked her to evaluate her performance, she posed the same question to me and asked what I thought about her writing. When I insisted that she should respond first, she looked and sounded quite vague about what she thought about her performance. She sought my reassurance about everything until the mid-intervention. After we had a strategy training session in week three, for example, she asked me:

Ok, if I revise what we’ve studied today at home, do you think it will be useful for me? Will it be enough for the exam tomorrow? (RJ, Week 3, April 14, 2015)

Also, she sometimes changed her mind about the arguments she would initially support after learning about what I thought. For instance, when I assigned her a writing topic in week three (Air pollution is the most serious problem in Istanbul. Do you agree?), first she said she had agreed with the statement. Then, she asked me whether I agreed or disagreed and when I said I disagreed, she decided to change her mind and approach the topic from my perspective.

It was only in week six, when I first saw the signs of building confidence in Sinem. After taking a writing exam, I asked her how the exam was and she said it was good. She added:

I came up with good ideas, I guess. But, I might have made some grammar mistakes... (SRI, Week 6, May 4, 2015).

When I asked her the same question after a writing exam in week three, she had said:

I don’t know. It might be good or bad. I’m not sure (SRI, Week 3, April 16, 2015).

When I reminded her of this, she said, prior to the intervention, she was trembling before the writing exams, but recently she had overcome her fear of writing because she could come up with more ideas, facts, and examples.

Post-intervention

By the time the intervention was completed, Sinem had considerably grown in confidence. When I asked her how she felt about herself as a writer approximately one month after the intervention ended, she said:

Compared to my classmates, I am now a better writer I guess. I hope I will be much better. In the past, I used to have a fear about the topic, I was worried about generating ideas, expanding them, thinking of examples, etc. now, using the techniques you taught me, I feel more comfortable both before and during the exams. Yes, I am good. I am doing OK (POI, Week 15, July 8, 2015).

As I mentioned above, getting positive feedback from her writing teachers and me, earning our praise, and being awarded the highest writing scores in the last two writing exams in her class also helped boost her confidence. Her writing teacher summarized Sinem's quest for praise and encouragement with the following words:

Sinem can easily be motivated with some praise and encouragement. In fact, she usually seeks praise when she attempts to use a new language item. It is sometimes good and sometimes bad for her. It is good because she maintains motivation this way, but it is also bad because she can easily lose motivation when she cannot gain her teacher's appreciation in the future (PWTI, Week 15, July 9, 2015).

4.2.2. Self-satisfaction

When one feels satisfied with his or her performance outcomes, his or her motivation increases. Moreover, they tend to show adaptive reactions rather than defensive ones. Table 4.12 displays the codes generated under self-satisfaction.

Table 4.12. Codes Identified Under the Theme of Self-satisfaction

Code	Sources	Instances
Earning teachers' praise	2	7
Receiving one of the highest scores on exams	3	5

Pre-intervention

The reason why Sinem decided to attend the tutorial sessions in the first place was because she was not satisfied with her writing performance at all and her writing teacher

encouraged her to be a participant in this study. What she said in the pre-intervention interview confirmed her writing teacher's beliefs about her as she expressed her dissatisfaction with her writing.

If they asked us to write at home, maybe I could do better, but in the exams the stress factor comes into play and I lose motivation. I can't write well. There is also time pressure ... so I can't write well. And when I see the writing topics in the exam, I feel that I don't know anything about them and I won't be able to write anything, so ... in general, I'm not happy with my performance at all (PRI, Week 1, March 30, 2015).

Intervention

During the first few intervention sessions, Sinem felt satisfied with minimum performance she put in. While brainstorming ideas together in the tutorials in weeks 2 and 3, for example, she frequently said "*I think that's enough*" and stopped scribbling down ideas. Similarly, when I asked her if she wanted to revise the outline we prepared together in week 4, she said: *I don't think we need to revise, it looks good.*

What I realized about Sinem towards the end of the intervention is that her feeling of self-satisfaction is dependent on two things: being praised by her teachers and receiving higher scores than her classmates. When I asked her how satisfied she was with the paragraphs she produced in the first weeks of the intervention, she always returned my questions with a question: *What do you think about my paragraph? Do you think it's good?* (SRI, Week 2, April 7, 2016 and SRI Week 3, April 14, 2016).

The fact that she was appreciated by her writing teacher in a particular week of the tutorial increased her motivation whereas being criticized for her mistakes caused her to lose motivation. When her writing teacher congratulated her on her content development in the writing exam in week 6 for example, she was very happy and highly motivated in the tutorial (RJ, Week 6, May 7, 2015). When the teacher criticized her for the abundance of simple mistakes she made in her paragraph in week 7 though, she was demoralized and tongue-tied during the intervention session (RJ, Week 7, May 14, 2015).

Her exam scores were another source of satisfaction for Sinem. When she received one of the highest scores in class in the second writing exam, her self-satisfaction was augmented and this was clearly observed in the tutorial sessions. When she received the highest score in class in the speaking task, she told me in the tutorial that speaking was more difficult than writing and she got the highest score, so she could also get the highest score in class in the writing task. Briefly, the more efficacious she felt, the more successful she became; and the more successful she became, the more satisfied she felt.

Post-intervention

In the post-intervention interview, Sinem sounded quite satisfied with her writing performance as well as her overall performance as a university student. It was clear that she had built confidence over the intervention and this had found its reflection in the self-satisfaction she felt. She was mainly satisfied with her scores:

When I saw my writing score last week, I said “Well-done, Sinem”. You did it. I think I wasn’t aware of my own potential. I became very happy (POI, Week 15, July 8, 2015).

She went on to say:

I’m really happy because I’m challenging myself. I’m trying to write beautiful sentences and attempting to use new vocabulary and collocations. But, sometimes if I’m not sure about how to say something, I’m thinking of an easier way of saying it. Otherwise, it’s likely to be wrong and I might lose points. I’m really working hard, trying hard for my writing. I am really trying to do my best. I don’t think that anybody else is trying as hard as me in the class (POI, Week 15, July 8, 2015).

4.3. Writing Achievement Scores

This section examines the extent to which self-regulatory strategy instruction influenced the participant student’s writing achievement scores she received during and after the intervention by comparing them to the scores she had obtained before the intervention. Table 4.13 shows the marks she gained at A2 level before the 8-week-intervention program started, at B1 level when she was attending the tutorials, and at B2 level when the intervention ended and she was attending summer school.

Table 4.13. Writing Achievement Scores

	Before the Intervention	During the Intervention	After the Intervention
	<i>A2 Level</i>	<i>B1 Level</i>	<i>B2 Level</i>
Writing Exam 1	37,5	70	42,5
Writing Exam 2	35	65	80
Writing Exam 3	50	75	60

Pre-intervention

As shown in table 4.13, Sinem's writing achievement scores were extremely low before the intervention. Her first writing exam score was 37,5 and second exam score was 35 in A2 level. In the writing section of the end of module exam, she could moderately increase her achievement score to 50.

Intervention

Compared to her scores before the intervention, a considerable increase occurred in Sinem's writing grades in the B1 level. Receiving 70 from the first writing exam made her extremely happy. The other scores she received from the second and third writing exams were also as high as 65 and 75 respectively, which suggested that the immediate effects of the intervention could be discerned in the writing achievement scores Sinem obtained.

Post-intervention

The overall picture of her grades in the B2 level after the intervention shows a fluctuation in Sinem's performance. Although her first writing score is too low, she seems to have made an enormous leap in the second writing exam by increasing her score from 42,5 to 80. However, her third writing exam score goes down to 60 again at the end of the academic year. It is important to note here that Sinem took the first two writing exams before the stimulated recall interview in the post-intervention phase and she sat the third writing exam a couple of days after the stimulated recall and post-intervention interviews.

