İNGİLİZCE ÖĞRETMEN ADAYLARININ YAZMAYA İLİŞKİN ALANA ÖZGÜ İNANÇLARI İLE YAZMA PERFORMANSI ARASINDAKİ İLİŞKİ: ÖRNEK ÇALIŞMA

THE RELATIONSHIP BETWEEN PRESERVICE ENGLISH TEACHERS' DOMAIN SPECIFIC BELIEFS ABOUT WRITING AND WRITING PERFORMANCE: A SAMPLE STUDY

Seray TANYER

(Yükseklisans Tezi)

Eylül, 2014

THE RELATIONSHIP BETWEEN PRESERVICE ENGLISH TEACHERS' DOMAIN SPECIFIC BELIEFS ABOUT WRITING AND WRITING PERFORMANCE: A SAMPLE STUDY

Seray TANYER

MASTER'S THESIS

English Language Teaching Department

Advisor: Assistant Professor Doctor Gonca SUBAŞI

Eskişehir

Anadolu University Graduate School of Educational Sciences

September, 2014

JÜRİ VE ENSTİTÜ ONAYI

Seray TANYER'in "The Relationship Between Preservice English Teachers' Domain Specific Beliefs About Writing and Writing Performance: A Sample Study" başlıklı tezi 05.09.2014 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

	Adı-Soyadı	**İmza**
Üye (Tez Danışmanı)	: Yard.Doç.Dr. Gonca SUBAŞI	.....
Üye	: Prof.Dr.Gül DURMUŞOĞLU KÖSE	.....
Üye	: Prof.Dr. Zülal BALPINAR	.....
Üye	: Doç.Dr. Veda Aslım YETİŞ	.....
Üye	: Yard.Doç.Dr. İlknur İSTİFÇİ	.....

Prof.Dr. Esra CEYHAN
Anadolu Üniversitesi
Eğitim Bilimleri Enstitü Müdürü

ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ YAZMAYA İLİŞKİN ALANA ÖZGÜ İNANÇLARI İLE YAZMA PERFORMANSI ARASINDAKİ İLİŞKİ: ÖRNEK ÇALIŞMA

Seray TANYER
İngiliz Dili Eğitimi Anabilim Dalı
Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü
Eylül, 2014

Danışman: Yard. Doç. Dr. Gonca SUBAŞI

Yabancı dilde yazma, yükseköğrenime henüz dahil olmamış öğrenciler, üniversite öğrencileri, iş hayatının üyesi olan bireyler dahil olmak üzere, nüfusun çeşitli katmanları için gerekli bir yeti haline gelmiştir. Bu gerçek, alanlarında verimli bir öğretim sürecinin yanı sıra, iki dönemlik kısa bir zamanda ileri yazmayı öğrenme sürecinde yol alan öğretmen adayları için kendi inançlarını analiz edebilmeyi önemli kılmaktadır. Bu sebeple, söz konusu çalışma lisans öğrencilerinin yazmaya ilişkin inançlarını ve bu inançların kompozisyon yazımındaki yazma performansları ile ilişkisini araştırmayı amaçlamaktadır. Araştırmada Anadolu Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü'nde öğrenim gören toplam 147 öğrenci katılımcı olarak yer almıştır. Bu katılımcıların yazmaya ilişkin alana özgü inançları Yazmaya İlişkin İnançlar Anketi (BAWS) ve yapılandırılmış görüşmeler aracılığı ile ortaya konmuştur. Yazma performansı, yazılan bir kompozisyon üzerinden toplam ve alt başlıklara ait puanlar verilerek belirlenmiştir. Çoklu regresyon analizine göre, yazmaya ilişkin inançlar, yazma performansını bağımsız olarak açıklayabilmektedir. Pearson korelasyon değerleri ise, yazmaya ilişkin bazı inançların yüksek notlarla ilişkili olduğunu göstermiştir. Bu çalışma, Akademik Yazma ve Raporlaştırma dersine devam

etmekte olan 26 birinci sınıf öğretmen adayı ile gerçekleştirilen yapılandırılmış görüşmeler aracılığıyla, onların yabancı dilde iyi yazıya, yabancı dilde iyi yazara ve yazma yeteneğinin özüne ilişkin inançlarını, müsveddelerini yeniden gözden geçirme sürecindeki faaliyetlerini ve iyi yazmaya dair inançlarını şekillendiren faktörleri ortaya koymuştur. Aday öğretmenler iyi yazının özelliklerini organizasyon, içerik ve dil kullanımı gibi kıstaslarla ilişkilendirmişlerdir. Yazma yeteneğine dair ise üç farklı görüş bildirilmiştir. Öğretmen adaylarının çoğu yazmayı hem doğuştan gelen hem de öğrenilebilir bir alan olarak tanımlarken, geriye kalanlar yazmayı ya öğrenilebilir ya da doğuştan varolan bir yetenek olarak nitelendirmişlerdir. Adayların iyi yazara ilişkin inançları ise, yazma sürecine dair özellikler ve kişisel özellikler olmak üzere iki farklı alt başlıkta toplanmıştır. Yeniden gözden geçirme sürecine gelindiğinde, katılımcıların müsveddelerini dil kullanımı, tutarlılık/bağlaşıklık/bütünlük, fikir ve paragraf gelişimi, iddiaları gerekçelendirme, örneklendirme, ve yazım ve noktalama hataları açısından değerlendirdikleri tespit edilmiştir. Öte yandan, öğrencilerin iyi yazmaya ilişkin inançlarının ve doğrularının öğretmelerden alınan geribildirim ve ilham, önceden iyi yazma örnekleri ile karşılaşmış olma ve kişisel deneyimler etkisiyle şekillendiği ortaya konmuştur. Bu çalışmanın çıktıları, öğretmen yetiştirenlere, öğretmen adaylarının inançlarını belirleyip, derslerini ve yazmaya ilişkin faaliyetlerini düzenleyerek, öğrencilerine iyi yazma ve iyi yazar olma konusunda rehber olabilecekleri önerilerde bulunmaktadır.

Anahtar Sözcükler: Yazmaya ilişkin alana özgü inançlar, yabancı dilde yazma, yazma performansı, İngilizce öğretmen adayları.

ABSTRACT

THE RELATIONSHIP BETWEEN PRESERVICE ENGLISH TEACHERS' DOMAIN SPECIFIC BELIEFS ABOUT WRITING AND WRITING PERFORMANCE: A SAMPLE STUDY

Seray TANYER
Department of English Language Teaching
Anadolu University Graduate School of Educational Sciences
September, 2014

Advisor: Asst. Prof. Dr. Gonca SUBAŞI

For various parts of the population from school children to university students, or to working adults, foreign language writing has become a fundamental competence. This crucial role of foreign language writing in such different contexts suggests that analyzing preservice English teachers' beliefs about writing might be valuable for both teacher educators and teacher candidates while proceeding on the road of learning college composition writing skills. For that reason, the current study aims to investigate first-year undergraduates' beliefs about writing and the relation of these beliefs to writing performance in essay writing. A total of one-hundred [and] forty-seven (147) students studying in the ELT department of Faculty of Education at Anadolu University participated in this research. Their domain-specific beliefs about writing were determined through the Beliefs about Writing Survey and structured interviews. Writing performance was measured on a particular essay writing task by calculating both the overall grade and six component grades. Multiple regression analysis affirmed that beliefs about writing accounted for writing performance independently. Pearson correlation values showed that some beliefs about writing were adaptive and associated with higher writing scores (e.g. "Adapt to the Audience"). This study also describes the

findings from structured interviews of twenty-six (26) students. In those interviews, beliefs about good foreign language writing and good foreign language writers, the nature of writing ability, preservice teachers' practices during revision process, and the elements shaping their beliefs about good writing were questioned. Preservice teachers addressed some characteristics of good writing related to the organization, content and language use. As for writing ability, preservice teachers provided three different types of point of view. Most of them viewed writing both as an innate gift and an improvable skill while the rest of them regarded it either as an innate gift or as an improvable skill. Their beliefs about good writing characteristics fell into two main categories: characteristics related to the writing process and personal characteristics. During revision process, it was found that participants revised their drafts in terms of language use, coherence/cohesion/unity, idea and paragraph development, justifications and examples for arguments, and lastly writing mechanics. Their responses for factors and individuals that had shaped their beliefs and truths about good foreign language writing fit into three categories which were feedback and inspiration they had got from their teachers (especially writing instructors they met in university), their previous confrontations with good pieces of writing, and their personal experiences and background knowledge. The outcomes of the study revealed that by exploring preservice teachers' beliefs about writing, teacher educators could modify the coursework and writing practices in addition to guiding them about good writing and being a good writer throughout first-year composition classes.

Keywords: Domain-specific beliefs about writing, EFL writing, writing performance, preservice English teachers.

ACKNOWLEDGEMENTS

I am using this chance to express my appreciation to all who guided and supported me throughout the thesis writing process.

Firstly, I wish to thank my thesis advisor, Asst. Prof. Dr. Gonca Subaşı. Without her assistance, valuable comments and infinite support, this study would have never been achieved. I would like to thank you very much for your encouragement, optimism, and professionalism over those past two years.

I would like to express my heartfelt gratitude to my committee chair and the head of Foreign Languages Department and English Language Teaching Program, Prof. Dr. Zülal Balpınar, who has provided useful feedback on the development of my thesis supplying her kind and generous help when needed.

I would also like to extend my sincere appreciation to the other committee members, Prof. Dr. Gül Durmuşoğlu Köse, Assoc. Prof. Dr. Veda Aslım Yetiş, and Asst. Prof. Dr. İlknur İstifçi for their guidance and contributions throughout this dissertation.

I greatly appreciate the suggestions of Prof. Dr. İlknur Keçik, Assoc. Prof. Dr. Belgin Aydın and Asst. Prof. Dr. Hülya İpek on the design of this research. I would also like to thank Asst. Prof. Dr. Özgür Yıldırım for the feedbacks related to statistical analyses.

I am deeply grateful to Dr. Gülsüm Müge Kanatlar and Ahsen Hande Mısırlıoğlu for their help and support throughout data collection process and Neslihan Aydemir, who helped me in evaluating student papers as the co-scorer.

I am sincerely thankful to my dear friends and colleagues, Zafer Susoy, who helped me while transcribing the interviews and analysing the data as the co-rater and Yusuf Kara for his suggestions on the statistical analyses.

Next to the last, I thank my loved ones, Ahmet Bahadır Kazımlar, Semay Tanyer, and my parents who have supported, motivated and trusted me throughout the entire process. I will always be thankful for your sincere love.

Finally, I would like to give very special thanks to the students at the English Language Teaching Department of Faculty of Education at Anadolu University for their cooperation and voluntarism.

ÖZGEÇMİŞ

Seray TANYER

İngiliz Dili Eğitimi Anabilim Dalı

Yükseklisans

Eğitim

Lisans 2011: Hacettepe Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi (Ankara)
Lise 2007: Kepirtepe Anadolu Öğretmen Lisesi (Lüleburgaz / Kırklareli)

İş

Ağustos, 2011 - Şubat, 2011 : Sinop Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümü
Şubat, 2011 - … : Anadolu Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümü

TABLE OF CONTENTS

JÜRİ VE ENSTİTÜ ONAYI ……..…… iii
ÖZET …….…… iv
ABSTRACT ……..... vi
ACKNOWLEDGEMENTS ……...…….. viii
ÖZGEÇMİŞ ……..... ix
TABLE OF CONTENTS …… x
LIST OF TABLES ……... xiv
LIST OF FIGURES ……... xv

CHAPTER
1. INTRODUCTION ……..…….. 1
Background to the Study …….. 2
Statement of the Problem …… 4
Purpose of the Study …… 5
Significance of the Present Study …… 6
Definitions of the Terms Used in the Present Study …… 8

CHAPTER
2. LITERATURE REVIEW
Introduction ……...……...… 9
Theoretical Framework of Beliefs in Writing - Bandura's Social Cognitive Theory …….. 9
Review of Empirical Studies on Beliefs about Writing ……...……. 11
The Investigation of Beliefs in the Innateness of Writing ……..... 12
The Investigation of Beliefs about the Role of Audience in Writing … 13
The Investigation of Beliefs about Mechanical and Substantive Writing Skills ……...….. 14
Silva and Nicholls's Model of Beliefs about Writing ……... 15
Lavelle's Model of Approaches to Writing ……...…. 15

The Investigation of Transmissional and Transactional Belief about Writing ……...…… 17
Domain Specific Beliefs about Writing …..……. 19
Qualitative Inquiry of Beliefs about Writing ……...……..... 22

CHAPTER
3. METHODOLOGY
Introduction ……...……... 27
Participants ……...…. 27
Instruments ……...…. 28
Survey ……..….. 28
Structured interviews ……...……..…… 32
Writing Performance …..……...…… 32
Data Collection Procedure ……...……...……... 33
The Survey ……..……..…….. 33
Structured Interviews ……..……..... 34
Writing Performance …….…….…… 36
Data Analysis ……...……...… 36

CHAPTER
4. RESULTS
Introduction ……...…… 39
Reliability of the Measures ……...……. 39
Reliability of the Scale …….……. 39
Reliability of Writing Score …….……. 40
Descriptive Statistics ……...…….. 41
A Detailed Profile of the Participants ……..…….. 41
Descriptive Statistics of Beliefs about Writing Survey ……..….... 42
Correlations ……...…… 45
Correlations among the Subscales of Beliefs about Writing Survey 45

Correlations between Beliefs about Writing and Writing Performance ……..……...…. 45
Standard Multiple Regression …….……...… 50
Structured Interviews …….…… 51
Definition of Foreign Language Writing ……..……. 52
Foreign Language Writing: A Demanding and/or Challenging Discipline ……... 52
Foreign Language Writing: The Rest of the Definitions ……... 66
Beliefs about Characteristics of Good Foreign Language Writing ….. 58
Factors and Individuals Shaping the Preservice Teachers' Beliefs about Good Foreign Language Writing ……..……...…… 65
Beliefs about Characteristics of Good Foreign Language Writer …..... 67
Practices in Revision Process ……..…….. 75
Discussion …….. 79

CHAPTER
5. CONCLUSIONS AND IMPLICATIONS …… 86
Summary of the Study ……...…… 86
Conclusions ……..…….…… 87
The relationship between Beliefs about Writing and Writing Performance ……...…… 87
Domain Specific Beliefs about Writing Predicting Writing Performance ……..……. 87
First-year Preservice English Teachers' Beliefs about Writing, Writers and Practices in Revision Process ……..…...…… 88
Factors Shaping Preservice English Teachers' Beliefs about Good Foreign Language Writing …….……..…….. 89
Pedagogical Implications ……...…… 89
Limitations ……...…….. 91
Suggestions for Further Research ……...…... 91

APPENDICES ……...…… 92
APPENDIX A: Data Collection Instrument …….…… 93
APPENDIX B: Frequency Distributions of All Responses to Beliefs about Writing Survey ……..…… 99
APPENDIX C: Structured - Interview Questions (English Version) ……...…….….. 103
APPENDIX D: Structured - Interview Questions (Turkish Version) …… 104
APPENDIX E: The Extended ESL Composition Profile Criteria ……...…… 105
APPENDIX F: Conversation between the Researcher and an Interviewee ……110
APPENDIX G: Turkish Version of the Quotations from the Participants …….…..… 113

REFERENCES …….……..……. 127

LIST OF TABLES

Table 1. *Phases of Sanders-Reio's (2010) Study* ……..……... 20

Table 2. *The Original Beliefs about Writing Survey with Items of Each Subscale* 29

Table 3. *The Original and Modified Versions of Five Items in BAWS* ..……...…....31

Table 4. *Means and Duration of Data Collection* 33

Table 5. *Reliability Coefficients for the Beliefs about Writing Survey and the Subscales* ……..…. 40

Table 6. *Means and Standard Deviations of the Subscales of the Beliefs about Writing Survey* ……...… 43

Table 7. *Summaries of One-sample T-test Comparing the Averages of Variables with the Middle Value of the Likert Scale (i.e. 3)* ……..…… 44

Table 8. *Inter-correlations among the Subscales of Beliefs about Writing Survey and Writing Performance* …….. 49

Table 9. *Standard Multiple Regression Results* …….. 50

Table 10. *Categories of Preservice Teachers' Definitons of Foreign Language Writing*……...… 52

Table 11. *Beliefs about Characteristics of Good Foreign Language Writing* ...…..… 58

Table 12. *Factors and Individuals Shaping Beliefs about Good Foreign Language Writing* ……...……..……. 65

Table 13. *Beliefs about Writing Ability* ……...…… ……..…… 67

Table 14. *Beliefs about Characteristics of Good Foreign Language Writer* .....……. 68

Table 15. *Practices in Revision Process* ……...……...…….……75

LIST OF FIGURES

Figure 1. *The number of interviewees with their writing score range* ……..…… 35
Figure 2. *Do you like writing in English? (N =147)* ……..…..……..… 41
Figure 3. *How many hours of English courses in a week were allocated to improve your writing skills at high school?* …….……...… 42

CHAPTER 1
INTRODUCTION

Writing, one of the two building blocks of basic literacy, has been defined based on various views. Schmandt-Besserat and Erand (2008) state that "Writing is a system of graphic marks that represent the units of a specific language" (p.7). Taking a different perspective, Arapoff (1967) expresses that "Writing is more than an orthographic symbolization of speech: it is, most importantly, a purposeful selection and organization of … all thoughts, facts, opinions, or ideas" (p.33). Mckay (1997, cited in Subaşı, 2002; p.1) defines writing in a more broad sense and says: "Writing includes recurring phrases such as thinking process, stylistic choice, grammatical correctness, rhetorical arrangement, and creativity." From a more pedagogical perspective, Harmer (2004) proposes that writing is "a vital skill for speakers of a foreign language as much as for everyone using their own first language" (p. 2). Beyond these approaches, writing also involves cognitive, behavioral, and motivational factors such as self-regulation, goal setting, self-efficacy beliefs and apprehension, all of which have been creating a heavy cognitive load for writers (Perry, 2011). Therefore, it can be stated that writing has the potential to be associated with some specific factors including domain-specific beliefs.

Domain-specific beliefs about writing is defined as "the students beliefs about what good writing is, what good writers do, including the effectiveness of various writing strategies" and this concept particularly refers to the "beliefs about writing tasks and skills" in addition to processes followed while "performing these tasks and skills well" (Sanders-Reio, 2010; p. 5). Within the scope of these definitions, the current study aims to represent first-year preservice English teachers' beliefs about good writing, good writers in addition to some more specific concepts such as the innateness in writing. The exploration of preservice teachers' beliefs might be crucial in terms of various reasons. The most important one must be that if preservice teachers get promoted to inspect their beliefs, they can build or rebuild their beliefs about writing whose association with writing performance was proved by a sample of recent studies (Perry, 2011; Sanders-Reio, 2010; White & Bruning, 2005).

In each level of education, learners bring their past as an ingredient while building up their present. For this reason, it would be valuable for a teacher educator to discover beliefs of their trainees and benefit from these data to modify the curriculum and writing practices by providing some reflective sessions for the first-year preservice teachers. Moreover, there are very few studies examining writing beliefs of teacher candidates in foreign language environments. The deficiency of research studies on EFL preservice teachers' beliefs about writing domain has created a need to answer this question: What kind of domain specific writing beliefs do preservice English teachers hold? In consideration of this gap, the present research study has proposed to investigate first-year undergraduates' beliefs about writing and the relations of these beliefs to writing performance in essay writing.

Background to the Study

Writing, the neglected skill of foreign language education, "today is not a frill for the few, but an essential skill for the many" (National Commission on Writing, 2003, p.11). We require writing skill to flourish as a student, as an employer and as a citizen because foreign language writing is one of the critical components of academic foundation that students need, an essential prerequisite in the workplace and a critical requirement to be active citizens of a globalizing world. That is why it would be meaningless to ignore writing skills for various elements of population from school children to university students, to working adults, and especially for preservice teachers of English, who are potential teachers of all other groups.

There exist various reasons why skill in writing has become a need for this group. As stated by Subaşı (2002), today, not only foreign language teachers but also foreign language learners attribute significance to the writing skill in that it has become "a basic necessity for language learners to cope with academic writing tasks to fulfill very many individual needs in target language" (p.2). In a more concrete way, as future teachers of English language and today's foreign language learners, preservice teachers are required to produce some essays, academic papers, reports or plans throughout their academic life. All of these assumptions have motivated the researcher to explore quite a lot about this discipline and its first and earlier practices in undergraduate composition classes with the aim to suggest probable classroom interventions. Following this

perspective, domain-specific beliefs about writing have been chosen as the target focused point in this study.

As there are not sufficient number of data portraying the quality of skill in foreign language writing, it is not possible to determine our nation's needs, whether it is poor or not across related segments of the population from early school children to college students to working adults even to English language teachers in Turkey. However, if we take a look at the last regulations for the university entrance exam, it can be concluded that like other foreign language skills such as speaking and listening, writing can be regarded as one of the neglected skills until university education. In this regard, the question whether or not writing has obtained its real place in foreign language teaching might arouse. For this reason, it seems meaningful to start the investigation by researching the apprentice writers' beliefs about writing domain from a local perspective.

Because of the recent reforms in higher education in Turkey, teacher candidates of English have not been provided with enough opportunity to discover dimensions of writing skill yet. As they enroll in English Language Teaching Departments of universities, the first-year composition classes will be the first time when they get exposed to some pedagogical approaches and practices for learning and teaching foreign language writing as a skill. With regard to both learning and teaching foreign language writing, the practices and experiences they would have in these composition classes (i.e. Written Communication and Academic Writing and Report Writing) will probably not only format their abilities and mental looks as writers but also their belief systems and their main principles about the framework of writing as a discipline, as a learning process, and as a teaching point. In other words, when the dimensions and contents of our foreign language education system at higher education at a state university were considered, it should be indicated that first-year writing classes would be the initial and critical platform for preservice teachers to shape their values of and beliefs about foreign language writing. As asserted by Britzman (1986) and Lortie (1975), if the existing beliefs of this group continue to have been unexplored, all of the new instructional approaches provided during writing classes might not adequately guide their beliefs and perspectives about writing and may not be implemented to the future instructional environments.

Social cognitive theory proposes that people and their environment interchangeably affect each other by means of psychological and cognitive processes such as beliefs and self-regulation in addition to emotional processes such as anxiety. While one of the most central psychological process is an individual's self-efficacy beliefs which predict the behavior and performance in various disciplines such as education, sports, health maintenance, and business (Bandura, 1997), the second type of belief system that affects writing performance is domain-specific beliefs about writing. These beliefs refer to students' beliefs about what good writing is and what good writers do in addition to writers' beliefs about writing tasks and skills as well as the procedures involved in performing these tasks and skills well (e.g. Sanders-Reio, 2010; White & Bruning, 2005; Lavelle, 1993). Some other researchers (Graham, Schwartz & MacArthur, 1993; Silva & Nichols, 1993) address writing beliefs' contextual and sociocultural influences such as teachers' philosophical orientations, their instructional approaches, or the writing time. Those researchers above also touch upon the relationship between beliefs about writing and writing performance. Especially Sanders-Reio's (2010) study proved that it was possible to categorize these beliefs as the ones related to good or poor writing samples.

In sum, as long as the guidance for theory and pedagogy of writing for pre-service teachers remains restricted, both discovering their beliefs about that domain and donating the curriculum of teacher education program with as much writing practice as possible will be fairly crucial. These practices may also be accompanied by research studies about students' past and today. Following these probable scenarios, the present study has aimed to make teacher candidates question their individual views and beliefs about writing as a domain and practice.

Statement of the Problem

The studies about beliefs in writing domain under the dimensions of social cognitive theory have presented valuable insights about the role of writing self-efficacy and writing apprehension on overall writing performance and about the relationship of these two on one another. However, the research literature calls attention to focus on another concept that is "Domain-specific Beliefs about Writing". Until Sanders-Reio (2010), this concept had comparatively remained fragmented and disjointed; however a number

of common themes have started to emerge in the earlier studies of beliefs about writing. Also a number of researchers from the fields of rhetoric composition and educational psychology have remarked a relationship between beliefs about writing and writing performance (e.g. Bruning, Dempsey, Kauffman & Zumbrunn, 2011; Perry, 2011; Sanders-Reio 2010; White and Bruning, 2005; Silva and Nicholls, 1993). For our own content, a recent study of Karabinar (2012) investigated preservice English teachers' approaches to writing in L1 and L2 via The Inventory of Process in College Composition (IPIC) developed by Lavelle (1993). However, there has yet been no effort to examine preservice English teachers' domain specific beliefs about writing and its relation to writing performance in Turkey while beliefs of this group have a critical role in that they are the future foreign language writing teachers in addition to being writers of today and future.

Although a recent study (Sanders-Reio, 2010) attempted to combine common themes of beliefs about writing literature, and donated us with more information about the nature of these beliefs (whether they affect writing performance, the mechanisms through which they may do so, either directly or indirectly, which of these beliefs are adaptive and maladaptive, etc.), resulting from the correlational design of the study, it has not provided detailed and discussible results about the beliefs or the other probable beliefs about writing the English preservice teachers can hold. All in all, because the writing skill has been observed as a challenge for first-year preservice English teachers as a result of not being practiced until university, it would be worthy to discover what kinds of beliefs about writing are held by this specific group.

Purpose of the Study

The present study has three main purposes. Firstly, this study aims at investigating first year undergraduates' beliefs about writing and the relations of these beliefs to writing performance in essay writing. Secondly, based on the literature, the present research targets to find out whether some beliefs are *adaptive* (i.e., predictive of high writing performance) or *maladaptive* (i.e., predictive of weak writing performance). Thirdly, by investigating first-year EFL preservice teachers' beliefs about writing in depth, this study intends to seek the factors affecting these domain specific beliefs in EFL writing. To meet these aims, the study was conducted in several phases. Firstly, the validity and

reliability of the BAWS (Beliefs about Writing Scale) were calculated. The instrument pack was administered to the first-year undergraduate students enrolled in the Department of English Language Teaching at Anadolu University. The battery of instrument was applied in two phases. Firstly, BAWS was applied at the beginning of the 2013-2014 Spring Semester. Secondly, almost twenty percent (20%) of the preservice teachers had been interviewed throughout three weeks at the end of the spring semester in the same academic year. While answering structured-interview questions, the participants were free to speak in their first language as suggested by Ferrell & Daniel (1993) because they would explain themselves more effectively in L1. Lastly, the scores that participants had gained in Academic Writing and Reporting Course were collected to compare them with their beliefs about writing. In line with these purposes, it has been assumed that this study would provide a profile of preservice English teachers at this university reporting participants' demographic characteristics, writing performance, their beliefs about what good writing is, what good writers do in addition to the writing processes, writings tasks, writing skills, and the procedures these tasks and skills involve. The research questions guiding the study are as follows:

1. What is the relationship between beliefs about writing and writing performance?
2. Do domain-specific beliefs about writing predict writing performance?
3. What kind of beliefs do first-year preservice English teachers hold about good writing, good writers, and revision process?
4. Which factors affect preservice English teachers' beliefs about good foreign language writing?

Significance of the Present Study

While organizing a writing course in an EFL teacher-training program, there may be a need to discover future teachers' beliefs about a specific domain that they would teach, which is "writing" in this study. Identifying their personal beliefs and the additional details about these beliefs in depth by means of a valid and reliable instrument supporting with various data sources might present valuable implications for teaching writing skill in a teacher education program.

Within the framework of social cognitive theory, two types of beliefs affecting writing performance that are writing self-efficacy beliefs and writing apprehension has been well focused in writing contexts (e.g. Pajares et al., 1999; Zimmerman & Bandura, 1994). In addition to these beliefs, as claimed by Sanders-Reio (2010), extending the research in this area by exploring the beliefs about writing might prove valuable contributions for EFL composition practice. Under the guidance of undergraduates' beliefs profile in writing domain, writing lecturers might reflect more on the course content and instructional procedures. As proposed by Sanders-Reio's (2010) project work in which beliefs about writing accounted for 12% variance in writing performance, this exploration and its probable roles on writing proficiency would construct some leverage points that writing instructors could operate to fix some negative attitudes towards writing in foreign language. As writing instructors, they might improve the tendency of preservice English teachers for using writing strategies and the processes for writing effectively, which might result in more sophisticated works and improved writing performance.

The research field of beliefs about writing in EFL might be enhanced with the addition of more measures of writing performance to methodology, which means assessing writing performance not only holistically but also within a number of writing components in other words assessing analytically. Thus, more comprehensive writing proficiency profiles of first-year English preservice teachers might be developed.

As stated by Graham et al. (1993), "the knowledge, attitudes, and beliefs that students hold about writing play an important part in determining how the composition process is carried out and what the eventual shape of the … written product will be" (p. 246). Considering EFL preservice teachers' beliefs about writing, some kinds of elective courses might be formed with the aim of studying expert writing values and practices since forming an expert writing mindset and practicing it more in writing for different genres may be beneficial above the undergraduate writing contexts.

Definitions of the Term used in the Present Study

Beliefs about writing refer to "writers' beliefs about what good writing is and what good writers do, including the effectiveness of various writing strategies and processes" (Sanders-Reio, 2010, p. 12).

Adaptive beliefs about writing are the ones related to good writing and they might strengthen the writing performance of the learners.

Maladaptive beliefs about writing are related to weak writing performance. In other words, these beliefs might have the role of undermining the performance and affecting it negatively.

ESL Composition Profile: A scoring system used to evaluate writing performance (Jacobs, Hartfield, Hughey & Vormuth, 1981).

Holistic scoring is generally measured by balancing the strengths and weaknesses in various criteria to reach an overall assessment score for writing performance. Although there are specific criteria such as a rubric, the scorer does not assign a score for each criterion respectively.

Analytic scoring is, on the other hand, the scoring procedure of grading different aspects of writing. Summing these scores with or without weighting them, a final score is assigned to the writing performance.

CHAPTER 2
LITERATURE REVIEW

Introduction

This review presents a conceptual framework for the exploration of research on the effects of beliefs about writing, as well as a summary and discussion of the research conducted in this area. The present review has two major sections. The first section discusses social cognitive theory, the conceptual and major framework of the study, which maintains a three-part model including the person, the environment, and the behavior. The second section examines the independent variable of the present study: beliefs about writing and its historical improvement. This section reviews the beliefs about writing, that are individual beliefs about both writing and writing tasks, involving the nature of good writing and good writing practices in depth.

