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THE RELATIONSHIP BETWEEN SELF-REGULATORY EFFICACY AND WRITING ACHIEVEMENT IN ENGLISH
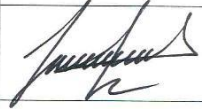
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NESLİHAN ERE tarafından hazırlanan **THE RELATIONSHIP BETWEEN SELF-REGULATORY EFFICACY AND WRITING ACHIEVEMENT IN ENGLISH** (Özdüzenleme Yeterliliğinin İngilizce Yazma Başarısı ile İlişkisi) Konulu **YÜKSEK LİSANS** Tezinin Sınavı, Trakya Üniversitesi Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 12.-13. maddeleri uyarınca **29.04.2013 Pazartesi** günü saat **09.30**'da yapılmış olup, tezin* ....Kabul....edilmesine........ **OYBİRLİĞİ** / ~~OYÇOKLUĞU~~ ile karar verilmiştir.

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Başlık: Özdüzenleme Yeterliliğinin İngilizce Yazma Başarısı ile İlişkisi

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ÖZET

Bu tez çalışması, öğrencilerin yazma özdüzenleme yeterliliklerinin İngilizce yazma başarılarına katkısını, bu öğeler arasındaki olası ilişkiyi inceleyerek araştırmayı amaçlamaktadır. Ayrıca, bu çalışmada öğrencilerin bölümlerinin, cinsiyetlerinin ve mezun oldukları lise türlerinin, yazma özdüzenleme yeterliliklerindeki ve İngilizce yazma başarılarındaki rolünün incelenmesi de amaçlanmaktadır. Bu çalışma, nicel bir araştırma olarak tasarlanmıştır. Çalışmanın katılımcıları, 2011-2012 Akademik Yılı'nda Trakya Üniversitesi Yabancı Diller Yüksekokulu'nda eğitim gören 171 İngilizce Mütercim-Tercümanlık ve İngilizce Öğretmenliği Hazırlık Sınıfı öğrencileridir. Bu çalışmada, Yazma Özdüzenleme Yeterliliği Ölçeği (Zimmerman ve Bandura, 1994) öğrencilerin yazma özdüzenleme yeterliliklerini ölçmek amacıyla veri toplama aracı olarak kullanılmıştır. Öğrencilerin yazma başarısı ise Yazma Dersi'nde elde edilen yılsonu notları ile belirlenmiştir. Toplanan veriler, SPSS 17.0 programı ile istatistiksel açıdan analiz edilmiştir. Sonuçlara göre, Trakya Üniversitesi İngilizce Mütercim-Tercümanlık ve İngilizce Öğretmenliği Hazırlık Sınıfı öğrencilerinin, kendi yazma süreçlerini düzenleme açısından orta derecede yeterli oldukları görülmüştür. Bunun yanı sıra, öğrencilerin yazma özdüzenleme yeterlilikleri ile İngilizce yazma başarıları arasında istatiksel açıdan anlamlı, orta düzeyde olumlu bir ilişki bulunmuştur. Bu sonuç, yazma başarısının yazma özdüzenleme yeterliliği ile ilişkili olduğunu, daha yüksek yazma özdüzenleme yeterliliğine sahip öğrencilerin Yazma Dersi'nde daha başarılı olabileceklerini göstermiştir. Ancak, öğrencilerin yazma özdüzenleme yeterlilikleri ile yazma başarılarında, cinsiyetleri, bölümleri ve mezun oldukları lise türleri açısından anlamlı bir fark bulunamamıştır. Sonuç olarak, bu çalışma yazma özdüzenleme yeterliliğinin İngilizce yazma başarısı için önemli olduğunu, aralarındaki olumlu ilişkiyi ortaya koyarak vurgulamıştır.

Anahtar Kelimeler: Özdüzenleme yeterliliği, yazma özdüzenleme yeterliliği, yazma başarısı

Title: The Relationship between Self-Regulatory Efficacy and Writing Achievement in English

Author: Neslihan ERE

ABSTRACT

The thesis study aims to explore whether students' writing self-regulatory efficacy contributes to their writing achievement in English, investigating the probable relationship between these components. In addition, it is aimed to examine whether students' department, gender and type of high school they graduated have a role in their writing self-regulatory efficacy and writing achievement in English. This study was designed as a quantitative research. The participants of the study were 171 Preparatory Class students of English Translation and Interpretation (ETI) and English Language Teaching (ELT) Departments at The School of Foreign Languages, Trakya University in 2011-2012 Academic Year. In the study, The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994) was used as the data collection instrument to assess students' writing self-regulatory efficacy. Students' writing achievement was determined by their end-of-the-year grades in Writing Course. The data gathered was statistically analyzed by SPSS 17.0. According to the results, Preparatory Class students of ETI and ELT Departments at Trakya University were observed to be moderately efficacious in regulating their writing process. Moreover, a moderate positive relationship, which was statistically significant, was revealed between students' writing self-regulatory efficacy and their writing achievement in English. This result indicated that writing achievement is related to writing self-regulatory efficacy, and students with higher writing self-regulatory efficacy tend to have better writing achievement. However, no significant difference was found in students' writing self-regulatory efficacy and writing achievement in terms of their gender, department and type of high school. Thus, this study highlighted the significance of writing self-regulatory efficacy for writing achievement in English, displaying the positive relationship between these elements.

Keywords: Self-regulatory efficacy, writing self-regulatory efficacy, writing achievement

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CHAPTER 1

1.1. INTRODUCTION

Throughout the history, people have always struggled to control the events which have an influence on their lives so that they can fulfill their wishes and avoid undesired outcomes. Bandura (1997) asserts that the development of knowledge has provided people with self-perception and self-control, which have brought the practice of human power over various areas by means of physical, biological, medical, psychological and social advances. Based on the idea of internal incentive for control or "self-system" proposed by Bandura's (1986) social cognitive theory, self-beliefs gain a central role in motivating individuals for achievements and overcoming the hindrances through self-challenge, devotion, perseverance, motivational participation and goal orientation. As a consequence, Bandura (1997) mentions that self-belief of an individual does not guarantee success while self-disbelief certainly entails failure. For this reason, persisters become more successful than pessimists in life, displaying the requirement of self-efficacy as well as self-regulation to possess persistence and enthusiasm for attaining desired outcomes.

The transition from industrial era to information era has a great influence on educational system and the components of this system. In addition to multimedia educational resources, external learning materials, distant learning opportunities; the development of information technology for education has entailed individualized learning as well as autonomous and self-reflective learners. Thus, the effect of self-beliefs in academic contexts has also become the focus of study in educational fields. In accordance with this focus based on Bandura's (1986) social cognitive theory, it is assumed that students' self-beliefs are main elements of academic motivation as their self-perceptions determine their success or failure in academic settings by affecting students' choices, their cognitive and affective states, and their level of effort and perseverance. These personal judgments result in confidence in oneself; thus, confident students tend to feel more efficacious, less anxious and more self-

regulatory in their learning (Pajares, 2003). The requirement of self-regulatory efficacy beliefs formed by students' self-efficacy for self-regulation is valid for all domains of learning, including foreign language learning.

Foreign language learning gains significance day by day since the demands of people increase to provide contact among modern societies. Thus, English has become the lingua franca of global world to communicate and the focus on teaching English as a Foreign Language (EFL) has been emphasized throughout the recent decades. In this teaching process, English should be handled with its all components and learners of English need to have proficiency in each language skill in order to be communicatively competent. As one of these language skills, writing skill entails a complex understanding and a difficult process. Moreover, writing is a self-guided activity of composing which needs the harmony of many cognitive and affective factors. Since learning a foreign language requires skill-based competence, EFL learners should develop self-regulatory efficacy for writing to overcome the problems related to this skill. This can be provided by eliminating negative attitudes towards writing, declining writing apprehension level and applying self-regulatory strategies such as time management, goal setting and restructuring learning environments, as proposed by various researchers.