When commenting about her performance in the interview in the summer school, Sinem's writing teacher referred to her low score of 42,5 as follows:

I don't know why but it took quite a while for Sinem to learn to write a good introduction for an essay. Although she was quite good at generating ideas for the body paragraphs, I don't know why... but she could not think of any general ideas that she could use to introduce the topic in the first paragraph. She would sometimes start the introduction with examples, I would give her feedback and she would erase. Then, she would put a lot of details in the introduction, and after my feedback she would erase it again. The same thing happened to her in the first writing exam too. Dealing with the introduction paragraph for so long, she didn't have enough time left for the body paragraphs and she received a terrible score (PWTI, Week 15, July 9, 2015).

When I asked Sinem about her lowest score in the post-intervention interview, her response was corroborative of what her teacher said. She only added that she could not manage her time effectively.

Well, I got stuck in the introduction paragraph and I couldn't move on. I couldn't find any introductory sentences for the topic for quite some time. Then, when I found some ideas and finished writing the introduction paragraph, I had very little time left for completing my essay. This stressed me out and I lost concentration, so I couldn't write well. In short, I couldn't manage my time effectively (POI, Week 15, July 8, 2015).

CHAPTER V: DISCUSSION AND CONCLUSIONS

This chapter includes an in-depth discussion of research findings and bring forward some explanations concerning the self-regulatory journey of one single case (Sinem) in writing. As in the results section, in accord with the three phases of Zimmerman's cyclical model of self-regulated learning, the discussion of the first research question is held mainly in three sections: forethought, performance, and self-reflection. Next, motivational beliefs are discussed under research question two. Following the discussion of the third research question, which built a link between self-regulatory strategy instruction and achievement scores in writing, conclusions drawn from the study results are presented. Finally, implications concerning the practice and further research are discussed and some recommendations with regard to the improvement of self-regulated learning and achievement scores in writing are offered.

5.1. Discussion of Research Question I

The results corroborate the informed view that the instruction of writing strategies in tandem with self-regulated learning strategies improves one's writing performance and supports strategy maintenance. Having received eight weeks of self-regulatory strategy instruction in writing, Sinem showed a considerable improvement both as a student writer and a university student. It is important to note that the effects of the intervention are not immediate though; internalization of strategies, especially self-regulation strategies, takes time on the part of the learner. However, once they are internalized, their maintenance is bound to be long-term in normally achieving students (Harris and Graham, 1996).

In general, the findings are parallel with Glaser and Brunstein's (2007), whose study revealed that the instruction of writing strategies combined with self-regulation procedures improve the effectiveness of writing strategies training, increase the maintenance of learned strategies across time, and facilitate the generalization, or transfer, of the learned strategies across time.

5.1.1. Forethought

Regarding **goal-setting**, Sinem did not want to do anything at the beginning because she probably did not understand the importance and value of it. When I asked her what goal(s) she wanted to set herself in the tutorials, she established very general, long-term goals such as producing a good piece of writing or getting a good score on her writing task or exam. Therefore, I had to guide her to set a short-term and smart goal for herself at the end of the tutorials so that she could monitor herself working towards her goal and hopefully achieving it.

Strategic planning, which is crucial to the development of self-regulated learning, was found to have developed the least and the latest in the present study. This suggests that explicit instruction of the strategies alone does not ensure their use by the learner. Hence, teachers should keep spending time on the same strategies until they are internalized by students. It is also important to note that strategic planning is quite related to the development of the field knowledge. Therefore, it may not be possible for learners to do any strategic planning for their writing before they extend their knowledge of writing (i.e. having comprehensive knowledge of all the features of an opinion essay in the context of this study). In the case of Sinem, she was not able to demonstrate any strategic planning for quite long [i.e. planning out all the stages (pre-, while-, and post-) of her writing before starting to write] because she simply did not know enough strategies to produce a good opinion paragraph. It was only after she acquired considerable knowledge about writing (i.e. strategies for generating ideas such as 5W1H and for organizing ideas such as listing from the most important to the least) that she displayed some amateur attempts to do strategic planning.

Sinem displayed fairly typical behavior of her generation¹ in the forethought phase by not taking sufficient time to do **planning ahead of writing**. What she did under the name of ‘planning’ before the intervention was solely to think about the topic. She did

¹ Born in 1993, Sinem is a member of the Millennial generation (born between 1981 and 2000). Because they are accustomed to electronic modes of communication, this generation are likely to experience difficulty with the more traditional modalities of communication such as writing. They have become used to quick answers through the Internet and may become impatient or easily bored in a nonvirtual environment, and in practice, boredom can lead to complacency and errors. Their attention spans are short, and they are not accustomed to reflective and systematic thinking. They might also have difficulty with problem solving, conflict resolution, prioritizing, and focusing on singular tasks (Johanson, 2012).

not use any brainstorming strategies, neither did she scribble any notes on paper. Even after we studied some pre-writing strategies together and followed the SRSD pattern in the tutorials, it took quite a while for her to get into the habit of using these strategies to do planning prior to writing. Interestingly, although she demonstrated full knowledge of some of the strategies, she was not able to put them into practice. In other words, she was not yet able to turn her declarative knowledge into procedural knowledge.

5.1.2. Performance

In accord with Graham's (2006) results, the instruction of writing strategies in tandem with self-regulation strategies enhanced Sinem's writing performance to a considerable degree. Hence, this study provides corroborative evidence for the efficacy of Graham and Harris' (2009) SRSD instruction model, which consists of six stages:

Stage 1: Develop and activate background knowledge

Stage 2: Discuss it

Stage 3: Model it

Stage 4: Memorize it

Stage 5: Support it

Stage 6: Independent performance (p.63-64)

While she was taking her time to check her organization and grammar mistakes (usually when she finished writing), Sinem was almost never **monitoring her content** during the writing process. It took her quite a while to understand why she was being asked to read aloud from the beginning of the paragraph every time we added a new supporting idea or example to it. She would read it aloud aimlessly and then look at me with blank eyes. In fact, this alone was a good example explaining why the ideas in her writing did not flow in the first place. Encouraging her to complete the self-monitoring form every time she was writing at home, I tried to get her to acquire this habit as soon as possible. However, it was half through the total intervention period when she mentioned content-monitoring for the first time.

During the performance phase, Sinem made relatively faster progress in **organizing ideas** probably because it was one of the things that her teacher had pointed out before.

According to what Sinem told me, she always *checked her language mistakes* after she completed a writing task. However, because she had some fundamental weaknesses in grammar, she was not able to identify and correct most of her grammar mistakes. Even when she felt that she had made a mistake in a sentence, she had an insurmountable difficulty in fixing it. It was not until the mid-intervention though when she acknowledged her weaknesses in grammar and became more cautious about the sentence structures she used. After that, she shifted her focus towards sentence structures like the relative clauses, which she wanted to use in all her writing practices from then on.

5.1.3. Self-reflection

Since the beginning of the intervention, Sinem tended to use prior performance standards to assess her individual progress by comparing her prior performance outcomes to her current performance. According to Cleary, Callan, and Zimmerman (2012), the “forms of self-referenced standards are ideal from a self-regulatory perspective because they direct one’s attention, reflective thoughts, and actions toward their own behaviors and outcomes” (p. 12). In this sense, Sinem’s way of *self-evaluating* herself was aligned with self-regulated learning. However, the other form of self-referenced standard, which is using mastery criteria to evaluate oneself, was missing in Sinem until the end of the intervention. Mastery standards involve benchmarks or performance markers ranging from poor to exemplary behavior or skills. In order to achieve success, one would ideally need to use these two types of criteria to self-evaluate. In Sinem’s case, normative criteria outweighed mastery standards for quite long. It was not until towards the end of the intervention that Sinem evaluated herself according to mastery criteria [i.e. B1 level writing rubric for opinion essay in the context of the present study (see Appendix S)].

It is known that “the type or quality of one’s *attributions* is strongly related to the types of adaptive inferences that students believe they need to make in order to optimize their future performance” (Cleary et al., 2012, p. 16). In the case of Sinem, she usually attributed her failures to writing topics’ being difficult or too narrow, not to her lack of strategic planning or other personal factors. Therefore, it is not surprising that she was

not able to make powerful *adaptive inferences*. In fact, this is corroborative evidence for Cleary et al.'s study (2012) in which they claimed that people who made strategic attributions following failure or poor performance on a particular task were more likely to adapt their strategic methods to perform more effectively on a similar task in the future.