Theoretical Framework of Beliefs in Writing - Bandura's Social Cognitive Theory

The concept of domain-specific writing beliefs originates in Albert Bandura's social cognitive theory (Bandura, 2001, 1997, 1989). According to this theory, while determining a person's behavior, both behaviorist and cognitive traditions interact with personal and motivational factors, which bring us to a triadic model including the person, the environment and behavior. As these elements in Bandura's theory are interrelated with each other, a person is both the producer and the products of his environment. Nevertheless, the three elements do not exert their influences simultaneously, with equal strength, or via a single route (Bandura, 1989).

The first element of social cognitive theory that is environment consists of various aspects such as "economic conditions, socioeconomic status, and educational and family structures" which affect behavior of an individual "largely through their impact on people's aspirations, sense of efficacy, personal standards, affective states, and other self-regulatory influences, rather than directly" (Bandura, 1989, p. 15). As listed by Sanders-Reio (2010), "Environmental influences on writing include the nature of writing instruction, the nature and structure of the genres that we value and write, the writing strategies we have developed and passed down to others, our methods of

assessing writing performance, and the rewards that we bestow on good writers as well as the sanctions we impose on weak writers" (p. 23).

The second element that is "person" is not a passive "undergoer" in Bandura's theoretical model, instead an active operator of an experience being under the influence of his affect, cognition, and biology (Bandura, p.4). What influence the behavior of individuals are their "weighing of options, their appraisal of their own abilities", their choices, "the self regulatory mechanisms they use as they enact those choices" (Sanders-Rio, 2010, p.23). That is why people are both the products and producers of the environment they live in.

In Bandura's social cognitive theory, self-reflection and beliefs consist of the cognitive aspects of an individual. One of the crucial elements in this model is self-efficacy belief defined as the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). From that point of view, writing self-efficacy refers to an individuals' self-efficacy for performing different writing tasks with respect to different writing genres in a variety of contexts and for particular audiences. This theory has presented a valuable conceptual framework through which two generations of writing self efficacy studies have been conducted since the initial studies of Meier and his colleagues (McCarthy et al., 1985; Meier et al., 1984) to the present. As stated by Sanders-Reio (2010), "taken as a group, these studies support Bandura's theory that self-efficacy beliefs act as mediators between writing performance and other influences on behavior, such as skills and abilities (e.g., Pajares et. al. 1999; Pajares & Valiante, 1999; Shell, Murphy & Bruning, 1989)" (p.73).

Beyond the cognitive aspects of the Bandura's model, affective aspects of it embody feelings involving anxiety. Bandura (1997) describes that "Anxiety involves anticipatory affective arousal that is cognitively labeled as a state of fright" (p. 138). In the literature of writing research, for more than thirty years, the relation between writing anxiety and writing performance has been questioned since Daly & Miller (1975) who have developed a Writing Apprehension Test (WAT) to examine this relation.

As stated before, Bandura's social cognitive theory covers the cognitive aspects of an individual, which are self-reflection and beliefs. In addition to self-efficacy beliefs mentioned above, Bandura's model examines some other beliefs such as outcome

expectancy beliefs at the end of a practice and beliefs about the probable consequences of their actions (Bandura, 1997). Under the dimensions of social cognitive theory, the present study aims to investigate one "another type of beliefs, beliefs about a task or domain of study, in this case writing" (Sander-Reio, 2010, p.25). The educational psychologist, Sanders-Reio (2010) has developed the most comprehensive instrument of today to investigate domain specific beliefs about writing that is Beliefs about Writing Survey (BAWS). The researcher emphasizes the distinction between two types of beliefs: writing self-efficacy beliefs and domain-specific beliefs about writing. He outlines that while writing self-efficacy beliefs refer to the writers' beliefs about himself with reference to his ability to write, beliefs about writing associate to the writers' beliefs about writing and writing process itself. She justifies this distinction by adding that domain-specific writing beliefs include views about what good writing is, the mentality of effective and ineffective writers, the skills that successful writers possess, and the actions they take to have better writing.

Review of Empirical Studies on Beliefs about Writing

Research on beliefs about writing has got progressed throughout two dimensions. One stream is the extension of research on epistemological beliefs to the writing research while the other has been embedded in research on "writing, literacy, and/or social cognitive theory" (Sanders-Reio, 2010, p. 27). For research on epistemological beliefs, the work of William Perry with Harward undergraduate students in 1960's has the initial role based on which Schomer (1990) has developed a general epistemological beliefs model. The other stream of research on beliefs about writing covers "the practice of writing, research on reading and writing, and the traditions of teaching writing" (Sanders-Reio, 2010, p.29). The fields of writing beliefs research have been ranging from educational psychology to rhetoric and writing instruction. As Sanders-Reio, 2010; Buehl, Alexander & Murphy, 2002; De Corte, Op't Eynde & Verschaffel, 2002; Hammer & Elby, 2002, this tradition of research investigates beliefs that are domain-specific. The present study following this stream examines domain specific beliefs about writing, which is EFL writing in our context.

The Investigation of Beliefs in the Innateness of Writing

The first subheading of empirical studies about writing concentrates on the role of giftedness in writing ability. One of the pioneers of this point of view, Palmquist and Young (1992), examined the relationship between the beliefs in the innateness of writing ability and four other variables that are writing apprehension, self-assessment of writing skills, the confidence in mastering writing skills and genres, and previous experience with writing teachers. The participants of the study, 247 undergraduates, were given a short five-item version of Daly and Miller's Writing Apprehension Scale (1975), and a measure consisted of a list of 15 writing activities (i.e., substantive mostly, related to organization, clarity as opposed to mechanical ones), and as well as 22 genres. In the latter instrument, the participants marked the items for which they thought they could achieve proficiency.

The results of study revealed that the relationship between the belief in the innateness of writing skill and writing apprehension proposed that "the belief itself" might "contribute to these students' apprehension about writing" (Palmquist and Young, 1992, p.151). They also announced a relation between the belief in the innateness of writing skill and writing self-efficacy. Participants believing that writing skills were innate-gift had a tendency to be less confident in their ability to become professional writers ($R^2 = 0.04$). The undergraduates carrying this belief also reported their experiences with their previous writing teachers less favorably ($R^2 = 0.10$).

As a result, Palmquist & Young (1992) concluded that "the belief in the giftedness might have deleterious effects on student writers" (p.162). They indicated that the belief in the innateness of writing might provoke unprompted limitations about undergraduate courses and future careers requiring writing skills. The researchers also proposed some implications for writing teachers such as becoming aware of the belief in the innateness of writing skills and coping with this belief and its direct negative effects.

From the same point of view, Charney, Newman, & Palmquist (1995) added one more variable that was writing performance and investigated the relationship between beliefs about the innateness of writing ability, student assessments of their own writing, writing apprehension and writing performance of 446 undergraduate students. Different from Palmquist & Young's (1992) study, self-efficacy was not included as a variable.

The findings revealed that participants believing writing could be learned were more likely to enjoy writing more (r = 0.17) in spite of the fact that they did not accordingly scored higher on their writing assignments. Also, participants enjoying writing more tended to label themselves as good writers (r = 0.58). In the latter research, a gender difference was reported. The female participants were prone to regard writing skill as could be learned, they enjoyed writing more, and scored higher in writing assignments than the male ones.

As suggested by the two studies above, the belief in the innateness of writing ability is associated with writing. In both studies, undergraduates believing that writing is not just an innate gift but a learned skill are tended to enjoy writing more and rate their own writing and themselves as writers more favorably despite not basically receiving higher grades on their written assignments. As a conclusion, the belief in giftedness might have prejudicial effects on student writers and trigger limitations in writing career (Palmquist & Young, 1992), thus it would be valuable to question this belief in that writing lecturers may need to become aware of the innateness of writing and combat it and its negative effects.

The Investigation of Beliefs about the Role of Audience in Writing

Another perspective in beliefs about writing research deals with the role of audience in writing process. As stated by some scholars (Anderson, 1995; Molpus, 1990; Dumaine, 1989), one of the key elements of planning process in writing is the analysis of the audience since it stimulates the approach to the written work in terms of "the format that is taken, the information that is included and the language and graphics that are used" (as cited in Sanders-Reio, 2010, p.35). In the literature, some research studies indicated to the role and importance of audience. For instance, Nelson (2008) addresses three issues, "writing related to reading, writer related to reader, and text related to text" which are regarded as central to written discourse (p. 547). The results of analysis revealed that the participants considered readers and writers interacting in a bilateral aim instead of isolated existences. It was indicated that the products of writers varied for various types of audience by means of an adaptation process. Nelson also notes the evidence of developmental differences between younger and older students.

The four other researchers, Miller and Chorney (2008) and Beach and Friedrich

(2006) focus on the three main dimensions of writing that are persuasion, audience and argument, and discuss how writers adapt the organization, content, tone of their arguments with reference to the audience, its age, its assumed attitude, and specific discourse community. Emphasizing the significance and pervasiveness of writing in the workplace, Beaufort (2008) researched how writers in workplace adapt their voice, tone, level of clarity and stated that the writers had decided on their choice of words in response to the power groups.

As claimed by Miller and Charney (2008), the notion of influencing and persuading readers has been emphasized since Aristotle. However, in school environment, the written products that students produce do not address to a real aim or a real audience. For this reason, it may be valuable to question students' beliefs about this inauthenticity and the role of audience in a foreign language environment.

The Investigation of Beliefs about Mechanical and Substantive Writing Skills

The two components of writing skills that are mechanical and substantive skills address different issues. While mechanical skills are interested in grammar, spelling, punctuation and style, substantive skills attend to organization, development, clarity, and cohesion. In other words, mechanical skills are more rule-governed; however substantive skills need some more judgment.

The differences between these two types of skills can be observable in research studies. In their study of how students' beliefs about writing effect the product and writing process, Graham et al. (1993) made a distinction between mechanical and substantive skills. In open-ended interviews, the 4^{th}, 5^{th},7^{th} and 8^{th} grader students with and without learning disabilities were asked about their beliefs and knowledge with respect to what good writing was, what good writers did, why some students had trouble in writing, and how they would write a paper for a younger child.

The participants were also asked to evaluate a text written by a child employing their knowledge and beliefs about writing. The findings revealed that the better writers who were older and normally achieving students tended to highlight substantive skills instead of mechanical skills in their definitions of good writing. In their accounts of who good writers were and what they did, the participants emphasized writing processes over written product.

To sum up, Graham et al. (1993) claimed that "The knowledge, attitudes, and beliefs that students hold about writing play an important part in determining how the composing process is carried out and what the eventual shape of the written product will be" (p.246). As writing teachers, if we uncover the students' beliefs about mechanical and substantive issues, these beliefs might be shaped by the writing instruction they would receive.

Silva and Nicholls's Model of Beliefs about Writing

The first empirical study of beliefs about writing has been published by Silva and Nicholls (1993). The researchers designed their scales based on six traditions of discourse theory. Based on these traditions, Silva and Nicholls ordered some goals and beliefs in two different scales. First one was the scale of Writing Goals comprised of 45 items all of which started with the stem "I feel most successful when…". The second scale was "Beliefs about the Causes of Success in Writing" including 55 items all of which began with the stem "To write well people must…". They also applied three more scales: "Intrinsic Commitment to Writing" scale, a "Dualism Scale" and a four-item "Perceived Ability Scale".

Results revealed that "Poetic Quality" and "Individual Taste", and "Intellectual and Personal Growth", were more highly correlated with the students' perceptions of their own writing ability (r = 0.18 for both factors) and their commitment to writing (r = 0.30 and 0.19, respectively), and less highly correlated with a dualistic view of writing (r = 0.15 and 0.14, respectively) than the last two factors were. The last two factors, "Method and Hard Work" and "Surface Correctness and Form" were uncorrelated to the students' perceptions of their writing ability (r = -0.08 and 0.00, respectively) and commitment to writing (r = 0.08 and -0.03, respectively), but were associated with a dualistic view of writing (r = 0.40 and 0.27, respectively). Therefore, students with beliefs referring to substantive issues liked writing more than the ones holding beliefs stressing "Surface Correctness and Form". As stated by Silva & Nicholls (1993), beliefs about writing might reflect writing teachers' styles and classroom culture. As in the Bandura's model, the effect of environment on the person could be observed in writing classrooms, as well.

Lavelle's Model of Approaches to Writing

Ellen Lavelle has published a number of research studies about students' approaches to writing (e.g., Lavelle, 1993, 2001, 2003; Lavelle & Guarino, 2003; Lavelle, Smith & O'Ryan, 2002; Lavelle & Zuercher, 2001). She started her research by developing a questionnaire: The Inventory of Processes in College Composition (IPCC, 1993), which embodies a number of issues with respect to writing.

A factor analysis of the IPCC has provided five different writing approaches of college students. The first one, the "Elaborationist Approach" is described with considerable personal and emotional involvement, writing strategies and the interest in the audience and one's own writing voice. The "Low Self-efficacy Approach" is related to writing apprehension and the relative lack of writing strategies except the significance of mechanical aspects in writing. The "Reflective-Revisionist Approach" focuses on being aware of audience and a broad, in-depth revision process. The "Spontaneous-Impulsive Approach" requires a one-step process in writing without planning or personal involvement. The last one, "Procedural Approach" is associated with methods and techniques, the organization of information and the issue of pleasing instructor.

The five approaches split into two broad categories: deep and surface approaches (Lavelle & Guarino, 2003). The deep category is comprised of the "Elaborationist" and "Reflective Revisionist" approaches. Writers taking a deep approach would be more meta-cognitive, more involved in their writing and regard themselves as a real operator in meaning making. These writers tell a strong sense of audience and carrying holistic views of writing tasks and they are directed more toward meaning of the written product than form. Revision is an important part of writing process, for this reason they tend to revise and reflect thoroughly on their product. The rest three approaches, "Low Self-efficacy", "Spontaneous-Impulsive" and "Procedural" approaches are the constituents of "Surface" category. Writers taking the surface approach are less aware of writing process and audience, and they are less dedicated to their written product. Writing is not a learning source for them; they are more rule-bound, focus on mechanical errors in writing and instead of revising, they edit their work at the surface level.

Different from this classification, in a single study of 398 high school students

(Lavelle et al., 2002), instead of four, three factors were yielded: 1) "Elaborative-Expressive", a deep approach identical to the Elaborative factor, but with a greater emphasis on rules; 2) "Planful-Procedural", a surface approach, and 3) "Achieving-Competitive" that emphasizes the standards and opinions of teacher. Results revealed that beliefs about writing affect the selection of writing strategies. This exemplifies Bandura's (1997) hypothesis that beliefs (self-efficacy beliefs) influence performance via a number of factors including the choice of activities (strategies, in this research). The results also mirrored the probability of bidirectional relation between beliefs about writing and writing strategies. While the beliefs about writing affected the selection of writing strategies, the success or failure of the strategies could affect self-efficacy for writing in addition to beliefs about which techniques and attitudes were adjusting and profitable. Lavelle also theorized that students' approaches might be context-specific indicating some components such as the beliefs of the teacher (Lavelle, 1993) and the time restriction during writing (Lavelle et al., 2002).

The Investigation of Transmissional and Transactional Beliefs about Writing

Two other implicit beliefs about writing have been explored by White and Bruning (2005), and it was hypothesized that these two categories of beliefs might affect a writer's level of engagement with writing task. White and Bruning (2005) grounded their study on an earlier work of Schraw and Bruning (1996, 1999), which investigated transmissional and transactional beliefs about reading. In the earlier research, the transmissional and transactional beliefs were found to be statistically independent of one another. Readers holding predominantly transmissional beliefs had lower levels of cognitive and affective engagement with reading text and did not perceive what they had read as well as readers who held chiefly transactional beliefs.

White and Bruning (2005) applied this model to writing. According to this model, writers with high transmissional beliefs see writing principally as a channel of transmitting authoritative knowledge to readers with minimum addition of writers' own perspectives. Nevertheless, writers with high transactional beliefs view writing as a medium of combining what they learn about a topic with their own knowledge or associating what they learn from authorities with their personal importance.

White and Bruning (2005) developed the Writing Beliefs Inventory to measure

transmissional and transactional beliefs in writing. The final version of the scale consisted of 14 items on five-point likert scale. An additional set of five items was provided to strengthen the transactional factor.

Using the Writing Beliefs Inventory, the relations between 170 undergraduates' beliefs about writing and their writing self-efficacy, writing apprehension, past writing experiences and writing performance were examined. The measures were the Writing Beliefs Inventory, Writing Self-efficacy Scale (Shell, Murphy, & Bruning, 1989), Writing Apprehension Test (Daly and Miller, 1975) and a 17-item inventory developed for that study to assess the students' previous writing experience. For writing performance, the participants were asked to read a narrative passage and write an essay about it. The papers were graded with two raters with respect to six traits, which primarily focused on substantive issues and summed to create an overall writing score.

The results of the study indicated that beliefs about writing were related to writing performance. Those with high transmissional beliefs had statistically significantly lower writing scores ($\eta 2 = 0.13$). By contrast, those with high transactional beliefs had higher writing scores ($\eta 2 = 0.11$). Students with high transmissional beliefs also had less affective and cognitive engagement with writing and were less likely to write for pleasure. On the other hand, students with high transactional scores spent more time writing and were more likely to find writing pleasurable. This latter finding is interesting in that those who like writing more would likely spend more time on writing, which would, in turn, make them better writers probably.

As illustrated by Sanders-Reio (2010), Writing Beliefs Inventory of White and Bruning (2005) is based on the research in reading rather than writing. Writers holding transmissional beliefs concentrate on authorities and facts in the related sources while writers with transactional beliefs center themselves, their own views, prior knowledge, and experiences. However, these notions are not a central issue in research literature on writing.

More recently, Bruning et al. (2011) extended the work of White and Bruning (2005) by revising Writing Beliefs Inventory. Using the Writing Beliefs Inventory-Revised, 556 eleventh graders from two high schools were surveyed to investigate the relationship between implicit beliefs about writing, affects towards writing, writing self-efficacy, writing grades and statewide writing assessment scores as well as

English/Language Arts course enrollment.

Results demonstrated that transactional beliefs were significantly related to liking writing (r = 0.68), self-efficacy for writing ideation (r = 0.44), self-efficacy for writing conventions (r = 0.21), self-efficacy for writing self-regulation (r = 0.46), self-reported grades (r = 0.27), and the statewide writing assessment score (r = 0.17). Also, on the basis of four English/Language Arts courses, students in more advanced courses had higher transactional beliefs and lower transmissional beliefs.

With the 20-item Writing Beliefs Inventory-revised (Bruning et al., 2011), Perry (2011) investigated 153 college students' implicit beliefs about a specific writing task, and associations of those beliefs with other demographic and descriptive characteristics in addition to writing score. The measures of the study were the Writing Habits and Beliefs Scale replicated from a survey (utilized by the Writing Research Group in Educational Psychology Department at the University of Nebraska-Lincoln), Writing Beliefs Inventory-Revised (Bruning et al., 2011), Liking Writing Scale (the next portion of the WHBS), and the Beliefs about Intelligence scale. In addition to surveys, the data were received from the writing samples of students, which were completed as a requirement of educational psychology course.

Results revealed that college students held implicit beliefs about a specific writing task, and those beliefs were related to liking writing and implicit beliefs about intelligence. However, transmissional and transactional beliefs about writing task did not affect scores on writing task. This study indicated that learners approached "writing with a unique set of beliefs, assumptions, and motivations", and they entered "the classroom with a wide variety of skill sets, experiences, and prior knowledge" (Perry, 2011, p.96). On the other hand, the correlational nature of the study could not provide much causal understanding for the relationships among those variables.

Domain-Specific Beliefs about Writing

Socio-cognitive theory of Bandura claims that beliefs are related to performance. Sanders-Reio (2010) stated that while investigation on writing self-efficacy beliefs and its relation to writing apprehension and writing performance started to become accumulated, the research area of domain specific beliefs about writing was limited. With reference to that scarcity, Sanders-Reio (2010) examined the association between

domain specific beliefs about writing, writing self-efficacy, and writing apprehension, and their relations to writing performance.

The participants of the study were 207 pre-service teachers in the College of Education. The measures of study were Beliefs about Writing Survey, the modified Writing Self-efficacy Scale (Zimmerman and Bandura, 1994), the modified Writing Apprehension Test (Daly and Miller, 1975), and a demographics survey. The Beliefs about Writing Survey was consisted of 76 items, 14 sub-scales, which have been designed throughout three different phrases as seen in Table 1.

Table 1. *The Phases of Sanders-Reio's (2010) Study*

Phase 1 Pilot Study	**Modifiying existing measures** Writing Self-regulatory Efficacy Scale (Zimmerman & Bandura, 1994) Writing Apprehension Test (Daly & Miller, 1994) **Developing a new measure** Beliefs about Writing Survey
Phase 2 Pilot Study	Additional items to Beliefs about Writing Survey Re-examining the validity and reliability of the survey's new version
Phase 3 Revised Measure	**Investigating the relations among variables:** Writing apprehension Writing self-efficacy Beliefs about writing Writing performance

In Phrase I, the appropriate measures already existed (Writing Self-regulatory Efficacy Scale, Zimmerman & Bandura, 1994; Writing Apprehension Test, Daly & Miller, 1975) were identified and adapted for the research, then a new measure of beliefs about writing was developed, and the reliability and validity of data from these measures were examined. In Phrase II, to strengthen the reliability of the certain subscales, additional items were added to Beliefs about Writing Scale, and the reliability and validity of the data from revised scale were re-examined. In Phrase III,

the relationship among the independent variables (writing apprehension, writing self-efficacy, beliefs about writing), and their effect on the dependent variable (writing performance) were investigated through the revised battery of measures.

Beliefs about writing were operationalized as the participants' beliefs about good writing and good writers. These beliefs were measured by the newly developed Beliefs about Writing Survey, an expansion of White & Bruning's Writing Beliefs Inventory (White & Bruning, 2005). As stated by Sanders-Reio (2010), the new items were added to represent some other beliefs about writing discussed in the research literature as well as to represent expert writing and editing practices. In order to assess writing performance, a rubric, which had been aligned with the scale, was used.

Writing performance of the preservice teachers was assessed via a single writing task: a structured five-page paper written for the educational psychology course. Student papers were scored analytically via a rubric. The rubric evaluated the students with respect to their mastery of the content as well as their writing. It includes nine rows three of which assessed the mastery covered by the course. The fourth row addresses the participants' preferences with respect to learning theory. The last five rows focus on writing skills. The first four of these criteria are substantive (Development, Argumentation, Persuasiveness, Analysis / Clarity, Audience Awareness / Organization / Language) while the final row addresses Grammar and Mechanics.

The results of the study revealed that four of the beliefs about writing – "Expert Orientation", "Writing Supports Thinking", "Address Substantive Issues First", and "Mechanical Errors Are Shameful" appeared to be adaptive in that they positively correlated with all or some of the grades for writing performance or with other adaptive beliefs. "Expert Orientation" also correlated positively with writing self-efficacy and enjoyment for writing. "Writing Support Thinking" had the highest correlation to enjoyment of writing. Other beliefs about writing seemed to be maladaptive in that they negatively correlated with all or some of the writing grade and/or with writing self-efficacy and enjoyment of writing.

Hierarchical regression analysis revealed that beliefs about writing independently predicted writing performance (12%) and some other beliefs about writing. Apprehension about making grammatical and other mechanical errors had a strong negative effect on writing performance than the more traditional concept of

writing apprehension, which concerned sharing one's writing with others and having it critiqued. The beliefs about writing demonstrated the largest beta weights in the regression equations. Lastly, after controlling for domain specific beliefs, writing self-efficacy weakly predicted writing performance.

Qualitative Inquiry of Beliefs about Writing

The second stream of beliefs about writing has examined preservice teachers' beliefs and experiences about writing domain and writing instructions from a qualitative point of view. A recent study of Norman and Spencer (2005) employed qualitative methods and utilized autobiographies to explore fifty-nine (59) preservice teachers' beliefs and experiences about writing and writing instruction at a regional university in California. The participants of the study were enrolled in a two semester post-baccalaureate elementary teacher education program including courses on literacy throughout two semesters. With a pre-writing activity in which participants read *A Writers' Story* (Cramer, 2001), it was aimed to remind the preservice teachers "the roles of writing" played "in their lives, their personal writing development, and the influences on their development" (Norman & Spencer, 2005; p. 28). The preservice teachers then produced their own autobiographies and submitted them a week later. As for the data analysis, grounded theory (Strauss & Corbin, 1992) was employed for category identification. As a result, four main themes emerged delineating various aspects of their beliefs about writing domain, developmental processes as a writer, and teaching writing which were: *1) personal/creative writing is the most interesting and meaningful type of writing, 2) teachers have a powerful effect on writing identity, 3) encouraging writing development is different from teaching writing, 4) the importance of writing instruction is influenced by beliefs about the nature of writing.*

Among the autobiographies, the first theme emerged specified preservice teachers' perspectives on diverse writing genres. A large number of respondents (63%) declared their engagement with personal/creative kinds of writing, which were exemplified as diaries, journal writing, poems, songs and stories. The respondents of the study provided some motivations and rationales for their preference for personal/creative writing. Firstly, they approached these genres not only as a schoolwork activity but also as a literary activity that they integrated into their daily

lives. Besides, journal writing was appreciated by one of the preservice teachers because of its therapeutic effect. Moreover, some participants revealed that writing poems, stories, and sharing them with their friends and families made them individually content and satisfied.

The result of the analysis also introduced one another group of preservice teachers expressing their preference for expository/analytic writing which was specified as "reports, essays, and research papers" by the researchers (Norman & Spencer, 2005, p.30). On the other hand, some of the respondents (24%) stated that they enjoyed both personal/creative and analytic/expository writing. Among fifty-nine autobiographies, 90% of the participants defended that some individuals such as teachers, qualified authors, friends or parents had an positive or negative effect on their creation of writer identities. Previous teachers, however, took the center stage by determining participants' self-awareness as writers quite more than other people (80%). While the teachers paying attention to students' opinions and supporting them as writers were seen as a positive source, the ones typified as indifferent, detracting, disinterested, and inefficient were identified as having negative influences on them.

The third theme focused on the difference between the writing classes supporting and stimulating preservice teachers to write and the classes in which the aim was lecturing and teaching writing. Writing curriculum donated with optional writing tasks and classwork encouraging creativity and self-reflection was one of the constituents that supported writer identity. Also, an interested, assisting teacher and taking a general praise or confirmation were regarded as essential in building a positive self-image as a writer. Following, 68% of the preservice teachers reported the influence of writing instruction on their impression of themselves as writers. 38% of them addressed the positive influence of that instruction by specifying some procedures such as "corrective feedback and instruction in using descriptive language and brainstorming techniques" (Norman & Spencer, 2005, p.33). On the contrary, the feedback interested in spelling and grammar and teacher judgments focusing on vocabulary selection, clarity and giving foundations for opinions had a bad influence on students' self-perceptions as writers.

Lastly, their views about the nature of writing ability were examined and two different attitudes were detected. 63% of the participants characterized it as an innate

gift that some people had and some did not have while 36% of the teacher candidates perceived it as manageable and pliable, which means that writing ability could be improved via efficient writing teaching and studying hard.

One another study of Hall and Grisham–Brown (2011) investigated fourteen preschool and elementary preservice teachers' attitudes and beliefs about writing and their intentions to teach writing at schools using focus group interviews. The participants of the study were studying in the last semester of their teacher education program at a state university in Kentucky. A total of ten open-ended questions eight of which had been adopted from Street (2003)'s study, were asked to two different focus groups.

The results of the study revealed a set of themes summarized under five main headings: "*1) positive and negative writing experiences, 2) easy and hard aspects of writing, 3) personal uses of writing, 4) strengths and weaknesses as writing teachers, and 5) plans for using writing in the classroom"* (Hall and Grisham-Brown, 2011, p.152). The preservice teachers expressed their positive writing experiences under two headings : a) experience with teaching strategies containing journaling (20%), publishing (50%), meaningful feedback and praise (21%), and b) creative writing opportunities involving interesting writing assignments (36%), and freedom when choosing writing topics (50%). On the other hand, critical feedback from teachers (36%), disagreements between student writers and writing teachers (20%) such as the quality of the written work and arguments over meaning were two of the negative writing experiences. In addition, some preservice teachers' disinterested in writing homework at schools (14%) and coursework's that were deficient in creative writing opportunities were characterized as negative writing experiences, as well.

From a different perspective, participants had been required to define easy and hard facets of writing. Selecting topics and producing ideas (43%) were found to be easy aspects of writing while beginning the writing assignment (29%), arranging the opinions (21%) and providing fluency (14%) were identified as the difficult features of writing. Moreover, some participants expressed their engagement while writing technically (14%) and about appointed topics (29%). Lastly, writing mechanics were described both as easy (21%) and hard (36%) by the respondents.

As the preservice teachers had been inquired about their uses of writing personally, the answers were interlocked with three types of purposes that were contacting with friends via e-mail or social networks (50%), writing down their feelings and voicing themselves by journal writing (43%), blogging (21%), poetry (7%), and picture book writing (7%). In addition, to-do-lists (29%), calendars (7%), and notebooks for recording teaching ideas (14%) were written by the respondents to improve their achievement at the current learning environments.

One of the critical questions was about preservice teachers' beliefs about their strengths and weaknesses as writing teachers of the future. Their stated effectiveness consisted of three main points the first of which related to personality characteristics such as enthusiasm (14%), empathy (7%), and encouragement (7%). Also, the participants revealed that having some teaching strategies just as breaking down the writing process for students (14%), allowing for topic choice (14%), and creative expression (7%), and being organized with their writing instruction (7%) was thought to be the strengths as a future writing teacher. Moreover, the subjects would create "a positive writing environment by providing ample writing opportunities through the day (29%)" and by building a classroom environment fostering writing (14%) (p. 153).

In contrast, attendants fielded the question of their weaknesses as writers in three themes one of which was mechanics. This means that some preservice teachers needing more effort for correct spelling and grammatical writing felt that these would be a kind of shortcoming while teaching writing in the future (50%). Also, some teaching related issues like "teaching handwriting (7%) and coming up with enough ideas for lessons (14%)" were regarded as weaknesses (p.154). Finally, evaluating early writers and bettering their papers (14%) were defined as to be probable teacher weaknesses in the future.

Preservice teachers were inquired for what kind of writing teaching methods they intended to apply at schools, how often they intended to instruct writing, and how they figured on to utilize writing in their occupational life. Fourteen of the preservice teachers proposed to apply process writing methods that centralizing the writing process (Tompkins, 2007). Some other respondents diversified writing activities such as "journaling (36%), morning message (21%), and whole group writing (7%)" (p.154). While one half of the preservice teachers aimed to let student writers arrange the writing

period (50%), some of them intended to work with predetermined topics (21%), and to concentrate on handwriting and forming letters (7%). As for the weekly writing teaching time, there existed two different views. Some participants (57%) had not intended to give a specific period to teaching writing while twenty-nine of them planned to integrate writing into the daily teaching program.