Writing is one of the challenging but praiseworthy skills in foreign language learning. It is challenging, because it needs learners' attention on thematic, sentential, lexical, grammatical and mechanical aspects. It is also praiseworthy since it makes learners attain an ultimate product which is the outcome of hard efforts (Lavelle, 2006). Hence, good performance in writing stems from not only advanced writing skills but also self-knowledge of a learner through self-beliefs. The power of writing as a tool of expression and self-reflection cannot be underrated in foreign language learning. One of the essential steps to value writing should be to understand students' own beliefs about writing competence and to motivate them for better consequences by means of self-regulation, a process guided by students through which they convert their mental potential into academic skills. This idea is also harmonious with

Pajares's (2003) assertion in that instruction in self-regulatory strategies increases self-efficacy beliefs and achievement of students in writing skill.

In contemporary educational system, students need to develop themselves to master academic subjects and cope with challenging situations through their skills and coping strategies. To succeed in academic domains, it is required for students to develop self-regulatory efficacy, which refers to the belief in their capability to regulate their learning. For this, teachers should indicate the benefits of efficacious behaviors, give feedback as regards their students' progress and attempt to foster self-regulatory processes in students' academic life. This is a difficult job, but it is worth the effort for the sake of developing conscious and smart students as given in Zimmerman, Bonner and Kovach's (1996) definition of "smart learner" as "*a student who uses self-regulatory processes to learn more efficiently and effectively*" (p. 141). Last but not least, all students deserve to be smart adults of the future, so we, as teachers, are indebted to them this kind of struggle for their prospective life paths.

1.2.   Statement of the Problem

Foreign language learning is a notion which includes essential components and subtle details to handle for language learners. It is also an extensive and undertaking process that is shaped by cognitive and affective factors. As foreign language learning requires skill-based competence, learners should strive to develop in each skill to achieve proficiency in this language. For foreign language learners, writing is a demanding and challenging skill which needs persistent effort for mastery. Students' achievement in writing skill is affected not only by cognitive aspects but also by affective states, such as apprehension, self-efficacy, self-regulatory efficacy and self-regulatory processes with regard to writing skill. As one of the affective components, the role self-regulatory efficacy plays in students' success in writing requires inquiry. Hence, in this study, it is aimed to explore the relationship between self-regulatory efficacy for writing and writing achievement in English among preparatory class students with B2 level at university.

1.3. Aim and Scope of the Study

Conducted on the Preparatory Class students of English Language Teaching (ELT) and English Translation and Interpretation (ETI) Departments attending The School of Foreign Languages at Trakya University in 2011-2012 Academic Year, this study aims to determine the role of students' writing self-regulatory efficacy in their writing achievement in English. The following research questions are going to be answered in this thesis study to attain this aim:

- ✓ Does students' writing self-regulatory efficacy contribute to their writing achievement?

- ✓ Does students' gender have a role in their writing self-regulatory efficacy and writing achievement?

- ✓ Does the department of the students have a role in their writing self-regulatory efficacy and writing achievement?

- ✓ Does the type of high school students graduated have a role in their writing self-regulatory efficacy and writing achievement?

1.4. Significance of the Study

Writing is a challenging skill which requires students to be proficient in order to manage foreign language learning in complete terms. As well as cognitive elements of learning, it can be mentioned that students' writing achievement is influenced by affective states related to this skill. One of the components in affective dimension is self-regulatory efficacy, which refers to students' beliefs in their capability to regulate their learning. Therefore, it can be asserted that students can improve their writing achievement by implementing their self-regulatory efficacy or self-efficacy for self-regulation in this specific area.

Much of the research conducted previously has justified the relationship between these affective states and students' success in writing skill. However, in this study, the main focus is on self-regulatory efficacy which combines both self-efficacy and self-regulation, displaying the requirement of efficacy beliefs to regulate one's learning in a particular domain. As emphasized with the concept of writing self-regulatory efficacy, the role this component plays in students' writing achievement at university level is evaluated in this research. In previous studies, the relationship between self-regulatory efficacy and writing has been mostly investigated among elementary school, middle school and high school students, yet in this study the participants are preparatory class students of English-oriented departments (ELT and ETI) at university, showing the significance of this research in EFL area. This study is also significant as it can bring novelty into Writing Courses by noticing the importance of developing conscious and autonomous students who utilize their self-awareness, self-beliefs and self-regulatory efficacy.

1.5. Assumptions

In this thesis study, it is assumed that:

1. A positive relationship is going to be observed between students' writing self-regulatory efficacy and their writing achievement in English, by displaying the contribution of the former to the latter.

2. The Writing Self-Regulatory Efficacy Scale (Zimmerman and Bandura, 1994) used in this study is a reliable data collection instrument.

3. The students are going to reply the items in the scale honestly and display their real performance in the assessment instruments determining their writing achievement, such as assignments, quizzes, midterms and final exam.

4. The physical environment, administration conditions of the scale, and students' social, economic and cultural backgrounds do not have any significant effect on the findings of the study.

1.6. Limitations

1. The implementation of this study is restricted to 2011-2012 Academic Year.

2. This thesis study is constrained to self-regulatory efficacy only in writing skill and students' end-of-the-year grades only in Writing Course.

3. The participants in this study are limited to 171 Upper-Intermediate (B2) level students enrolled in Preparatory Classes of English Language Teaching (ELT) and English Translation and Interpretation (ETI) Departments at Trakya University, The School of Foreign Languages.

1.7. Key Terminology

Self-Efficacy: It refers to "*beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments*" (Bandura, 1997; p. 3).

Self-Regulated Learning (SRL): It is "*an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment*" (Pintrich, 2000; p. 453).

Self-Regulation: It refers to "*self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals*" (Zimmerman, 2000; p. 14).

Self-Regulation of Writing: It is "*the self-initiated thoughts, feelings and actions that writers use to attain various literacy goals, including improving their writing skills as well as enhancing the quality of the text they create*" (Zimmerman and Risemberg, 1997a; p. 76).

Self-Regulatory Efficacy: It refers to *"individuals' beliefs about their capability to plan and manage specific areas of functioning"* (Zimmerman, 2000; p. 18). It can also be regarded as "**self-efficacy for self-regulation**".

Self-Regulatory Processes: They refer to metacognitive, motivational and behavioral processes concerning learning based on Zimmerman's (2001) statement "*Students are self-regulated to the degree that they are metacognitively, motivationally and behaviorally active participants in their own learning process*" (p. 5).

Social Cognitive Theory: It is "*an approach to understanding human cognition, action, motivation and emotion which posits that individuals are capable of regulating and reflecting on themselves and that they play an active role in the shaping of their environments rather than being passive reactors to them*" (Maddux, 1995; cited in Gahungu, 2009; p. 10).

Writing: It is *"more than a literary expression of cognitive skill: It is a social cognitive process wherein writers must be aware of readers' expectations and must be willing to devote the personal time and effort necessary to revise text drafts until they communicate effectively"* (Zimmerman and Risemberg, 1997a; p. 76)

Writing Self-Efficacy: It refers to "*individuals' judgment of their competence in writing, specifically their judgment of their ability to write different writing tasks and of their possession of varying composition, usage and mechanical skills*" (Pajares and Johnson, 1994; p. 9).

Writing Self-Regulatory Efficacy: It refers to students' beliefs in their capability to regulate their writing and themselves as writers (Zimmerman and Bandura, 1994).