According to Cleary et al. (2012), using self-referenced standards for self-evaluation is a critical ingredient in becoming more adaptive. Probably because Sinem lacked in mastery-criteria-referenced self-evaluation, she was not successful enough in making adaptive inferences. She repeatedly asked me to tell her what she needed to do to increase her performance. This is probably because she comes from a teacher-centered or teacher-led cultured background and it may take her quite a long time to change her expectations from a teacher.

5.2. Discussion of Research Question 2

The most powerful and discernible effects of the intervention were observed in the transformation process of motivational beliefs that Sinem underwent in the long run. It is evident from the study findings that there are two strong elements that boost one's *self-efficacy* beliefs and *self-satisfaction*. One of them is receiving positive remarks from one's teachers and the second one is getting higher scores on exams.

To begin with, giving some praise and offering a few words of encouragement to Sinem increased her motivation a lot. When she earned the teacher's praise in her writing class, she was more motivated and alert in the tutorials. When she was praised in the tutorials or stimulated recall interviews towards the end of the intervention, for example, she would tell me that this gave her strength to study harder and achieve better scores in writing.

With regard to the effects of achieving higher scores on exams, as both observed by the researcher and verbally reported by Sinem, it was revealed that even a modest increase in exam scores had a considerable influence on Sinem's motivational beliefs. This finding suggests that even a slightest increase in an exam grade is perceived as concrete

evidence of learning on the part of the student and leads to an increase in self-efficacy beliefs and motivation.

The study also revealed that there is a reciprocal link between self-efficacy and self-satisfaction. The more self-efficacious one feels, the greater sense of satisfaction they feel or vice versa.

In fact the source of dissatisfaction and inefficacy may well be attributed to lack of writing knowledge again. When Sinem was unaware of the strategies that she could use for her writing tasks and did not know her weaknesses and strengths, her self-efficacy beliefs and self-satisfaction were extremely low. When she gradually equipped herself with the writing strategies such as generating and organizing ideas (e.g. 5W1H and TREE), her fear of writing topics faded away and she could better focus on her weaknesses (i.e. grammar problems). Although she did not minimize or overcome her grammar mistakes in such a short period of time, expending effort to develop her weaknesses helped her build confidence over time. As a result, it can be concluded that the instruction of writing strategies alone or in tandem with self-regulation strategies is likely to produce better results than the teaching of self-regulation strategies alone.

5.3. Discussion of Research Question 3

The writing achievement scores Sinem obtained during the intervention pointed out an exponential increase in her performance. The results are consistent with abundant research concluding that instruction of self-regulated learning contributes to academic achievement (Zimmerman, 1990). The findings of a number of other studies that investigated the effects of SRSD in writing, were particularly corroborated with the results of the current study. Similar to other student writers who demonstrated progress in their writing scores when given self-regulatory strategy instruction in writing (Harris, Graham, and Mason, 2006; Uygun, 2012, Brunstein and Glaser, 2011), Sinem seemed to have benefited from the intervention to a considerable degree in relatively a short period of time.

While the increase in Sinem's achievement scores might definitely be attributed to the intervention program or SRSD in writing, there may also be other factors contributing

to this improvement. For example, it might be that Sinem found the writing topics in the exams easier or her writing teacher devoted a lot of time and energy to prepare Sinem and her classmates for the exams, or Sinem might have paid meticulous attention to her writing during the exams in order not to fail the course again.

Regarding the writing achievement scores she received after the intervention, some fluctuations were observed. This may well be explained by the fact that she moved from paragraph to essay writing and was not able to regulate her behavior and cognition shortly. Consequently, she may not have been able to successfully transfer the strategies across different types of writing. Alternatively, as her writing teacher stated in the interview and as corroborated by Sinem, the reason why she obtained a really low score in the first writing exam after the intervention might be due to poor time management skills. Finally, an almost twofold increase in the second exam and a 25% decrease in the third exam score might have stemmed from the irregularities in Sinem's implementation of the strategies. This might have been caused by the fact that there was a five-week interval between the last tutorial of the intervention program and the post-intervention phase. In other words, Sinem might have found it difficult to regulate her cognition, behavior, and environment without guidance. She might simply have required a longer period of support and guidance in order to keep some SRL and writing strategies stable.

5.4. Conclusions

The transition from teacher-guided approach to self-regulated learning has been found to be a very challenging developmental process within the scope of this study. "Teaching involves others providing instruction and guidance, but for self-regulation to develop, this external influence must be internalized by learners into their self-regulatory systems" (Schunk, 2008, p.466). As Dinsmore et al. (2008) and Loyens et al. (2008) recommend, the present study focused on investigating how the internalization process takes place at different developmental levels and how effective the strategies are for metacognitive and self-regulatory development. Hence, the findings have critical implications for practice and research.

Research findings suggest that in order to improve students' writing skill, powerful skills and strategies involved in the writing process (i.e. planning, writing, and revising) should be incorporated into writing instruction. In order to ensure long-term maintenance of the strategies and increase students' self-efficacy beliefs, the instruction of writing strategies should be provided in combination with self-regulated learning strategies (i.e. goal-setting, self-monitoring, and self-reflection) which are crucial to orchestrating the writing process. Setting goals, for example, can exert motivational influence on learners and enhance self-efficacy and self-regulation (Schunk, 1995, cited in Schunk, 2001). Although whether it is best to teach these strategies explicitly or implicitly has long been a debatable issue among researchers and practitioners, the findings of the present study support the view that explicit teaching of strategies works effectively.

As Harris, Schmidt, and Graham (1997) assert, SRSD can be used to complement any writing curriculum or effective practices in writing. It is also important to note that SRSD intervention programs can be shaped according to individual students' self-regulation and writing needs as well as their cognitive, academic, and emotional profiles. They can be as explicit and supportive as is required by participant students' needs. Therefore, the full SRSD model may not be needed with all students, nor do all students need the same self-regulation or writing strategies. The findings of this particular study, for example, suggest that intervention programs designed for low-intermediate level students who are not familiar with any of the self-regulation strategies should ideally last at least three or four months because they need a lot of modeling and guidance before they can use the strategies independently. In the present study, it took Sinem two months (with teacher's guidance) and another one and a half month (without teacher's guidance) to adopt and use some of the target strategies independently.

It is also of utmost importance to promote students' development of positive attitudes about writing and themselves as writers. Offering words of encouragement and praising helped Sinem enormously get rid of her negative feelings about writing and adopt a more positive attitude towards it. According to Zimmerman (1989, 2002, cited in Cleary and Zimmerman, 2004), evoking positive attitudes and arousing a feeling of hope in

students and their parents and teachers are as important as the development of self-regulatory processes.

The potential effectiveness of this model is based not only on its development of self-regulatory processes but also on its message for establishing “hope” and “empowerment” in students and their respective parents and/or teachers. Empowering students to become more self-directed learners and helping teachers and parents further develop these skills in their children can significantly increase students’ motivation and achievement in school. (p. 549)

All in all, the results of this study illuminated how writing knowledge (e.g. pre-writing strategies), motivational beliefs (e.g. self-efficacy beliefs), and self-regulated learning strategies (e.g. goal-setting) worked together to transmit the effects of the self-regulated writing strategies training on the quality of students’ writing and their achievement scores. The intervention model of the study also advanced the understanding of the developmental processes students are likely to undergo on the way to become more self-regulated learners in writing.

5.5. Implications for Practice and Further Research

The results have important implications for practice. To begin with, strategy instruction procedures such as SRSD should be made an integrative part of writing curricula at schools. They should focus primarily on helping students develop positive attitudes about writing and empower them to become self-regulated learners whereby they proactively set goals, monitor performance processes and outcomes, evaluate their performance, and then make strategic adjustments to improve their performance. Given that quite a number of teachers have to follow their schools’ curricula closely and are not allowed much flexibility, it would be ideal if curriculum developers made SRSD a core element of their writing curricula. This would create a strong need for the training of teachers, but once the challenge was embraced, the results would be awesome.