Lastly, the preservice teachers were interviewed about their future plans of using writing at schools. The respondents revealed that firstly, they would utilize writing to interact with families by means of "classroom newsletters (43%), daily notes (57%), and e-mails (21%)" (p.155). Secondly, they would write to communicate with their associates and occupational groups via classroom blogs (21%), e-mails (29%), and while sharing their materials (14%). Lastly, individualized educational plans would be written by the preservice teachers (21%) to obtain a personal profile of the children.

CHAPTER 3
METHODOLOGY

Introduction

This study attempts to investigate first-year undergraduates' beliefs about writing and the relation of these beliefs to writing performance in essay writing. Data collection of this exploratory study has been conducted in two phases. Each phase has been explained in detail throughout the following sections.

Participants

The participants of the survey study were a total of 147 first-year preservice teachers in the English Language Teaching Department of Faculty of Education at Anadolu University. Students from all eight sections of Academic Writing and Report Writing Course participated in the present study during the second semester of the 2013-2014 academic year. Each section of the course comprised almost 30 students; however ones that had failed in the last years and retook the course were excluded from the analysis. Most of the participants were female with the proportion of 74.8% (*N=110*), while 25.2% of them were male (*N=37*). Additionally, the average age of research participants was 19.69 (*SD*= 2.12).

There are several reasons for the selection of this population of interest in this research. Firstly, the first-year preservice teachers receive considerable amount of practice and instruction in writing through two semesters, so learning more about undergraduate writing might facilitate the development of writing instruction for this population. The second reason is that the participation of this population would facilitate comparison with and the extension of much of the existing research about pre-service teachers' domain specific beliefs about writing (White&Bruning, 2005; Sanders-Reio, 2010; Bruning et. al., 2011; Perry, 2011).

Before accepting students, ELT Department of Faculty of Education at Anadolu University demands their candidates to be at B2 level according to the standard language levels of Common European Framework. This level was found enough for preservice teachers to comprehend the items of Beliefs about Writing Scale by the

faculty members. For this reason, the original English version of the survey was applied during the data collection process.

During the last two weeks of March at 2013-2014 academic year, a total of 147 first-year preservice teachers were demanded to approve their voluntarily participation by signing a consent form and complete the survey package (see Appendix A). In that consent form, the participants were enlightened about the purpose of the research and asked for their permission.

Instruments

This study has attempted to investigate first-year preservice teachers' domain specific beliefs about writing, in particular, their beliefs about good foreign language writing and writer and its relation to writing performance. In the studies reviewed for the present research, only a survey and/or interviews were applied by the researchers for data collection; however, in the present study, three types of data sources were combined in order to allow for an ample data triangulation (Jick, 1979) which were a recent survey about domain specific beliefs about writing, structured interviews, and writing scores. A fixed mixed method design (Creswell & Plano-Clark, 2011) was adapted for this study, which means that the use of quantitative and qualitative methods was chosen and formulated beforehand. The instruments applied in order to unfold beliefs about writing and measure writing performance have been described below.

Survey

The participants of the present research were required to indicate their domain-specific beliefs about foreign language writing on a five-point likert scale. The Beliefs about Writing Scale (BAWS) had specifically been designed for Hispanic first-year preservice teachers who were enrolled in College of Education in south Florida, USA. Beyond their beliefs, the survey battery (see Appendix A) also asked participants to provide relevant background information about themselves such as their age, gender and year of study. In other respects, the respondents were required to picture an additional profile of themselves by revealing some more details such as their attitudes toward foreign language writing and their past educational experiences. The original Beliefs about writing survey comprise 76 items with 14 subscales (See Table 2). In fact, BAWS is an

expansion of White and Bruning's (2005) Writing Beliefs Inventory which contained 19 items and including two subscales at the beginning: *Transmissional Beliefs* and *Transactional Beliefs*. By Sanders-Reio (2010), more items were added to create the following subscales to reflect the research literature, expert writing and editing practices and a new instrument, which was applied in the current study, has been created.

Table 2. *The Original Beliefs about Writing Survey with Items of Each Subscale*

Transmissional
1. Good writers include a lot of quotes from authorities in their writing.
2. Writing's main purpose is to give other people information.
4. Writing should focus on the information in books and articles.
5. The key to successful writing is accurately reporting what authorities think.
8. The most important reason to write is to report what authorities think about a subject.
10. Good writers stick closely to the information they have about a topic.
Writing Supports Thinking
13. Writing helps me understand better what I'm thinking about.
15. Writing helps me see the complexity of ideas.
16. My thoughts and ideas become more clear to me as I write and rewrite.
26. Writing helps new ideas emerge.
Writing Is a Personal and Emotional Experience
7. Writing is a process involving a lot of emotion.
9. It's important to develop a distinctive writing style.
12. Writing often involves peak experiences.
17.Writers' views should show through in their writing.
18. Writing is often an emotional experience.
19. Writers need to immerse themselves in their writing.
Writing Is an Innate Gift
20. The ability to write is a gift that some people have and some people don't.
33. Some people just know how to write.
42. Writers are born, not taught.
60. Some people just have a talent for writing.
74. Some people won't write well no matter how hard they work.
Basics (Mechanics) First
34. Students need to master the basics of writing –grammar, punctuation and spelling- before they learn to write anything complex.
44. Writers should focus first and foremost on the basics – spelling and grammar.
23. Students need to be good at grammar before they can write.
52. Students can't really learn to write until they've mastered the punctuation.
Address Substantive Issues First
40. Writers shouldn't worry about spelling and grammar until they are sure they've made their main points.
64. While drafting, one should focus on getting one's ideas on paper and worry about spelling and mechanics later.
72. Grammar is important, but it is not as essential as the point the writer is trying to make.
32. Good writers focus on the "big picture" before worrying about spelling and grammar.
53. Good writers take care of the big issues- making her points, being clear- before they take care of details.

Table 2. *Continued*

Writing Is an Iterative Process
6. Writing requires going back over it to improve what has been written.
11. Good writing involves editing many times.
14. I always feel that just one more revision will improve my writing.
28. When revising, writers should first go back to their notes and make sure that they met the substantive requirements.
45. During revision, one should carefully check one's manuscript for both substantive and mechanical problems.
50. Writing is a process of reviewing, revisioning, and rethinking.
63. Revision is a multi-stage process.
76. The key to good writing is revising.
Minimize Revision
3. A primary goal of writing should be to have to make as few changes as possible.
30. Revision is necessary only if the writer doesn't plan and draft carefully.
49. Good writers write it right the first time.
62. If you plan your document well, you won't have to revise.
22. Good writers don't need to revise.
36. Skillful writers don't revise much.
68. As you improve as a writer, you revise less.
Write to Impress
33. Good writers demonstrate the breadth of their vocabularies by using a lot of big words.
46. Good writers demonstrate their skill at crafting complex sentences.
58. Readers are impressed by big words.
25. Good writers have sophisticated vocabularies.
Use Plain English
65. Good writing has simple sentences, nothing fancy.
70. Good writing sounds natural, not stiff.
71. Good writers don't let their choice of words overshadow their message.
21. It's best to use simple, straightforward words.
38. It's best to use plain English.
61. Good writers use plain language.
Adapt to the Audience
28. Good writers are sensitive to their readers.
41. Good writers adapt their message to their readers.
57. Good writers are oriented toward their readers.
73. It's important to select the words that suit your purpose, audience, and occasion.
48. Good writers keep their audience in mind.
66. Good writers don't confuse their readers.
67. Good writers are reader-friendly.
75. Good writers anticipate and answer their audience's questions
Clarity Is Essential
27. Good writers make complicated information clear.
43. Good writers use the sentence structure that best conveys their ideas.
46. The key to good writing is conveying information clearly.
Development Is Important
54. Good writers thoroughly explain their opinions and findings.
55. One of the most important things about writing is the quality of the thinking it conveys.
59. Good writers are logical and convincing.
30. Good writers support the points they're trying to make.
36. Good writers support their points effectively.

Table 2 . *Continued*

Mechanical Errors are Shameful
51. You can ruin a brilliant paper with just a few grammatical errors.
56. There's no excuse for misspellings and punctuation errors.
23. Papers with grammatical and spelling mistakes are embarrassing.
39. Papers with typos are a terrible embarrassment.
69. It's humiliating to give an essay with typos and misspellings.

As for the reliability of the data from BAWS, it is required to be stated that the Cronbach's α was 0.87 for the entire original scale and ranged from 0.61 to 0.80 for the subscales.

Some items of the instrument theorized to be vague for the first-year preservice teachers were disambiguated with their synonyms or by adding some examples for the aim of avoiding ambiguity. Following that, three writing instructors all of whom were experts in ELT and lecturing in ELT Department at Anadolu University reviewed the survey battery and approved the modifications. The comparison between the initial version and modified version of the items have been listed below:

Table 3. *The Original and Modified Version of Five Items of BAWS*

Original	Modified
9. It's important to develop a distinctive writing style.	**9.** It's important to develop a distinctive ***(peculiar, original)*** writing style.
19. Writers need to immerse themselves in their writing.	**19.** Writers need to immerse themselves in ***(involve deeply in)*** their writing.
39. Papers with typos are terrible embarrassment.	**39.** Papers with typos ***(misspellings)*** are terrible embarrassment.
45. During revision, one should carefully check one's manuscripts for both substantive and mechanical problems.	**45.** During revision, one should carefully check one's manuscripts for both substantive ***(organization, development etc.)*** and mechanical (***grammar, spelling etc.)*** problems.
46. Good writers demonstrate their skills at crafting complex sentences.	**46.** Good writers demonstrate their skills at crafting ***(creating)*** complex sentences.
69. It's humiliating to give a PowerPoint presentation with typos and misspellings.	**69.** It's humiliating to give ***an essay*** with typos and misspellings.

Structured Interviews

In an attempt to determine first-year preservice teachers' domain specific beliefs about writing other than those itemized in the survey and their own practices and experiences as writers, twenty-six (26) participants were interviewed. The interviews were paired up and asked to indicate some detailed report on their beliefs about foreign language writing, the characteristics of a good foreign language writing and writer, the factors shaping their beliefs about good foreign language writing, and lastly their revision and editing processes by means of a set of open ended questions (See Appendix C, D). As a result, a free-response interview format had been preferred.

Some questions in the interview, which were the 2nd and 3rd questions, had adapted from Graham, et al.'s (1993) research study titled as "Knowledge of Writing and the Composing Process, Attitude toward Writing, and Self-Efficacy for Students With and Without Learning Disabilities". The original questions were modified and adapted to our research aim and research context. Three experienced writing instructors of EFL department evaluated all the interview questions for the face validity.

Writing Performance

One of the aims of the present research is to investigate the relation between beliefs about writing and writing performance. Writing performance was assessed via the grade each participant received on the paper he or she wrote for the Academic Writing and Report Writing Class. During an in-class exam, the preservice teachers wrote their own essays. In the exam paper, the students were provided with three optional writing prompts and were free to choose any of them. Also, based on their topic, they were supposed to decide the genre type they would write in using APA citation techniques appropriately. The papers were assessed analytically, as was done by Sanders-Reio (2010), via ESL Composition Profile of Jacobs et. al (1981), (see Appendix E). As Andrade & Boulay (2003) argue, using such profile for assessment supports learning and development of writing skills by laying out clear, concrete characteristics of good writing. This profile includes five main rows as Content, Organization, Vocabulary, Language Use, and Mechanics (Jacobs et. al., 1981).

Data Collection Procedure

For the purpose of exploring first-year preservice English teachers' domain-specific beliefs about writing, a beliefs about writing survey and structured interviews were utilized. The battery of instruments has been applied in two phases. The data collection procedure has been detailed below (Table 4).

Table 4. *Means and Duration of Data Collection*

	Duration of Data Collection	The Semester
BAWS (Beliefs about Writing Survey)	2 weeks	At the beginning of 2nd semester 2013-2014
Interviews	3 weeks	At the end of 2nd semester 2013-2014
Writing scores	1 week	2nd semester 2013-2014

The Survey

At the beginning of the second semester of 2013-2014 Spring Semester, firstly, randomly selected thirty-two (32) preservice teachers studying in ELT Department of Faculty of Education indicated their domain specific beliefs about foreign language writing on a five-point likert scale which was Beliefs about Writing Survey (BAWS). The purpose of applying this instrument to that small group was getting feedback whether items of the scale were clear and definite for the respondents. At the end of this implication, as no negative feedback and indefinite comment were received and as there had been no additional modification on the survey, the data gathered from this quite small sample were combined with the main study. Thus, a total of 147 first-year preservice English teachers answered the survey battery and submitted them to the researcher for the last two weeks of March, 2014 in a class hour. At the end of this application, the reliability of the data coming from BAWS was found as .85.

Before accepting students, ELT Department of Faculty of Education at Anadolu University demands their candidates to be at B2 level according to the standard language levels of Common European Framework. This level was thought to be

appropriate for preservice teachers to comprehend the items of the Beliefs about Writing Scale by the faculty members. For this reason, the original English version of the survey was applied during the data collection process. All the students in each eight sections of Academic Writing and Report Writing Course were invited to participate in the research. The ones accepting this invitation were required to consent voluntarily to be a respondent in this study.

Structured Interviews

At the end of the 2013-2014 academic year, the second data collection method, structured interviews, was administered. A total of 26 preservice teachers were voluntarily interviewed on their domain specific beliefs about writing using L1 (Ferrell & Daniel, 1993). While answering open-ended questions during the interview, the participants were free to speak in their native language which is Turkish for the target group, assuming that they would feel more comfortable because of the linguistic flexibility in their expressions of their beliefs, experiences and practices about writing. As reminded by Bell (1987), even in a small-scale study, it is essential to ensure a representative sample of the target group for interview. In this study, the concepts such as age, gender were not one of the variables that the researcher focused upon during analysis. On the other hand, as in the previous research (Sanders-Reio, 2010), a relationship between domain specific beliefs about writing and writing performance might exist. For those reasons, while deciding on the interviewees, the participants' first midterm exam scores were taken into consideration.

Among the eight sections of Academic Writing and Report Writing Course, three of them were randomly selected for the interviews. The group mean of the first midterm scores was 66.1 for those sections. By combining the students whose writing scores were lower and upper than the group mean, two groups of participants -13 students in each- were formed. The writing scores of the lower-achieving subjects ranged from 38 to 60, while the scores of higher achieving students ranged from 91 to 75. The detailed profile of interview groups was summarized below (See Figure 1). The participants were interviewed in pairs or groups of three. As grouping the interviewees, the ones having lower scores were matched up with the other lower achievers while the ones with higher scores were brought together with the higher achievers. While making

this combination, the aim was to prevent higher achievers from becoming dominant during interviews.

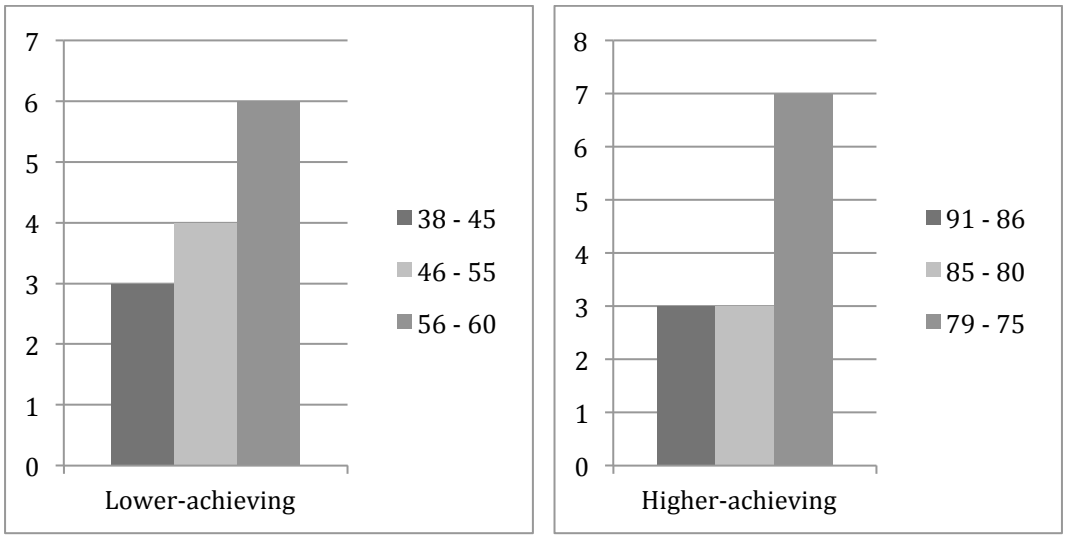


Figure 1. *The number of interviewees with their writing score range.*

The purposes of conducting structured interviews were listed below:

1. to justify the data from the survey
2. to focus more on respondents' beliefs about writing, their experiences and practices as writers.
3. to disclose the subjects' other possible domain specific beliefs about writing.

Considering the steps suggested by Nunan (1992: 152), the researcher conducted the interviews as detailed below:

1. *Briefing and explanation:* Firstly, the interviewees were clarified about the current research, the aim of the interview, and the questions addressed by the interviewees were answered by the researcher. As the data were to be recorded, the participants' permission was taken.

2. *Questioning:* In order to inspire the interviewees, to reveal their beliefs, experiences and practices, a set of open-ended questions were asked in a systematic order. While answering open-ended questions during the interview, the participants were free to speak in their native language which was Turkish (Ferrell & Daniel, 1993)

for the target group, assuming that they would feel more comfortable because of the linguistic flexibility in their expressions of their beliefs, experiences and practices about writing.

Writing Performance

As for the writing performance, the participants' first midterm exam scores were taken into consideration. During an in-class exam, the preservice teachers wrote their own essays. In the exam paper, the students were provided with three optional writing prompts and were free to choose any of them. Also, based on their topic, they were supposed to decide the genre type they would write.

With the aim of guaranteeing the reliability of the writing scores, two graders, each of who were experienced instructors of writing and had been lecturing at the ELT Department of Anadolu University for fifteen years scored the participants' papers. Just fifty-six participants papers' were randomly selected from the three sections of these could be scored by two different instructors. Based on these two sets of scores, a correlational analysis was operated in order to calculate the inter-rater reliability as instructed by Gay (1992), which was found to be .94, a pleasing result, in the present study.

Data Analysis

At the beginning of the 2013-2014 Spring Semester, a total of 147 first-year preservice English teachers responded to the Beliefs about Writing Survey (BAWS). Following this, at the end of the same semester, a total of 26 participants were interviewed and lastly the participants' writing scores were collected. Based on these data, a number of statistical calculations have been performed in order to address the research questions. For RQ1, "What is the relation between beliefs about writing and writing performance?" the Pearson correlations were computed and analyzed between the independent (beliefs about writing) and dependent (writing performance) variable. To answer RQ2, "Do domain specific beliefs about writing predict writing performance? ", a standard multiple regression analysis was used to determine the unique variance explained by beliefs about writing in predicting the writing performance in a classroom context (Cohen & Cohen, 1983). The analysis was performed for the first-year

preservice teachers 'overall writing scores. The writing performance was assessed via the score participants received on the essays they wrote for the first midterm exam on one of the three optional topics.

Finally, the answers to the RQ3 (What kind of beliefs do first-year preservice English teachers hold about good writing, good writers, and revision process?) and RQ4 (Which factors affect preservice English teachers' beliefs about good foreign language writing?) were provided via the qualitative analysis of the interviews held with the 26 preservice teachers. To reach this aim, Constant Comparative Method (Glasser & Strauss, 1967) was conducted to analyze the qualitative data from the structured, free response (open-ended questions) interviews, which allowed the data to form into natural categories rather than pre-determined categories. The qualitative data analysis procedure began with transcribing interview records. The interviews were transcribed by the researcher and the co-rater. Seperation of the interview transcriptions into communication units followed it. As specified by Langer & Applebee (1987), a communication unit is a unique statement about an idea or an action. The communication units might be in different forms such as a paragraph, a complete sentence or a group of words like phrases. An example of communication unit has been provided in bold below:

> Yani, şahsen bu dersin öğretmeni olsaydım öğrencilerime şunu söylerdim: **yabancı dilde iyi yazı, gramerin ve kelimelerin çok öne çıktığı değil, daha çok düşüncelerin öne çıktığı yazıdır. Düşünceni eğer iyi ifade edebiliyorsan ve yaratacılığın iyiyse, gramerin çok da fazla bir önemi kalmıyor. Tabiki önemli, onlar olmadan tabiki de cümle kuramıyoruz ama düşünceler bence daha çok önemli. Bu yüzden iyi yazı demek bence yaratıcılık demek ve düşünce demek.** Ben böyle düşünüyorum.
> *(That's to say, if I were the teacher of this course, I would say to the students that **in good foreign language writing, ideas and thoughts step forward instead of grammar and vocabulary. If you can express your thoughts effectively and if you are creative, grammar will lose its significance. Sure, it is important, we cannot craft sentences without them; however, ideas and thoughts, I think, are more important. For this reason, good writing means creativity and thought.** That's what I think.)*

For categorization of the data and designating convenient titles for those categories, the subsequent steps were followed. Firstly, the two raters – one of them was the researcher and the other was a postgraduate research assistant at the ELT department of Anadolu University- examined some of the data together to determine the analysis process. Secondly, the data were analyzed independently. As the third step, the two raters' individual analyses were compared. Having arrived at an agreement maintained consistency on wording of communication units, 20% of the collected data were again analyzed by the researcher and the co-rater independently. Based on that analysis, the inter-rater reliability was calculated applying "point by point method". According to this formula (as shown below), the number of agreements is divided by the number of agreements plus disagreements. The result is multiplied by 100 (Tawney & Gast, 1984). Consequently, a high inter-rater reliability was found as 89%.

$$\frac{\text{The number of agreements}}{\text{The number of agreements + disagreements}} \times 100$$

As for the writing performance, two graders, each of who, were experienced instructors of writing and have been lecturing at the ELT Department of Anadolu University for fifteen years, scored the participants' papers. Just fifty-six (56) participants' papers randomly selected from the three sections of the course could be scored by two different instructors. The data coming from those participants were analyzed to answer the research questions. Based on these two sets of scores, a correlational analysis was operated in order to calculate the inter-rater reliability as instructed by Gay (1992), which was found as .94 in our study.

CHAPTER 4
RESULTS AND DISCUSSION

Introduction

This chapter accounts the results of this exploratory, mixed design research. The current study examined the relations among various beliefs about writing and writing performance. By means of structured interviews, it also aimed to justify the data from the survey, to focus on respondents' other beliefs about good writing and writers, to discover the factors and individuals affecting their beliefs about writing and to disclose their experiences and practices as writers. The research questions guiding the study were as follows:

1. What is the relationship between beliefs about writing and writing performance?
2. Do domain specific beliefs about writing predict writing performance?
3. What kind of beliefs do first-year preservice English teachers hold about good writing, good writers, and revision process?
4. Which factors affect preservice teachers beliefs about good foreign language writing?

In the following headings, the findings of correlational and standard multiple regression analyses in addition to qualitative data analysis are discussed in order to answer the questions above.

Reliability of the Measures

The subheadings below report the reliability level of the measures.

Reliability of the Scale

To assure that the Beliefs about Writing Scale used in this research was a reliable measure, by computing the Cronbach's alpha for the total scale and all subscales, the internal consistency of measure was examined with the sample of first-year preservice

English teachers (see Table 5). The Cronbach's alpha for the total scale was .855, which was a close value as compared to the original Beliefs about Writing Survey's entire value that was 0.87. The Cronbach's alphas for the fourteen subscales of Beliefs about Writing Survey ranged from .524 to .797, which had ranged from .61 to .80 in the original scale. As eliminating any items did not provide a relatively higher reliability, none of the items had been removed from the scale.

Table 5. *Reliability Coefficients for the Beliefs about Writing Survey and the Subscales*

	N of items	Cronbach's α
1. Transmissional	6	.569
2. Writing Supports Thinking	4	.797
3. Writing Is a Personal and Emotional Experience	6	.653
4. Writing Is an Innate Gift	5	.762
5. Basics (Mechanics) First	4	.578
6. Address Substantive Issues First	5	.524
7. Writing Is an Iterative Process	8	.597
8. Minimize Revision	7	.604
9. Write to Impress	4	.609
10. Use Plain English	6	.638
11. Adapt to the Audience	8	.664
12. Clarity Is Essential	3	.532
13. Development Is Important	5	.589
14. Mechanical Errors Are Shameful	5	.778
Beliefs about Writing Survey (TOTAL)	76	.855

Reliability of Writing Scores

Writing performance was assessed via the score participants received on the essays they wrote for the first midterm exam on three optional topics. As for the reliability of the writing scores, two graders, each of who were experienced instructors of writing and had been lecturing at the ELT Department of Anadolu University for fifteen years

evaluated the participants' papers under the dimensions of ESL Composition Profile. The mean of the two graders' scores was used in this study. Based on these two sets of scores, a correlational analysis was operated in order to calculate the inter-rater reliability as instructed by Gay (1992). The correlation value between the total scores given by the two scorers was .94.

Descriptive Statistics

The findings below present descriptive statistics about the participants' profile, past educational and writing experiences in addition to means and standard deviations of the subscales of Beliefs about Writing Survey.

Detailed Profile of the Participants

In pursuance of presenting a detailed profile of participants, some open-ended questions about their attitudes towards foreign language writing and their past educational experiences were addressed within the survey battery.

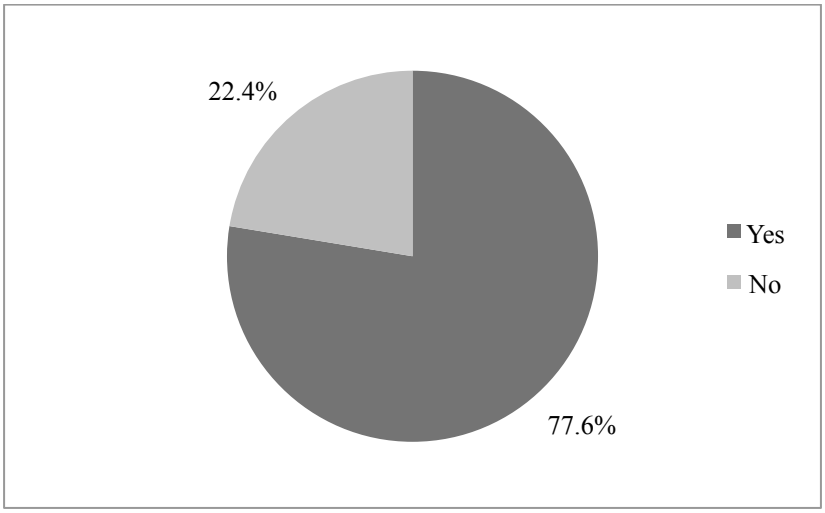


Figure 2. *Do you like writing in English? (N=147)*

The first question, "Do you like writing in English?", inquired participants' attitudes toward foreign language writing. As revealed by Figure 2, most of the students (77.6%) seem to have developed a positive attitude toward writing in English, while the rest 22.4% of them reported that they do not like writing in English.

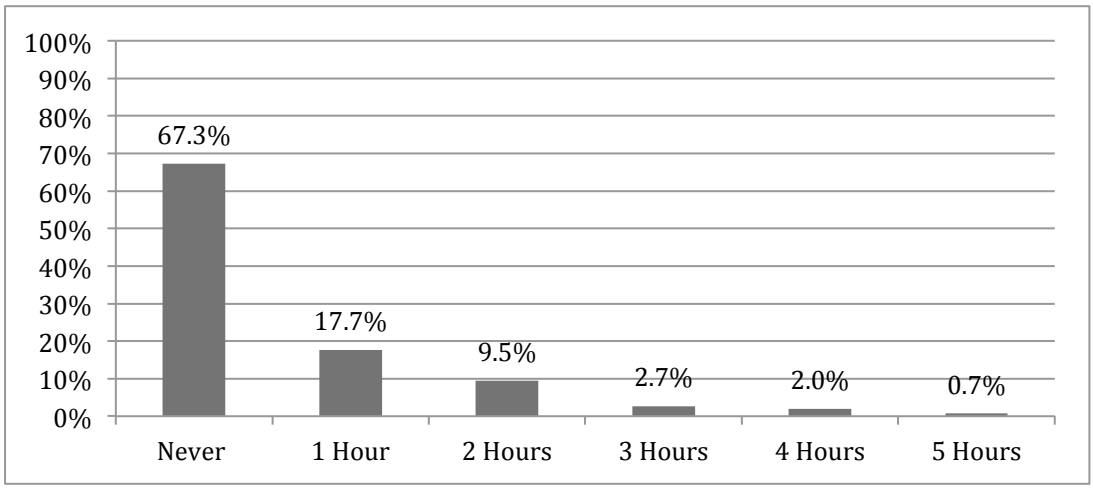


Figure 3. *How many hours of English courses in a week were allocated to improve your writing skills at high school?*

The remaining open-ended questions provided us some more details of participants' past writing practices in foreign language writing. The hours of English courses they took in a week during high school range from 2 to 14 hours with a mean of 10.71. As presented in Figure 3, when the course hours allocated for teaching foreign language writing was searched, it was indicated that 67.3% of the participants (*N=99*) had not done any practices of writing in English at high school. The time allocated for writing practice for the rest of the participants was also quite limited. This limited time varies between one (1) and five (5) hours with a decreasing proportion from 17.7% to 0.7% respectively.

Descriptive Statistics of Beliefs about Writing Survey

In Table 6, the means and standard deviations of the participants' scores of the subscales of the Beliefs about Writing Survey were demonstrated. The subscales of the survey were ordered in a descending order from the one with the highest average to the one with the lowest average. In order to review the frequency distributions of all items belonging to the survey, see Appendix B.

Table 6. *Means and Standard Deviations of the Subscales of the Beliefs about Writing Survey*

	M	*SD*
1. Development Is Important	4,125	0,424
2. Clarity Is Essential	4,063	0,571
3. Writing Supports Thinking	4,056	0,663
4. Adapt to the Audience	3,996	0,437
5. Writing Is an Iterative Process	3,938	0,427
6. Writing Is a Personal and Emotional Experience	3,818	0,524
7. Address Substantive Issues First	3,693	0,574
8. Writing Is an Innate Gift	3,449	0,805
9. Basics (Mechanics) First	3,449	0,635
10. Use Plain English	3,353	0,554
11. Write to Impress	3,258	0,727
12. Transmissional	2,997	0,584
13. Mechanical Errors Are Shameful	2,851	0,793
14. Minimize Revision	2,409	0,524

N =147

There were fourteen (14) subscales forming BAWS. As presented in Table 6, beliefs that were “Development is Important”, “Clarity is Essential” and that “Writing Supports Thinking” had the highest means while the beliefs that were “Transmissional”, “Mechanical Errors are Shameful” and “Minimize Revision” had the lowest mean scores. The other eight (8) beliefs about writing were in between these two outliers. Descriptive statistics showed that the upper three beliefs were highly agreed by the participants. On the contrary, the last three beliefs seemed disagreed; in other words, the subjects believed that foreign language writers should not “Minimize Revision” after writing the first draft.