1.8. Abbreviations

EFL   **:** English as a Foreign Language

ELT   **:** English Language Teaching

ELT-1   **:** English Language Teaching Day Classes

ELT-2   **:** English Language Teaching Night Classes

ETI   **:** English Translation and Interpretation

FL   **:** Foreign Language

L1   **:** First Language

L2   **:** Second Language

SRL   **:** Self- Regulated Learning

SRSD   **:** Self-Regulated Strategy Development

SPSS   **:** Statistical Package for Social Sciences

* NOTE:

The title of the thesis study was changed from "The Effect of Self-Regulation and Self-Efficacy on Students' Writing Performance" to **"The Relationship between Self-Regulatory Efficacy and Writing Achievement in English"** by the decision of Board of Directors in The Institute of Social Sciences on 17th December, 2012. The document showing this alteration can be seen in **Appendix 18.** For this reason, the name of the previous title is also observed in the scale and questionnaire implemented to students for the study **(see Appendices 1 and 2)**, in the documents indicating the permission taken from The School of Foreign Languages at Trakya University for the administration of the scale **(see Appendix 15)** and the consents taken from Barry J. Zimmerman and Albert Bandura for the use of the scale **(see Appendix 16)**.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

As learning is a central component of human life, the ability of learning is an essential quality, which mainly relies on human beings' willpower and enthusiasm. In accordance with the worth learning holds, Beltran (1996) regards learning as "*an active, cognitive, constructive, significant, mediated and self-regulated process*" and believes learners should be self-motivated and self-directed so that "skill" and "will" can be integrated (cited in Montalvo and Torres, 2004; p. 37). This is also supported by Bandura's (1986) social cognitive theory which focuses on self-referent beliefs by considering human beings as proactive and self-regulating. Hence, self-regulation may be applied into various aspects of learning, such as students' motives for learning, the methods used, the performance outcomes struggled for and the social as well as environmental resources utilized (Zimmerman, 1994).

Learning should involve "self-regulatory efficacy", which refers to "self-efficacy for self-regulation" so that students can believe in their capability to regulate their learning for achievement. As self-regulatory efficacy influences accomplishment behaviors, including activity selection, perseverance, effort and skill acquisition; students should feel that they can use self-regulatory processes to attain desired outcomes. Writing is one of the demanding language skills students experience in the foreign language learning process. In this sense, **self-regulatory efficacy** is crucial in **writing** and takes place in the core of this thesis study. As this research aims to explore the relationship between self-regulatory efficacy and students' writing achievement in English, following sections will enlighten social cognitive theory, self-efficacy, self-regulation, self-regulatory efficacy, writing and the role of self-regulatory efficacy in writing achievement respectively.

2.2. Social Cognitive Theory

As far as learning is considered as one of the pivotal facets of human functioning, a variety of definitions are put forward for the term "**learning**". It can be defined as "*acquiring knowledge of a subject or a skill by study, experience or instruction*" in the dictionary of Merriam-Webster or as "*a change in an individual caused by experience*" by Slavin (2003), an educational psychologist with a more specific expression (cited in Brown, 2007; p. 7). Similar to the existence of different definitions of this term, various theories of learning have been proposed by researchers based on the psychological approaches; for instance, behaviorist theory by Pavlov and Skinner, cognitive theory by Ausubel, constructivist theory by Piaget, Vygotsky, Rogers and so on (Brown, 2007).

In contrast to behaviorist notions which underestimate self-processes in learning, researchers adopting social learning theory like Bandura and Walters appreciate individuals and self-processes (Pajares, 2003). In *Social Foundations of Thought and Action: A Social Cognitive Theory* published in 1986, Albert Bandura introduces **Social Cognitive Theory,** a perspective which concerns human functioning. This view focuses on the impact of self-referent beliefs by regarding individuals as proactive and self-regulating human beings, not reactive and biologically or environmentally controlled ones (Pajares, 2003).

According to Bandura's (1986) social cognitive theory, people have a self-system which provides them with the execution of control over their cognitive, affective and behavioral states that refer to their thoughts, emotions and actions respectively. This self-system is composed of the skills for symbolization, learning from others, planning of strategies, regulation of behavior and involvement in self-reflection (Pajares, 1996, 1997). With the same perspective, Bandura (1989) states that the traits of people are formed concerning many basic capabilities in view of this theoretical dimension and the characteristics which are distinct to human beings within this self-system are as follows:

a. Generative symbolization which refers to cognitive processing, knowledge and thinking skills, and processes for language development (Symbolic capability)

b. Symbolic communication which involves modeling influences through observational learning, abstract modeling, attentional, representational, motivational and production processes, vicarious affective learning and gender-role development (Vicarious capability)

c. Forethought which is associated with anticipatory outcomes used as motivators and guides (Forethought capability)

d. Evaluative self-regulation which involves self-directed influences such as motivational, social and moral standards, selective activation and disengagement of internal control (Self-regulatory capability)

e. Reflective self-consciousness which refers to self-efficacy appraisals and thought verification (Self-reflective capability)

Social cognitive theory asserts that people are involved in their personal development and can shape the results of their actions. This implies a sense of agency through which people can utilize their capabilities mentioned above and verifies that all human capabilities should accord with each other to promote adaptive human functioning (Schunk and Usher, 2011).

According to Maddux (1995), **Social Cognitive Theory** is defined as "*an approach to understanding human cognition, action, motivation and emotion which posits that individuals are capable of regulating and reflecting on themselves and that they play an active role in the shaping of their environments rather than being passive reactors to them*" (cited in Gahungu, 2009; p. 10). Therefore, this theory indicates that individuals can reflect on their actions by analyzing their behaviors,

control and regulate them by choosing or structuring conditions in their surroundings instead of only reacting to them in a passive way (Gahungu, 2009).

In Bandura's (1986) social cognitive theory, human functioning refers to a dynamic interplay among personal, behavioral and environmental variables, a process known as triadic reciprocality within the conception of reciprocal determinism. This is a perspective displaying the interactions among these determinants and supporting that the way individuals interpret the consequences of their performance achievements changes their environments and their self-beliefs which alter following performance (Bandura, 1989; Pajares, 1996, 1997). Among these variables, personal factors are in the form of cognition, affect and biological events. All these determinants which interact reciprocally are seen in **Figure 1**.
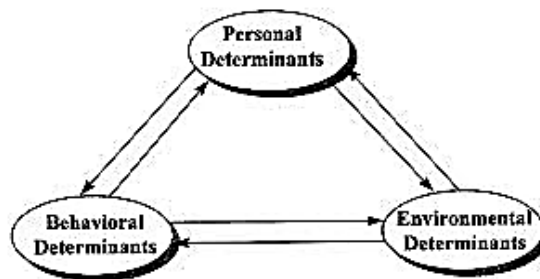
Figure 1: Determinants of Triadic Reciprocality in Social Cognitive Theory (Bandura, 1989)

Within the framework of social cognitive theory based on the model of causation involving triadic reciprocal determinism among personal, behavioral and environmental factors as mentioned above, Bandura (1989) states that individuals are not activated by inner powers or controlled by the environment in an automatic manner. Instead, they operate as determinants of their own motivation, behavior and development with the connection of reciprocally interacting influences since they exercise their agency as a feature of their self-system. With a clearer expression, Pajares (1996, 1997) reveals that self-efficacy beliefs form self-referent thoughts, and subsequently self-evaluation within this self-system expressed in the

sociocognitive perspective. He also mentions that self-system includes a self-regulatory function of personal agency through which people change their strategies, cognitions, affects and behaviors by self-evaluation.