In the cases where it is not possible or suitable to incorporate such procedures into the main curricula, intervention programs can be designed for students who lack motivation and strategies for writing and self-regulated learning. Curriculum designers could select some pilot classes or students to whom they can apply a similar intervention program to

the one in this study and evaluate the effectiveness of the program. Provided that teachers are given essential training, SRSD can also be piloted at particular grade levels in selected public schools by the Turkish Ministry of Education. Once the effectiveness of the program has been demonstrated, it can gradually be integrated into the national curriculum.

The intervention program used in this study was designed for working with individual students. While school psychologists and counselors may be able to provide this type of individualized training in self-regulated learning, teachers may find it more difficult because of large class sizes. However, teachers can create self-regulation classrooms by incorporating some of the SRSD principles into their daily activities. For example, in self-regulation classrooms, teachers would teach various study or learning strategies, encourage graphing procedures to self-record performance outcomes and processes and give immediate strategic feedback. Although all of these features can have positive changes on students' self-regulated beliefs and behaviors, the key element is teachers giving frequent performance opportunities for students (Cleary and Zimmerman, 2004).

Similar to the writing empowerment movement in the US education system, writing improvement must be set as a national goal in Turkey and an effective and comprehensive writing policy should be developed and effective instructional practices should be identified not only at tertiary level but with younger students as well. This is important for mainly two reasons. First, giving students effective writing instruction from the start will help ameliorate their writing problems (Graham & Harris, 2002). Second, waiting until later grades to address writing problems that have their origin in the primary or secondary grades has not been particularly successful (Slavin, Karweit, & Madden, 1989). The time required for the development of writing and self-regulated learning strategies at relatively older ages are likely to be longer as experienced in the case of Sinem in this study.

In summary, research studies including the current study as well as anecdotal evidence show that many students require further development of their self-regulated learning skills to be successful at university (Credé and Kuncel, 2008; Dynan et al., 2008; Hattie et al., 1996; Jansen and Suhre, 2010, cited in Warburton and Volet, 2012). Thus, curriculum developers and classroom practitioners should make the skills for self-

regulated learning explicit for the learners and try to facilitate their development through targeted teaching and learning activities.

The intervention model used in this study needs to be further tested with larger groups of students as well as individual cases in order to compensate for the limitations. Further research with different age groups and proficiency levels might produce very interesting results too. In fact, applying this program to high achievers or highly motivated learners can yield impressive results even in a shorter period of time. The research would also benefit from a more extended time frame, during which students would be provided with more opportunities to practice both the subject matter and SRL strategy use. Applying similar intervention programs with different genres (e.g. expository or narrative writing) in further studies might also reveal significant findings about the instruction of L2 writing. Finally, in order to understand what processes students undergo in the development of self-regulated strategies in other language skills, designing an intervention program which combines SRSD with other skills such as speaking might carry crucial implications for the field.

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APPENDIX A

PARTICIPANT STUDENT'S CONSENT FORM (English Version)

I am informed about the purpose and the nature of this research study conducted by Diler Gültekin as her M.A. thesis and about my role in it as the key participant. By agreeing to participate in this study and signing this form, I give my consent to the following activities that will be requested by the researcher:

- I will attend 2 meetings with the researcher every week for 8 weeks.
- The researcher will teach me some self-regulatory writing strategies in these meetings.
- I will write 5 opinion paragraphs (2 drafts for each) in my own time at home during the course of this intervention program.
- Before, while, and after writing my paragraphs, I will fill in the goal-setting, self-monitoring, and self-evaluation (GSS) form which will be provided by the researcher at the end of each meeting.
- After the submission of each paragraph, the researcher will hold a stimulated recall interview with me. It will last about 30 minutes and will be recorded.
- My interview data, paragraphs, and GSS forms can be analyzed and reported in the researcher's M.A. thesis or other conference presentations and/or papers.
- My name will only be known to the researcher. All references to me in the thesis or other conference presentations and/or papers will be made with a pseudonym.
- Any new information emerging during the course of this study, which may affect my willingness to continue in this intervention program will be given to me as it becomes available.
- I have the right to withdraw from the study at any time. If I do so, I can reclaim all the audio tapes produced by my participation in the stimulated recall interviews and the paragraphs I have written.
- A copy of this signed consent form will be given to me.

Name: _____

Signature: _____

Date: _____

APPENDIX A

PARTICIPANT STUDENT’S CONSENT FORM (Turkish Version)

KATILIMCI ÖĞRENCİ İZİN FORMU

Diler Gültekin master tezi için gerçekleştirdiği bu çalışmanın amacı ve yapısı ile ilgili beni bilgilendirmiş ve çalışmada anahtar öğrenci olarak üstlendiğim rolün ne olduğu konusunda beni aydınlatmıştır. Bu çalışmaya katılmayı kabul ederek ve bu formu imzalayarak, araştırmacı tarafından talep edilen aşağıdaki maddeleri onaylamış oluyorum.

- 8 hafta boyunca haftada iki kez araştırmacının gerçekleştireceği derslere / görüşmelere katılacağım.
- Bu derslerde / görüşmelerde araştırmacı bana bazı öz-düzenlemeci yazma becerilerini öğretecek.
- Uygulanan program boyunca (8 hafta) evde kendi başıma 5 görüş paragrafı yazacağım ve her paragrafı geri-dönüt aldıktan sonra yeniden yazacağım.
- Paragraflarımı yazmadan önce, yazarken, ve yazdıktan sonra araştırmacı tarafından bana verilen amaç belirleme, kendini izleme, ve kendini değerlendirme formunu (GSS formu) dolduracağım.
- Her paragrafın tesliminden sonra araştırmacıyla anımsatmayı amaçlayan bir görüşme yapacağız. Bu görüşme yaklaşık 30 dakika sürecek ve kayıt edilecek.
- Görüşme kayıtlarım, paragraflarım, ve GSS formlarım araştırmacının master tezinde ve hazırlayacağı konferans sunumlarında ya da makalelerde analiz edilip incelenebilir.
- Tezde ya da konferans sunumları ve makalelerde bana yapılacak bütün atıflarda gerçek adım değil bir rumuz kullanılacaktır.
- Araştırma devam ederken, benim araştırmaya katılımımdaki isteğimi etkileyecek bir durum oluşursa, bu bilgi benimle hemen paylaşılacak.
- Bu çalışmadan istediğim zaman ayrılabilirim. Ayrıldığım takdirde, benimle yapılan görüşme kayıtlarının ve yazdığım paragrafların hepsinin bana iadesini isteyebilirim.
- Bu izin formunun imzalı bir kopyası bana verilecektir.

Ad ve soyad: _____

İmza: _____

Tarih: _____

APPENDIX B**PARTICIPANT TEACHER'S CONSENT FORM**

I am informed about the purpose and the nature of this research study conducted by Diler Gültekin as her M.A. thesis and about my role in it as the writing teacher of the key participant. By agreeing to participate in this study and signing this form, I give my consent to the following activities that will be requested by the researcher:

- I will attend 1 meeting with the researcher at the end of the module.
- The researcher will interview me about the key participant's writing performance in class.
- The interview will last about 20 minutes and will be recorded.
- My interview data can be analyzed and reported in the researcher's M.A. thesis or other conference presentations and/or papers.
- My name will only be known to the researcher. All references to me in the thesis or other conference presentations and/or papers will be made with a pseudonym.
- I have the right to withdraw from the study at any time. If I do so, I can reclaim all the audio tapes produced by my participation in the interview.
- A copy of this signed consent form will be given to me.