In Table 7, the averages of each subscale of Beliefs about Writing Survey were listed in a descending order. In this table, the results of one-sample t-test that had compared the averages of each subscale with the middle value of the BAWS (i.e. 3) were also presented.

Table 7. *Summaries of One-sample T-test Comparing the Averages of Variables with the Middle Value of the Likert Scale (i.e. 3)*

Variable	*Mean*	*SD*	t	df	*p* <
1. Development Is Important	4,125	0,424	32.120	146	.000
2. Clarity Is Essential	4,063	0,571	22.575	146	.000
3. Writing Supports Thinking	4,056	0,663	19.288	146	.000
4. Adapt to the Audience	3,996	0,437	27.639	146	.000
5. Writing Is an Iterative Process	3,938	0,427	26.632	146	.000
6. Writing Is a Personal and Emotional Experience	3,818	0,524	18.910	146	.000
7. Address Substantive Issues First	3,693	0,574	14.656	146	.000
8. Writing Is an Innate Gift	3,449	0,805	6.757	146	.000
9. Basics (Mechanics) First	3,449	0,635	8.564	146	.000
10. Use Plain English	3,353	0,554	7.731	146	.000
11. Write to Impress	3,258	0,727	4.307	146	.000
12. Transmissional	2,997	0,584	-.047	146	.963
13. Mechanical Errors Are Shameful	2,851	0,793	-2.265	146	.025
14. Minimize Revision	2,409	0,524	-13.668	146	.000

N=147

As demonstrated in Table 7, among the subscales which were agreed, the highest average belonged to the belief that was"Development is Important" (*M*= 4.125) while the lowest average belonged to the belief that writers should "Write to Impress" the audience (*M*= 3,258). Although the lowest average had a mean of 3,258, this value was higher than the middle value of the scale (i.e., 3) with a t-value of 4.307 and a probability value of .000, which was lower than .005. This means that the participants of the study agreed all the first eleven (11) beliefs about writing listed above. On the other hand, the last two beliefs were found to be disagreed which were that "Mechanical Errors are Shameful" (*M*=2.851) and writers should "Minimize Revision" (*M*=2.409) of their papers whose means were lower than the middle value of the scale (i.e. 3) with t-values oo (-2.265) and (-13.668) respectively. Also, they had probability values of (.025) and (.000) which were lower than .05. On this subject, it was apparent that respondents disagreed with these beliefs. The last belief that was "Transmissional"

(*M*=2.997) was not agreed or disagreed by the subjects, in other words, they were unsure about this belief since the mean of this belief category was so close to the middle value of the scale (i.e. 3). Additionally, it had a very low t-value (-.047) and the probability value of this belief (.963) was not lower than .05. In this regard, the pre-service English teachers participating in the present study were unsure about the "Transmissional" belief category.

Correlations

In order to answer Research Question 1 that was "What is the relationship between beliefs about writing and writing performance?", Pearson correlations among dependent variables (subscales of Beliefs about Writing), and the Pearson correlations between the dependent variables and the independent variable (writing performance) were computed.

Correlations among the Subscales of Beliefs about Writing Survey

The results of the analysis have been summarized in Table 8. Firstly, the correlational values among dependent variables have been reported. As indicated in Table 8, the correlation matrix signified that a number of subscales among each other and between writing score had been statistically significantly correlated with each other. A number of previous studies have theorized (White & Bruning, 2005; Sanders-Reio, 2010) some beliefs about writing as adaptive for the reason that "they either reflect expert practice, support writing process, and/or tend to be as associated with better grades on writing assignment" (*p.*151). The belief categories theorized to be adaptive were "Adapt to the Audience", "Clarity is Essential", "Development is Important", "Writing is an Iterative Process", "Use Plain English", "Substantive Issues First", "Writing Supports Thinking" and "Writing is a Personal and Emotional Experience".

"Adapt to the Audience" significantly and positively correlated with all of the theorized adaptive beliefs. This means that preservice teachers believing that writing should be reader-friendly were more likely to believe that "Development is Important" (r =.56, p < .01), "Clarity is Essential" (r =.54, p < .01), "Writing is an Iterative Process" (r =.47, p < .01), "Writing Supports Thinking" (r =.31, p < .01), foreign language writers should "Use Plain English" (r =.29, p < .01), "Writing is a Personal

and Emotional Experience" (r =.26, p < .01) and that writers should "Address Substantive Issues First" (r =.24, p < .01). To the contrary, first-year preservice teachers subscribing to the belief "Adapt to the Audience" were more likely to hold three of the maladaptive beliefs, which were "Basics (Mechanics) First" (r =.303, p < .01), "Transmissional" (r =.24, p < .01), and "Write to Impress" (r =.20, p < .01).

Second adaptive belief correlating significantly and positively with all theorized adaptive belief is that "Development is Important". Those believing that writers explaining their thoughts effectively were more likely to believe that "Clarity is Essential" (r =.62, p < .01), that writers should "Adapt to the Audience" (r =.56, p < .01), that "Writing is an Iterative Process" (r =.50, p < .01), that writers should "Use Plain English" (r =.37, p < .01), that "Writing is a Personal and Emotional Experience "(r =.34, p < .01), that "Writing Supports Thinking" (r =.31, p < .01), and that writers should "Address Substantive Issues First" (r =.28, p < .01). In contrast, participants subscribing to the belief that "Development is Important" were more likely to believe that writers should master "Basics (Mechanics) First" (r =.38, p < .01), and should "Write to Impress" (r =.18, p < .01).

The third writing belief subcategory theorized to be adaptive is that "Clarity is Essential". The respondents believing that foreign language writers should convey information clearly were more inclined to believe that "Development is Important" (r =.56, p < .01), that writers should "Adapt to the Audience" (r =.54, p < .01), that "Writing Supports Thinking" (r =.39, p < .01), that "Writing is an Iterative Process" (r =.39, p < .01), that writers should "Use Plain English" (r =.34, p < .01), that "Writing is a Personal and Emotional Experience" (r =.31, p < .01), and that writers should "Address Substantive Issues First" (r =.28, p < .01). On the contrary, the subjects believing that "Clarity is Essential" were also more likely to believe that writers should master "Basics (Mechanics) First" (r =.30, p < .01) and should transmit authorities' words into their writing (Transmissional, r =.23, p < .01).

The following five subcategories of Beliefs about Writing Survey did not significantly correlate with all adaptive beliefs. The participants believing that "Writing is an Iterative Process" and "Writing Supports Thinking" were not likely to believe that writers should "Address Substantive Issues First" (r =.13, *NS*; r =.13, *NS*). Also the belief that "Writing is a Personal and Emotional Experience" was not related to the

belief that writers should "Use Plain English" (r =.10, *NS*). The belief that writers should "Use Plain English" did not also significantly correlate with the one that "Writing Supports Thinking" (r =-. 02, *NS*).

Five beliefs about writing that are "Transmissional", "Write to Impress", "Minimize Revision" and "Writing is an Innate Gift" are theorized to be maladaptive for they contradict with "expert writing practice" and favor to link to lower scores on writing tasks (Sanders-Reio, 2010; p. 154). In the current study, three of maladaptive beliefs, "Transmissional", "Write to Impress" and "Basics (Mechanics) First", correlated with other three maladaptive beliefs. The first one, "Transmissional", positively and significantly correlated with "Write to Impress" (r =.30, p < .01), "Minimize Revision" (r =.23, p < .01) and "Basics (Mechanics) First" (r =.18, p < .05). This means that participants who regarded writing as a means of transmitting scholarly information to the audience with almost no contribution also believed that writers should "Write to Impress" and "Minimize Revision" while writing.

"Minimize Revision" stands as a counterpoint to the concept of expert orientation, especially to the belief that "Writing is an Iterative Process". The participants holding this point of view believe that writers write it appropriately the first time and need no revision. These beliefs correlated positively and significantly with the other beliefs theorized to be maladaptive including "Transmissional" (r =.23, p < .01), "Write to Impress" (r =.20, p < .05) and "Writing is an Innate Gift" (r =.19, p < .05). As anticipated, it also significantly and negatively associated with "Writing is an Iterative Process" (r =.19, p < .05). The belief, "Write to Impress" suggesting that writers should use big words and attract their readers, was also correlated with the three beliefs theorized to be maladaptive that were "Transmissional" (r =.30, p < .01), "Writing is an Innate Gift" (r =.21, p < .01) and "Minimize Revision" (r =.20, p < .05).

One of the other maladaptive beliefs, "Writing is an Innate Gift", was positively and significantly correlated with "Minimize Revision" (r =.19, p < .05) and "Write to Impress" (r =.21, p < .01). In contrast, this belief also negatively associated with "Writing Supports Thinking" (r =.16, p < .05), which proposes that writing can help writers better understand what they think. An interesting results was that "Basics (Mechanics) First" correlated positively with only one maladaptive belief which was

"Transmissional" (r =.18, p < .05) while correlating positively with four adaptive beliefs, in which the correlational values ranged from .30 to .38 (p < .01).

The last belief, "Mechanical Errors are Shameful", was not theorized as adaptive or maladaptive. In our study this belief correlated positively and significantly with three maladaptive beliefs including "Basics (Mechanics) First" (r =.39, p < .01), "Write to Impress" (r =.21, p < .01) and "Writing is an Innate Gift" (r =.17, p < .05). It also negatively and significantly associated with "Address Substantive Issues First" (r =.23, p < .01), which had been theorized as an adaptive belief.

Correlations between the Independent Variables and Writing Performance

One of the characteristics of adaptive beliefs is that they have a tendency to match with higher scores on writing tasks (Sanders-Reio, 2010). The belief that writers should "Adapt to the Audience" was significantly and positively correlated with overall writing performance (r=.26, p< .01), proposing that those who put emphasis on audience-orientation were more probable to receive higher grades on their written work. In addition to the audience adaptation, the belief that "Development is Important" positively and significantly correlated with the overall grade (r=.17, p< .05). This result suggested that those believing that writers should present logical and convincing arguments were more likely to score higher as were those believing that audience-adaptation was significant. Lastly, the belief that "Writing is an Iterative Process" correlated positively with the overall score (r=.17, p < .05). These results indicated that the students subscribing to the beliefs held by expert writers such as audience-orientation, presenting logical and convincing arguments as well as the ones viewing writing as a process of reviewing were inclined to have higher scores on their papers. On the other hand, although some beliefs such as "Minimize Revision" (r= -.12, *NS*), "Transmissional" (r=-.85, *NS*), and "Basics Mechanics First" (r= -.02, *NS*) negatively correlated with writing performance, these correlational values were not significant and were quite low.

In sum, the exploration of the correlations between the beliefs about writing and overall writing performance justifies the concept that some beliefs are prone to be

Table 8. *Intercorrelations among the Subscales of Beliefs about Writing Survey and Writing Performance*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Transmissional	--													
2. Writing Supports Thinking	.090	--												
3. Writing is a Personal Emotional Experience	.216**	.265**	--											
4. Writing is an Innate Gift	.107	-.164*	.136	--										
5. Basics (Mechanics) First	.186*	.130	.069	.156	--									
6. Adress Substantive Issues First	-.016	.132	.244**	.047	-.208*	--								
7. Writing is an Iterative Process	.188*	.378**	.282**	-.057	.300**	.137	--							
8. Minimize Revision	.232**	-.131	.122	.194*	.048	.220**	-.192*	--						
9. Write to Impress	.303**	.128	.325**	.214**	.118	.081	.152	.205*	--					
10. Use Plain English	.234**	-.023	.102	.214**	.160	.204*	.273**	.077	-.069	--				
11. Adapt to the Audience	.244**	.313**	.268**	.051	.303**	.245**	.475**	-.025	.209*	.299**	--			
12. Clarity is Essential	.233**	.394**	.314**	.055	.309**	.284**	.391**	-.071	.147	.349**	.543**	--		
13. Development is Important	.159	.315**	.349**	.100	.389**	.282**	.501**	-.077	.189*	.377**	.568**	.626**	--	
14. Mechanical Errors are Shameful	.159	-.018	-.011	.174*	.391**	-.234**	.000	.022	.217**	.106	.099	.032	.068	--
15. Overall Grade	-.085	.016	.053	-.135	-.022	.153	.170*	-.128	.026	.107	.269**	.136	.171*	.118

** Correlation is significant at $p < .01$. *Correlation is significant at $p < .05$.

adaptive while other are tendentious to be maladaptive although the correlational values were not statistically significant in our findings regarding the maladaptive beliefs.

Standard Multiple Regression

Standard multiple regression analysis was conducted to decide the variance explained by domain specific beliefs about writing totally and individually.

Table 9. *Standard Multiple Regression Results*

Model	*b*	*SE-b*	Beta	Pearson r	sr^2	Structure Coefficient
Constant	41.167	14.484				
1. Transmissional	-3.331	2.016	-.150	-.085	.016	-.195
2. Writing Supports Thinking	-2.761	1.829	-.141	.016	.013	.036
3. Writing Personal and Emotional	.465	2.276	.019	.053	.000	.122
4. Writing is an Innate Gift *	-2.843	1.403	-.176	-.135	.025	-.311
5. Basics (Mechanics) First	-2.738	2.114	-.134	-.022	.010	-.050
6. Substantive Issues First	2.630	2.213	.116	.153	.008	.352
7. Writing is an Iterative Process	2.596	3.155	.085	.170	.004	.391
8. Minimize Revision	-2.160	2.294	-.087	-.128	.005	-.294
9. Write to Impress	.493	1.677	.028	.026	.000	.059
10. Use Plain English	.977	2.263	.042	.107	.001	.246
11. Mechanical Errors are Shameful *	3.489	1.492	.213	.118	.033	.271
12. Development is Important	.847	3.674	.028	.171	.000	.394
13. Clarity is Essential	.336	2.578	.015	.136	.000	.313
14. Adapt to the Audience *	7.741	3.126	.260	.269	.037	.619

Note. The dependent variable was Writing Score. $R^2=.189^*$, *Adjusted* $R^2=.103$. sr^2 is the squared semi-partial correlation.
* $p < .05$.

The prediction model summarized in Table 9 was statistically significant $F(14,132)=2.192$, $p < .05$ and accounted for approximately 18.9% of variance of writing score ($R^2 = .189$, Adjusted $R^2 = .103$). This value is fairly higher in comparison with Sanders-Reio's (2010) outcomes in which the all beliefs about writing explained 11.8% of the variance ($p<.001$). Writing scores were primarily predicted by the belief category which was "Adapt to the Audience" ($\beta=.26$, $p<.05$)., and to a lesser extent by two other subcategories, that were "Mechanical Errors are Shameful" ($\beta=.21$, $p<.05$). and "Writing is an Innate Gift" ($\beta=-.17$, $p<.05$). The raw and standardized regression coefficients of the predictors together with their correlations with writing score, their squared semi-partial correlations and their structure coefficients were also shown in Table 9. The belief category, "Adapt to the Audience", received the strongest weight in the model followed by "Mechanical Errors are Shameful" and "Writing is an Innate Gift". With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlations was quite low. Inspection of the structure coefficients suggested that, with the possible exceptions of extraversion whose correlation was still relatively substantial, the other significant predictors were strong indicators of the underlying (latent) variable described by the model, which could be interpreted as well being.

Overall, the findings indicate that higher "Adapt to the Audience", "Mechanical Errors are Shameful" scores predicted higher writing grades while the higher "Writing is an Innate Gift" scores predicted lower writing grades in our research sample.

Structured Interviews

In an attempt to determine first-year preservice teachers' domain specific beliefs about writing other than those listed in the BAWS and their own practices and experiences as writers, twenty-six (26) participants were interviewed. The interviewees were paired up and asked to indicate some detailed report on their beliefs about foreign language writing, the characteristics of good foreign language writing and good foreign language writers in addition to their revision and editing process by means of a set of open ended questions (See Appendix C, D). The answers received were analyzed conducting Constant Comparative Method (Glasser & Strauss, 1967). Under different subheadings parallel to the interview questions directed, categories obtained as a result of the

analysis were tabulated and interpreted below in accompany with participants' pseudo names.

Definition of Foreign Language Writing

The first question addressed to the interviewees examined what foreign language writing means to them. In the entire transcriptions, a total of twenty-six preservice teachers particularly mentioned their perceptions of foreign language writing.

Foreign Language Writing: A Demanding and/or Challenging Discipline

When participants of the present study were asked to define foreign language writing, as seen in Table 10, all of them (100%) stated that foreign language writing was a demanding and/or challenging discipline.

Table 10. *Categories of Preservice Teachers' Definitions of Foreign Language Writing*

Categories	Frequency	Percent
1. A demanding and/or challenging discipline.	26	100%
1.a. Language Use / Vocabulary		
1.a.1. Crafting well-formed, meaningful and/or complex sentences	17	65%
1.a.2. Writing technically / Sophisticated and academic vocabulary	16	62%
1.b. Related to perceiving the target culture's values.	9	35%
1.c. Organization	8	31%
1.d. Topic		
1.d.1. Writing about assigned topics (prompts)	3	12%
1.d.2. Difficulties of expressing feelings	3	12%
1.e. Lack of writing practice (in L1 and/or foreign language)	6	23%
1.f. Issues about pre-writing and during writing		
1.f.1. Preliminary preparation (Goal setting/Planning/Research)	5	19%
1.f.2. Time limit	2	8%
1.f.3. More cognitive load	2	8%
1.g. Expectations of writing teachers	2	8%
2. A process of transmitting knowledge	1	4%
3. Means of expressing oneself better	1	4%
4. An area of practicing English rather than an area of specialization	1	4%
5. Not a need, instead an obligation, assignment	1	4%

Above and beyond characterizing foreign language writing as a difficult and effortful process, the underlying reasons of that belief were also detailed by the students. Majority of them (65%) stated that it was hard to craft well formed, meaningful and complex sentences, which results in the understatement of the meaning aimed to be conveyed and stating ideas in restrained terms. For example, Eda signified her inadequacy and struggle while expressing her ideas:

> *"As long as I write in a foreign language, I do not feel at ease. When crafting sentences, I can only reflect fifty percent of what I have already meant to say while concentrating on the structure of sentences. In Turkish, you would use intervention to make it attractive; however when you return to English, you may not verbalize it within the same structure as in Turkish. It is certainly becoming harder…"* [1]

The second source of challenges in foreign language writing was in regard to vocabulary use. Most of the students referred to the need and difficulty of using appropriate terminologies for specific fields such as literature, mathematics and science while writing. As preservice teachers, they stated that language teaching specific terms confronted them in the texts they had read and studied on. One more point was that the students felt the necessity for using academic vocabulary as well, instead of colloquial language in their essays. However, when it comes to foreign language writing, *writing technically and/or* using *sophisticated and academic vocabulary* become a challenge for first-year preservice teachers as Simge's and Meltem's experiences have showed:

> *"… English inholds impressive and attracting words or specific terms related to various fields just as literature, mathematics, or science… We are requested to write in different genres, and about diverse disciplines. I can success it in Turkish; however, in English, we mostly expose to the vocabulary related to language learning and teaching. But we do not know enough terms identifying specific fields of study. We experience difficulty in this respect as well."* [2]

> *"And, in my estimation, the most important factor making foreign language difficult is the differences between spoken and written language, since we need to use much more academic and distinctive vocabulary while writing. But sometimes, we can be incapable*

of using these kinds of vocabulary effectively. Thus, it results in simply written texts." [3]

The second challenging aspect of foreign language writing was the relation of writing to perceiving target culture's values with a moderate proportion (35%). The students pointed to the lack of and need for awareness of the target culture.

"We have been learning the British culture, however, as we did not grow up in that culture, we experience some difficulty. We do not precisely know how to use the target words and idioms." [4]

"I think, writing in foreign language requires more ability and competence than writing in the mother tongue, in that we think in Turkish because of our nation. Transmitting those thoughts into English, reporting them in foreign language via the existed vocabulary knowledge is more troublesome in comparison with the mother tongue." [5]

By 31% of the first-year writers, the organizational rules of essay writing such as patterns of organization, coherence and unity were classified as hard to accomplish. When searching the literature, it was found that organizing the ideas was viewed both as a difficult and an easy part of writing process by native early childhood or elementary preservice teachers (e.g. Hall & Grisham-Brown, 2011). Regarding organizational rules as a challenge, Eser and Seda noted that in addition to arranging sentences logically and making them flow smoothly, it was crucial to place thesis statement, topic sentence, major and minor details appropriately:

"And what's more, it must be coherent. The text must follow a specific order and coherence among similar notions. It's a little bit hard to achieve all of these…" [6]

" … At the same time, organizing the text with respect to certain genres… For instance, while writing, thesis statement is to have a part in particular lines in a paragraph. Well, they definitely must have a specific part. Thesis statement is followed by the details… That's why writing in foreign language challenges me more." [7]

23% of participants emphasized the challenging effect of prompts in essay writing in terms of two aspects: writing about assigned topics and difficulties of expressing feelings. The three interviewees (Mine, Yankı and Eda) remarked:

> *"Topic is so important. If you have some background knowledge about the topic, or have read about it beforehand, you can write more about it, you can develop your ideas much better."* [8]

> *"There exist different branches, and we may not have enough knowledge in those areas. For instance, especially physics is such a discipline that means nothing to me."* [9]

> *"I generally prefer logical topics while writing essays. Writing something emotional or personal/creative writing are not preferable for me. "* [10]

There were some preservice teachers (23%) establishing a relationship between writing in the mother tongue and writing in a foreign language. The difficulty was attributed to the lack of practice and ability in writing both for two languages. Two of the interviewees, Müge and Baran, signalled for that point and said:

> *"If we did not start by knowing our mother tongue well, we would have difficulty in learning a foreign language. Unless we could improve our writing skill in the mother tongue, we might not improve it in another language."* [11]

> *"Because of the (educational) system we exist inside, writing is not so familiar to us. For this reason, foreign language writing becomes challenging for us."* [12]

The three main issues about pre-writing and during writing were identified as challenging and demanding by some of the participants which were *preliminary preparation* (19%), *time limit* (%8) and *more cognitive load* (8%). The category, preliminary preparation included the processes such as researching, planning and writing outline as detailed by Eser and Sezen below:

> *"In my opinion, planning, yes, making an outline… You are supposed to think beforehand, need to decide what you are going to mention. Otherwise, a paragraph*

does not originate by chance and without planning, just via writing the first sentence, than the second, and one another sentence etc. You are required to plan and think in which paragraph what you will mention and how you will touch upon the matter." [13]

"When I do my homework, I do so much research on the Internet; ever after I can write. Even if I am familiar with the topic, I still require to research." [14]

The second issue was about time limit. As for time limit, it was stated that remembering words or applying grammatical rules had become hard during limited time different from mother tongue. The last issue was related to during writing process and touched upon the cognitive load that foreign language writing had focusing on language differences. The two preservice teachers, Ayfer and Orhun, described these two issues in detail below:

"Especially, when the time is limited, the target words do not come to your mind or you write withouth paying regard to grammatical rules." [15]

"Writing in a foreign language results in using the brain more. As we do not know English as well as our mother language, we keep the brain busy, compel it to think. While writing, for example, so as to find the related word, we are supposed to think more. We know that word both in the mother tongue and the foreign language; however, while using that word in the mother tongue, it is easy to bring it back, we must think more to recall it for the foreign language." [16]

A small portion of the participants (8%) found writing teachers' expectations high and addressed them as a source of difficulty in foreign language writing. One of participants, Gamze, indicated:

"Because, all in all, expectations are high if we take our courses into consideration." [17]

Foreign Language Writing: The Rest of the Definitions

Beyond viewing writing as a demanding and challenging discipline, a few participants described their different perspectives of foreign language writing. A small percent of

the participants (%4) mainly defined writing as "a process of transmitting knowledge" by drawing a parallelism between foreign language writing and writing in the general sense. One of the interviewees, İlber, stated:

> *"I think, foreign language writing is primarily the process of transmitting on a paper what we have listened and read. As I said before, writing is the process of putting down what we have heard and read, more precisely, what we have discovered in our environment, in other words, writing is putting down things on a paper that we would like to maintain as our cultural heritage. Mainly, the same, writing always has had the same function throughout the history. As a cultural transmission or while putting down your feelings on the paper, writing all the time has the same meaning."* [18]

Similarly, four percent of the respondents regarded foreign language writing as a means of expression making reference to the positive influence of writing in English since they can write better and more easily in English. In other words, foreign language writing is a means of better self-expression for that group. The underlying reason may be that writing in a foreign language is a more rule-governed and learnable system in comparison to L1 writing. Zambak described her experience:

> *"When I write in a foreign language, I feel that I can express myself better and more easily. As we write in the mother tongue, mostly, daily spoken and written languages are distinctive. We generally cannot differentiate between them. This becomes problematic for me; yet, in English, within the framework of the rules, I mention what I have meant to tell. It is easier and more comfortable for me."* [19]

The last response of the participants about foreign language writing fell beyond characterizing writing as a means of expression. Instead, a very small proportion of the preservice teachers (4%) responded that foreign language writing was an area to practice English rather than an area of specialization. İlber believed that they needed to write in English as they had been learning it. That is to say writing in a foreign language was a method of performing the target language as detailed below by İlber:

> *"I suppose that in Turkish we do not feel the need to write since we know it. Somehow one can speak , he is fluent, and he can express oneself. But we write more in a foreign*

language in that the language learned seems necessary for us, it could be used while writing. For this reason, we write more in a foreign language rather than in Turkish." [20]

Lastly, quite a few of the participants (4%) interpreted foreign language writing as an obligation, assignment instead of a need. Pınar, in her responses, questioned the place of foreign language writing both in her undergraduate degree program and in her future teaching plans and practices. That self-questioning resulted in the fact that Pınar attributed no purpose or necessity to learning foreign language writing:

"Something that we have to do and do not use normally. "You are going to write it, this is your assignment.", and we use it only at that time. I think we do not write during bachelor's degree, we will not need it very much as we do not speak to the natives or do not find any opportunity to do it. What we have learnt here does not go any further. We will not teach it to our students, or we will teach it to our students only if we work in a university." [21]

Beliefs about the Characteristics of Good Foreign Language Writing

When participants were asked to describe the characteristics of good foreign language writing, their responses fell into three main categories: 1) organization, 2) content, and 3) language use (See Table 11).

Table 11: *Beliefs about Characteristics of Good Foreign Language Writing*

Categories	Frequency	Percent
1. Organization		
1.a. Coherence, cohesion and unity in good writing	12	46%
1.b. Reflecting related genre characteristics	11	42%
1.c. Consisting of three main parts: introduction, body, conclusion	5	19%
1. Content		
2.a. Developing and transmitting good and creative ideas	15	58%
2.b. Conveying the message and ideas effectively	10	39%
2.c. Aiming to address and impress the audience	5	19%
2.d. Incorporating different opinions	2	8%

2.	Language Use		
	3.a. Advance grammar / Complex and correct sentences	15	58%
	3.b. Appropriate, relevant and formal vocabulary	10	39%
	3.c. Including synonyms to pretend repetitions	3	12%
	3.d. Accompanied with punctuation rules	2	8%

In order to write a well-organized essay, many of the preservice teachers (46%) believed that writers firstly needed to pay attention to coherence, cohesion and unity. One participant, Müge, stated that the coherence between paragraphs and cohesion among sentences would provide a writer the opportunity to express oneself better:

> *"There must be a coherence among all the written paragraphs. If good transitions between ideas are provided, we can express better what we have meant to say. The coherence among and within the paragraphs is so important, as well. I think that a text written with a specific organization and coherence is really a good written work."* [22]

Another preservice teacher, Nazen, focused on a specific concept that was principles of organization, such as chronological order, order of importance, logical order etc., to make the written products coherent.