Considering the expressions stated above by various researchers about this view, it can be understood that Bandura's (1986) social cognitive theory displays self-efficacy and self-regulation as essential processes which play an influential role in learning and accomplishment of students. Both of these constructs are related to social cognitive theory; the former with its role in reciprocal determinism as a personal component and the latter with its utility through self-regulatory capabilities of individuals. The core of this thesis study focuses on the combination of these two constructs as **"self-regulatory efficacy"**, which refers to *"individuals' beliefs about their capability to plan and manage specific areas of functioning"* (Zimmerman, 2000; p. 18). Therefore, individuals who believe in their power to regulate themselves and their functioning in any particular domain can be considered efficacious in terms of self-regulation since "**self-regulatory efficacy**" can be regarded as **"self-efficacy for self-regulation"** as well.

Emphasizing the significance of this notion and students' self-regulatory capabilities, self-regulatory efficacy can be implemented in the academic settings for foreign language learning. It can also be utilized for the development of language skills, especially writing skill which is viewed as one of the hardest skills to acquire by language learners since it requires production. Consequently, this construct can enhance students' ultimate writing achievement through its impact on the development of writing skill. The subsequent sections will describe self-efficacy, self-regulation, self-regulatory efficacy and writing respectively in order to enlighten the notions associated with the role of self-regulatory efficacy in writing achievement of students in English.

2.3. Self-Efficacy

Since the onset of humanity, the exercise of control which entails desired outcomes and prevents aversive cases bears functional value and supplies a source of triggering motivation for individuals. In accordance with Bandura's (1986) social cognitive theory, human beings are believed to have a self-system which provides them with the opportunity of control over their thoughts, feelings and actions. Based on their distinct abilities within self-system, individuals form self-beliefs, including the construct of self-efficacy and shape them to trigger cognitive, affective and behavioral reactions as self-beliefs influence effort, motivation, commitment and accomplishment individuals possess (Bandura, 1997). This section will detail the construct of **self-efficacy**, which forms the central point of social cognitive theory and the heading term of self-regulatory efficacy.

2.3.1. The Concept of Self-Efficacy

Human beings contribute to their own psychosocial functioning in a causative manner by means of personal agency mechanisms including their self-beliefs. Among these mechanisms, the most crucial one is beliefs of self-efficacy, because if people do not believe in their potential to fulfill necessary tasks, they do not feel willing and motivated to perform these tasks (Pajares and Valiante, 2006). Thus, it can be understood that efficacy beliefs are the main grounds of action and people direct their lives by their personal efficacy.

Albert Bandura is the leading figure who focuses on the significance of these beliefs initially in *Self-Efficacy toward a Unifying Theory of Behavioral Change* in 1977 and gives the definition of self-efficacy by emphasizing its meaning. According to Bandura (1997), **self-efficacy** refers to "*beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments*" (p. 3). These efficacy beliefs affect the actions of people, the degree of effort they exert, their perseverance against difficulties and failures, their strength to obstacles, the

amount of stress they feel so as to overcome environmental demands, the level of achievements they materialize and the state of their thought structures, which means whether they are self-aiding or self-hindering (Bandura, 1997; Pajares, 2003). Thus, the capabilities of human beings, specifically the skills of self-evaluation and self-reflection, entail self-efficacy which determines choices, thoughts and actions of individuals in Bandura's terms.

Bandura (1997) indicates "*The human mind is generative, creative and proactive, not just reactive*" (p. 5) and adds that self-efficacy beliefs form the basis of human agency, which represents goal-oriented actions. When people do not believe in their power to cause outcomes, they do not endeavor to fulfill the necessary tasks. This condition confirms that the power to produce actions for certain aims is the main characteristic of personal agency. According to Bandura's (1986) social cognitive theory, human agency works within an interdependent causal structure including triadic reciprocal causation, which shows functional dependence among certain elements. In this view, internal personal elements in the shape of cognitive, affective and biological events; behavioral states and environmental events all work as interacting determinants which affect each other bidirectionally (Bandura, 1997). The interactional links among the main classes of determinants in triadic reciprocal causation are shown in **Figure 2.**
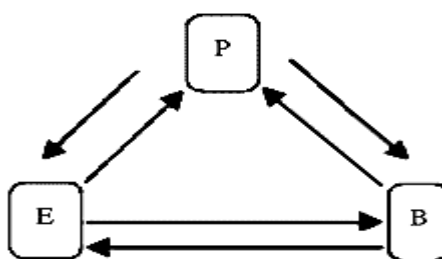
Figure 2: Relationships between Determinants in Triadic Reciprocal Causation

   B refers to behavior, **E** indicates external environment and **P** signifies internal personal factors in the form of cognitive, affective and biological events (Bandura, 1986; cited in Bandura, 1997; p. 6).

In social cognitive theory, reciprocal causation reveals *"Human behavior is determined, but it is determined partly by the individual rather than solely by the environment"* (Bandura, 1997; p. 9). This view verifies the active contribution of self-influence through self-efficacy beliefs on personal well-being and accomplishment. Thus, people do not experience performance in a passive way, but direct it actively, supporting the role of personal competence in successful performance. Bandura (1997) also mentions that self-efficacy beliefs entail the self-regulation of cognitive, motivational and affective processes which transform knowledge and skills into proficient actions. Therefore, people with high self-efficacy regard difficult tasks as challenges, not threats since these people have strong beliefs in their capabilities whereas people with low self-efficacy avoid difficult tasks as they doubt their capabilities in specific areas. Reciprocally, having accomplishments or desired outcomes is also a major component of the process of forming strong efficacy beliefs in that achievement raises self-efficacy whereas failure weakens it (Bandura, 1997).

In a clear sense, self-efficacy is linked not to the abilities individuals have, but to their beliefs about their competence with their abilities under different conditions. Self-efficacy beliefs contribute to performance achievements significantly in all subskills since they affect the way people feel, think, act and motivate themselves. Bandura (1997) displays the influential role of self-efficacy in regulating human functioning in various ways, including cognitive, motivational, affective and selection processes. These efficacy-regulated processes generally work in harmony, not in isolation, in the continuous regulation of human functioning. With clearer explanations, each process can be described as follows.

At the cognitive level, people with high self-efficacy set higher goals, use analytic thinking, devote themselves to reach them and persevere against obstacles by visualizing valuable outcomes. At the motivational level, the people who have high efficacy beliefs possess stronger motivation as they trust themselves in reaching their goals and guide their actions anticipating their results in advance by means of forethought. At the affective level, self-efficacy beliefs regulate emotional states and

feelings. Hence, people with high self-efficacy think that they can control the events, know how to overcome problems, become less anxious and regard these events as challenges while people with low self-efficacy consider that they are not able to exercise control over these events, tend to magnify them, become more anxious and see these events as threats. At the selective level, self-efficacy beliefs influence individuals' career and social development by shaping their life paths. Thus, when beliefs of personal efficacy get stronger, people choose more challenging activities, tend to pursue their desires more powerfully and persist in challenging tasks more firmly. All in all, it can be understood that self-efficacy beliefs have a role in human functioning through its impact on the choice of activities, the level of effort, persistence, emotional reactions and the degree of achievement through the use of personal experiences and reflective thought (Bandura, 1997).

2.3.2. The Types of Self-Efficacy

Self-efficacy plays a crucial role in social cognitive theory since it has an impact on other determinants. Bandura (1997) identifies **two types of self-efficacy**. The first one refers to **academic self-efficacy** that is associated with the degree to which a person feels skillful in specific subject areas across academic fields, including Science, Maths or Language Arts. Through the effect on the selection of activities and the level of motivation, academic self-efficacy contributes significantly to the acquisition of the knowledge structures on which skills depend. Academic self-efficacy beliefs support effective analytic thinking and sustain motivation through shaping goals and the outcomes anticipated for individuals' efforts (Bandura, 1997).