Name: _____

Signature: _____

Date: _____

APPENDIX C**Demographic Information Form - Turkish Version****Demografik Bilgiler**

1. Ad ve Soyad:

2. Yaş:

3. Cinsiyet:

4. Mezun olduğun lise:

5. Bölümün:

6. Bölümünü hedefleyerek, isteyerek mi seçtin?

7. Burslu musun?

8. Evde mi, yurttta mı kalıyorsun?

9. Yalnız mı, ailenle mi, ev arkadaşınla mı, yoksa oda arkadaşınla mı yaşıyorsun?

10. Kardeşin var mı? Varsa, kaç yaşında(lar)? Seninle mi yaşıyor(lar)?

11. Kaç aydır / yıldır İngilizce öğreniyorsun?

12. Ailende İngilizce bilen kimse var mı? Ne derece biliyorlar?

13. Anne / babanın eğitim durumu?

14. Daha önce herhangi bir alanda kazanmış olduğun bir başarı ya da derecen var mı? Varsa, detaylandırır mısın?

APPENDIX C

Demographic Information Form - English Version

Demographic information

1. Name & Surname:
2. Age:
3. Gender:
4. High school of graduation:
5. Department:
6. Did you choose your department purposefully?
7. Are you on a scholarship?
8. Do you live in a house / flat or in the dormitory?
9. Do you live alone / with your family / with your flatmate / with your roommate?
10. Do you have a sister or brother? If yes, how old is s/he? Does s/he live with you?
11. How long have you been learning English?
12. Is there anyone in your family who knows English? If yes, what is their level of English?
13. What is the education level of your parents?
14. Are there any notable achievements that you have attained so far? If yes, please explain.

APPENDIX D**Pre-Intervention Interview (PRI) Questions - Turkish Version**

1. Kendini bir “yazar” olarak nasıl görüyorsun / tanımlarsın?
2. Ne sıklıkla İngilizce bir şeyler (örn. paragraf) yazıyorsun?
3. İngilizce yazma ödevlerin için haftada ne kadar zaman harcıyorsun?
4. İngilizce yazı yazmak sence zor mu, kolay mı?
5. İngilizce yazı yazmanın en zor tarafı sence nedir? İngilizce yazarken en çok zorlandığın şey nedir?
6. Bununla (zorlandığın şeyle) başa çıkmak için ne/neler yapıyorsun?
7. İngilizce yazı yazarken en çok neye önem veriyorsun / dikkat ediyorsun?
8. İyi bir paragraf yazmak için sence neler yapman lazım?
9. Yazmadan önce plan yapıyor musun? Neden? / Nasıl planlıyorsun yazacaklarını? Sence bu işe yarıyor mu? Nasıl yarıyor? / Neden yaramıyor? / Neden yaramayacağını düşünüyorsun?
10. Yazarken aralarda durup yazdıklarını okuyor musun yeniden? Neden? (Cevap “evet” ise) Ne sıklıkla?
11. Yazmayı bitirdikten sonra yazdığın paragrafı baştan sona yeniden okuyor musun? Neden? Sence bu işe yarıyor mu? Nasıl yarıyor? / Neden yaramıyor? / yaramayacağını düşünüyorsun?
12. Yazdığın paragraflardan memnun musun? Yazdıkların seni tatmin ediyor mu? Neden?
13. Yazma becerine / yeteneğine güveniyor musun? / Yazarken kendini iyi hissediyor musun? İyi bir şeyler ortaya çıkaracağına inanıyor musun?
14. İngilizce (öğrenme) ile ilgili kendine koyduğun hedefler var mı? Gelecek için neyi hedeflersin / neyi başarabilmeyi istersin?
15. İngilizce yazı yazma konusunda kendine koyduğun hedefler var mı? Gelecek için neyi hedeflersin / neyi başarabilmeyi istersin?

APPENDIX D

Pre-Intervention Interview Questions - English Version

1. How do you feel about yourself as a writer?
2. How often do you write in English?
3. How much time do you spend on writing tasks a week?
4. How easy or difficult do you find writing for you?
5. What is the most challenging / difficult part about writing in English for you?
6. How do you cope with it (this challenge / difficulty)?
7. What do you mostly focus on when writing in English?
8. What do you think you require to write effectively in English?
9. Do you plan before you write? Why / Why not? How? Do you think it works?
10. Do you stop and read what you have written at intervals? Why / Why not? How often?
11. Do you revise what you have written?
12. Are you satisfied with your writing performance? Why? Why not?
13. Do you feel confident about your writing?
14. Do you have any goals in learning English? What are they?
15. Do you have any goals in writing for the future? What are they?

APPENDIX E

Goal-setting, Self-monitoring, and Self-Evaluation (GSS) Form
(Turkish Version)

Ad & Soyad: _____

Tarih: _____

Haftalık amaçlar:

Bu amaçlara nasıl ulaşabilirim? Amaçlarıma ulaşmak için neler yapmalıyım?

Kendini izleme:

Bu hafta yazmaya ayırdığın toplam zaman: _____ dakika / saat

Yazarken sana kolay gelen şeyler nelerdi?	Beraber yaptığımız birebir derslerden faydalandın mı? Ne kadar / nasıl faydalandın?
1.	
2.	
3.	
Yazarken sana zor gelen / problem yaşadığın noktalar nelerdi?	Sence niçin buralarda zorlandın? Başa çıkmak için ne yaptın? / Bu problemle nasıl başa çıktın?
1.	
2.	
3.	

Kendini değerlendirme:

1. Bu yazdığın paragraf sence ne kadar iyi? Yazdığın paragrafa 5 üzerinden kaç verirsin?
5 - 4 - 3 - 2 - 1
2. Kendi çabandan ne kadar memnunsun? Kendi çabanı değerlendirmen gerekirse, kendine 5 üzerinden kaç verirsin?
5 - 4 - 3 - 2 - 1
3. Sence yukarıda belirlediğin amaçlara ne kadar ulaşabildin? Amaçlarını başarma konusunda kendine 5 üzerinden kaç verirsin?
5 - 4 - 3 - 2 - 1

APPENDIX E

Goal-setting, Self-monitoring, and Self-Evaluation (GSS) Form

(English Version)

Name & Surname: _____

Date: _____

Weekly goals:

How can I achieve my goals? What should I do to achieve my goals?

Self-monitoring:

Total time you spent for writing this week: _____ minutes / hours

During writing, what did you find easy?	Did you use information you learned in the tutoring sessions? How much did you use? How did you use?
1.	
2.	
3.	
During writing, what challenged you most?	Why do you think they were challenging? What did you do? How did you cope?
1.	
2.	
3.	

Self-evaluation:

- How good do you think is your paragraph? What score, out of 5, would you give to your paragraph?
5 - 4 - 3 - 2 - 1
- How satisfied are you with your own efforts? If you were asked to assess your own performance, what score, out of 5, would you give yourself?
5-4-3-2-1
- To what extent, do you think, you could achieve your weekly goals that you stated above? What score, out of 5, would give yourself about achieving your weekly goals?
5 - 4 - 3 - 2 - 1

APPENDIX F

Stimulated Recall Interview (SRI) Questions

(Turkish Version)

Anımsatmayı amaçlayan görüşme soruları

(Öğrencinin yazdığı ödevin üzerinden birlikte geçiyorken sorulacak yol gösterici sorular)

1. Bana kısaca ödevini nasıl yazdığını anlatır mısın?
2. Bu ödevi yazmak sana kolay mı geldi, zor mu?
3. En zor gelen tarafı neydi / nelerdi?
4. Birlikte yaptığımız derslerde öğrendiklerinin sana bir faydası oldu mu ödevini yazarken? Neyin faydası oldu mesela? Nasıl faydası oldu?

İlk cümleyle başlayalım ve cümle cümle gidelim yazdıklarının üzerinden:

5. İlk cümleyi yazarken zorlandığın bir şey oldu mu (kelime, cümle yapısı vs.)?
6. Bu _____ (kelime, cümle yapısı, vs.) neden sana zor geldi?
7. Ne yaptın? Nasıl başa çıktın bununla?
8. Bu cümleyle ilgili zorlandığın başka bir şey oldu mu?

(Her cümlenin üzerinden benzer bir şekilde geçilecek)

9. Bu yazdığın paragraf sence ne kadar iyi? Yazdığın paragrafa 5 üzerinden kaç verirsin? 5-4-3-2-1
10. Kendi çabandan ne kadar memnunsun? Kendi çabanı değerlendirmen gerekirse, kendine 5 üzerinden kaç verirsin? 5-4-3-2-1
11. Yazdığın bu paragrafla ya da ödevle ilgili neyi geliştirmek/iyileştirmek istersin? (Daha spesifik / açık ifade edebilir misin?)