> *"Principles of organization… Organization of sentences, chronological order, order of importance… Developing an appropriate organization, it is required to emphasize the main idea."* [23]

In addition to coherence, Eser mentioned one more characteristics of good writing that was unity. Finding that quality so essential, he discussed the ways to manage unity in a written text such as telling about one main topic in each sentence, embodying no irrelevant sentence throughout the essay etc.:

> *"In my opinion, writing about the specific prompt within a unity… Paying attention to organization, embodying no irrelevant sentences, never jumping around different ideas… Unity is so essential."* [24]

According to the forty-two percent (42%) of participants, the second requirement to write a well-organized essay was reflecting related genre characteristics. Mine shared her experience asserting that by allowing for genre rules and patterns of organization, one could avoid writing a puzzling essay:

> *"As writing in a foreign language, I firstly attend to pattern of organization. Without topic sentences, thesis statement and minor details or without carrying particular genre specific characteristics, a written text will primarily be puzzling. In my estimation, you need to obey the genre rules so as to voice your own ideas in detail."* [25]

Lastly, it was made clear by 19% of participants that a well-organized essay required to be consisted of three main parts: introduction, body, and conclusion. For instance, two preservice teachers, Hale and Saygın, respectively gave their views on the positive effect of transmitting ideas within three main parts:

> *"Transmitting those ideas within an appropriate order to the text such as introduction, development and conclusion. Deciding which ideas within which scope will be stated…"* [26]

> *"Some ideas are generated in your mind; yet unless you wrote them out properly according to the rules, that text would not be comprehended when read even if the ideas were valuable. For this reason, I think, firstly rules, in other words: introduction, development and conclusion… Ideas should be put down pertinently to the rules.."* [27]

As the participants were questioned about their views on good foreign language writing, their answers were listed under a second category that was content. Over half of the preservice teachers (58%) reported that developing and transmitting good and creative ideas would generate a good writing sample. Melda made her point related to content giving an advantage to generating creative ideas over grammar or vocabulary use:

> *"Good writing brings ideas forward, does not highlight grammar rules or vocabulary. If you are creative, grammar rules diminish in importance For sure, they are*

substantial, without the rules we cannot craft sentences; nevertheless ideas are more essential for me. Therefore, good writing means creativity and idea." [28]

Likewise, Nazen equated good writing with the opportunity to get some idea when read it. She supported his opinion not only as a preservice teacher but also as a teacher of the near future. According to Nazen, the better ideas a text conveys, the better it will become as a written product:

"If I were a teacher, I would say, "You, guys, give a miss to all rules. Focus on what you think…" Opinion is primarily important for me. I, myself, give weight to thinking while writing an essay. Once I read something, if I can expose to ideas, this is a good writing for me. Reading a newspaper, I do not evaluate it according the words used. Instead, the better ideas a text conveys, the better it would become as a written product." [29]

As well as developing and transmitting good and creative ideas, thirty-nine (39%) percent of participants indicated that in good foreign language writing, the message and ideas were supposed to be conveyed effectively as well. In this sense, two of the interviewees, Deniz and Orhun, constructed their views of good writing as stated below:

"Good writing comes to mean revealing yourself effectively, putting down on a paper well what you have intended to say or the topic you would talk about." [30]

"In my opinion, good writing is putting the idea in mind on paper as best as you can. It is needed to use the idea that you have intended to express most effectively. The words, sentences, everything must include the thing that would hit the target of the idea." [31]

As a third criterion, 19% of participants said that audience adaptation was one of the sources of good foreign language writing. One participant, Rüya, stated that writers were supposed to address a specific audience and aim to attract the target reader groups' attention even in scientific texts:

> *"It should be adapted to your audience, you must write with respect to a scientific audience. For instance, I, from time to time, get really bored while reading some texts, since they are so different. Even if you construct a scientific explanation, you should speak or write the language that would interest the reader. If it is a written work demanded to be adapted to every reader or audience, at that time, it is required to be written considering all the audience. It must attract the reader attention.*" [32]

Another participant believing the necessity of audience adaptation suggested a specific method that writer might follow. According to Müge, if a writer narrates his own experiences, he can influence and persuade the reader:

> *"You have experienced something touching. While writing, if I exemplify my own experience, I suppose I can convince the reader more, in that I had experienced them and narrated the results and experiences to the reader there. Therefore, I think that the effect of my writing would increase."* [33]

Besides, Gamze varied the answers on same issue and discussed the ways to attract reader's attention. She believed that an attractive sentence related to writing prompt might fascinate the reader:

> *"Especially, a good sentence related to that topic should be found. Those sentences should have a part in the conclusion or introduction. Something that would draw the attention of the reader should be used."* [34]

When asked to describe good foreign language writing, only 8% of preservice teachers stated their beliefs about the positive role of incorporating different opinions while writing. As different ideas had a power to shape her own ideas, Zambak acknowledged that she was attentive to compare and combine his own opinions with the other scholars':

> *"I hardly complete the assignment in time because I always feel obliged to read about that topic. Different people may hold different views and these can shape your own existing views. Firstly, ideas take shape, then you add your own ideas, you state whether you agree or disagree. You consider why I do not agree, and question your own reasons for the disagreement."* [35]

Lastly, one participant, İlber, had interpreted opinion cooperation differently and mentioned getting peer feedback throughout the writing process:

> *"Good writing is getting feedback after completing writing. What are your mistakes, which one is correct? "Is it OK if I do it here?". We may have a bee in our bonnet. We use a word: whether I should use this or that? As for me, good writing necessitates getting the others' opinion, consulting, asking and questioning, as well."* [36]

The third main category about good foreign language writing characteristics was related to language use. The majority of preservice teachers (58%) believed that while writing, advance grammar was required to be used. Moreover, they stated that good writing included more complex and grammatically correct sentences. Ayfer, Eser, and Sevgi described the role of grammar respectively in writing a successful essay:

> *"Proper grammar usage… The teacher has always mentioned as "advanced grammar". It is critical to form complex sentences including noun clauses, relative clauses…"* [37]

> *"The essay must be grammatically well written, grammar rules should be followed. It may change according to the level of the text; nonetheless it should not be simple."* [38]

> *"I frequently fall into this error: crafting simple sentences… For instance, you make a sentence but it includes only one sentence. That sentence must be made more complex using noun clauses, relative clauses."* [39]

Participant responses about the effect of language use on good writing also addressed vocabulary use. 39% of the participants revealed that good foreign language writing demanded appropriate, relevant and formal vocabulary. One of the participants, Deniz, put emphasis on the use of formal language and stated:

> *"The words chosen, your style: formal or informal… Ability to express formally being careful about it without moving to the daily language…"* [40]

From a different point of view, two other participants, Eda and Hale, suggested that good writing was the reflection of deep and rich vocabulary knowledge. Especially, in terms of meaning, good writing was associated with appropriate, useful and topic-related vocabulary as noted below:

> *"You must develop your vocabulary knowledge. Each word is not used everywhere; however we just use them and pass over. For this reason, vocabulary knowledge is needed. This is the meaning of the word, yes, but we should be able to say that it is not used with that preposition or it is not appropriate to use it here with this meaning. At this point, we definitely need to have a certain level of vocabulary."* [41]

> *"On behalf of putting the ideas on paper, having useful and topic-related vocabulary knowledge…"* [42]

Under the same subheading, 12% of the participants identified good foreign language writing as a text, which included different words with the same meaning. Ayfer and Sevgi described the role of synonyms in writing claiming that using them would prevent written works to become simple:

> *"It is essential to make the text better not always repeating the same word, instead using its synonyms."* [43]

> *"At all times using same words makes the written work simple. It is necessary to avoid it."* [44]

Finally, only 8% of resondents provided a role to punctuation in good writing. One participant, Orhun, attached importance to obeying punctuation rules because he thought that those rules would contribute to conveying his opinions effectively:

> *"Punctuation is supposed to be essential since it is related to effective idea-expression. Even if it seems as prescriptivism, in fact, punctuation is an influential means to transmit the idea."* [45]

Factors and Individuals Shaping Beliefs about Good Foreign Language Writing

When preservice English teachers were interviewed about the factors and individuals that had shaped their beliefs and truths about good foreign language writing throughout their personal and educational lives, their responses fell into three categories as seen in Table 12: 1) feedback and inspiration from teachers, 2) previous confrontations with good pieces of writing, and 3) personal experiences / background knowledge.

Table 12. *Factors and Individuals Shaping the Beliefs about Good Foreign Language Writing*

Categories	Frequency	Percent
1. Feedback and inspiration from teachers	15	58%
2. Previous confrontations with good pieces of writing	10	39%
3. Personal experience / Background knowledge	3	12%

Over half of the participants (58%) acknowledged that feedback and inspiration form their teachers had played an important role in the construction of their beliefs about good writing. In the quotations below, Sezen, Baran and Müge mentioned the impact that their university instructors had on them and described how oral or written feedback had shaped their written products and inspired them to write better:

> *"Mostly, the instructor has become effective. We submit our paper to "Turn It In", and then we get feedback; thus we could see what good writing was."* [46]

Baran made reference to positive effect of the assignments and specifically viewed the feedback that he got for those assignments as an effective factor:

> *"The assignments have been very effective since our instructor gives feedback by marking the problematic points. So we form some opinions about good writing and learn that we need to pay to what attention while writing."* [47]

Especially Müge made a mention of her observable improvement from the first written product to the recent ones, and characterized teacher feedback as a guidance and

motivation source:

> *"When I started to attend the writing class, the my first written product was not well-formed. In fact, the feedbacks I had got made me think like that. As I got feedback, I started to write giving more valuable examples. Therefore, considering that I do my job duly, I have got motivated. Thus and so, I have loved writing."* [48]

In addition to teacher feedback, many preservice teachers (39%) approved that previous confrontations with good pieces of writing had shaped their beliefs and truths about good foreign language writing. One of the preservice teachers, Mine, reported that reading an ideal and artistic piece of writing beforehand might inspire student writers:

> *"If you have ever seen a beautiful, artistic, and flowery writing, and attempt to write like that, this will effect you, as well."* [49]

Duygu separated the undergraduate degree program from the other previous confrontations. She stated that until university she had encountered with good writing samples just in books; however, in writing classes, the comparison between good and bad written texts taught what good writing was. She remarked:

> *"We had not known what good writing was beforehand. I think reading plays a critical role. Since we have read book previously, we know how they have been written. When we begin the university, I have learnt writing in the class. As our instructor present good and bad writing samples to us by comparing, we were able to make comparison between them. That is why I could learn what good writing is."* [50]

Ayfer made a similar point when she commented about the writing samples that had been brought to the classroom by writing instructors:

> *"She was always bringing good samples. They were the samples that would shape how we were supposed to write. I think they guided us."* [51]

Lastly, a small percent of the participants (12%) acknowledged that personal experiences and background knowledge had an indirect influence on their beliefs about good writing. Mine expressed her topic choosing method in exams and said that previous experiences in writing shaped her beliefs about how a good text should be written. She stated:

> *"In my opinion, experiences influence a little. In the exam, when we were assigned with three writing prompts, I choose the one in which I have more life experience, since I know that I can write about it better by means of my previous practices. You can generate more ideas about it."* [52]

Beliefs about the Characteristics of Good Foreign Language Writer

Although this concept is closely linked to the former one which was good foreign language writing, they had been analyzed separately since preservice teachers might assign different responsibilities to good writers than the qualifications they assigned to good writing samples.

The preservice teachers were firstly questioned about their beliefs about writing ability. It was found that 42% of them perceived writing both as an innate talent and a skill that can be improved with appropriate instruction, teacher feedback and student effort. In addition, 39% of participants characterized writing skill only as an innate gift, which means that it is almost impossible to become a good writer no matter how a novice writer puts effort to manage. Lastly, only 19% of teacher candidates viewed writing as a skill that could be developed via enough training and student attempt.

Table 13. *Beliefs about Writing Ability*

Categories	Frequency	Percentages
1. Both an innate gift and improvable skill	11	42%
2. An innate gift	10	39%
3. An improvable skill	5	19%

Secondly, when the preservice teachers were asked about the characteristics of good foreign language writer, their responses fit into two main categories: 1) characteristics related to writing process, and 2) personal characteristics. As a result of the analysis, eight different writing related features were remarked, the first of which was awareness of the audience.

Table 14. *Beliefs about Characteristics of Good Foreign Language Writer*

Categories	Frequency	Percent
1. Characteristics related to writing process		
1.a. Aware of audience	12	46%
1.b. An effective conveyer of ideas	11	42%
1.c. Researcher for information generation	10	39%
1.d. Goal setter, planner, organizer	7	27%
1.e. Producer of knowledgeable and convincing essays	7	27%
1.f. Evaluator, reviewer, reviser	6	23%
1.g. Applying genre rules and essay patterns	4	15%
1.h. A successful time manager	3	12%
2. Personal Characteristics		
2.a. Cultured and open to new learning	10	39%
2.b. Competent language user	9	35%
2.c. Enjoying and valuing writing	8	31%
2.d. A good observer and listener	3	12%

Many of the preservice teachers (46%) believed that a good foreign language writer was firstly aware of his audience. Writers should take different kinds of reader features into consideration such as their age, educational level and cultural background etc. Almost half of the participants claimed that foreign language writers should determine their language and examples according to their potential audience. In this sense, Müge and İlber told:

> *"It needs to be considered beforehand to whom you would write and choose your language accordingly. For instance, examples given: if the audiences are academicians, more serious, different and scientific examples might be given. If it*

> *would be for teenagers or children, a diverse language is supposed to be used accordingly. In short, a different style is required to be used in each written text, considering the reader, and this must be managed having the commend of that language."* [53]

> *"A specific tone would be established taking the reader's educational level, age, cultural background, and funds of knowledge, or he can find the common characteristics of the people."* [54]

The second writing related characteristic of a good foreign language writer was described as being an effective conveyer of their ideas by a high percent of interviewees (42%). In order to manage this, the preservice teachers suggested some strategies. For instance, readers should not be bored with unnecessary details, and writers should be fluent, use the words appropriately as a wordsmith and organize their ideas appropriately as remarked by Aydın and Eda:

> *"He must not bore the reader with unnecessary details, and must not use redundant words to make longer sentences."* [55]

> *"It is about ability; however, while conveying opinions, it is required to be fluent. Being fluent is something spontaneous, I guess, or it is related to having a good mastery of the target language. Knowing that language is just one step of it. Using the words appropriately, organizing the ideas… He should be a wordsmith."* [56]

Similarly, Nazen noted one of the responsibilities of foreign language writer as being an effective conveyer of ideas: writers should know their limits while crafting complex sentences and should not use colloquial language as detailed below:

> *"The way of explaining ideas is so important. It should not be written unprofessionally, colloquial language should not be used. Writers generally craft so complex sentences. The ones who are qualified writers success it very well; however the ones incapable of doing it, non-experts waste the all written work. Therefore, writer must know his limits. He is required to write taking his own capacity into consideration without exaggerating himself, choosing appropriate words. There exist such writers that they craft both fluent and complex sentences. The paragraphs are both understood and tells so much."* [57]

According to the 39% of participants, good foreign language writers were supposed to become researchers for generating information. For instance, as expressed by Sevgi and Nazen, good writers do research and collect data via surveys, and thus they master in their topics:

> *"He does research, collects information from different sources and people. Especially, if it should be an academic text, he collects from other sources. He can gather data through surveys to support their ideas."* [58]

> *"In my opinion, a good writer must primarily be expert in his subject. While a subject requires an hour for research, a one-month research would not be enough for the other. When I read, I firstly need to understand that the writer is a well-versed writer on his topic. In a written text, I must understand that I will be satisfied when read."* [59]

One of the characteristics of a good writer was also defined as being a good goal setter, planner and organizer by twenty-seven (27%) percent of preservice teachers before and during writing. Hale remarked that a good writer could organize one's observations, experiences and research results based on their target topics:

> *"I think a writer must have a power of organization. A writer should be able to organize his observations, research, experiences according to the topic."* [60]

From a different point of view, one another participant, Sevgi, referred to planning stage before writing while assigning organizations tasks to good writers:

> *"Firstly, he thinks what he is supposed to do: "What can I tell, what can I have the text do? For instance, if he is writing a cause & effect, he thinks about the details. He can associate them with real situations."* [61]

As listed above, there was much variability in what preservice English teachers believed about being a good writer. The next characteristic of a good foreign language writer was labeled as being producer of knowledgeable and convincing essays by 27% of preservice teachers. One participant, Orhun, laid greater stress on convincing readers in academic writing and suggested the sources that would be used while writing an

academic text:

> *"In academic writing, he must be a persuader if he is writing to prove his claim. He needs to use statistics. He should share the information from convincing sources; not from unserious journals. Otherwise, that writing would not be good. In short, he must convince me. He will write in such a way that he will be able to answer the questions in my mind thinking about them beforehand. He is required to refute my probable arguments."* [62]

Considering from a different angle, Gamze expressed her opinion about good foreign language writer. She told that readers were to be informed about a specific topic that they read on; in other words good writers could produce informative and knowledgeable essays. Moreover, good writers were to be able to prove his claim within a well-organized text. Gamze remarked:

> *"The important factor for me is how that man has written, can I be informed? If he mentions something certain, he refutes some arguments or develops a thesis, he must prove his claim; however an in-text citation at the end of each sentence may not be nice. It needs a good organization."* [63]

Flowingly, Zambak made the same point about writing knowledgeable and informative essays when she commented:

> *"The criterion of being a good writer is plating some ideas in the reader's mind. When he reads the written work, he must have learnt something new. I place emphasis on that point. The text must include a type of information the reader needs to get. A good writer gives that information."* [64]

As claimed by 23% of the participants, good writers were also good evaluators, reviewers and revisers throughout writing process. Ayfer revealed that good writers checked their written products' grammar and vocabulary over and over again during revising and editing:

> *"Firstly, I write the first draft, later, I turn back, check the grammar and vocabulary. They are the steps followed by good writers. Especially, skimming over the text for errors, checking it over and over again must be the most essential characteristics of a good writer."* [65]

The other preservice teacher, Eda, noted the positive effect of revision focusing on content of the written text and messages conveyed:

> *"He must review the written text: the content in general, vocabulary, sentence structures… How can the words verbalize your ideas more effectively? The vocabulary should be reviewed, if needed, extra sentences must be formed. The writer must be aware of these and keep his writing under control."* [66]

15% of preservice teachers identified being a good foreign language writer as the one applying genre rules and essay patterns while writing. Mine and Melda reported that applying the target genre's rules would make student writers score higher in addition to making written products more effective, productive and striking:

> *"You must be in line with the rules of the target genre: when you have asked to write an comparison contrast essay, if you write applying the genre rules, this makes you score higher. Not only in terms of scoring, genre rules are also important with regard to your written product's productivity and strikingness."* [67]

> *"Rules are essential, too. For instance, while comparing and contrasting, you have to present specific similarities or difference. Unless you do, your writing will not be effective."* [68]

According to the 12% of preservice teacher, the last writing related characteristic of a good foreign language writer was that they were successful time managers. The interviewees attributed that qualification to good writers especially considering in-class writing exams. One student, Ayfer, suggested a strategy to become a good writer even in a limited time and stated:

> *"A good writer is a good time manager. We know that we have time limit during in-class exams. Therefore, while doing homework, I write in a limited time. I think this is*

the way to go. You must adjust yourself to a limited time in order to check whether you complete in time or not." [69]

Similarly, Duygu attributed a critical role to the ability of time management claiming that even if a student was a good writer, if he could not think and produce immediately in a limited time, he might come up with weak written texts as a result:

"Spontaneous thought is so essential. In a limited time in the exam the idea may not pop into the student's mind, who is actually a good writer and he may produce a bad essay. Therefore, the characteristics of a good writer are the ability to think and produce immediately." [70]

When asked about the qualifications of good foreign language writers, preservice teachers listed some personal characteristics of good writers which were: 1) cultured and open to new learning, 2) competent language user, 3) enjoying and valuing writing, and 4) a good observer and listener. Firstly, 39% of participants believed that good foreign language writers were also cultured and open to new learning, which means that good writers also good readers as stated by Singe:

"*Good writer does not only concern about writing. As long as he reads, he starts to write better since he discovers different patterns, idioms, or he improves his knowledge."* [71]

Likewise, one another preservice teacher, Baran, made reference to the world knowledge of a writer and remarked:

"Becoming a person of culture is also necessary. While talking about a topic -suppose that you will mention a different culture- you would need to have some idea about it." [72]

An important percent of participants (35%) associated good foreign language writer with being a competent language user. Baran and Yankı acknowledged that writers were required to have good vocabulary and grammar knowledge of the target language in which they wrote. Especially, Baran put emphasis on differentiating

between academic and colloquial features of the language based on genres and remarked:

> *"The writer must have good vocabulary knowledge in that his need will change based on the essay type. Sometimes, he may give weight to daily language. If he write an academic essay, he uses academic vocabulary, make more complex sentences. In this sense a writer must be versatile."* [73]

Similarly, Yankı addressed the same issue of language competence and said:

> *"In my opinion, a good writer concerns himself in the target language he writes. He must know vocabulary and grammar. Only if he has enough knowledge about the target language he can write well."* [74]

Interestingly, thirty-one (31%) percent of participants referred to the significance of affective engagement with foreign language writing. According to this group, good writers were also the ones who enjoyed and valued writing. As stated by Mine, good writers did not view writing as a waste of time and spread an effort to produce better-written products:

> *"A good writer should primarily love writing. If the writer sees writing as waste of time, I think, he cannot write well. He is also supposed to love putting time in writing. He should strive to develop his written product in terms of vocabulary or he should read more for better texts."* [75]

Addressing the potential relationship between reader and writer, Melda commented that loving writing would provide writers an opportunity to express themselves effectively, thus the readers would be able to enjoy that fondly written work:

> *"For sure, it is required to love writing. When you do not love writing and see it a waste of time, you will not reflect yourself well and the reader will not enjoy it."* [76]

Ultimately, by 12% of preservice teachers, good foreign language writer was characterized as a good observer and listener. According to Duygu, the underlying

reason of this necessity was the influential role of using personal and other individuals' experiences while writing. She said:

> *"As far as I am concerned, good writer is a good observer and listener, since he will use his own experiences in writing. He can write deducing from what listened, thus he can write better about that topic. I think that observation is so important."* [77]

Melda supported his friend about the observation and listening ability and remarked:

> *"The writer is necessary to be a good observer. I think that the more he observes livings and the more he learns from them, the better he writes."* [78]

Practices in Revision Process

When participants were asked what they would do to improve their papers, their answers fit into five different categories: 1) language use, 2) coherence/cohesion/unity, 3) development of ideas and paragraphs, 4) justifications and examples for arguments, and 5) mechanics (spelling, typos, punctuation).

Table 15. *Practices in Revision Process*

Categories	Frequency	Percent
1. Language Use	21	81%
2. Coherence / Cohesion / Unity	11	42%
3. Development of ideas and paragraphs	10	39%
4. Justifications and examples for arguments	10	39%
5. Other Mechanics (Spelling, Typos, Punctuation)	10	39%

The majority of participants (81%) acknowledged that after completing writing they mainly reviewed their language use. During that review, first-year teacher candidates revised or edited their papers in terms of level of expression such as forming complex or single sentences, checked their grammar, reworded the overly repeated vocabulary as explained by Duygu and Simge below:

> *"I usually revise my paper on the level of expression: Have I verbalized by crafting complex or simple sentences or a blend of two? In that, I am sure that the teacher will not approve it if I form a simple sentence. Also, I check the grammar." [79]*

> *"I generally check for excessively repeated words. I am attentive to change them and use different words, and I also check the grammar." [80]*

Some participants modify their texts inserting additional terms, idioms, collocations or attractive phrases in order to make them more remarkable and effective. Two preservice teachers, İlber and Deniz, exemplified their efforts for a better essay:

> *"Sometimes I found a term, a collocation, an idiom in an article I read, I use it in my writing from time to time."* [81]

> *"A teacher of mine gave a pdf file including phrases. I love such kinds of things because they seem elegant. They tidy up the writing. I go through to check whether I have used them or not."* [82]

Moreover, by focusing on both macro- and micro-level aspects of writing, nearly half of the participants (42%) showed a tendency to look over three main and interrelated issues that were coherence, cohesion, and unity. Pınar would like to validate her own writing in terms of the cohesion among sentences and said:

> *"I look over the cohesion among the sentences. I had formed the first sentence but I addressed something else in the second sentence. I think over how I can connect the two sentence, what kind of things I should use."* [83]

Concerning about unity and coherence, Müge described how she examined the semantic relationship between the title and the all text by concentrating on writing a more proper and stunning title for her essay:

> *"How did we connect the ideas between or within the paragraphs? Then, when I finished writing, I firstly read it with its title. I check the semantic relationship between*

the title and the text. I pay attention to writing a more appropriate, impressive and charming title." [84]

Thirty-nine (39%) percent of participants said that they paid attention to the development of ideas and paragraphs throughout their essays and looked over their papers holding this issue in mind. Pınar said that during revision she sometimes noticed repetition of the same ideas and did not hesitate to rewrite:

"While revising, I notice that it is the same sentence and the same meaning… I have only changed the words. I write all over again." [85]

One another teacher candidate, Müge, announced that she reviewed the title and conclusion paragraph in order to avoid writing dry ones:

"In my writing, if I modify my writing, I change the title and conclusion paragraph, for we always use specific techniques while concluding and they become ordinary. Therefore, I try to use other techniques so it may become a more influential conclusion, a more effective writing." [86]

Likewise Müge, Melda also looks over both introduction and conclusion paragraphs. She claimed that writers could arouse readers' interest via an impressive introduction as well as conveying a valuable message by means of an effective conclusion. That was why she needed to review these two parts. Following this point of view, she remarked:

"I also think that introduction and conclusion are critical. In my opinion, the more impressive introduction you write, the more they wonder the content of your writing. Thus, I go back over the introduction. And, certainly, conclusion is essential. The massage you have transmitted is crucial, too." [87]

As for justifications and examples for arguments, 39% of participants revised their written products by donating them with enough proofs, examples and experiences from their own lives, using important and effective individuals' and scholars' quotations. They also checked their examples to be sure whether they were logical or

not. Three preservice teachers, Aydın, Orhun and Simge, explained below how they improved their justifications and examples after completing writing:

> *"I primarily review the paragraphs. Have I found enough proof or examples supporting my thesis? I attempt to rewrite the paragraphs, give examples from my own life, and use the quotation of scientific or important people."* [88]

> *"I evaluate the examples: whether they are appropriate or not. I try to detail the minor points if they are not enough. "Revision" is the process on what I spend so much time. It is so substantial for me, it is indispensible."* [89]

> *"I check whether my examples are logical or not, or whether they are less or more."* [90]

The last category related to revision process was mechanics. 39% of respondents mentioned the role of mechanics such as spelling, typos, and punctuation during editing process. While some participants like Saygın checked punctuation, case of letters or spelling mistakes in his text, İlber specifically focused on typos since he was aware of his inadequacy in writing on his laptop:

> *"I primarily check the punctuation and case of letters. I generally make spelling mistakes. I correct them"* [91]

> *"I am not good at typing on the laptop. Mostly, I make typos. I correct punctuation errors and typos."* [92]

There are also some novice writers paying attention to a specific usage of punctuation, which was punctuating the conjunctions. Mine remarked:

> *"I especially pay attention to punctuation, or whether I used he conjunctions appropriately or not? I also give importance to punctuating the conjunctions."* [93]

Discussion

This current research aimed to identify preservice English teachers' domain specific beliefs about writing and examine the relations between various writing beliefs and writing performance. By means of structured interviews, it also aimed to justify the data from the survey, to focus more on respondents' beliefs about good writing and writers, to discover the factors and individuals affecting their beliefs about writing, to learn their experiences and practices as writers, and lastly to disclose the subjects' other possible domain specific beliefs about writing.

The research literature on writing beliefs does not go far away in time. Moreover, it is fairly limited and related to different samples and disciplines such as reading research (White & Burning, 2005), writing pedagogy (Silva & Nichols, 1993), early childhood and/or elementary teacher education (Hall & Grisham-Brown, 2011; Norman & Spencer, 2005). Only a recent study of Sanders-Reio (2010) focused on writing process and practices of expert writers. Following her, the current study attempted to contribute to the literature on domain specific beliefs about writing including other measures (interviews) to the survey data applying these instruments to the preservice English teachers.

One of the characteristics of adaptive beliefs was that they had a tendency to match with higher scores on writing tasks (Sanders-Reio, 2010). According to our findings, the belief that writers should "Adapt to the Audience" was significantly and positively correlated with overall writing performance (r=.26, p< .01). This proposed that those who put emphasis on audience-orientation were more probable to receive higher grades on their written work. The outcomes of the interviews also supported this finding. When the participants asked about the good writing characteristics, 19% of the participants stated that good writing aims to address and impress the audience and 80% of those participants were high-achieving students. Also, almost half of the respondents said that good writers were "aware of their audience" (46%), 67% of whom had high scores on their writing exams. Thus, interview results confirmed the positive relationship between audience adaptation and writing score.

In addition to the audience adaptation, the belief that "Development is Important" positively and significantly correlated with the overall writing grade (r=.17, p< .05). These results suggested that the students who believed that writers should

explain their thoughts and feelings effectively were more likely to score higher as were those who believed that audience-adaptation was crucial and had a significant role in writing process. This belief associated with the two belief categories of the interviews. Firstly, 58% of the interviewees claimed that "good and creative ideas were developed and transmitted" in good foreign language writing and 69% of those participants were high-achieving students. Secondly, by 28% of the respondents, a good foreign language writer was viewed as the "producer of knowledgeable and convincing essays" and 71% of those participants were again had high scores on their writing exam. As a result, the high proportion of successful students in these two belief categories strengthens the adaptive nature of the belief that is "Development is Important".

Lastly, the belief that "Writing is an Iterative Process" correlated positively with the overall score (r=.17, p< .05). These results indicated that the students subscribing to the beliefs held by expert writers such as audience-orientation, effective essay development as well as the ones viewing writing as a process of reviewing were inclined to have higher scores on their papers. Although 23% of the participants characterized good foreign language writer as an "evaluator, reviewer, reviser" in the interviews, only 33% of those respondents were highly achieving students. However, when twenty-six (26) participants were asked whether they revised and/or edited their papers before submitting, all of those participants approved that they either revised or edited their homework. For this reason, it seems probable for this belief to become associated with higher grades.

These findings also support Sanders-Reio's (2010) outcomes in which audience-adaptation, attaching importance to development, and viewing writing as an iterative process were the three of the beliefs held by expert writers. On the other hand, although some beliefs such as "Minimize Revision" (r= -.12, *NS*), "Transmissional" (r=-.85, *NS*) and "Basics (Mechanics) First" (r= -.02, *NS*) negatively correlated with writing performance in our outcomes, these correlational values were not significant and were quite low. Two of these beliefs that were "Minimize Revision" and "Transmissional" had been negatively and also significantly correlated with writing performance and found maladaptive in previous studies as well (e.g. Sanders-Reio, 2010; White & Bruning, 2005). This means that some beliefs about writing tend to be the negative predictors of writing performance even in different research contexts.

Nevertheless, the findings of the study did not support one of the outcomes of White and Bruning (2005). For instance, the "Transactional Belief" that had originated from the research on reading and claimed that writers were supposed to be interested in their writing both emotionally and cognitively divided into two different subscales in Sanders-Reio's (2010) newly developed scale. These divided subscales were "Writing Supports Thinking" and "Writing is a Personal and Emotional Experience". Despite effecting writing performance positively and significantly in the research of White and Bruning (2005), both of the beliefs did not have any significant effect on writing performance in the current study. This means that our students do not regard writing as a mirror on which they can watch and evaluate their own ideas and/or they do not need to immerse themselves deeply and/or develop a distinctive writing style in order to become a good writer. One of the underlying reasons for this finding can be preservice teachers' short-term interaction with foreign language writing in that they referred to their inexperience both in L1 and L2 writing as a challenge during the interviews. However, our results confirmed the findings of Burning et. al. (2011) in which both "Transmissional" and "Transactional" beliefs did not affect the scores on writing.

We are as researchers and teacher trainers pleased to find out that the mean scores of preservice teachers in the ELT department were quite high for the three proved adaptive beliefs. The first one, "Development is Important", has the highest mean score among all others (M= 4.125, SD= 0.424) which is followed by "Adapt to the Audience" (M= 3.996, SD= 0.437) and "Writing is an Iterative Process" (M= 3.938, SD= 0.427) in the fourth and fifth order respectively (See Table 6). That is to say, the first-year preservice teachers tend to implement the requirements of becoming an expert writer. As it is known that the majority of the participants (67.3%) have never practiced foreign language writing, the writing classes and its components at university will be the first environment in which the teacher candidates can shape their beliefs about foreign language writing. So, as teacher trainers, we should benefit from this opportunity as much as possible.