The second one refers to **self-regulatory efficacy**, which involves self-efficacy for self-regulation. Self-regulatory efficacy is defined as *"individuals' beliefs about their capability to plan and manage specific areas of functioning"* (Zimmerman, 2000; p. 18). Thus, individuals' readiness to participate in and retain their self-regulatory efforts relies on their self-regulatory efficacy. In most domains of functioning, the efficacy beliefs are related to self-regulatory capabilities of

individuals. Hence, the most relevant concept in the activities which must be conducted for accomplishing desired outcomes is self-regulatory efficacy, not self-efficacy for the activity (Bandura, 1997).

All things considered, it can be deduced that not only academic self-efficacy but also self-regulatory efficacy are required for individuals to have perseverance in challenging situations and struggle against these challenges. With their power and belief inside, they can rebound from setbacks more powerfully and learn to resist difficulties (Bandura, 1997). Hence, more comprehensive explanations with regard to self-regulatory efficacy, its role in academic achievement and its relation with academic self-efficacy will be included in the "**Self-Regulatory Efficacy**" **section.**

2.3.3. The Sources of Self-Efficacy

Beliefs of human beings about their personal efficacy form a main component of their self-knowledge. Hence, individuals' beliefs as for their capabilities play a crucial role in motivation and achievement as self-efficacy is regarded as a better predictor of success than actual abilities. Bandura (1997) states self-efficacy beliefs are shaped by **four major sources of information**; enactive mastery experiences, vicarious experiences, verbal persuasion, physiological and affective states. These sources of self-efficacy are explained in a detailed way below by citing from Bandura (1997) and from Pajares and Valiante (2006):

1. Enactive mastery experiences are based on self-interpretation of one's performance and operate as signs of capability. Enactive mastery experiences are considered to be the most effective source of efficacy information, which form more powerful and more generalized beliefs of self-efficacy since they present the most accurate proof of whether individuals are able to mobilize their efforts to be successful by using their previous experiences or not. Hence, accomplishments establish self-efficacy beliefs whereas failures impair them.

2. Vicarious experiences change beliefs of efficacy by means of modeling and comparison with others' accomplishments through observation. Thus, modeling or observational learning works as another efficacy medium to entail a sense of self-efficacy. Through social comparison and modeled achievements, people evaluate their capabilities for forming personal efficacy beliefs.

3. Verbal persuasion is the evaluative feedback which a person receives from others for their personal capabilities, the persistence given by efforts and the level of ultimate competence. Verbally persuaded people tend to exert higher effort and maintain perseverance in the face of problems. Therefore, positive persuasions through verbal messages and social feedback empower self-efficacy beliefs while negative persuasions weaken them.

4. Physiological and affective states enable individuals to assess their competence, power and exposure to optimistic and pessimistic feelings in order to evaluate their capabilities. This shows that both physiological indicators and mood states have an impact on self-efficacy beliefs. However, people interpret emotional and physical reactions with a different impact on efficacy; high achievers find them aiding whereas low achievers consider them hindering.

On the whole, Bandura (1997) states that self-efficacy beliefs are produced by cognitive processing of various sources through which efficacy information is transmitted enactively, vicariously, socially and physiologically. When they are constructed, these beliefs of personal efficacy play a beneficial role in the quality of human functioning through their contribution by employing cognitive, motivational, affective and selective processes by means of which achievements are fulfilled.

2.3.4. The Assessment of Self-Efficacy

In accordance with social cognitive theory, Bandura (1997) indicates that individuals comment on their efficacy beliefs since these judgments have functional

aims. Positive judgments of personal capabilities raise the degree of achievement whereas misjudgments of these capabilities decline it. As far as the measurement of self-efficacy beliefs is concerned, Bandura (1997) states that it should be conducted in terms of specified judgments of capability which may differ across domains of activity, under various levels of task demands for a given activity, and under situational conditions, by emphasizing the aspects of specificity and correspondence in self-efficacy assessments. In the items of the measurements of efficacy beliefs, "can do" is used instead of "will do", because "*CAN is a judgment of capability whereas WILL is a statement of intention*" (Bandura, 1997; p. 43).

In the standard measurement, individuals judge the strength of their efficacy on a traditional Likert format scale or on a 100-point scale (0-100). In that measurement, people assess their operational capabilities, not their potential capabilities or their expected future capabilities (Pajares and Valiante, 2006). It is also confirmed in Pajares, Hartley and Valiante's (2001) study that self-efficacy scales with a 0-100 response format are psychometrically more powerful than scales with traditional Likert formats. Hence, the use of self-efficacy measurement in a specific domain with stronger format is considered to be more effective for better prediction and explanation of performance.

2.3.5. The Role of Self-Efficacy in Academic Achievement

The concept of self-efficacy is also assessed in educational research and self-beliefs in academic settings are considered as the key element of academic motivation. Bandura (1997) asserts that beliefs of efficacy contribute to the development of academic achievement in three main ways and the following sections are related to the explanations of each point:

1. **Students' efficacy beliefs** to succeed in various academic subjects determine their performance in academic areas. Bandura's (1986) social cognitive theory contends that these beliefs accurately predict performance achievements better than students'

actual competence does (Pajares and Valiante, 2006). They predict academic outcomes by affecting students' selections, pursuits of actions, cognitive patterns, affective reactions, and the degree of their effort, persistence and commitment. Students with high self-efficacy tend to select more challenging tasks, set higher aspirations, work harder in negativity and have more optimistic cognitive and emotional patterns against challenges. Therefore, high self-efficacy leads to maintain better academic performances while low self-efficacy is likely to weaken them (Bandura, 1997; Pajares, 2003).

2. Teachers' efficacy beliefs to motivate and foster learning in their students influence the kinds of learning settings they create and the level of academic progress their students reach. Teachers should develop their own efficacy beliefs, but through the implementation of a curricular cycle, they can also provide the development of their students' self-efficacy beliefs by goal setting, reflection, planning and strategy use (Eisenberger, Conti-D'Antonio and Bertrando, 2005).

3. **Collective school efficacy** contributes to promote important academic progress in schools. The features of effective schools consist of powerful leadership, high academic standards, strong belief in students' potential, mastery-oriented instruction for academic performances, skillful management of classroom learning and parental support, and they all foster high academic accomplishments (Bandura, 1997).

All in all, self-efficacy beliefs have an influential role in academic achievement through the roles played by students, teachers and academic institutions. Consequently, it can be implied that teachers and school environments should help students to be aware of their personal beliefs and develop their competence in academic domains by enhancing the goals students set, the motivational level they have, the extent of effort they exert and strategic thinking they apply as well as the self-efficacy beliefs they possess. These aspects can be provided through the implementation of self-regulation in academic domains for the development of competent and confident students. The next section will describe the dimension concerning self-regulation and self-regulatory processes.

2.4. Self-Regulation

Self-regulation is a new and significant field in psychological research and it takes a great deal of interest from researchers with various comprehensive studies. In the 1980s, many articles were written on self-regulation, mostly in social psychology and personality journals. In the 1990s, this notion was expanded to involve different facets and application of self-regulation concepts, such as self-awareness, self-control, self-monitoring, self-management and self-regulated learning. These issues were published in educational, organizational, clinical and health psychology journals related to academic achievement, business life, psychological adjustments and clinical cases of health (Boekaerts, Pintrich and Zeidner, 2000). The essential aspects of self-regulation will be included in the following sections.

2.4.1. The Concept of Self-Regulation

Self-regulation is a phenomenon which is needed to comply with the requirements of challenging life conditions, so individuals should learn to regulate their cognitive, affective, motivational and behavioral functioning to cope with these difficulties. For the sake of human welfare, self-regulation can be applied in all domains of life, such as education, health, sports, business, personality and social areas. Therefore, the influence of self-regulatory mechanisms on life paths of individuals should be taken into account and self-regulation should be valued (Forgas, Baumeister and Tice, 2009).