APPENDIX F

Stimulated Recall Interview (SRI) Questions

(English Version)

Stimulated-Recall Session - (Have the draft ready to review with the participant.)

Guiding Questions

1. Could you briefly tell me how you wrote this draft?
2. Did you find this easy or difficult?
3. What was the most difficult part about writing the draft?
4. Did you use any strategies from the tutorials to help you?

Let's start with the first sentence and talk about each sentence.

5. Did you have problems writing the first sentence (with any words, phrases, or the sentence structure)?
6. Why was _____ (this word/phrase/sentence structure) causing you problems?
7. How did you cope?
8. Did you have problems with any other aspects of this sentence?

(Go over each sentence in the same manner.)

9. How good do you think is your paragraph? What score, out of 5, would you give to your paragraph? 5-4-3-2-1
10. How satisfied are you with your own efforts? If you were asked to assess your own performance, what would you give yourself out of 5? 5-4-3-2-1
11. What would you like to improve about the draft? (Could you be more specific?)

APPENDIX G**TEACHER INTERVIEW (IWTI & PWTI) QUESTIONS****(Turkish Version)**

1. Sinem hakkında ne düşünüyorsunuz?
2. Yazma dersindeki performansını nasıl buluyorsunuz?
3. Sınıf içi katılımı ve motivasyonu ile ilgili neler söylersiniz?
4. Sinem'in öz-düzenleme becerileriyle ilgili (amaç belirleme, kendini izleme, kendini değerlendirme, strateji uygulama, verilen geri dönütler doğrultusunda yeniden amaç belirleme) neler gözlemlediniz / neler söyleyebilirsiniz?

(English Version)

1. What do you think about Sinem?
2. What do you think about Sinem's writing performance?
3. What do you think about Sinem's class participation and motivation?
4. Have you noticed any differences in Sinem over the past two months?
(especially related to her self-regulatory behavior such as goal-setting, self-monitoring, self-evaluation, strategy implementation, goal-setting according to received feedback?)

APPENDIX H

Post-Intervention Interview (POI) Questions (Turkish Version)

1. Birlikte yaptığımız dersler hakkında ne düşünüyorsun?

Yönlendirici sorular:

- *Planlama, organize olma, yazdıklarını gözden geçirme ve kendini değerlendirme ve amaç belirleme konusunda neler yaptın?*
- *Sana nasıl katkısı oldu? Örnek verir misin?*
- *Dil kullanımı ile ilgili neler yaptın? Sana nasıl faydalı oldu?*

2. Şu an kendini yazma konusunda nasıl görüyorsun / açıklar mısın?

Yönlendirici sorular:

- *Birlikte yaptığımız derslerden sonra yazı yazmayla (writing) ilgili düşüncelerin değişti mi? Nasıl?*
- *İlk yaptığımız görüşmeyle karşılaştırırsan yazı yazmak şimdi sana ne kadar kolay ya da zor geliyor?*
- *Zor gelen şeylerin üstesinden gelmek için yapmayı düşündüğün / planladığın bir şey var mı?*
- *Birlikte yaptığımız dersler yazı yazmayla ilgili problemlerini keşfetmene ve bu problemlerle nasıl başa çıkacağın konusunda sana ne kadar yardımcı oldu ya da olmadı?*
- *Birlikte yaptığımız derslere başlamadan önce writing notların nasıldı? Şimdi nasıl?*

3. Şu an kendini bir “üniversite öğrencisi” olarak nasıl görüyorsun / açıklar mısın?

Yönlendirici sorular:

- *Sence son iki ayda bir “üniversite öğrencisi” olarak bir gelişme gösterdin mi? (Cevap evet ise; Ne kadar? Nasıl? / Hangi noktalarda?)*
- *Birlikte yaptığımız dersler bir üniversite öğrencisi olarak sana ne kattı ya da katacak? / Bundan sonra bu öğrendiklerini nasıl kullanabileceksin?*
- *Sence bu yaptığımız çalışmaları diğer derslerde kullanabilir misin?*

APPENDIX H

Post-Intervention Interview (POI) Questions (English Version)

1. What do you think about the intervention? / What was the intervention like for you?

Guiding questions:

- *What do you think about goal-setting, self-monitoring, and self-evaluation?*
- *Could you tell me in detail how the intervention has or has not helped you?*
- *Has the intervention helped you improve your writing and language? How?*

2. How do you feel about yourself as a “writer”?

Guiding questions:

- *How do you feel about writing after the intervention?*
- *How easy or difficult do you find writing for you compared to when we first met?*
- *Could you tell me how the intervention has helped or has not helped you become aware of your writing problems and of the strategies to overcome them?*
- *Is there anything that is still difficult for you when you write? If yes; What is it? (How) are you planning to overcome this problem?*
- *Do you think you have improved as a “writer” over the past two months? (If yes; How? In what ways? Will this intervention help you in the future? How?)*
- *What do you think you need to do to write effectively in English?*
- *What was your writing score before the intervention started? What is your writing score now?*

3. How do you feel about yourself as a “university student”?

Guiding questions:

- *Do you think you have improved as a “university student” over the past two months? If yes; How? How much? In what ways?*
- *Do you think this intervention might help you in your future courses? How?)*

APPENDIX I

Essay 1

Topic: Is it necessary to own a car? (Week 14 - July 2, 2015)

- Nowadays, almost every family in developed countries have a car. The cars are used every day to get around, go to and from work and to visit friends. However, should we use cars that much? Are cars a necessity? There are many points on both sides of the argument. Although cars give us freedom and convenience ^{it is believed} they cause too much pollution and it is expensive to run a car ^{therefore}. Owning a car is a necessity for several reasons.
- First of all, owning a car is (more) comfortable as it is not crowded. To give an example, if ^{people} they go to work or school ^{driving} a car, they will ^{feel} more comfortable. Without a car, they cannot imagine living somewhere where there is no public transportation. Public transportation is very crowded. (There are many thieves in the public transportation). Therefore, cars ^{provides} freedom in our lives possible.
- Secondly, as well as that, driving one's own car is (much) safer since there's only you in the car. Owning a car is safer than in public transportation. Many people is unaware of this situation. Cars benefit from latest technological developments such as airbags and seat belt but public transportation ~~is not~~.
- Finally, people who have a car do not have to follow a timetable when they want to travel. To illustrate, a lot of people prefer public transportation but ^{they have a} specific timetable. ^{many people} prefer going to work or school ^{by} a car whenever they want.

To conclude, many people prefer owning a car because there are many benefits ~~of it~~ ^{it} comfortable ~~it~~. Cars make life easy for people in their ~~times~~.



APPENDIX J

Essay 2

Topic: Why do many people prefer living in Istanbul? (Week 14 - July 2, 2015)

It is very important to live in a peaceful ~~and~~ ^{people} ~~they~~ love for people. Some others would rather live in Istanbul because it is ^a very enjoyable place. Clearly, people love entertainment. ~~Therefore~~, many people prefer to live in Istanbul. ^{These days} many people prefer to live in Istanbul for different reasons. ^{(there are many reasons why}

First of all, one of the most important reasons why people live in Istanbul is that people want to get a good education. There are many universities in Istanbul. People have many alternatives. They can choose a private university or a public university. If people get a good education they will feel ~~be~~ happy. Good education enables people ~~to~~ employment opportunities.

Secondly, there are plenty of job opportunities for people from different walks of life. As we all know, Istanbul is a very big ~~city~~ and Istanbul ~~is~~ a metropolitan city, there are a lot of job opportunities for people as there are many big companies. While students are studying at university, they can work part-time at a company ^{related to} ~~about~~ their department and they can earn ^{more} money ~~higher~~ than in other cities.

As well as ~~education~~ or work, people prefer living in Istanbul since it provides everyone a good social life. To give an example, one can go to theatres, concerts and enjoy other ways of entertainment. Many people can find the opportunity to learn a new skill, to have a hobby or simply to enjoy life.