According to the standard multiple regression, the all beliefs about writing accounted for approximately 19% of variance of writing score (p<.05). This value is fairly higher in comparison with Sanders-Rebio's (2010) outcomes in which the all beliefs about writing explained 11.8% of the variance (p<.001). Writing score was

primarily predicted by the belief category that was “Adapt to the Audience” (β=.26, p<.05) , and to a lesser extent by two other subcategories, that were “Mechanical Errors are Shameful” (β=.21, p<.05) and “Writing is an Innate Gift” (β=-.17, p<.05). On one level, the outcome of present study supports the findings reported in Sanders-Reio (2010) since the belief category, “Adapt to the Audience”, was also found positively predicting writing performance under the name of a broad subcategory: “Expert Orientation”. The findings of the present study revealed that the most adaptive variable in this research was “Adapt to the Audience”, because it was the only belief category that both positively correlated with writing performance grades and explained statistically significant amount of variance in the writing scores. “Adapt to the Audience” was also positively correlated with other variables related to good writing which were “Development is Important” (r=.568, p<.01) and “Writing is an Iterative Process” (r=.475, p<.01), which strengthens the level of adaptiveness of it. The other supporting point of this adaptiveness was that this belief also positively and significantly correlated with one another adaptive belief that was “Mechanical Errors are Shameful” (r=.174, p<.05).

As a result of the analysis of data from the survey, the belief, “Adapt to the Audience”, was found as an adaptive belief. This finding was also supported with the interview results. The nineteen percent (19%) of preservice teachers believed that good foreign language writing aimed to address and impress audience. The same beliefs were also discovered to be one of good writer characteristics; in other words, according to the interviewees, good writers should be aware of their audience (46%). The belief that “Development is Important” which supports developing rational and persuasive arguments was also confirmed both as a good property of foreign language writing (e.g., Developing good and creative ideas, 58%), and good foreign language writer (e.g., Producer of knowledgeable and convincing essays, 27%) with the interview results. Moreover, the other adaptive belief , “Writing is an Iterative Process”, which regards writing as a process of reviewing also associated with the features of good writing and good writer by the participants. Therefore it can be argued that the preservice teachers has started to discover and internalize expert writing orientations, which is a desirable and promising finding for us.

As stated above, two other beliefs “Mechanical Errors are Shameful” and “Writing is an Innate Gift” explained writing performance individually according to our outcomes. The first one that was “Mechanical Errors are Shameful” was adaptive and this result was supported with the interviews, as well. 8% of the participants stated that good foreign language writing were required to be “accompanied with punctuations rules” and all of those respondents (100%) were high-achieving students. Moreover, 58% of the participants expressed that complex and correct sentences must be formed with advance grammar in good foreign language writing and 67% of that group had also received high-scores in their writing exams. This means that interview results are in line with the survey results in terms of adaptiveness degree of the belief that is “Mechanical Errors are Shameful”.

The last belief that was “Writing is an Innate Gift” was one of the maladaptive beliefs in the literature (e.g. Palmist & Young, 1992; Charney, Newman & Palmquist, 1995; Sanders-Reio, 2010). According to our research sample, that belief had the capacity to negatively explain writing performance. This means that in line with the previous studies in the literature (e.g. Charney et al., 1995, Sanders-Reio, 2010), the students in our sample who tended to view writing as an innate gift were likely to score lower in their writing exams, as well. This finding has also been supported with the interview results. As for writing ability, 42% of teacher candidates viewed writing both as an innate talent and a skill that can be improved with appropriate instruction, teacher feedback and student effort. Moreover, 39% of participants characterized writing skill only as an innate gift, which means that it is almost impossible to become a good writer no matter how a novice writer puts effort to success. Lastly, only 19% of teacher candidates viewed writing as a skill that could be developed via enough training and student attempt. These findings are in line with Norman and Spencer’s (2005) study in which majority of the participants (63%) described writing as “an innate talent or gift that one either has or does not have” (p. 34). Interestingly, 80% of the respondents who had regarded foreign language writing as an innate gift (39%) were low-achieving students while 60% of the interviewees who had viewed it as an improvable skill (19%) were high-achieving students. Moreover, 73% of the participants who regarded foreign language writing both as an innate gift and an improvable skill (42%) had received higher scores in their exams as well. All these interview findings have confirmed the

maladaptive tendency of the belief (Writing is an Innate Gift) for our sample and they might be one of the explanations why the belief that "Writing is an Innate Gift" was found as one of the maldaptive beliefs in our current research environment.

In addition to domain-specific beliefs about writing, some other types of beliefs such as self-efficacy beliefs in writing and writing apprehension have predicted writing performance of the students (e.g. Pajares et al, 1999; Sanders-Reio, 2010). In the literature, only a recent study (Sanders-Reio, 2010) combined three types of concepts (domain-specific beliefs about writing, writing apprehension and self-efficacy beliefs in writing) and investigated their prediction level of writing performance. According to the findings of that study, after controlling for domain-specific beliefs about writing, self-efficacy in writing predicted writing performance weakly. Moreover, the results of the study revealed that apprehension about making grammatical and other mechanical errors had a strong negative effect on writing performance as well. All in all, in addition to domain-specific beliefs about writing, some other beliefs such as writing self-efficacy and writing apprehension might explain the variance in writing scores as stated above.

There is one more issue that needs to be discussed related to quantitative data. As stated above, "Mechanical Errors are Shameful" is one of the adaptive beliefs since this belief explained the variance in the writing scores. As proposed by Sanders-Rebio (2010), finding this belief as adaptive is quite unexpected since "shame is a negative emotion" (*p.* 201). She argued that the preservice teachers' capacity of using writing mechanics might be an effective factor for this issue. For instance, "this beliefs may motivate students with moderate mechanical skills to" overuse these skills "not to be shamed", or it may cause preservice teachers having weak mechanical skills stay away from "writing and facing the shame associated with" this writing component (*p.*201). Besides, this belief might associate with higher grades of the participants due to their writing instructors' evaluation and scoring criteria. From a different point of view, regarding mechanical errors as shameful might have resulted in dealing with this issue successfully without no excuse for the preservice teachers because most of our participants did not believe that "Mechanical Errors are Shameful" (M=2.851) with a *t-value of* -2.265 although it significantly and positively contributed to the total writing score.

Also, some writing mechanics such as punctuation rules were believed to be a requirement for good foreign language writing, which may shed light on why the belief that “Mechanical Errors as Shameful” explained approximately 2% of the variance in writing score. When participants were asked what they did with their draft before it was subscribed it to their teachers, they also stated that they checked both their grammar and other writing mechanics such as typos, spelling and punctuation. All these findings may be one of the explanations of why the belief “Mechanical Errors are Shameful” had been found as an adaptive belief and contributed positively to writing scores in the present study.

The results of this research also provided support to the findings revealed in a few studies indicating the importance of teachers’ effect on writing identity (e.g. Norman & Spencer, 2005) in which the writer instructors interested in students’ opinions and supporting them as writers had the most valuable positive influence on preservice teachers. Specifically, 34% of preservice teachers (program in early child development) reported how “corrective feedback instruction” assisted them to improve their writing. (Norman & Spencer, 2005; p.33).

CHAPTER 5
CONCLUSION AND IMPLICATIONS

Summary of the Study

Socio-cognitive theory anticipates that beliefs about writing are associated with success in writing. Within the scope of this theory, self-efficacy in writing and its association with apprehension and success in writing has been discussed in a number of research studies; however, research on domain specific beliefs about writing and its relation to writing performance has been limited. Therefore, the main purpose of the current study was to examine first-year preservice English teachers' beliefs about writing and the relation of these beliefs to writing performance in essay writing.

In order to discover first-year undergraduates' domain specific beliefs about writing, three data collection procedures were applied to achieve triangulation that are Beliefs about Writing Survey (BAWS), structured interviews and writing scores. Firstly, the beliefs of 147 undergraduates enrolled in the department of Faculty of Education at Anadolu University were determined via BAWS. Then, twenty-six students were interviewed about their beliefs about good writing and good writers, their practices in revision process, and about factors and people shaping their beliefs about good writing. Lastly, the first midterm scores of the students were collected and compared with their beliefs about writing in order to find whether some beliefs were adaptive (beliefs positively contributing to writing performance) or maladaptive (beliefs effecting writing performance negatively).

The outcome of the present study has revealed that discovering future teacher candidates' beliefs about writing, their revision process and the elements effecting their beliefs would assist teacher trainers to guide and support these candidates throughout their education in writing classes.

Conclusions

The findings of the current study were summarized and concluded below under three different subheadings.

The Relationship between Beliefs about Writing and Writing Performance

The results of the study indicated the beliefs that writers should "Adapt to the Audience", "Development is Important" and "Writing is an Iterative Process" were significantly and positively correlated with overall writing performance. According to these findings, those who put emphasis on audience-orientation, those believing that writers should explain their thoughts and feelings effectively and those viewing writing as a process of reviewing and revising were more probable to receive higher grades on their written work. On the other hand, although three beliefs, "Minimize Revision", "Transmissional" and "Basics Mechanics First", negatively correlated with writing performance, these correlational values were not significant and were quite low. Overall, the beliefs (i.e. Adapt to the Audience, Development is Important and Writing is an Iterative Process) were prone to be adaptive associating positively with writing performance while the others (i.e. Minimize Revision, Transmissional and Basics Mechanics First) were tendentious to become maladaptive although statistical values regarding the maladaptive ones were not significant in our findings.

Domain-Specific Beliefs about Writing Predicting Writing Performance

The all beliefs about writing accounted for approximately 19% of variance of writing score ($p<.05$). This value is fairly higher in comparison with Sanders-Reio's (2010) outcomes in which the all beliefs about writing explained 11.8% of the variance ($p<.01$). Writing score was primarily predicted by the belief category that was "Adapt to the Audience", and to a lesser extent by two other subcategories that were "Mechanical Errors are Shameful" and "Writing is an Innate Gift". While each of the beliefs that were "Adapt to the Audience" and "Mechanical Errors are Shameful" accounted for approximately 3% and 2% of variance in total writing score respectively, the belief that was "Writing is an Innate Gift" explained 2% of variance in lower writing scores. In conclusion, the findings indicated that higher "Adapt to the Audience" and "Mechanical Errors are Shameful" scores predicted higher overall

writing grades while the higher scores of "Writing is an Innate Gift" predicted the lower writing scores in our research environment.

First-year Preservice English Teachers' Beliefs about Writing, Writers, and Practices in Revision Process

All of the participants in this study defined foreign language writing as a demanding and/or challenging discipline. Above and beyond characterizing foreign language writing as difficult and effortful process, the underlying reasons of that attitude were also detailed by the students which were the need of crafting well-formed, meaningful and complex sentences using sophisticated, academic vocabulary and the need of perceiving target culture in addition to writing about assigned topics or lack of writing practice etc.… Foreign language writing was also regarded as a process of transmitting knowledge, means of expressing oneself better, and an area to practice English. Lastly, one participant defined it as an assignment or an obligation instead of a need.

The participants' beliefs about good foreign language writing were also questioned. Preservice teachers addressed some characteristics of good writing related to organization (e.g. coherence, unity, genre rules, paragraph design etc.), content (e.g. good and creative ideas, conveying the message and ideas effectively, audience orientation etc.) and language use (e.g. advance grammar, relevant and formal vocabulary, including synonyms etc.).

As for writing ability, preservice teachers provided three different kinds of point of view. Most of them viewed writing both as innate gift and an improvable skill, while the rest of them regarded it either as an innate gift or an improvable skill. In addition, their beliefs about good writing characteristics fell into two main categories: characteristics related to writing process (e.g. aware of the audience, an effective conveyer of ideas, researcher, goal setter/planner, evaluator-reviewer etc.) and personal characteristics (e.g. cultured and open to new learning, enjoying and valuing writing, a good observer and listener). Lastly, when asked about revision process, the participants were found to revise their drafts in terms of language use, coherence/cohesion/unity, idea and paragraph development, justifications and examples for arguments, and writing mechanics.

Factors Shaping Preservice English Teachers' Beliefs about Good Foreign Language Writing

When preservice English teachers were interviewed about the factors and individuals that had shaped their beliefs and truths about good foreign language writing throughout their personal and educational life, their responses fell into three categories which were the feedback and inspiration they had gotten from their teachers (especially writing instructors they had met in university), their previous confrontations with good pieces of writing, and their personal experiences. In sum, domain-specific beliefs about writing can be characterized as one of the effective factors of writing discipline and writing grades.

Pedagogical Implications

In spite of the limitations regarding the probable differences between second and foreign language environment, the present study highlights the existence of preservice English teachers' domain specific beliefs about writing. There is no doubt that first-year undergraduates approach foreign language writing with already shaped or adopted beliefs, truths and experiences. Furthermore, it has become noticeable that preservice teachers interpret various writing components such as good writing, good writer or revision process with different sets of beliefs. Most essentially, some domain-specific beliefs about writing were proved to have a relationship with writing performance and/or contribute to writing scores. All in all, it can be concluded that domain-specific beliefs about writing are one of the influential factors of writing discipline and writing performance.

As a training assistant, I was able to observe that "addressing course participants' beliefs about writing" would provide another road to "writing competence and to more positive and productive attitudes" toward this discipline (Sanders-Reio, 2010, p. 219). The results of this study indicated that all domain specific beliefs about writing explained 19% variance in writing grades. For this reason, in addition to classroom observations, scholarly findings attribute value to writing beliefs while training preservice English teachers on how to write. That is why the probable implications that would be stated based on these findings might be essential for teacher educators.

Firstly, writing instructors might donate their undergraduate student writers with some particular strategies such as how to predict and respond to the questions of target audience and adapt their message to them because there are some writing components that need to be adapted according to the audience such as the format that is taken, the information that is included, the language and graphics that are used (Anderson, 1995; Molpus, 1990; Dumaine, 1989). Furthermore, first-year novice writers may be trained for effective peer or individual revising and editing techniques that they can apply before submitting their drafts. As stated in the results of the study, the beliefs associated with higher writing grades were mostly related to "expert writing guidelines and practices" (Sanders-Reio, 2010, *p.* 212). Moreover, one of the beliefs related to expert writing that was "Writing is an Iterative Process" which advocates writing as a process of editing and revising, was discovered to be associated with high writing grades in our study. Based on this finding, it can be claimed that writing instructors should both observe, research and identify expert writers' practices both in academic and authentic contexts and furnish their learners with these expert writer qualifications. It should be remembered that as confirmed in the present study (e.g. factors and people effecting beliefs about good writing), school environment and its components (teachers, curriculum, feedback etc.) are the potential factors shaping beliefs about good writing.

It would also be valuable to address the influence of reflection on learning, as well. Perry (2011) suggests that reflective strategies such as "questions that students can answer for different … content areas" and/or for their own beliefs about writing may be provided (p.97). Based on student answers, both instructors and novice writers can mirror what they already know and believe about the writing skill. Therefore, writing instructors might both guide their students and can help them develop their own strategies related to self-regulation, or build or rebuild their beliefs and confidence in the writing domain. Another current study has also proved the probable positive influence of writing experiences at university (Beswick, 2006), which can be exposed during these reflective sessions. For instance, if an undergraduate writer experiences problems with spelling, a writing instructor may design a weekly spelling test by using those mistakes in student texts. This approach would also provide that student an alternative technique that can be used in future teaching career.

Another more far-reaching implication is about probable elective writing courses. When preservice English teachers' limited experience in foreign language writing and the process oriented nature of writing skill taken into consideration, it would be valuable to provide this group with additional elective writing courses in which they would be able to voluntarily practice foreign language writing and expert writing guidelines throughout a semester.

As a close word, it might be crucial for preservice teachers to inspect their domain specific writing beliefs while they are in preparation for teaching foreign language writing to their own students (Hall & Grisham-Brown, 2011). Therefore, teacher educators should be encouraged to assist their trainees while both learning foreign language writing and being trained to teach it.

Limitations

As in most research studies conducted, there were some limitations in the current study, as well. Firstly, the Beliefs about Writing Survey adopted had originally developed for the first-year preservice teachers in a second language environment although it was applied to the preservice English teachers in a foreign language context in Turkey. Moreover, despite being persistent with a number of earlier research studies (Sanders-Reio, 2010; Pajares & Johnson, 1996; Shell et. al., 1989), evaluating students' writing performance with the grade received on only one paper might be regarded as a limitation.

Suggestions for Further Research

The findings of this research might call the need for more examination of the variables by means of larger and more representative samples of preservice English teachers in Turkey. Therefore, it would be possible to find out whether some beliefs are more or less adaptive or maladaptive in different educational contexts of Turkish universities and whether those beliefs are related to various writing tasks or not. Also, some longitudinal studies by providing intervention could be designed to find out whether specific instructional procedures might change students' beliefs about writing or not.

APPENDICES

APPENDIX A - Data Collection Instrument

APPENDIX B - Frequency Distributions of All Responses to Belief about Writing Survey

APPENDIX C - Structured -Interview Questions (English Version)

APPENDIX D - Structured-Interview Questions (Turkish Version)

APPENDIX E - The Extended ESL Composition Profile Criteria

APPENDIX F - Conversation between the Researcher and an Interviewee

APPENDIX G - Turkish Version of the Quotations from the Participants

APPENDIX A – DATA COLLECTION INSTRUMENT

BELIEFS ABOUT WRITING SURVEY

Dear Teacher Candidate,

This survey has been designed to specify English teacher candidates' Beliefs About Writing, and the data gathered will only be used for research purposes.

We thank you for your contributions and assistance…

Res. Assist. Seray TANYER
Anadolu University, Faculty of Education
Department of Foreign Language Education, Program in ELT

Certificate of Consent

I have been invited to participate in this research about pre-service English Teachers' Domain Specific Beliefs about Writing.
I have read the details, and I consent voluntarily to be a participant in this study.

Date **:** .... / …. / ……..
Signature **:**
Name **:**

PART I – PERSONAL INFORMATION

Year of Study: 1st 2nd 3rd 4th year **Section:** A – B – C – D – E –F – G - H

Gender **:** ( ) Female / ( ) Male **Age** **:** ……

PART II – EXPERIENCE IN FOREIGN LANGUAGE WRITING

1. Do you like writing in foreign language (English)?
   ( ) Yes ( ) No
2. Did you attend preparatory language program in English at School of Foreign Languages of Anadolu University**?**
   ( ) Yes **( )** No
3. (If you attend) How many semesters were you educated in preparatory language program?
   ( ) 1 semester **( )** 2 semesters **( )** more than 2 semesters

4. How many hours of English course did you have at high school?

   …….

5. How many hours of English courses in a week were allocated to improve your writing skills at high school?

   …….

PART III - BELIEFS ABOUT WRITING SURVEY

A series of statements about foreign language writing is listed below. Reading each item carefully, please indicate the degree to which each statement applies to you by circling **(1) Strongly disagree**, **(2) Disagree**, **(3) Unsure**, **(4) Agree**, or **(5) Strongly Agree**. Remember that there are no right or wrong answers to any of these statements. Please respond based on your own beliefs and experiences.

	Strongly Disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
1. Good writers include a lot of quotes from authorities in their writing.	*1*	*2*	*3*	*4*	*5*
2. Writing's primary purpose is to give other people information.	*1*	*2*	*3*	*4*	*5*
3. A primary goal of writing should be to have to make as few changes as possible.	*1*	*2*	*3*	*4*	*5*
4. Writing should focus on the information in books and articles.	*1*	*2*	*3*	*4*	*5*
5. The key to successful writing is accurately reporting what authorities think.	*1*	*2*	*3*	*4*	*5*
6. Writing requires going back over it to improve what has been written.	*1*	*2*	*3*	*4*	*5*
7. Writing is a process involving a lot of emotion.	*1*	*2*	*3*	*4*	*5*
8. The most important reason to write is to report what authorities think about a subject.	*1*	*2*	*3*	*4*	*5*
9. It's important to develop a distinctive (original, peculiar) writing style.	*1*	*2*	*3*	*4*	*5*
10. Good writers stick closely to the information they have about a topic.	*1*	*2*	*3*	*4*	*5*

	Strongly Disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
11. Good writing involves editing many times.	*1*	*2*	*3*	*4*	*5*
12. Writing often involves peak experiences.	*1*	*2*	*3*	*4*	*5*
13. Writing helps me understand better what I'm thinking about.	*1*	*2*	*3*	*4*	*5*
14. I always feel that just one more revision will improve my writing.	*1*	*2*	*3*	*4*	*5*
15. Writing helps me see the complexity of ideas.	*1*	*2*	*3*	*4*	*5*
16. My thoughts and ideas become clearer to me as I write and rewrite.	*1*	*2*	*3*	*4*	*5*
17. Writers' views should show through in their writing.	*1*	*2*	*3*	*4*	*5*
18. Writing is often an emotional experience.	*1*	*2*	*3*	*4*	*5*
19. Writers need to immerse themselves in (involve deeply in) their writing.	*1*	*2*	*3*	*4*	*5*
20. The ability to write is a gift that some people have and some people don't.	*1*	*2*	*3*	*4*	*5*
21. It's best to use simple, straightforward words.	*1*	*2*	*3*	*4*	*5*
22. Good writers don't need to revise.	*1*	*2*	*3*	*4*	*5*
23. Students need to be good at grammar before they can write.	*1*	*2*	*3*	*4*	*5*
24. Papers with grammatical and spelling mistakes are embarrassing.	*1*	*2*	*3*	*4*	*5*
25. Good writers have sophisticated vocabularies.	*1*	*2*	*3*	*4*	*5*
26. Writing helps new ideas emerge.	*1*	*2*	*3*	*4*	*5*
27. Good writers make complicated information clear.	*1*	*2*	*3*	*4*	*5*
28. When revising, writers should first go back to their notes and make sure that they met the substantive requirements (organization, development, clarity, cohesion etc.).	*1*	*2*	*3*	*4*	*5*
29. Good writers are sensitive to their readers.	*1*	*2*	*3*	*4*	*5*
30. Revision is necessary only if the writer doesn't plan and draft carefully.	*1*	*2*	*3*	*4*	*5*

	Strongly Disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
31. Good writers support the points they're trying to make.	*1*	*2*	*3*	*4*	*5*
32. Good writers focus on the "big picture" before worrying about spelling and grammar.	*1*	*2*	*3*	*4*	*5*
33. Some people just know how to write.	*1*	*2*	*3*	*4*	*5*
34. Students need to master the basics of writing – grammar, punctuation and spelling- before they learn to write anything complex.	*1*	*2*	*3*	*4*	*5*
35. Good writers demonstrate the breadth of their vocabularies by using a lot of big words.	*1*	*2*	*3*	*4*	*5*
36. Skillful writers don't revise much.	*1*	*2*	*3*	*4*	*5*
37. Good writers support their points effectively.	*1*	*2*	*3*	*4*	*5*
38. It's best to use plain English.	*1*	*2*	*3*	*4*	*5*
39. Papers with typos (misspellings) are a terrible embarrassment.	*1*	*2*	*3*	*4*	*5*
40. Writers shouldn't worry about spelling and grammar until they are sure they've made their main points.	*1*	*2*	*3*	*4*	*5*
41. Good writers adapt their message to their readers.	*1*	*2*	*3*	*4*	*5*
42. Writers are born, not taught.	*1*	*2*	*3*	*4*	*5*
43. Good writers use the sentence structure that best conveys their ideas.	*1*	*2*	*3*	*4*	*5*
44. Writers should focus first and foremost on the basics – spelling and grammar.	*1*	*2*	*3*	*4*	*5*
45. During revision, one should carefully check one's manuscript for both substantive (organization, development etc.) and mechanical (grammar, spelling etc.) problems.	*1*	*2*	*3*	*4*	*5*
46. Good writers demonstrate their skill at crafting (creating) complex sentences.	*1*	*2*	*3*	*4*	*5*
47. The key to good writing is conveying information clearly.	*1*	*2*	*3*	*4*	*5*
48. Good writers keep their audience in mind.	*1*	*2*	*3*	*4*	*5*
49. Good writers write it right the first time.	*1*	*2*	*3*	*4*	*5*

	Strongly Disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**
50. Writing is a process of reviewing, revising, and rethinking.	*1*	*2*	*3*	*4*	*5*
51. You can ruin a brilliant paper with just a few grammatical errors.	*1*	*2*	*3*	*4*	*5*
52. Students can't really learn to write until they've mastered the punctuation rules.	*1*	*2*	*3*	*4*	*5*
53. Good writers take care of the big issues- making her points, being clear- before they take care o details.	*1*	*2*	*3*	*4*	*5*
54. Good writers thoroughly explain their opinions and findings.	*1*	*2*	*3*	*4*	*5*
55. One of the most important things about writing is the quality of the thinking it conveys.	*1*	*2*	*3*	*4*	*5*
56. There's no excuse for misspellings and punctuation errors.	*1*	*2*	*3*	*4*	*5*
57. Good writers are oriented toward their readers.	*1*	*2*	*3*	*4*	*5*
58. Readers are impressed by big words.	*1*	*2*	*3*	*4*	*5*
59. Good writers are logical and convincing.	*1*	*2*	*3*	*4*	*5*
60. Some people just have a talent for writing.	*1*	*2*	*3*	*4*	*5*
61. Good writers use plain language.	*1*	*2*	*3*	*4*	*5*
62. If you plan your document well, you won't have to revise.	*1*	*2*	*3*	*4*	*5*
63. Revision is a multi-stage process.	*1*	*2*	*3*	*4*	*5*
64. While drafting, one should focus on getting one's ideas on paper and worry about spelling and mechanics later.	*1*	*2*	*3*	*4*	*5*
65. Good writing has simple sentences, nothing fancy.	*1*	*2*	*3*	*4*	*5*
66. Good writers don't confuse their readers.	*1*	*2*	*3*	*4*	*5*
67. Good writers are reader-friendly.	*1*	*2*	*3*	*4*	*5*
68. As you improve as a writer, you revise less.	*1*	*2*	*3*	*4*	*5*
69. It's humiliating to give an essay with typos and misspellings.	*1*	*2*	*3*	*4*	*5*

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
70. Good writing sounds natural, not stiff.	1	2	3	4	5
71. Good writers don't let their choice of words overshadow their message.	1	2	3	4	5
72. Grammar is important, but it is not as essential as the point the writer is trying to make.	1	2	3	4	5
73. It's important to select the words that suit your purpose, audience, and occasion.	1	2	3	4	5
74. Some people won't write well no matter how hard they work.	1	2	3	4	5
75. Good writers anticipate and answer their audience's questions.	1	2	3	4	5
76. The key to good writing is revising.	1	2	3	4	5

APPENDIX B – FREQUENCY DISTRIBUTIONS OF ALL RESPONSES TO BELIEFS ABOUT WRITING SURVEY

Items	Statistics	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. Good writers include a lot of quotes from authorities in their writing.	f	2	34	38	55	18
	%	1.4	23.1	25.9	37.4	12.2
2. Writing's primary purpose is to give other people information.	f	5	44	32	60	6
	%	3.4	29.9	21.8	40.8	4.1
3. A primary goal of writing should be to have to make as few changes as possible.	f	11	41	45	45	5
	%	7.5	27.9	30.6	30.6	3.4
4. Writing should focus on the information in books and articles.	f	13	74	36	22	2
	%	8.8	50.3	24.5	15	1.4
5. The key to successful writing is accurately reporting what authorities think.	f	24	61	27	29	6
	%	16.3	41.5	18.4	19.7	4.1
6. Writing requires going back over it to improve what has been written.	f	2	5	17	91	32
	%	1.4	3.4	11.6	61.9	21.8
7. Writing is a process involving a lot of emotion.	f	1	13	16	80	37
	%	0.7	8.8	10.9	54.4	25.2
8. The most important reason to write is to report what authorities think about a subject.	f	13	56	38	29	11
	%	8.8	38.1	25.9	19.7	7.5
9. It's important to develop a distinctive (original, peculiar) writing style.	f	0	10	15	64	58
	%	0	6.8	10.2	43.5	39.5
10. Good writers stick closely to the information they have about a topic.	f	4	13	31	77	22
	%	2.7	8.8	21.1	52.4	15
11. Good writing involves editing many times.	f	1	10	24	75	37
	%	0.7	6.8	16.3	51	25.2
12. Writing often involves peak experiences.	f	1	24	41	61	20
	%	0.7	16.3	27.9	41.5	13.6
13. Writing helps me understand better what I'm thinking about.	f	4	5	20	72	46
	%	2.7	3.4	13.6	49	31.3
14. I always feel that just one more revision will improve my writing.	f	10	35	28	52	22
	%	6.8	23.8	19	35.4	15
15. Writing helps me see the complexity of ideas.	f	4	2	20	94	27
	%	2.7	1.4	13.6	63.9	15
16. My thoughts and ideas become clearer to me as I write and rewrite.	f	3	6	17	73	48
	%	2	4.1	11.6	49.7	32.7
17. Writers' views should show through in their writing.	f	1	6	28	88	24
	%	0.7	4.1	19	59.9	16.3
18. Writing is often an emotional experience.	f	1	21	35	69	21
	%	0.7	14.3	23.8	46.9	14.3
19. Writers need to immerse themselves in (involve deeply in) their writing.	f	1	12	29	74	31
	%	0.7	8.2	19.7	50.3	21.1

20. The ability to write is a gift that some people have and some people don't.	f %	7 4.8	21 8.2	21 8.2	48 32.7	50 34
21. It's best to use simple, straightforward words.	f %	12 8.2	38 25.9	45 30.6	35 23.8	17 11.6
22. Good writers don't need to revise.	f %	67 45.6	66 44.9	8 5.4	6 4.1	0 0
23. Students need to be good at grammar before they can write.	f %	2 1.4	13 8.8	8 5.4	75 51	49 33.3
24. Papers with grammatical and spelling mistakes are embarrassing.	f %	11 7.5	36 34.5	22 15	51 34.7	27 18.4
25. Good writers have sophisticated vocabularies.	f %	5 3.4	25 17	28 19	58 39.5	31 34.7
26. Writing helps new ideas emerge.	f %	3 2	2 1.4	10 6.8	81 55.1	51 34.7
27. Good writers make complicated information clear.	f %	1 0.7	8 5.4	24 16.3	72 49	42 28.6
28. When revising, writers should first go back to their notes and make sure that they met the substantive requirements (organization, development, clarity, cohesion etc.).	f %	1 0.7	1 0.7	16 10.9	81 55.1	48 32.7
29. Good writers are sensitive to their readers.	f %	1 0.7	8 5.4	17 11.6	79 53.7	42 28.6
30. Revision is necessary only if the writer doesn't plan and draft carefully.	f %	30 20.4	65 44.2	19 12.9	23 15.6	10 6.8
31. Good writers support the points they're trying to make.	f %	1 0.7	0 0	14 9.5	97 66	35 23.8
32. Good writers focus on the "big picture" before worrying about spelling and grammar.	f %	1 0.7	11 7.5	25 17	81 55.1	29 19.7
33. Some people just know how to write.	f %	5 3.4	16 10.9	36 24.5	74 50.3	16 10.9
34. Students need to master the basics of writing –grammar, punctuation and spelling- before they learn to write anything complex.	f %	19 12.9	0 0	14 9.5	80 54.4	34 23.1
35. Good writers demonstrate the breadth of their vocabularies by using a lot of big words.	f %	4 2.7	40 27.2	36 24.5	58 39.1	9 6.1
36. Skillful writers don't revise much.	f %	24 16.3	74 50.3	35 23.8	10 6.8	4 2.7
37. Good writers support their points effectively.	f %	1 0.7	0 0	1 0.7	86 58.5	59 40.1
38. It's best to use plain English.	f %	2 1.4	20 13.6	53 36.1	58 39.5	14 9.5
39. Papers with typos (misspellings) are a terrible embarrassment.	f %	14 9.5	42 28.6	31 21.1	45 30.6	15 10.2