Zimmerman (2000) mentions the most significant feature of human beings as the possession of the potential to self-regulate. Hence, the regulatory skills lead to their perception of self-agency through which their sense of "self" is centered. Social cognitive theory and research includes comprehension of development of this capability, its diverse subparts and its functions. He also cites Bandura's (1986) assertion about the distinctive characteristic of a social cognitive perspective which regards self-regulation as an interaction of personal, behavioral and environmental

triadic processes. Zimmerman (2000) defines **self-regulation** as "*self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals*" (p. 14). Similarly, Schunk and Zimmerman (1994) define **self-regulation** as "*the process whereby students activate and sustain cognitions, behaviors and affects, which are systematically oriented towards their goals*" (cited in Zumbrunn, 2010; p. 22).

The definitions above demonstrate that self-regulation relies on personal beliefs and affective reactions about particular performance contexts, supporting the relationship among personal, behavioral and environmental processes in self-regulation in Bandura's terms. Self-regulation is considered to be a cyclical process since the feedback from previous performance serves as a tool to apply adjustments during present efforts. These adjustments are required, because personal, behavioral and environmental elements are continuously altering while individuals are learning and performing (Zimmerman, 2000). **Figure 3** shows social cognitive view of self-regulated academic learning with triadic forms of self-regulation.
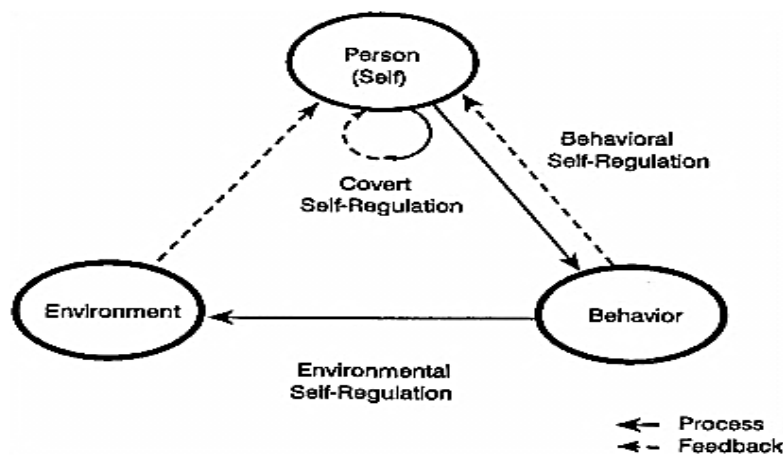
Figure 3: A Social Cognitive View of Self-Regulated Academic Learning (Zimmerman, 1989; cited in Zimmerman, 2000; p. 15)

Among these triadic forms of self-regulation, behavioral self-regulation consists of self-observation as well as strategic adjustment of performance processes, including the learning method of an individual. Environmental self-regulation

indicates the observation and adjustment of environmental conditions or outcomes whereas covert self-regulation includes monitoring and adjustment of cognitive and affective states, like imagery to remember and relax. Therefore, individuals' self-monitoring within these triadic forms of self-control in an accurate and constant manner has a direct impact on the efficiency of their strategic adjustments as well as the essence of their self-beliefs (Zimmerman, 2000).

The central role of "**self**" in regulation and its function as the main agent to regulate human functioning with regulatory skills are mentioned by other researchers as well. For instance, Forgas, Baumeister and Tice (2009) mention "*Self-regulation is regulation of the self by the self*" (p. 4). That is, self-regulation means altering oneself or one's some features in order to comply with concepts or standards. In that perspective, the "self" is viewed as an active agent and controller, which takes its role as the "pilot" of a person's behavior. Finkel and Fitzsimons (2011) also assert that self-regulation is associated with the processes through which the "self" changes its responses or inner states in the pursuit of goals. With a similar view, Papies and Aarts (2011) define self-regulation as the regulation of cognition and behavior inside a person for the sake of goal pursuit. In this process, conscious awareness of goals and obstacles in addition to conscious planning are essential as they are key elements of self-regulation.

Considering the function of self-regulation mainly as self-control, Bauer and Baumeister (2011) refer to self-regulation as the potential to change the responses of the self in order to reach a wished state or outcome which cannot emerge naturally. Hence, they believe that the aim of self-control is to guide the self towards a desired direction in a conscious way, and self-regulatory strength called "willpower" is required to reach this aim. All in all, as one of the essential characteristics of individuals, self-regulation is significant in social and interpersonal processes as well as intrapersonal processes, including cognitive, motivational, behavioral and affective strategies. Consequently, its role in human functioning is indispensable to overcome difficulties, struggle for desired outcomes and attain achievement in thorny life paths of individuals.

2.4.2. The Components of Self-Regulation

As far as the types and components of self-regulation are concerned, Forgas, Baumeister and Tice (2009) state that people want to exercise control over five phenomena, which correspond to five major types of self-regulation. As a first domain, people generally want to control their thoughts which are related to cognitive processes. Secondly, they strive to control their emotions and moods that refer to affective processes. Third category of self-regulation is linked to impulse control, involving behavioral processes. Regulation of motivation forms the fourth type and it refers to motivational processes, emphasizing the use of mental resources with required involvement to fulfill activities. The fifth domain is regulation of performance and this is associated with exertion of necessary effort, persistence against difficulties, avoidance of problematic cases, use of effective strategies, not yielding in the face of failures, application of accuracy and speed into tasks, and learning during performance.

As seen above, not only performance but also cognitive, affective, behavioral and motivational processes are in the core of self-regulation, which needs some components to realize its function. As an eminent researcher, Bandura (1991) states continuous exercise of self-influence motivates and regulates human behavior according to the guidelines of social cognitive theory. Within the social cognitive theory, Bandura (1991) and Zimmerman and Schunk (2011) cite Bandura's (1986) assertion regarding three subfunctions of self-regulation, which are self-observations ("self-monitoring" in Bandura, 1991), self-judgments and self-reactions ("self-reflection" in Bandura, 1991) respectively. Self-observations involve tracking particular features of personal functioning, such as personal behavior, its components and its impacts. Self-judgments refer to comparisons of personal performance with self-standards and environmental conditions. Self-reactions are associated with motivational and behavioral inferences which learners derive from the outcomes of their performance, such as self-efficacy beliefs. These self-reactions can cause adjustments in self-observations or self-judgments during the following learning

cycle. Thus, these shifts in self-regulation lead to the emergence of new cycles of self-regulation (Zimmerman and Schunk, 2011).

Consequently, Demetriou (2000) indicates the development of self-understanding and self-regulation carries intraindividual and interindividual dynamics. These two types of dynamics are complementary for the required development; the former emphasizing the change for self-understanding and self-regulation by the factors within the individual and the latter stressing the change for them by the interaction among individuals. As far as self-understanding and self-regulation are concerned, alterations begin within the individuals and continue with the interactions, so these two concepts are harmonious with each other (Demetriou, 2000). Therefore, individuals should not underestimate the components of self-regulation for the sake of their well-being.

2.4.3. The Development of Self-Regulatory Competence

Self-regulatory competence, which refers to an individual's capability for self-regulation, is a domain that should be developed in order to overcome challenges in life by regulating oneself and attain achievement for desired outcomes. The developmental path for this type of competence follows a hierarchical sequence and generally includes four successive phases, including observational, emulative, self-controlled and self-regulated levels. In this social cognitive model of the development of self-regulatory competence, first two levels of this hierarchy involve social influences and the others involve self-influences, displaying social source and personal source of learning respectively.

The patterns proposed by Zimmerman (2000), Schunk (2001) and Zimmerman and Schunk (2007) are all similar and in line with Bandura's (1986) social cognitive theory since the main aim is to provide individuals with self-regulatory skills to manage challenging life standards. According to these

researchers, the development path of self-regulatory competence can be formed by following **four levels** below to gain self-regulatory skills:

1. An observational level emerges when learners produce the main properties of the skill or strategy after seeing a model perform it or use effective requirements to do it.