Moreover, cities have unlimited potential for friends and networking so those with similar interests can meet and have more fun.

To conclude, many people prefer to live in Istanbul because there are many benefits of it such as getting a good education, job opportunities and social life. Living in Istanbul is great if you enjoy to be close to action and new possibilities.



APPENDIX K

GSS Form (Week 5 - April 28, 2015)

Haftalık amaçlar:

Bu amaçlara nasıl ulaşabilirim? Amaçlarıma ulaşmak için neler yapmalıyım?

Fikirlerimi kağıda dökmek ve plan yapmak

Kendini izleme:

Bu hafta yazmaya ayırdığın toplam zaman: _____ dakika / saat

Yazarken sana kolay gelen şeyler nelerdi?	Beraber yaptığımız birebir derslerden faydalandın mı? Ne kadar / nasıl faydalandın?
1. Giriş	Faydalandım - Fikirlerimi kağıda dökerek konuları biraz daha genişletebildim
2. Gelişme	
3. Sonuç	
Yazarken sana zor gelen / problem yaşadığın noktalar nelerdi?	Sence niçin buralarda zorlandın? Başa çıkmak için ne yaptın? / Bu problemle nasıl başa çıktın?
1. Biraz kısıtlı ve dar bir konu olduğu için örneklerde biraz zorlandım.	Bu 1H dışınarak fikirler üretmeye çalıştım.
2.	
3.	

Kendini değerlendirme:

1. Bu yazdığın paragraf sence ne kadar iyi? Yazdığın paragrafta 5 üzerinden kaç verirsin?
5 - 4 - 3 - 2 - 1
2. Kendi çabandan ne kadar memnunsun? Kendi çabanı değerlendirmen gerekirse, kendine 5 üzerinden kaç verirsin?
5 - 4 - 3 - 2 - 1
3. Sence yukarıda belirlediğin amaçlara ne kadar ulaşabildin? Amaçlarını başarma konusunda kendine 5 üzerinden kaç verirsin?
5 - 4 - 3 - 2 - 1

APPENDIX K

GSS Form (Week 6 - May 4, 2015)

Haftalık amaçlar:

Günle içinde kelime diziliminin kontrolü, paragrafın bitiş cümlesinden sonra, paragrafı tavsiye ile bitirme

Bu amaçlara nasıl ulaşabilirim? Amaçlarıma ulaşmak için neler yapmalıyım?

Kendini izleme:

Bu hafta yazmaya ayırdığın toplam zaman: _____ dakika / saat

Yazarken sana kolay gelen şeyler nelerdi?	Beraber yaptığımız birebir derslerden faydalandın mı? Ne kadar / nasıl faydalandın?
1. Giriş cümleleri	5w 1H yararlandım.
2.	
3.	
Yazarken sana zor gelen / problem yaşadığın noktalar nelerdi?	Sence niçin buralarda zorlandın? Başa çıkmak için ne yaptın? / Bu problemle nasıl başa çıktın?
1. Fazla örnek veremedim	Kendimi başkalarının yerini kaparak düşünmeye çalıştım.
2.	
3.	

Kendini değerlendirme:

1. Bu yazdığın paragraf sence ne kadar iyi? Yazdığın paragrafta 5 üzerinden kaç verirsin?
5 - 4 - (3) - 2 - 1
2. Kendi çabandan ne kadar memnunsun? Kendi çabanı değerlendirmen gerekirse, kendine 5 üzerinden kaç verirsin?
5 - (4) - 3 - 2 - 1
3. Sence yukarıda belirlediğin amaçlara ne kadar ulaşabildin? Amaçlarını başarma konusunda kendine 5 üzerinden kaç verirsin?
5 - (4) - 3 - 2 - 1

APPENDIX K

GSS Form (Week 8 - May 21, 2015)

Haftalık amaçlar:

Planları belirlemek ve örnekleri genişletmek

Bu amaçlara nasıl ulaşabilirim? Amaçlarıma ulaşmak için neler yapmalıyım?

Kendini izleme:

Bu hafta yazmaya ayırdığın toplam zaman: _____ dakika / saat

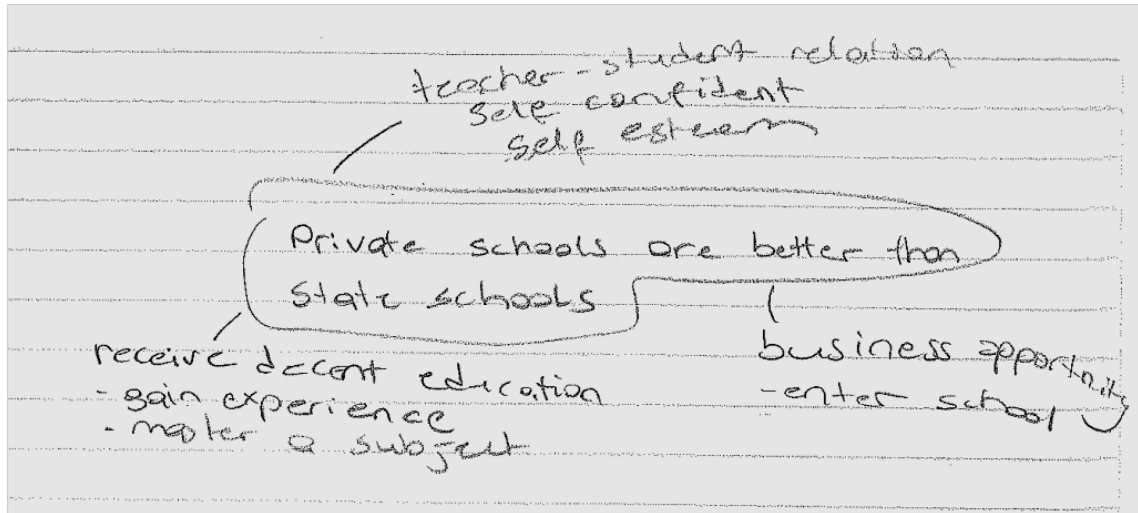
Yazarken sana kolay gelen şeyler nelerdi?	Beraber yaptığımız birebir derslerden faydalandın mı? Ne kadar / nasıl faydalandın?
1. örnekleri genişletebilmek	5W 1H
2.	
3.	
Yazarken sana zor gelen / problem yaşadığın noktalar nelerdi?	Sence niçin buralarda zorlandın? Başa çıkmak için ne yaptın? / Bu problemle nasıl başa çıktın?
1.	
2.	
3.	

Kendini değerlendirme:

1. Bu yazdığın paragraf sence ne kadar iyi? Yazdığın paragrafa 5 üzerinden kaç verirsin?
5 - ~~4~~ - 3 - 2 - 1
2. Kendi çabandan ne kadar memnunsun? Kendi çabanı değerlendirmen gerekirse, kendine 5 üzerinden kaç verirsin?
~~5~~ - 4 - 3 - 2 - 1
3. Sence yukarıda belirlediğin amaçlara ne kadar ulaşabildin? Amaçlarını başarma konusunda kendine 5 üzerinden kaç verirsin?
5 - ~~4~~ - 3 - 2 - 1

APPENDIX L**Planning Before Writing Sample**

(Week 4 – April 20, 2015)



APPENDIX M

Paragraph Sample I

Topic: What are the most serious problems Istanbul face today? (Draft 1)

(Week 3 - April 14, 2015)

Although many people think that air pollution is the most serious problem in Istanbul, clearly there are other problems which affect our lives more negatively. (First of all, air pollution is the most serious problem are traffic). For example, when the traffic is very heavy, it is very difficult to reach a place in Istanbul. The traffic is very heavy means having a health effects. In other words, if ~~are~~ traffic is very heavy, ~~and~~ it will lead to health problems, in car exhaust by way of breathe, inhale and chemicals. Secondly, the public transportation developed fast in Istanbul. If the public transportation increase, they can provide convenient transportation. In this way, commuting is more convenient and ~~and~~ cost-effective for the urban dwellers in a metropolis. Finally, the most important feature of population is larger in Istanbul. That is to say, when the population ~~in population~~ in Istanbul, the unemployment problem occurs. ~~Also, the increases in environmental issues.~~ All in all, despite the fact that, it is widely believed that air pollution is the most serious problem in Istanbul, there are a lot of negative effects of it in Istanbul. more serious problems in this city.