40. Writers shouldn't worry about spelling and grammar until they are sure they've made their main points.	f %	7 4.8	29 19.7	21 14.3	69 46.9	21 14.3
41. Good writers adapt their message to their readers.	f %	2 1.4	5 3.4	12 8.2	100 68	28 19
42. Writers are born, not taught.	f %	17 11.6	48 32.7	40 27.2	26 17.7	16 10.9
43. Good writers use the sentence structure that best conveys their ideas.	f %	1 0.7	2 1.4	7 4.8	101 68.7	36 24.5
44. Writers should focus first and foremost on the basics – spelling and grammar.	f %	7 4.8	47 32	38 25.9	47 32	8 5.4
45. During revision, one should carefully check one's manuscript for both substantive (organization, development etc.) and mechanical (grammar, spelling etc.) problems.	f %	0 0	6 4.1	13 8.8	81 55.1	47 32
46. Good writers demonstrate their skill at crafting (creating) complex sentences.	f %	6 4.1	48 32.7	35 23.8	46 31.3	12 8.2
47. The key to good writing is conveying information clearly.	f %	1 7	8 5.4	15 10.2	82 55.8	41 27.9
48. Good writers keep their audience in mind.	f %	1 0.7	6 4.1	10 6.8	80 54.4	50 34
49. Good writers write it right the first time.	f %	18 12.2	76 51.7	34 23.1	19 12.9	0 0
50. Writing is a process of reviewing, revising, and rethinking.	f %	0 0	2 1.4	9 6.1	69 46.9	67 45.6
51. You can ruin a brilliant paper with just a few grammatical errors.	f %	15 10.2	64 43.5	31 21.1	29 19.7	8 5.4
52. Students can't really learn to write until they've mastered the punctuation rules.	f %	8 5.4	55 37.4	38 25.9	44 29.9	2 1.4
53. Good writers take care of the big issues-making her points, being clear- before they take care o details.	f %	0 0	9 6.1	21 14.3	92 62.2	25 17
54. Good writers thoroughly explain their opinions and findings.	f %	1 0.7	13 8.8	18 12.2	84 57.1	31 21.1
55. One of the most important things about writing is the quality of the thinking it conveys.	f %	1 0.7	2 1.4	18 12.2	90 61.2	36 24.5
56. There's no excuse for misspellings and punctuation errors.	f %	33 22.4	69 46.9	27 18.4	14 9.5	4 2.7
57. Good writers are oriented toward their readers.	f %	2 1.4	7 4.8	35 23.8	89 60.5	14 9.5
58. Readers are impressed by big words.	f %	5 3.4	34 23.1	46 31.3	51 34.7	11 7.5
59. Good writers are logical and convincing.	f %	2 1.4	3 2	9 6.1	90 61.2	43 29.3

60. Some people just have a talent for writing.	f	6	15	14	72	40
	%	4.1	10.2	9.5	49	27.2
61. Good writers use plain language.	f	4	28	55	47	13
	%	2.7	19	37.4	32	8.8
62. If you plan your document well, you won't have to revise.	f	26	78	29	12	2
	%	17.7	53.1	19.7	8.2	1.4
63. Revision is a multi-stage process.	f	2	7	25	97	16
	%	1.4	4.8	17	66	10.9
64. While drafting, one should focus on getting one's ideas on paper and worry about spelling and mechanics later.	f	2	23	25	75	22
	%	1.4	15.6	17	51	15
65. Good writing has simple sentences, nothing fancy.	f	11	58	48	26	4
	%	7.5	39.5	32.7	17.7	2.7
66. Good writers don't confuse their readers.	f	5	22	28	64	28
	%	3.4	15	19	43.5	19
67. Good writers are reader-friendly.	f	1	6	20	82	38
	%	0.7	4.1	13.6	55.8	25.9
68. As you improve as a writer, you revise less.	f	11	50	36	41	9
	%	7.5	34	24.5	27.9	6.1
69. It's humiliating to give an essay with typos and misspellings.	f	11	39	39	54	4
	%	7.5	26.5	26.5	36.7	2.7
70. Good writing sounds natural, not stiff.	f	1	4	31	86	25
	%	0.7	2.7	21.1	58.5	17
71. Good writers don't let their choice of words overshadow their message.	f	1	10	28	82	26
	%	0.7	6.8	19	55.8	17.7
72. Grammar is important, but it is not as essential as the point the writer is trying to make.	f	4	27	18	70	28
	%	2.7	18.4	12.2	47.6	19
73. It's important to select the words that suit your purpose, audience, and occasion.	f	0	1	5	72	69
	%	0	0.7	3.4	49	46.9
74. Some people won't write well no matter how hard they work.	f	11	31	38	45	22
	%	7.5	21.1	25.9	30.6	15
75. Good writers anticipate and answer their audience's questions.	f	1	3	17	100	26
	%	0.7	2	11.6	68	17.7
76. The key to good writing is revising.	f	1	11	32	75	28
	%	0.7	7.5	21.8	51	19

APPENDIX C – INTERVIEW QUESTIONS (ENGLISH VERSION)

1. Please define in your own words: “What is Foreign Language Writing?”

2. Good Foreign Language Writing
    a. Suppose you were asked to be the teacher for your Academic Writing and Reporting Class today and that one of the students asked you: “What is good Foreign Language Writing?”. What would you tell that student about good foreign language writing?
    b. Who and what shaped your beliefs and truths about good foreign language writing throughout your own and educational life?

3. Good Foreign Language Writer
    a. Do you think anyone can be a good language writer?
    b. What are the characteristics of a “good foreign language writer”?

4. Writing teachers sometimes hope their students to change their papers to make them better.
    a. During revision process, what kinds of changes would you do to improve your paper?

APPENDIX D – INTERVIEW QUESTIONS (TURKISH VERSION)

1. Lütfen, kendi sözcüklerinizle, “Yabancı Dilde Yazma”yı tanımlayınız.

2. Yabancı Dilde İyi Yazma

    a. Farzediniz ki, Akademik Yazma ve Raporlaştırma dersinizin öğretmeni sizsiniz ve öğrencilerinizden biri size “Yabancı dilde iyi bir yazı nedir?” diye sordu. Bu öğrencinize “iyi yazı” hakkında neler söylerdiniz?

    b. Sizce “Yabancı Dilde İyi Yazı” hakkında geliştirdiğiniz inançlarınızın oluşumunda kimler ve neler rol oynamıştır?

3. Yabancı Dilde İyi Yazar

    a. Sizce herkes “Yabancı Dilde İyi Bir Yazar” olabilir mi?

    b. Sizce “Yabancı Dilde İyi Yazar”ın özellikleri nelerdir?

4. Yazma dersi hocaları, bazen öğrencilerinden, daha iyi hale getirebilmeleri için ödevlerinde bazı değişiklikler yapmalarını beklerler.

    a. Ödevinizi teslim etmeden önce tekrar gözden geçirirken, onu daha iyi hale getirebilmek ve değiştirebilmek adına ne tür değişiklikler yaparsınız?

APPENDIX E – THE EXTENDED ESL COMPOSITION PROFILE CRITERIA

THE ESL COMPOSITION PROFILE

A GUIDE TO THE PRINCIPLES OF WRITING

Since the criteria descriptors are only shorthand reminders of larger concepts in composition, a clear understanding of them is essential foe effective use of the PROFILE. The concepts embody the essential principles of writing – the rules, conventions, and guidelines – that writers must observe to create a successful piece of writing. This section presents a detailed description of the concepts represented by the PROFILE criteria descriptors at the Excellent to Very Good mastery level. The other three levels of competence should be thought of as varying degrees of these extended criteria for excellent writing, with the primary distinguishing factor being the degree to which the writer's intended meaning is successfully delivered to the reader or is diminished or completely lost by insufficient mastery criteria for excellent. The PROFILE's first two mastery levels in each component (Excellent to Very Good and Good to Average) both indicate that successful communication has occurred (although differing in degree), whereas the two lower levels (Fair to Poor and Very Poor) suggest there is a communication breakdown of some sort – either partial or complete. Effect on meanings thus becomes the chief criterion for distinguishing the degree to which the writer has mastered the criteria for excellent writing.

CONTENT

30-27	**EXCELLENT TO VERY GOOD:** knowledgeable* substantive* through development of thesis* relevant to assigned topic
26-22	**GOOD TO AVERAGE:** some knowledge of subject* adequate range* limited development of thesis* mostly relevant to topic, but lacks detail
21-17	**FAIR TO POOR:** limited knowledge of subject* little substance* inadequate development of topic
16-13	**VERY POOR:** does not show knowledge of subject* non-substantive* not pertinent* OR not enough to evaluate

DESCRIPTOR	**CRITERIA**
Knowledgable	Is there understanding of the subject? Are facts or other pertinent information used? Is there recognition of several aspects of the subject? Are the interrelationships of these aspects shown?
Substantive	Are several main points discussed? Is there sufficient detail? Is there originality with concrete details to illustrate, define, compare, or contrast factual information supporting the thesis?
Through development of thesis	Is the thesis expanded enough to convey a sense of completeness? Is there a specific method of development (such as comparison/contrast, illustration, definition, example, description, or personal experience)?
Relevant to assigned topic	Is all information clearly pertinent to the topic? Is extraneous material excluded?

ORGANIZATION

20-18	**EXCELLENT TO VERY GOOD:** fluent expression* ideas clearly stated/supported* succinct* well-organized* logical sequencing* cohesive
17-14	**GOOD TO AVERAGE:** somewhat choppy* loosely organized but main ideas stand out* limited support* logical but incomplete sequencing
13-10	**FAIR TO POOR:** non-fluent* ideas confused or disconnected* lacks logical sequencing and development
9-7	**VERY POOR:** does not communicate* no organization* OR not enough to evaluate

DESCRIPTOR	**CRITERIA**
Fluent expression	Do the ideas flow, building on one another? Are there introductory and concluding paragraphs? Are there effective transition elements – words, phrases, or sentences – which link and move ideas both within and between paragraphs?
Ideas clearly stated/supported	Is there a clearly stated controlling idea or central focus to the paper (a thesis)? Do topic sentences in each paragraph support, limit, and direct the thesis?
Succinct	Are all ideas directed concisely to the central focus of the paper, without digression?
Well-organized	Are all ideas directed concisely to the central focus of the paper, without digression?
Logical sequencing	Are the points logically developed, using a particular sequence such as time order, space order, or importance? Is this development indicated by appropriate transitional markers?
Cohesive	Does each paragraph reflect a single purpose? Do the paragraphs form a unified paper?

VOCABULARY

20-18	**EXCELLENT TO VERY GOOD:** sophisticated range* effective word/idiom choice and usage* word form mastery* appropriate register
17-14	**GOOD TO AVERAGE:** adequate range* occasional errors of word/idiom form, choice, usage but meaning not obscured
13-10	**FAIR TO POOR:** limited range* frequent errors of word/idiom form, choice, usage* meaning confused or obscured
9-7	**VERY POOR:** essentially translation* little knowledge of English vocabulary, idioms, word form OR not enough to evaluate

DESCRIPTOR	**CRITERIA**
Sophisticated range	Is there facility with words and idioms: to convey intended information, attitudes, feelings? To distinguish subtleties among ideas and intentions? To convey shades and differences of meaning? To express the logic of ideas? Is the arrangement and interrelationship of words sufficiently varied?
Effective word/idiom choice and usage	In the context in which it is used, is the choice of vocabulary accurate? idiomatic? effective? concise? Are strong active verbs and verbals used where possible? Are phrasal and prepositional idioms correct? Do they convey the intended meaning? Does word placement give the intended message? emphasis? Is there an understanding of synonyms? Antonyms? Homonyms? Are denotative and connotative meanings distinguished? Is there effective repetition of key words and phrases? Do transition elements mark shifts in though? pace? emphasis? tone?
Word form mastery	Are prefixes, suffixes, roots, and compounds used accurately and effectively? Are words correctly distinguished as to their function (noun, verb, adjective, adverb)?
Appropriate register	Is the vocabulary appropriate to the topic? to the audience? to the tone of the paper? to the method of development? Is the vocabulary familiar to the audience? Does the vocabulary make the intended expression?

LANGUAGE USE

25-22	**EXCELLENT TO VERY GOOD:** effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
21-18	**GOOD TO AVERAGE:** effective but simple constructions* minor problems in complex constructions* several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
17-11	**FAIR TO POOR:** minor problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions* meaning confused or obscured
10-5	**VERY POOR:** virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate

DESCRIPTOR	**CRITERIA**
Effective complex constructions	Are sentences well-formed and complete, with appropriate complements? Are single-word modifiers appropriate to function? Are they properly formed, placed, sequenced? Are phrases and clauses appropriate to function? Complete? Properly placed? Are introductory It and There used correctly to begin sentences and clauses? Are main and subordinate ideas carefully distinguished? Are coordinate and subordinate elements linked to other elements with appropriate conjunctions, adverbials, relative pronouns, or punctuations? Are sentence types and length varied? Are elements parallel? Are techniques of substitution, repetition, and deletion used effectively?
Agreement	Is there basic agreement between sentence elements; auxiliary and verb? subject and verb? pronoun and antecedent? adjective and noun? nouns and quantifiers?
Tense	Are verb tenses correct? properly sequenced? Do modals convey intended meaning? time?
Number	Do nouns, pronouns, and verbs convey intended quality?
Word order / function	Is normal word order followed except for special emphasis? Is each word, phrase, and clause suited to its intended function?
Articles	Are a, an, and the used correctly?
Pronouns	Do pronouns reflect appropriate person? gender? number? function? referent?
Prepositions	Are prepositions chosen carefully to introduce modifying elements? Is the intended meaning conveyed?

MECHANICS

5	**EXCELLENT TO VERY GOOD:** demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing
4	**GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	**FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing* poor handwriting* meaning confused or obscured
2	**VERY POOR:** no mastery of conventions* dominated by errors of spelling, punctuation, capitalization, paragraphing* handwriting illegible* OR not enough to evaluate

DESCRIPTOR	**CRITERIA**
Spelling	Are words spelled correctly?
Punctuation	Are periods, commas, semicolons, dashes, and question marks used correctly? Are words divided correctly at the end of lines?
Capitalization	Are capital letters used where necessary and appropriate?
Paragraphing	Are paragraphs intended to indicate when one sequence of thoughts ends and another begins?
Handwriting	Is handwriting easy to read, without impeding communication?

APPENDIX F – CONVERSATION BETWEEN THE RESEARCHER AND AN INTERVIEWEE

The following extract represents a conversation between the researcher and one of the first-year preservice teachers during the interview:

Researcher: Peki, hazırsak başlayalım. Öncelikle yabancı dilde yazmanın ne olduğunu tanımlayarak başlamak istiyorum.
(Well, if we are ready, let's start! First of all, I would like to start with defining what foreign language writing is.)
Interviewee*:* Tamam!
(Allright!)
Reserchер: Yabancı dilde yazma nedir sence? Nasıl tanımlarsın yabancı dilde yazmayı kendi sözcüklerinle? Ne düşünüyorsun?
(What do you think foreign language writing is? How do you define foreign language writing with your own words? What do you think about that?)
Interviewee: Bence yazma en başta dinlediğimiz ve okuduklarımızı yazıya geçirme sürecidir. Tabi, bunu yaparken de belli başlı kurallar, prensipler vardır. Herhangi bir yazma türü olabilir. Bununla ilgili kurallar vardır. Nasıl olacak, nasıl olması gerekir ya da... Bu yüzden de yazma, ister akademik olsun ister normal hayatta olsun, önemli bir süreçtir bir insanın kendini geliştirmesi açısından. Atalarımızın da dediği gibi söz uçar yazı kalır. Bununla yazının önemini vurgulamışlardır. Dediğim gibi, hem okuduğumuzu hem dinlediğimizi daha doğrusu çevreden gördüklerimizi, yani bizim kültür haznemize aktarmak istediklerimizi yazıya aktarma sürecidir yazma.
(I think writing is primarily the process of putting down on a paper what we have listened and read. While doing this, some basic rules and principles arise. It can be any type of genre. It will have its own rules. How it is going to be like or how it must be… For this reason, writing, whether as an academic writing or as a daily activity, is an important process in terms of personal development. As the old saying goes: words fly away, writing remains. With this proverb, the importance of writing has been emphasized. As I said before, writing is the process of putting down what we have heard and read, more precisely, what we have discovered in our environment, in other words, writing is putting down things on a paper that we would like to maintain as our cultural heritage.)

Researcher: Diye düşünüyorsun, Yabancı dilde yazmaya da aynı şekilde yaklaşıyorsun sen yani?

(You think! You approach foreign language writing in the same way?)

Interviewee: Yabancı dilde tabi ki biraz farklılıklar olacaktır yani kültür farklılıkları, aksan farklılıkları, ondan sonra kelime yani "collocation" lar gibi, yani kelime düzenleri, kelimelerin birbirlerine olan uyumları. Tabi ki bizi biraz daha farklı yönlere sevkedecek, bizi biraz daha zorlayacak ya da işimizi kolaylaştıracaktır. Bir Türk öğrencinin öğrendiği İngilizce, konuşmacısı olarak onu etkileyecektir. Ama temelde aynıdır. Yani yazı her zaman bence tarih boyunca aynı işlevi görmüştür. Yani bir kültür aktarımı olarak ya da kendi içinde hissettiklerini duygularını yazıya aktarma olarak her zaman bence aşağı yukarı aynı anlama gelmektedir diye düşünüyorum.

(There may be such difference in foreign language writing as cultural diversities, accent differences, vocabulary – that's to say- word combinations such as collocations. Of course, the differences will rotate us in different ways, will challenge us or will facilitate our work. Learning English would certainly affect a Turkish student as a speaker of a foreign language. However, in principle, it is the same. Writing has always had the same functions throughout the history. In a sense, I think, writing means almost the same as a process of cultural transmission or noting down what you feel inside, you sensations…)

Researcher: Peki Türkçe ile arasındaki farka dair değinmek istediğin başka bir nokta var mı?

(Is there any other point you would like to make about the differences between writing in mother tongue and foreign language?)

Interviewee: Türkçe ile başlıca farkları neler olabilir? Türkçe'de ben şöyle bir fark gözlemledim yani eğitim hayatım boyunca: Türkçe'de dili bildiğimiz için pek yazma ihtiyacı duymuyoruz sanki. Ne olsa bu adam konuşmayı biliyor, akıcılığı var, kendini ifade edebilir. Ama yabancı dilde daha çok yazıyoruz. Bir de Türkçe'de yazdığımızdan daha çok yazıyoruz, ya da başka bir dilde yazıyoruz. Çünkü yazmada o dilde öğrendiğimizin, dilin bizim için gerekli olarak görülüyor. Bu yüzden de Türkçe'den ziyade başka bir yabancı dilde daha çok yazıyoruz. Bu da bence yanlış birşey. Yazma sadece kendini geliştirmek değil. Dediğim gibi birşeyleri yazıya aktarma, onu artık sessiz olarak aktarmak, anlatmak süreci olduğu için böyle bir fark gözlemledim ben yani şey olarak... Onun dışında da dediğim gibi belli başlı kurallar var. Çok da değişmeyen kalıplar var yani aynı olduğunu düşünüyorum.

(What can be the main differences between writing in English and Turkish? I have

observed such kind of differences in Turkish: we do not feel the need to write in Turkish as we have a good mastery of it. After all, a Turkish man can speak, he is fluent, and he can express himself. However, we write more in foreign language. We write more than in Turkish or we write in a different language, because the previous learning of a foreign language is practiced during writing. For this reason, rather than Turkish, we write more in foreign language. As far as I am concerned, this is wrong. Writing is not only a self-development method. As I said, since it is a process of transmitting something, a process of transmitting and telling it silently, I have observed such differences. Except this, as I said, certain rules also exist. There are some proven formats and templates, so, I think it is the same.)

APPENDIX G – TURKISH VERSION OF THE QUOTATIONS FROM THE PARTICIPANTS

"… yabancı dilde yazarken ben çok rahat olamıyorum… cümleyi kurarken ben mesela, anlatmak istediğim şeyden, yüzde yüzse, yüzde ellisine falan düşüyorum kesinlikle… Cümlenin yapısını düşününce falan… Ya da devrik yazıyorsunuz hani daha etkili olsun diye Türkçe'de; ama İngilizce'ye geçince bunun cümle yapısı böyle, e ben bunu buraya koyunca bu şekilde kullanmamış olucam falan oluyorsunuz mesela. Zor oluyor kesinlikle…" [1] – p. 53

"… İngilizce'de hani böyle etkileyici sözler var ya da hani alanlarla ilgili, edebiyatla, matematikle, ya da bilimsel mesela… Bizden her türlü makale istiyor, her dalla ilgili. Türkçe'de bunu yapabiliyoruz ama, İngilizce'da daha çok dil öğrenmeye yönelik kelimeler öğreniyoruz; ama bir dalla ilgili bir terimi bilmiyoruz mesela. Bu açıdan da çok sıkıntımız oluyor." [2] - p. 53

"Ve bence yabancı dilde yazmayı en zor kılan sebep konuşma dili ile yazma dili arasındaki farklılıklar, çünkü yazmaya gelince çok daha akademik, çok daha farklı kelimeler kullanmamız gerekiyor. Bunları da bazen yapamayabiliyoruz… Bu bazen daha basit bir yazmaya sebep oluyor bence." [3] - p. 53

"… İngilizce'yi öğreniyorum sonuçta ama o kültürde büyümediğimiz için daha zorlanıyoruz, işte, kelimeler nasıl kullanılır deyimler nasıl kullanılır tam bilemiyoruz." [4] - p. 54

"Bence yabancı dilde yazmak bizim kendi dilimizde yazmaktan daha fazla beceri isteyen bir şey çünkü biz doğal olarak kendi milletimizden dolayı Türkçe düşünüyoruz. Bu Türkçe düşünceleri İngilizce aktarmak, yabancı dilde kendi bildiğimiz kelimelerle anlatmak, bizim ana dilimize göre çok daha zor bence." [5] - p. 54

"Bir de mesela "coherent" olmalı. Belli bir sırada yazılmalı, aynı şeyler birbirine uyumlu şekilde götürülmeli… Bunları başarmak biraz zor oluyor bence…" [6] - p. 54

“… aynı zamanda bunları belli kalıplara göre düzenlemek… Mesela “writing”de hep “thesis statement” belli yerlerde olmak zorunda. Hani mutlaka olmak zorunda. Onun altına “detail”ler geliyor… O yüzden daha zorluyor beni yabancı dilde yazmak.” [7] - p. 54

“Konu faktörü çok önemli. Eğer konu hakkında ön bilgiye sahipseniz, daha önceden birşeyler okuduysanız, daha geniş birşeyler yazabilirsiniz bence, fikirlerinizi daha iyi geliştirebilirsiniz.” [8] - p. 55

“Farklı alanlar var ve bu alanlarda çok fazla bilgiye sahip olamayabiliyoruz. Eee, özellikle mesela benim için fizik hiç anlamadığım bir alandır.” [9] - p. 55

“Ben genelde “essay” lerde daha mantıksal konular seçme çerçevesine gidiyorum. Duygusal birşey ya da ben istedim hadi yazayım İngilizce birşey diyemiyorum yani.” [10] - p. 55

“… Kendi dilimizi iyi bilerek başlamazsak başka bir yabancı dili öğrenmekte zaten zorluk çekeriz. Eğer anadilimizde yazma becerimizi geliştiremezsek başka bir dilde bunu geliştiremeyiz.” [11] - p. 55

“Bizim geldiğimiz sistemden dolayı, biz, yazmaya biraz daha uzağız. O yüzden de yabancı dilde yazma bizim için zor oluyor.” [12] - p. 55

“Bence planlama, evet, bir outline oluşturma… Önceden düşünmen gerekiyor, nelerden bahsedeceğine karar vermen gerekiyor. Yoksa, ilk cümleyi yazdım sonra ikincisini, sonra bir başkasını, bakmışsın paragraf çıkmış gibi olmuyor. Hangisinde, nasıl bahsedeceğini planlayıp düşünmen gerekiyor.” [13] - p. 55

“Ben ödevleri yaparken de internetten o kadar araştırıyorum, neymiş ne değilmiş, ancak ondan sonra yazabiliyorum. Konuyu bilmiş olsam bile araştırmam gerekiyor.” [14] - p. 56

“… özellikle belirli bir kısıtlı zamanda olduğu zaman aklınıza kelimeler gelmiyor ya da gramer kurallarını çok gözönünde bulunduramayarak yazıyorsunuz.” [15] - p. 56

“Yabancı dilde yazma beyni daha çok kullanmaya sebep oluyor… İngilizce’yi anadilimiz kadar iyi bilmediğimiz için, beyni daha çok meşgul ediyoruz, düşünmeye zorluyoruz. Yazarken ilgili kelimeyi bulmak için örneğin çok daha fazla düşünmek gerekiyor. Anadilde de, yabancı dilde de o kelimeyi biliyoruz; ama ana dilde o kelimeyi kullanacakken hemen küt diye gelirken, yabancı dilde illaki düşünmek zorunda kalıyoruz getirmek için.” [16] - p. 56

“… çünkü sonuçta beklenti de yüksek derslerimizi baz alırsak.“ [17] - p. 56

“Bence yabancı dilde yazma en başta dinlediğimiz ve okuduklarımızı yazıya geçirme sürecidir… hem okuduğumuzu hem dinlediğimizi daha doğrusu çevreden gördüklerimizi, yani bizim kültür haznemize aktarmak istediklerimizi yazıya aktarma sürecidir yazma. Temelde aynıdır, yazı her zaman, tarih boyunca aynı işlevi görmüştür. Bir kültür aktarımı olarak ya da duygularını yazıya aktarma olarak her zaman aşağı yukarı aynı anlama gelmektedir.” [18] - p. 57

“Yabancı dilde yazdığım zaman kendimi daha rahat ve daha iyi ifade ediyorum diye hissediyorum. Anadilde yazdığımız zaman çoğunlukla günlük konuşma dili ve yazma dili birbirinden çok farklı şeyler. Bu aradaki farkı çoğunlukla gözetemiyoruz. Benim için sorun o oluyor; ama İngilizce’de birazcık daha kurallar çerçevesinde, ne anlatmak istiyorsam onu söylüyorum. Benim için daha rahat oluyor. “ [19] - p. 57

“Türkçe’de dili bildiğimiz için pek yazma ihtiyacı duymuyoruz sanki. Ne olsa bu adam konuşmayı biliyor akıcılığı var, kendini ifade edebilir. Ama yabancı dilde daha çok yazıyoruz, çünkü yazarken, öğrendiğimiz dil bizim için gerekli olarak görülüyor, onu kullanabiliyoruz. Bu yüzden de Türkçe den ziyade başka bir yabancı dilde daha çok yazıyoruz.” [20] - p. 57

“Zorunda kaldığımız birşey ya da normalde kullanmadığımız birşey. Bunu yazacaksınız, şu ödeviniz, o zaman kullandığımız birşey. Lisansta yazmadığımızı, pek ihtiyaç duymayacağımızı düşünüyorum ben normalde çünkü başka yabancı insanlarla konuşmuyoruz ya da öyle bir fırsatımız olmuyor. Burada öğrendiğimiz burada kalıyor. Biz öğrencilerimize bunu öğretmeyeceğiz, ya da üniversitede olduğumuzda öğreteceğiz. Bana biraz tuhaf geliyor o yüzden.” [21] - p. 58.

“Bütün o yazılan paragrafların da aralarında bir uyum olması gerekiyor. Düşünce geçişi eğer düzgün olursa o zaman söylemek istediğiniz şeyi daha iyi ifade edebiliriz ve okuyan kişi bizi daha iyi anlayabilir. Paragraflar arasındaki uyum, paragrafların kendi içlerindeki uyum da çok önemli… Belirli bir düzen ve uyum içerisinde yazılan yazı, gerçekten iyi bir yazıdır diye düşünüyorum.” [22] - p. 59.

“Sıralama… Cümle sıralaması, zaman sıralaması, önem sıralaması… Sıralamayı yapıp, “main idea”yı öne çıkarmak gerekiyor.” [23] - p. 59.

“Bence verilen konuyla alakalı olarak bir bütünlük içerisinde yazabilmek… Sıralamaya dikkat etmek, alakasız cümleleri barındırmamak, ordan oraya ordan oraya şıçramamak… Bütünlük çok önemli bence.” [24] - p. 59.

“Yabancı dilde iyi yazarken öncelikle forma uygun olmasına dikkat ederim. “Topic sentence”, “thesis statement”lar, küçük detaylar olmadan ya da “genre” ya uygun olmadan yazılan bir yazı öncelikle zaten kafa karıştırıcı olacaktır. Bence fikirlerinizi detaylı şekilde bildirip göstermeniz için genre kurallarına uymanız gerekiyor.” [25] - p. 60.

“O fikirleri düzgün bir sırayla yazıya aktarabilme, giriş, gelişme, sonuç olarak, mesela… Hangi fikri hangi kapsamda kullanacaksın, onu belirleme…” [26] - p. 60.

“Bir fikir oluşur kafanızda ama bunu kurallara göre doğru yazmazsanız, o metin okunduğunda anlaşılmaz fikriniz güzelse bile. O yüzden bence önce kurallar, yani giriş,

gelişme, sonuç... Bunlar öğrenildikten sonra da bir fikir oluşturup bunlara uygun yazılmalı.“ [27] - p. 60.

“İyi yazı gramerin ve kelimelerin değil, daha çok düşüncelerin öne çıktığı yazıdır. Yaratıcıysan, gramerin çok da fazla bir önemi kalmıyor. Tabi ki önemli, onlar olmadan cümle kuramıyoruz ama düşünceler bence daha çok önemli. Bu yüzden iyi yazı demek, yaratıcılık demek ve düşünce demek.” [28] - p. 60.