2. An emulation (imitation) level occurs when the behavioral performance of learners is similar to the general strategic form of the model observed. Mostly, learners follow and imitate the patterns of functioning instead of copying the same behaviors.

3. A self-controlled level is seen when learners perform and manage the use of a skill in a structured surrounding in the absence of the model. Therefore, they can succeed in performing it on their own through the application of learning strategies.

4. A self-regulated level is obtained when there is adaptation of performance to various personal and contextual conditions by learners. They can change task strategies, make adjustments on the basis of consequences and adapt appropriate strategies without relying on the model.

Concerning the descriptions above, a multilevel developmental hierarchy followed by learners is viewed as necessary to facilitate the enhancement of their self-regulatory competence according to social cognitive perspective (Zimmerman and Schunk, 2007).

2.4.4. The Models of Self-Regulation

As self-regulation is one of the critical characteristics of human beings to survive in life, it is also implemented to ameliorate learning through some models of self-regulation. For this aim, the models proposed by two eminent researchers on self-regulation, Pintrich (2000) and Zimmerman (2000) are explained as follows.

2.4.4.1. Pintrich's (2000) Model of Self-Regulation

Pintrich (2000) defines self-regulation or self-regulated learning as "*an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment*" (p. 453). By supporting the hypotheses of self-regulated models, Pintrich demonstrates that the endeavors to monitor and control individuals' learning by means of different adaptive cognitive, motivational or behavioral regulatory strategies are mainly contributory for accomplishment.

A model proposed by Pintrich (2000) consists of the classification of the different phases and areas for regulation. According to this framework, there are four areas for regulation, including "cognition", "motivation / affect", "behavior" and "context". In addition, there are four phases for self-regulation, including "forethought, planning and activation", "monitoring", "control" and "reaction and reflection" respectively. Thus, these phases and areas are viewed as a frame to organize thinking patterns concerning the task, context and self for the benefit of human functioning.

2.4.4.2. Zimmerman's (2000) Model of Self-Regulation

The interaction of personal, behavioral and environmental components throughout self-regulation forms a cyclical process as given in Zimmerman's (2000) three-phase self-regulation model since these elements change during learning and should be monitored. This kind of monitoring causes alterations in strategies, cognitions, affects, behaviors and environmental supports (Zimmerman, 2002; Schunk and Usher, 2011). In terms of social cognitive theory, Zimmerman (2000) states that self-regulatory processes and related beliefs are divided into three cyclical phases, which can also be connected to learning. This cyclical structure is shown in Zimmerman's (2000) model in **Figure 4** and each phase is described below:
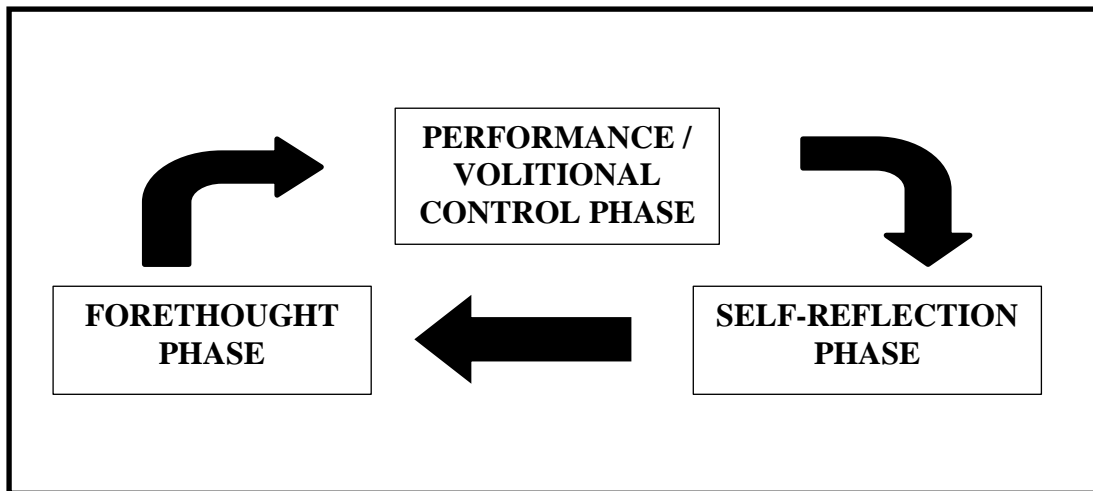
Figure 4: Cyclical Phases of Self-Regulation (Zimmerman, 2000; p. 16)

According to Zimmerman (2000), there are three phases of self-regulation, including forethought, performance/volitional control and self-reflection respectively:

1. Forethought occurs before actual performance and involves influential processes that form the stage for the actions.

2. Performance or volitional control refers to processes which happen during learning and influence attention, motivation, action and learning.

3. Self-reflection occurs after performance and consists of processes which affect one's responses to this experience. These self-reflections have impacts on forethought as regards subsequent motoric efforts, forming a self-regulatory cycle.

Zimmerman (2000) believes that self-regulation consists of cyclical phases and each phase has an effect on one another; forethought influences performance/ volitional control; performance/volitional control affects self-reflection; self-reflection impacts forethought by forming a self-regulatory cycle. **Table 1** shows these phases and their subprocesses in Zimmerman's (2000) model.

Table 1: Phases and Subprocesses of Self-Regulation (Zimmerman, 2000; p. 16)

CYCLICAL SELF-REGULATORY PHASES		
FORETHOUGHT	**PERFORMANCE / VOLITIONAL CONTROL**	**SELF-REFLECTION**
Task Analysis * Goal setting * Strategic planning	**Self-Control** * Self-instruction * Imagery * Attention focusing * Task strategies	**Self-Judgment** * Self-evaluation * Causal attribution
Self-Motivation Beliefs * Self-efficacy * Outcome expectations * Intrinsic interest / value * Goal orientation	**Self-Observation** * Self-recording * Self-experimentation	**Self-Reaction** * Self-satisfaction/ affect * Adaptive or defensive inferences
Taken from: Zimmerman, B. J. (2000). Attaining Self-Regulation: A Social Cognitive Perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds), *Handbook of Self-Regulation.* (pp. 13-41). California, USA: Elsevier Academic Press.		

2.4.5. Academic Self-Regulation

Theory and research with regard to the connection of self-regulation to the area of education appeared in the mid-1980s to discuss the ways students use to become proficient at their own learning processes. The studies on various self-regulatory processes have entailed the comprehensive definition of self-regulation of learning as "*the degree to which students are metacognitively, motivationally and behaviorally active participants in their own learning process*" (Zimmerman, 2001; p. 5). In the light of academic regulation, it can be seen that self-regulatory processes, which refer to metacognitive, motivational and behavioral processes

concerning learning, contribute to academic motivation and learning. Therefore, self-regulation in an academic domain involves self-generated thoughts, emotions and actions which are planned and adapted in a systematic way when they are necessary to influence learning and motivation of individuals (Schunk and Ertmer, 2000).

Self-regulation is not a mental ability, but is associated with the self-directive process by means of which students change their mental abilities into task-related academic skills. Thus, there emerged an implementation called **Self-Regulated Learning (SRL)**, which refers to the idea that students employ self-initiative, persistence and adaptive skill in the pursuit of learning by accepting it as proactive rather than as socially isolated (Zimmerman, 2001). Zimmerman and Schunk (1989) define self-regulated learning as the self-generated thoughts, feelings and actions of learners, which are aimed at reaching their aspirations in a systematic way. Based on the inferences of these definitions, Pintrich (2000) indicates that students should utilize adaptive cognitive, motivational or behavioral regulatory strategies to perform better in school, learn more and reach higher levels. Studies for SRL have been conducted in different academic domains such as business, mathematics, psychology, science, technology, reading and language arts, teaching and instruction (Alexander, Dinsmore, Parkinson and Winters, 2011).