APPENDIX N

Paragraph Sample II

Topic: Are private schools better than state schools? What do you think? (Draft 1)
(Week 4 – April 20, 2015)

[There are countless advantages of private schools ~~are~~
~~better than state schools~~] First of all, private schools
enable students to receive decent education. For example,
when they get a good education, they can gain experience.
[Student always master a subject.] The second advantage
is bussiness opportunity. If they get a good education, you can
good job enter school. A good school is a good bussiness
opportunities. Study in private schools are more job opportunities
than state schools.] Finally, the most important feature of,
private schools ^{is} teacher-student relation. One feels more
self confident and has higher self esteem. To clarify,
they can ask for help ^{from their} ~~teacher~~ ^{on} any topic whenever ~~you~~ ^{they} want. They
can provide a variety of opportunities. Consequently, ~~it is~~
~~beneficial to~~ [private schools are better than state schools]

APPENDIX O

Paragraph Sample III

Topic: Are private schools better than state schools? What do you think? (Draft 2)

(Week 4 – April 22, 2015)

There are countless advantages of private schools. Private schools are better than state schools. First of all, private schools enable students to receive decent education. For example, students are provided with a variety of materials, such as computers, projector and smartboards. When they have technology in their classes they feel more interested. ~~[There are a lot of big classroom size 20 to 25]~~ There are a lot of qualified teachers ^{because the directors are} selective in recruitment. Secondly, several social and cultural activities are arranged in private schools. To give an example, they can ^{organize} conference, ^{arrange} trip to a museum or exhibition ~~[such as teach art personality, development socialize children and they can do]~~ ^{and} organize festivals at the end of the semesters. Finally, the most important feature of private schools is teacher-student relation. One feels more self confident and has higher self esteem. To clarify, they can ask for help from their teacher on any topic whenever they want. For example, if they don't understand a word in an English lesson, they can ask about its meaning. Or, if they have a problem with their parents, they can consult their teacher. All in all, it is beneficial for students to go to private schools.

APPENDIX P

Paragraph Sample IV

Topic: Why should local governments provide sports facilities for people? (Draft 2)
(Week 2 – April 9, 2015)

- Although not many people do sport in Turkey, local governments should provide sport facilities. [First of all, ~~local governments should provide~~ ~~some~~ Sport facilities.] ~~It's~~ very important for health. Sport facilities enables the elderly to live longer. This situation, helps strengthen the muscles of the elderly people. ^{For example} walking tracks are good for people. Many people prefer a walking track. To clarify, it is more appropriate for working people or young people ^{than} ~~as~~ gym or fitness center. In addition, pregnant women prefer a walking track because ^{they can have a healthy baby} they will have no problems in pregnancy and they will keep their ideal weight. The second advantage is economic factors. Private gyms are more expensive than public fitness centers. While private gyms ~~cost~~ ^{cost} 5000 TL, ^{public} fitness centers ~~cost~~ ^{cost} 2000 TL or less. Therefore, working people or retired people prefer fitness centers because fitness centers ^{are more} convenient than private gyms. Finally, local governments ~~should~~ ^{should} helping people ~~and~~ ease ~~people's~~ lives. They should build more roads, more parks, and culture centers. In addition, they should offer more sport facilities to make people healthier.
- All in all, it is beneficial for people to do sport, so local governments should raise people's awareness about the importance of doing exercise.

APPENDIX R

Paragraph Sample V

Topic: Do you support the smoking ban in public places? (Draft 2)

(Week 6 – May 4, 2015)

Although a number of people don't like the smoking ban in public places, it seems to me that this is a good law for the following reasons. First of all, smoking damages human health. If a number of people smoke, smoking leads to people become sick. Therefore, many people are unaware of the disadvantages of smoke a cigarette. For example, when people smoke in public places, some people might get allergy or sick such as, asthma. Clearly, people who smoke damage people who don't smoke in public places. Moreover, when people go to a restaurant or go to a bar/pub, people are disturbed by cigarette smoking in closed areas such as, the elderly and children. Secondly, if people smoke a cigarette, they will smell bad.

To give an example, when people go to a restaurant, ~~people might go to home. That's to say, ^{their} people~~ smell off cigarettes (clothes and hair). Therefore, one must return home and wash clothes and hair, [because clothes and hair smell off cigarettes.] Finally, if they throw away cigarette butts, they can ~~harmful~~ ^{lead to} environmental pollution. Consequently, they pollute the streets and neighbourhoods.

All in all, nobody should smoke in public places and the government should raise people's awareness about the dangers of smoking.

APPENDIX S

B1 Level – Opinion Paragraph Rubric

Task Achievement / Communicative Competence	Organization / Coherence / Style	Range and Accuracy of Language	Range and Accuracy of Vocabulary
5 -Content fulfills the requirements of the task/question - Ideas are totally relevant, well developed, supported with relevant examples - Supporting ideas are sufficient for the topic	5 - Effective introduction and conclusion - Topic is stated with a clear topic sentence - Effective use of cohesive devices - Effective organization of ideas	5 - Wide range of appropriate sentence structures - Effective use complex structures - No/minor grammatical errors which do not obscure meaning/ communication - No / minor punctuation, capitalization errors	5 - Effective use of target vocabulary - Wide range of target vocabulary - No / minor lexical mistakes - No / minor spelling mistakes
4 - Content shows an attempt to fulfill the requirement of the task/question - Ideas are mostly relevant and usually well-developed or supported - Good supporting ideas and examples	4 - Good attempt to introduce/conclude the topic - Topic sentence is quite clear - Good use of cohesive devices - Good organization of ideas	4 - Good range of appropriate sentence structures - Good attempt to use complex sentence structures - Few grammatical errors or occasional errors which do not obscure meaning/ communication - Few punctuation, capitalization errors	4 - Good use of target vocabulary - Good range of target vocabulary - Few lexical mistakes - Few spelling mistakes
3 -Content shows some attempt to fulfill the requirement of the task/question - Ideas are relevant and there is some support - Some attempt to use supporting ideas/examples	3 - Some attempt to introduce/conclude the topic - Topic sentence is adequate - Some attempt use of cohesive devices - Ideas are adequately organized	3 - Simple and compound sentences are used - Some attempt to use complex structures - Grammatical errors sometimes affect meaning / communication - Some punctuation, capitalization errors	3 - Adequate use of target vocabulary - Adequate range of target vocabulary - Some lexical mistakes - Some spelling mistakes
2 - Content shows very limited attempt to fulfill the requirements of the task / question - Some ideas are relevant and there is minimal support and development - Limited supporting ideas/examples	2 - Limited attempt to introduce/conclude the topic - Topic sentence is inadequate - Limited use of cohesive devices - Ideas are not organized effectively	2 - Simple sentences are used - Limited attempt to use complex structures - Frequent grammatical errors which sometimes obscure meaning / communication - Frequent punctuation, capitalization errors	2 - Limited use target vocabulary - Limited range of target vocabulary - Frequent lexical mistakes - Frequent spelling mistakes
1 - Content shows almost no attempt to fulfill the requirements of the task / question - Ideas are somewhat relevant but not developed or supported - Poorly developed supporting ideas / examples	1 - No attempt to introduce/conclude the topic - There's almost no organization - Very limited use of cohesive devices	1 - Very simple sentences are used - No attempt to use complex structures - Frequent grammatical errors which often obscure meaning / communication - Serious punctuation, capitalization errors	1 -Very little attempt to use target vocabulary - Very limited range of target vocabulary - Lexical mistakes often obscure meaning / communication - Serious spelling, capitalization mistakes
0 - Ideas are totally irrelevant - Content fails to fulfill the requirements of the task/question	0 - Absence of introduction/conclusion - Disconnected ideas - No organization	0 - Serious grammar errors which totally obscure meaning / communication	0 - No concept of target vocabulary - Many lexical errors which severely obscure meaning / communication