“Ben öğretmen olsam, bütün kuralları boşverin çocuklar derdim. İlk başta düşünce aklınıza getirin. Ne düşünüyorsunuz, ona odaklanın. İlk başta benim için düşünce önemli. Ben kendim “essay” yazarken de ilk düşünmeye önem veriyorum. Ben birşey okuduğumda düşünce alabiliyorsam, o benim için iyi yazıdır. Bir gazete okuduğumda, şu kelimeyi kullanmış, bu kelimeyi kullanmış diye bakmam. Düşüncesi ne kadar iyi olursa benim için o kadar iyidir.” [29] - p. 61.

“İyi yazma kendini iyi bir şekilde yani, demek istediğini, bahsetmek istediğin konuyu iyi bir şekilde yazıya aktarabilmektir.” [30] - p. 61.

“Bence iyi yazma, beyindeki düşünceyi en iyi şekilde kağıda dökmek… Anlatmak istediğimiz düşünceyi en etkili biçimde kullanmak gerekiyor. Düşünceyi tam böyle hedefinden vuran dediğimiz şeyi içermesi lazım kelimelerin, o cümlelerin, herşeyin…” [31] - p. 61.

“ ’Audience’ına da göre olacak, belli bir “audience”a göre yazacaksın. Mesela ben bazen bazı yazıları okuduğumda çok sıkılıyorum, çünkü çok başka… Bir bilimsel açıklama bile yapacaksan, onu biraz daha okuyucunun ilgisini çekecek dilde anlatmalı ya da yazmalısın. Her okuyucuya her kitleye göre yazılacak bir yazı ise, o zaman bütün kitleyi düşünerek yazılması gerekiyor. Okuyucunun ilgisini çekecek!” [32] - p. 62.

“Dokunaklı bir şey yaşamışımdır mesela. Yazarken onu, kendi hayatımdan örneği verirsem o zaman okuyucuyu daha çok ikna edebilirmişim gibi geliyor bana çünkü ben bunu tecrübe etmişim ve yaşadığım sonuçları ve deneyimleri orda okuyana aktarmışım.

O zaman yazımın etkisi daha da artar diye düşünüyorum.“ [33] - p. 62.

“Özellikle o konuyla ilgili güzel bir cümle bulunmalı. “Conclusion”da ya da girişte yazılmalı o cümleler. Okuyucunun dikkatini çekecek şeyler kullanılmalı yani.” [34] - p. 62.

“Verilen ödevi kıtıkıtına yetiştiren bir insanım, çünkü sürekli ama sürekli o konu hakkında birşeyler okumak zorunda hissediyorum. Değişik insanların değişik görüşleri olabiliyor ve bunlar kafanızdaki düşünceyi şekillendiriyor. Önce düşünce şekilleniyor, sonrasında kendi düşüncelerinizi üstüne ekliyorsunuz, katıldığınız veya katılmadığınızı belirtiyorsunuz. Bunun üstünde düşünüyorsunuz acaba neden katılmıyorum, kendinizce sebeplerini sorguluyorsunuz.” [35] - p. 62.

“İyi yazma, yazdıktan sonra bir dönüt almaktır. Acaba yanlışların ne, doğruların ne, bunu burada yapsam doğru olur mu? Kafamıza birşey takılıyor. Bir kelime kullanıyoruz, acaba bunu mu kullanayım, şunu mu kullanayım. Bence iyi yazma fikir almayı, danışmayı, sormayı, soruşturmayı da gerektirir.” [36] - p. 63.

“İyi bir gramer kullanmak… “Advanced grammar” diye hoca da sürekli söylüyor zaten. “Noun clause”lar, “relative clause”lar, kompleks cümleler kurmak önemli…“ [37] - p. 63.

“Gramatik olarak da iyi yazılmış bir essay olması, dil bilgisi kurallarına uyulmuş olması gerekir. Yazının düzeyine göre de değişebilir ama çok basit formda olmaması gerekir.” [38] - p. 63.

“Ben bu hataya çok düşüyorum, basit cümleler kurmak… Mesela bir cümle kuruyorsun hep bir cümle bir cümle gidiyor. “Noun clause”, “relative clause” kullanarak cümleyi biraz daha kompleks hale getirmek gerekiyor.” [39] - p. 63.

“Seçtiğiniz kelimeler, kullandığınız “informal” ya da “formal” tarzlar diyoruz ya işte… Bunlara dikkat ederek, çok fazla günlük dile kaymadan, resmi bir şekilde ifade edebilme…” [40] - p. 63.

“Kelime bilginizin olması gerekiyor. Farklı kelimeler var her yerde olmuyor mesela. Biz ama kullanıyor ve geçiyoruz böyle. Onun için bir kelime bilgisi gerekiyor. Tamam o anlama geliyor ama bu ekte kullanılmaz ya da bu anlamda burada kullanılmaz diyebilmeniz gerekiyor. Bu noktada, belli bir kelime seviyesinde olmanız gerekiyor kesinlikle.” [41] - p. 64.

“O fikirleri yazıya dökebilmek için, gerekli ve o konuya uygun kelime bilgisine sahip olma…” [42] - p. 64.

“Aynı kelimeyi tekrar etmemek, onun “synonym”ini kullanarak daha iyi bir şekle getirmek önemlidir bence.” [43] - p. 64.

“Hep aynı kelimeleri kullanmak yazıyı çok basitleştirir. Bundan kaçınmak gerekir.” [44] - p. 64.

“Noktalamanın önemli olması lazım çünkü onlar da düşünceyi etkili anlatmaya dair birşey. Anlattığım daha kuralcılık gibi dursa da, aslında kafamızdaki düşünceyi kağıda aktarmak için etkili birşey.” [45] - p. 64.

“Daha çok hoca, öğretmen etkili oldu. Ödevi yüklüyoruz, ondan sonra “feedback” alıyoruz, öyle öyle görmemizi sağlandı bence.” [46] - p. 65.

“Ödevler çok etkili oldu aslında çünkü hoca bize verdiğimiz ödevlerde yanlış kısımları işaretleyip “feedback” veriyor. Böylece biz de iyi yazı şu olmalı diyor ya da yazarken neye dikkat etmemiz gerektiğini öğreniyoruz.” [47] - p. 65.

“Yazma dersine ilk başladığım zaman, benim ilk yazdığım yazı çok da zengin bir yazı değildi. Aslında beni aldığım “feedback”ler böyle düşündürttü. “Feedback” aldığımda

yazılarımda gittikçe daha da zengin örnekler vererek yazmaya başladım. Böylece, işimi daha da hakkıyla yaptığımı düşünerekten istekliliğim de arttı. Böyle böyle yazmayı da sevdim." [48] - p. 66.

"Eğer siz daha önceden gerçekten güzel, sanatlı, süslü bir yazı gördüyseniz ve eğer siz de o şekilde yazmak için hareket ediyorsanız o da sizi etkiliyor bence." [49] - p. 66.

"Biz iyi yazmayı daha önce bilmiyorduk. Bence okumadan geçiyor. Daha önce kitap okuduğumuz için onların nasıl yazdığını az çok biliyoruz. Buraya geldiğimizde ise iyi yazmayı derste öğrendim ben. Hocamız iyi olmayan yazı örnekleri ile iyi yazı örneklerini bize karşılaştırarak verdiği için ikisi arasındaki kıyaslamayı yaptık. Bu yüzden iyi yazmayı öğrenebildim" [50] - p. 66.

"Kendileri sürekli güzel örnekler getiriyorlardı. Bizim nasıl yazmamız gerektiğini şekillendirecek örneklerdi bunlar. Onlar iyi yön verdi diye düşünüyorum." [51] - p. 66.

"Bence deneyimler etkili oluyor biraz da. Mesela bize sınavda üç konu verildiğinde daha çok yaşanmışlığımın olduğu konuyu seçerim, çünkü onu seçince daha iyi yazabildiğimi biliyorum önceki deneyimlerimden. O konuyla ilgili daha fazla fikir üretebiliyorsunuz. " [52] - p. 67.

"O konu hakkında kimlere yazabileceğini önceden düşünmeli ve ona göre bir dil seçebilir. Vereceği örnekler mesela: daha akademik bir kesime verecekse daha ciddi, farklı ya da bilimsel örnekler olabilir. Gençlere veya çocuklara yönelik bir şey olacaksa, ona göre ayrı bir dil kullanması gerekiyor. Yani her yazıda okuyucuya yönelik farklı diller kullanması gerekiyor ve bunu o dile hakim olarak yapması gerekiyor."
[53] - p. 68.

"Okuyucunun eğitim düzeyine göre, yaş grubuna göre, kültür birikimine göre, bilgi birikimine göre bir hitabet oluşacaktır. Ya da insanların ortak bir özelliğini bulur."
[54] - p. 69.

“Okuyucuyu gereksiz ayrıntılarla sıkmaması, sadece yazısını uzatmak için gereksiz kelimeler kullanmaması lazım.” [55] - p. 69.

“Yetenek işine kaçıyor birazcık ama, aktarırken akıcı olabilmeli. Akıcı olabilmek o anda gelişiyor sanırım. Ya o da dili bilmek adı altında geçiyor. Dili bilmek onun sadece bir adımı. Kelimeleri uygun biçimde kullanmak, fikirleri organize edebilmek… Kalemini iyi kullanabilmeli bir kişi.” [56] - p. 69.

“Düşüncelerini ifade ediş biçimi çok önemli. Amatörce yazmamalı ya da sokak kelimeleri kullanılmamalı. Yazarlar genelde çok kompleks cümleler kuruyorlar. Bunu yapabilenler çok iyi yapıyor; ama bunu yapamayanlar, uzman olmayanlar, bütün yazıyı heba ediyorlar. O yüzden bence yazarın sınırlarını bilmesi gerekiyor. Kendi kapasitesine göre yazması gerekiyor, kendini abartmadan, kelimeleri düzgün seçerek. Öyle yazarlar var ki gerçekten hem akıcı oluyor hem kompleks oluyor cümleler. Hem anlaşılıyor hem de çok şey anlatıyor paragraf. İşte ben buna iyi yazar diyorum.” [57] - p. 69.

“Araştırır, farklı kaynaklardan ya da kişilerden bilgi toplar. Özellikle akademik bir yazı olacaksa başka kaynaklardan toplar. Anketlere başvurup, veriler toplayıp onları düşüncelerini kanıtlar nitelikte kullanabilir.” [58] - p. 70.

“Bence iyi bir yazar öncelikle konusunda uzman olmalı. Bir konu bir saat araştırma yapmayı gerektirirken, diğeri için bir ay yapsan yetmez. İlk olarak, okuduğumda, o yazarın o konuda uzman olduğunu anlamam lazım. Okuduğumda tatmin olacağımı bir yazıda anlamam gerekiyor.” [59] - p. 70.

“Bence iyi bir yazar organize edebilme gücüne sahip olmalı. Bir yazarın gözlemlerini, araştırmalarını, deneyimlerini yazacağı konuya göre organize edebilmesi gerekir.” [60] - p. 70.

“Önce düşünür ne yapması gerektiğini, ne anlatabilirim, ne yaptırabilirim bu yazıya. Mesela bir “cause & effect”se, ayrıntıları kafasında düşünür. Gerçek olaylarla bağdaştırabilir.” [61] - p. 70.

“Akademik yazmada ise, tabiki ikna edici olması lazım birşeyi kanıtlamak için yazıyorsa. İstatistik kullanması lazım. İkna edici yerlerden alması lazım bilgiyi, yoksa öyle ciddi olmayan dergilerden değil. Aksi halde iyi olmaz o yazı. Yani “convince” etmesi lazım beni. Öyle birşeyler yazacak ki, benim aklımdaki soruları önceden düşünüp, onlara cevap vermesi lazım. Aklımdakileri “refute” etmesi lazım.” [62] - p. 71.

“Benim için önemli olan faktör o adam nasıl o an anlatmış, ben bir şekilde bilgi alabiliyor muyum? Tabi ki kesin bir şeyden bahsediyorsa, bir şeyleri çürütüyor veya öne bir tez sürüyorsa bir kanıtı olmalı; ama bence her cümlenin sonunda bir “in-text citation” hiç hoş olmayabilir. İyi organize etmek gerek.” [63] - p. 71.

“Benim için iyi bir yazar olmada belli bir kriter var: o da yazdığı şeyi okuyan herkesin mutlaka kafasında bir cümle belirmeli. Onu okuduğu zaman kendine mutlaka birşey katabilmiş olmalı. Ben buna önem veriyorum. Okurun orada yakalaması gereken bir bilgi olması gerekir. İyi bir yazarın bunu verebilmesi gerektiğini düşünüyorum.” [64] - p. 71.

“İlk olarak basit bir şekilde yazar, daha sonra geriye döner, gramer kurallarına bakarım, kelimeyi nerede yanlış kullanmışım diye kontrol ederim. İyi bir yazar olmanın özellikleri bunlardır. Özellikle, hatalara sürekli göz gezdirmek, dönüp bakmak, tekrar tekrar kontrol etmek en büyük özelliği olsa gerek.” [65] - p. 72.

”Bir de yazının üstünden geçmesi gerekiyor: genel anlamda yazının içeriği, kelime yapısı, cümle yapısı… Kelimeler nasıl düşünceleri daha etkili verebilir? Kelimelerin üstünden geçmeli, gerekirse ek birkaç cümle kurulabilmeli. Bunların farkında olabilmeli ve yazısını kontrol altında tutabilmeli.” [66] - p. 72.

“Kalıplara uymalı: sizden bir “comparison & contrast essay” isteniyorsa onun kurallarını bilerek yazarsanız bu size puan kazandırıyor. “Genre’ sadece not açısından değil, yazdığınız yazının verimliliği ve gösterişliliği açısından da önemli.” [67] - p. 72.

“…Kural da önemli. Mesela “comparison & contrast” ta belli benzerlikleri ya da belli farklılıkları vermek zorundasınız. Eğer onu vermezseniz yazınız etkili olmayacaktır.” [68] - p. 72.

“Zamanını iyi kullanır bir de. Sınavda bir zaman kısıtlılığı olduğunu biliyoruz. O yüzden ödevleri yaparken belli bir zaman tutarak yazarım. Bence böyle olması gerekiyor. Kendini bir zamana alıştırmalı ve ona uymalı acaba yetiştirilebiliyor mu yetiştirilemiyor mu diye…” [69] - p. 72.

“Anlık düşünme çok önemli. Belki çok iyi yazar olan bir öğrencinin, sınavda, kısıtlı zamanda, anında o fikir aklına gelmiyor olabilir ve kötü bir yazı ortaya çıkarabilir. Bu yüzden, iyi bir yazarın özelliği anlık düşünebilmektir.” [70] - p. 73.

“İyi yazar sadece yazmakla ilgilenmez. Okudukça çok daha iyi yazmaya başlar çünkü fikirler, başka kalıplar ya da başka deyimler görür, ya da bilgi dağarcığını genişletir. Mesela, genel olarak bilgi seviyesi yüksek olanlardır iyi yazarlar.” [71] - p. 73.

“Kültürlü de olmak gerekli. Bir konudan bahsederken, diyelim farklı bir ülkenin kültüründen bahsedeceksin, onun hakkında bir bilgin olması gerekiyor.” [72] - p. 73.

“Kelime bilgisinin çok iyi olması lazım çünkü yazdığı essaye göre değişecek. Bazen günlük kelimelere daha çok ağırlık verebilir. Akademik bir essay yazacaksa, bilimsel kelimeler kullanır, daha kompleks cümleler kurar. O anlamda çok yönlü olması lazım iyi bir yazarın.” [73] - p. 74.

“Bence iyi bir yazar hangi dilde yazıyorsun, İngilizce mesela, o dilin üzerine gitmeli. Kelimeleri ve grameri bilmeli. Ancak dile dair yeterince bilgi sahibi olduktan sonra iyi bir şekilde yazabilir.” [74] - p. 74.

“İyi bir yazar öncelikle yazmayı sevmeli… Yazmayı bir zaman kaybı gibi görürse bence iyi yazamaz. Yazmaya zaman harcamayı da sevmeli. Yazısını geliştirmek için

çabalamalı. Kelime açısından da olabilir okumak açısından da olabilir…" [75] - p. 74.

"Kesinlikle yazıyı sevmek gerekiyor. Yazıyı sevmediğiniz ve onu zaman kaybı olarak gördüğünüz zaman zaten ne kendinizi iyi ifade etmiş olacaksınız ne de okuyucu bundan zevk alacaktır." [76] - p. 74.

"Bence iyi yazar iyi gözlemleyen ve dinlemesini bilen bir kişi olması lazım, çünkü yazmada kendi deneyimlerini kullanacak. Daha önce dinlediği birşeyden çıkarım yaparak yazabilir, böylece o konu hakkında daha iyi yazabilir. Gözlemin çok önemli olduğunu düşünüyorum." [77] - p. 75.

"Gözlem yeteneğinin iyi olması gerekiyor. Ne kadar çok yaşantıları gözlerse, yaşantılardan ders alırsa, o kadar iyi yazabileceğini düşünüyorum." [78] - p. 75.

"Ben genelde nasıl ifade ettiğime bakıyorum: çok basit cümleler kurarak mı, yoksa karmaşık mı yoksa onun ortasında mı ifade etmişim? Çünkü çok basit bir cümle kurduğumda eminim hocam beğenmeyecek. Bir de gramere bakıyorum." [79] - p. 76.

"Ben genellikle çok fazla tekrar ettiğim kelimelere bakıyorum. Onları değiştirip daha farklı şeyler kullanmaya özen gösteriyorum ve gramere göz atıyorum." [80] - p. 76.

"Bazen okuduğum bir makalede hoşuma giden bir terim olur, bir "collocation" olur, bir deyim olur, onu kullanırım ara ara." [81] - p. 76.

"Bir hocamız phraseler içeren bir pdf vermişti. O tarz şeyleri seviyorum çünkü şık duruyor. Yazıyı toparlıyor benim için. Onları kullanmışmıyım diye de bir şey göz atarım." [82] - p. 76.

"Cümleler arasındaki bağlantıya bakıyorum. İlk cümleyi kurmuşum, ikinci cümlede farklı birşeye değinmişim. Acaba bu iki cümleyi nasıl birleştirsem, nasıl birşey kullansam diye düşünürüm." [83] - p. 76.

“Düşünceyi nasıl bağlamışız birbirine, paragraflar arasında ya da kendi içinde? Sonra, yazdığım bir yazıyı bitirdiğim zaman öncelikle bir okuyorum başlığıyla beraber. Başlıkla metin arasındaki uyuma bakıyorum. Daha doğru, etkili ve dikkat çekici bir başlık olmasına özen gösteriyorum.” [84] - p. 76.

“Revision yaparken farkediyorum ki aynı cümle, aynı anlam… Sadece kelimeleri değiştirmişim. Baştan silip yazıyorum.” [85] - p. 77.

“Değiştirirsem yazımda genel olarak başlığı ve “conclusion”ı değiştiririm çünkü conclusion kısmında belli teknikler kullanıyoruz hep ve artık sıradanlaşıyor. O yüzden başka teknikler de kullanmaya çalışıyorum ki, daha etkili bir “conclusion” olsun, daha etkili bir yazı olsun diye.” [86] - p. 77.

“Bir de giriş ve sonuç bölümün ben önemli olduğunu düşünüyorum. Ne kadar çok etkileyici bir giriş yaparsanız o kadar çok yazınızı merak ederler diye düşünüyorum. O yüzden girişe tekrar şöyle bir bakarım. Ve tabi ki sonuçta çok önemli. Verdiğiniz mesaj da önemli oluyor.” [87] - p. 77.

“Öncelikle paragrafları gözden geçiririm. Yeterince kanıt ya da kendi tezimi destekleyecek örnek bulabilmiş miyim? Paragraflarımı yeniden yazamaya çalışırım, kendi hayatımdan örnekler vermeye çalışırım, ve bilimsel veya önemli insanların “quotation”larını kullanmaya çalışırım." [88] - p. 78.

“Örnekler uymuş mu diye düşünürüm. “Minor point”ler yoksa onları ayrıntılandırmaya çalışıyorum. Asıl benim taslak olarak yazdıktan sonra üstüne zaman harcadığım şey “revision” oluyor zaten. Benim için çok önemli, olmazsa olmaz yani.” [89] - p. 78.

“Örneklerim mantıklı mı değil mi ya da çok mu az mı olduğunu kontrol ediyorum.” [90] - p. 78.

“Ben ilk önce noktalama işaretlerine ya da büyük küçük yazıma bakıyorum. Yanlış yazıyorum genellikle, onları düzeltiyorum.” [91] - p. 78.

“Ben “laptop”da yazmada çok iyi değilim. Kelimelerle yanlışlıklarım olur genelde. Noktalama işaretlerini, kelime hatalarımı düzeltirim.” [92] - p. 78.

“Özellikle “punctuation”a dikkat ederim. Ya da bağlaçları doğru kullanmış mıyım? Bağlaçlarla kullanılan noktalama işaretlerini de önemsiyorum.” [93] - p. 78.

REFERENCES

Anderson, P. V. (1995). *Technical writing: A reader-centered approach.* (3rd ed.). Fort Worth, TX: Harcourt Brace.

Andrade, H. G., & Boulay, B. A. (2003). Role of rubric-referenced self-assessment in learning to write. *The Journal of Educational Research, 97*(1), 21-34.

American Psychological Association. (2001). *Publication manual of the American Psychological Association.* (5th ed.). Washington: American Psychological Association.

Arapoff, N. (1967). Writing: A thinking process. *TESOL Quarterly*, 1(2), 33-39.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*, 1175-1184.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W. H. Freeman.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52,* 1-26.

Beach, R., & Friedrich, T. (2006). Response to writing. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 222-234). New York: Guilford.

Beaufort, A. (2008). Writing in the professions. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 221-235). New York: Erlbaum.

Bell, J. (1987). *Doing your research project.* Milton Keynes, Englang: Open University Press.

Beswick, K. (2006). Changes in preservice teachers' attitudes and beliefs: The net impact of two mathematics education units and intervening experiences. *School Science and Mathematics, 106*(1), 36-47.

Britzman, D. P. (1986). Cultural myths in the marking of a teacher: Biograğhy and social structure in teacher education. *Harward Educational Review, 56*, 442-456.

Bruning, R., Dempsey, M., Kauffman, D., & Zumbrunn, S. (2011). Writing viewed as transmission and transaction: An empirical study of implicit writing beliefs. Poster session presented at the annual meeting of the American Educational Research Association, New Orleans.

Buehl, M. M., Alexander, P. A., & Murphy, P. K. (2002). Beliefs about schooled knowledge: Domain specific or domain general? *Contemporary Educational Psychology, 27,* 415-449.

Charney, D., Newman, J. H., & Palmquist, M. (1995). "I'm just no good at writing": Epistemological style and attitudes toward writing. *Written Communication, 12*, 298-329.

Cohen, J., & Cohen, P. (1983). *Applied multiple regression/correlation analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.

Cramer, R. L. (2001). *Creative power: The nature and nurture of children's writing*. New York: Logman.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.

Daly, J. A., & Miller, M. D. (1975). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English, 9,* 242-249.

De Corte, E., Op't Eynde, P., & Verschaffel, L. (2002). "Knowing what to believe": The relevance of mathematical beliefs for mathematics education. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 297-320). New York: Erlbaum.

Dumaine, D. (1989). *Write to the top: Writing for corporate success.* New York: Random House.

Ferrell, C. M., & Daniel, L. G. (1993). Construct validation of an instrument measuring teacher career motivations. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, LA. East Lansing, MI: National Center for Research on Teacher Learning. Retrieved on 18th September 2007 from ERIC Document Reproduction Service No. ED365719.

Field, A. (2000). *Discovering statistics using SPSS for windows (3rd ed.)*. London: Sage.

Gay, L. R. (1992). *Educational research: Competencies for analysis and application (4th ed.).* New York: Merrill.

Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of grounded theory: Strategies for qualitative research.* Chicago, Aldine Publishing Company.

Graham, S., Schwartz, S. S., & MacArthur, C. A. (1993). Knowledge of writing and the composing process, attitude toward writing, and self-efficacy for students with and without learning disabilities. *Journal of Learning Disabilities, 26*, 237-249.

Hair, J. F., Jr., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis (5th ed.).* Upper Saddle River, NJ: Prentice Hall.

Hall, A. H., & Grisham-Brown, J. (2011). Writing Development Over Time: Examining Preservice Teachers' Attitudes and Beliefs About Writing. *Journal of Early Childhood Teacher Education*, *32*(2), 148-158.

Hammer, D., & Elby, A. (2002). On the form of a personal epistemology. In B. K. Hofer & P. R. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 169-190). New York: Erlbaum.

Harmer, J. (2004). *How to Teach Writing*, Essex: Pearson Education Limited.

Jacobs, H. L., Hartfield, V. F., Hughey, J. B., & Vormuth, D. R. (1981). *Testing ESL composition: A practical approach*. Rowley, Mass: Newbury House Publishers.

Jick, T., D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly, 24,* 602-611.

Karabınar, B. (2013). Learners' writing approaches in the context of first and second language use. *Procedia - Social and Behavioral Sciences, 70*, 1329 – 1337.

Langer, S., & Applebee, A. (1987). *How writing shapes thinking*. Urbana, IL: National Council of Teachers of English.

Lavelle, E. (1993). Development and validation of an inventory to assess to processes in college composition. *British Journal of Educational Psychology, 63*, 489-499.

Lavelle, E. (2001). Writing styles of college students. *Journal of College Reading and Learning, 32*(1), 60-67.

Lavelle, E. (2003). Writing approaches of college students: A relational perspective. *TLAR, 8*(2), 5-17.

Lavelle, E., & Guarino, A. J. (2003). A multidimensional approach to understanding college writing. *Educational Psychology, 23*, 295-305.

Lavelle, E., Smith, J., & O'Ryan, L. (2002). The writing approaches of secondary students. *British Journal of Educational Psychology, 72*, 399-418.

Lavelle, E., & Zuercher, N. (2001). The writing approaches of university students. *Higher Education, 42*, 373-391.

Lortie, D. C. (1975). S*choolteacher: A sociological study.* Chicago: University of Chicago Press.

McCarthy, P., Meier, S., & Rinderer, R. (1985). Self-efficacy and writing: A different view of self-evaluation. *College Composition and Communication, 36,* 465-471.

Meier, S., McCarthy, P. R., & Schmeck, R. R. (1984). Validity of self-efficacy as a predictor of writing performance. *Cognitive Therapy and Research, 8*(2), 107-120.

Molpus, A. R. (1990). *The expert editor: Tips, advice, insights, and solutions.* Alexandria, VA: Editorial Experts, Inc.

Miller, C. R., & Charney, D. (2008). Persuasion, audience, and argument. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 583-598). New York: Erlbaum.

National Commission on Writing. (2003, April). The neglected "R": The need for a writing revolution. Retrieved November 2, 2013, from http://www.writingcommission.org/report.html

Nelson, N. (2008). The reading-writing nexus in discourse research. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 435-450). New York: Erlbaum.

Norman K., A. & Spencer, B., H. (2005). Our lives as writers: Examining preservice teachers' experinces and beliefs about the nature of writing and writing instruction. *Teacher Education Quarterly*, 2005, 25-40.

Nunan, D. (2005). *Research methods in language learning.* New York: Cambridge University Press.

Nunnally, J. C. (1967). *Psychometric theory.* New York: McGraw Hill.

Pajares, F., Miller, D. M., & Johnson, M. J. (1999). Gender differences in writing self-beliefs of elementary school students. *Journal of Educational Psychology, 91*(1), 50-61.

Pajares, F., & Valiante, G. (1999). Grade level and gender differences in the writing self-beliefs of middle school students. *Contemporary Educational Psychology, 24,* 390-405.

Palmquist, M., & Young, R. (1992). The notion of giftedness and student expectations about writing. *Written Communication, 9*, 137-168.

Perry, K. R. (2011). *Implicit beliefs about writing: a task-specific study of implicit beliefs.* Unpublished Doctoral Dissertation, University of Nebraska, Lincoln, Nebreska.

Rankin, J. L., Bruning, R. H., Timme, V. L., & Katkanant, C. (1993). Is writing affected by spelling performance and beliefs about spelling? *Applied Cognitive Psychology, 7*, 155-169.

Sanders-Reio, J. (2010). *Investigation of the relations between domain-specific beliefs about writing, writing self-efficacy, writing apprehension, and writing performance in undergraduates.* Unpublished Doctoral Dissertation, University of Maryland, Maryland.

Schmandt-Besserat , D. & Erard, M. (2008). Origin and forms of writing. In C. Bazerman (Ed.), *Handbook of research on writing: History, society, school, individual, text* (p. 7). New York: L. Erlbaum Associates.

Schommer, M. (1990). Effects of beliefs about the nature of knowledge on comprehension. *Journal of Educational Psychology, 82*(3), 498-504.

Schraw, G., & Bruning, R. (1996). Readers' implicit models of reading. *Reading Research Quarterly, 31,* 290-305.

Schraw, G., & Bruning, R. (1999). How implicit models of reading affect motivation to read and reading engagement. *Scientific Studies of Reading, 3*(3), 281-302.

Shell, D. F., Murphy, C.C., & Bruning, R. H. (1989). Self-efficacy and outcome expectancy mechanisms in reading and writing achievement. *Journal of Educational Psychology, 81*, 91-100.

Silva, T., & Nicholls, J. G. (1993). College students as writing theorists: Goals and beliefs about the causes of success. *Contemporary Educational Psychology, 18*, 281-293.

Street, C. (2003). Preservice teachers' attitudes about writing and learning to teach writing: Implications for teacher educator. *Teacher Education Quarterly, 30*(3), 33-50.

Subaşı, G. (2002). *Peer written feedback training and its impact on students' writing outcomes.* Unpublished Master's Thesis, Anadolu University, Eskişehir.

Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (3rd ed.). New York: Harper & Row.

Tawney, J. W., & Gast, D. L. (1984). *Single Subject Research in Special Education (2nd ed.).* Colombus, OH: Charles E. Merrill Co.

The Extended ESL Composition Profile Criteria (2011). Retrieved October 21, 2013, from http://eli.tamu.edu/program/resources/Extended%20Profile%20Criteria.pdf.

Tompkins, G. E. (2007). *Teaching writing: Balancing process and product* (5th ed.). Saddle River, NJ: Prentice Hall.

White, M. J., & Bruning, R. (2005). Implicit writing beliefs and their relation to writing quality. *Contemporary Educational Psychology*, *30*, 166-189.

Zimmerman, B. J., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal, 31*, 845-862.