Within a comprehensive and dimensional framework as regards self-regulation of learning, Zimmerman (1998a) expresses academic self-regulation involves not a permanent feature of students, but context-based processes which are applied for academic achievement in a selective manner. By expanding his own layout of dimensions of academic self-regulation designed in 1994, Zimmerman (1998a) demonstrates his description concerning **six dimensions of academic self-regulation** associated with related scientific questions, psychological dimensions, task conditions, self-regulatory attributes and self-regulatory processes used for regulating studying, as seen in **Table 2.** Therefore, it is clear from Zimmerman's (1998a) statement "*Self-regulation of studying is not a singular aspect of students; rather, it is multidimensional in scope, contextual in its application and dependent on perceived outcomes*" (p. 75).

Table 2: Dimensions of Academic Self-Regulation (Zimmerman, 1998a; p. 75)

	Scientific Questions	Psychological Dimensions	Task Conditions	Self-Regulatory Attributes	Self-Regulatory Processes
1	Why?	Motive	Choose to participate	Self-motivated	Goal setting and self-efficacy
2	How?	Method	Choose method	Planned or routinized	Task strategies, imagery and self-instruction
3	When?	Time	Choose time limits	Timely and efficient	Time management
4	What?	Behavior	Choose outcome behavior	Self-aware of performance	Self-monitoring, self-evaluation and self-consequences
5	Where?	Physical environment	Choose setting	Environmentally sensitive and resourceful	Environmental structuring
6	With whom?	Social	Choose partner, model, teacher	Socially sensitive and resourceful	Selective help seeking
Taken from: Zimmerman, B. J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 3-21). Hillsdale, New Jersey.					

Academic self-regulation involves learners' control and agency over their own learning and problem solving activities to attain permanent learning. Thus, self-regulation becomes a more comprehensive concept shaped by metacognitive, motivational, emotional and behavioral control processes as mentioned above.

2.4.6. Self-Regulatory Processes and Self-Regulated Learning Strategies

Self-regulation is a significant facet of individuals and it can be associated with some processes or strategies which are needed to regulate human functioning. Thus, self-regulation can be supplied through self-regulatory processes and various researchers studying on academic self-regulation or SRL have exemplified them.

According to researchers, self-regulation includes processes such as setting learning goals, engaging in and focusing on instruction, utilizing effective strategies for the organization, encoding and rehearsal of information to be remembered, setting up an efficient studying environment, asking for help when necessary, possessing positive beliefs about personal capabilities, the value of learning, the elements affecting learning and the expected outcomes of actions, and having pride and contentment with personal efforts (Schunk and Ertmer, 2000). Self-regulated learning strategies and self-regulatory processes of Zimmerman and Martinez-Pons (1986), Zimmerman and Risemberg (1997a), Zimmerman (1998a) and Zimmerman (2002) can also be identified in the following sections.

Zimmerman and Martinez-Pons (1986) define self-regulated learning strategies as "*actions directed at acquiring information or skill that involve agency, purpose (goals) and instrumentality self-perceptions by a learner*" (p. 615). They developed Self-Regulated Learning Interview Schedule (SRLIS) for assessing student use of SRL strategies and proposed relevant strategies based on their responses. **14 types of self-regulated learning strategies** suggested by Zimmerman and Martinez-Pons (1986) are **"self-evaluation, organizing and transforming, goal-setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking social assistance (including seeking peer assistance, seeking teacher assistance, seeking adult assistance) and reviewing records (including reviewing tests, reviewing notes, reviewing texts)"**. These strategies are also reviewed and expanded by Zimmerman (1998a) and by Zimmerman and Risemberg (1997a) in subsequent periods, and related patterns can be seen below.

In his article "Academic studying and the development of personal skill: A self-regulatory perspective"*,* **Zimmerman (1998a)** defines **ten self-regulatory processes of academic studying** and exemplifies these processes from the lives of famous writers, musicians, sportsmen and students on the basis of research evidence. These processes are based on a model proposed by Zimmerman (1994), which has four dimensions of self-regulation, including motives, methods, performance

outcomes and social/environmental resources, and which has expanded to six dimensions given in dimensions of academic self-regulation by Zimmerman (1998a) as shown in **Table 2** above**.** According to this classification, self-regulatory processes are described as follows:

1. **Environmental structuring** refers to the choice or creation of beneficial learning surroundings.
2. **Help seeking** is linked to the selection of particular models, teachers or books for helping oneself to learn.
3. **Self-monitoring** is related to the observation and tracking of personal performance and consequences through their documentation.
4. **Self-consequences** refer to the conditional use of self-rewards and punishments for achievements.
5. **Self-instruction** is linked to the explicit or subvocal verbalization for directing performance.
6. **Time management** involves the estimation and effective use of time.
7. **Goal setting** is related to the determination of aspirations, actions or results.
8. **Self-evaluation** is associated with the establishment of standards and their implementation for self-judgment.
9. **Task strategies** involve the analysis of tasks and identification of beneficial learning methods.
10. **Imagery** refers to the creation or recall mental images to facilitate learning.

As far as these self-regulatory processes determined by Zimmerman (1994) and defined in Zimmerman (1998a) are compared with **Zimmerman and Risemberg's (1997a) social cognitive model of self-regulation**, it can be observed that they are harmonious with triadic structure of self-regulation dimensions, including environmental, behavioral and personal processes, but with some alterations in the names of the processes. Among these self-regulatory processes, environmental structuring and help seeking are environmental processes; self-monitoring, self-consequences and self-instruction are behavioral processes; time management, goal setting, self-evaluation, task strategies and imagery are personal

(covert) processes. Zimmerman and Risemberg's (1997a) model will be explained in a more detailed way in the Writing section and the alterations can be seen in this part.

Zimmerman (2002) defines self-regulation as a self-directive process through which students transform their mental capabilities into academic skills. However, each learner may not be self-regulated for all activities every time as self-regulation refers to utilizing particular processes which should be adapted to a learning activity to provide students with achievement in learning. Zimmerman (2002) also states that self-regulation is not a single aspect students have, but requires the selection and the use of appropriate processes and strategies for learning tasks, and demonstrates these self-regulatory processes as follows (p. 66):

1. Setting specific proximal goals for oneself
2. Adopting powerful strategies for attaining the goals
3. Monitoring one's performance selectively for signs of progress
4. Restructuring one's physical and social context to make it compatible with one's goals
5. Managing one's time use efficiently
6. Self-evaluating one's method
7. Attributing causation to results
8. Adapting future methods

As described above, self-regulated learners are "*metacognitively, motivationally and behaviorally active participants in their own learning processes*" (Zimmerman, 2011; p. 49). With a more comprehensive explanation, metacognitive processes refer to goal setting, self-monitoring and self-evaluative feedback loops. Motivational processes include the demonstration of self-initiative, persistence and adaptive skill of self-regulated learners. Behavioral processes of self-regulation involve certain useful actions, including record keeping, environmental structuring and help-seeking. Concerning these facets, self-regulation seems multidimensional with metacognitive, motivational and behavioral processes (Zimmerman, 2011).

For successful performance, students need to be instructed self-regulated learning strategies which are expressed above. Through the use of these strategies, students can become aware of the role the integration of skill, will and self-regulation elements play in all learning circumstances to regulate and adjust their own learning processes. As Zimmerman and Martinez-Pons (1986) display, high academic achievers use more self-regulative strategies than low academic achievers, confirming the role of strategy use in achievement. Thanks to the management of their own learning, powerful self-regulators perform better than weak self-regulators in academic domains. The contribution of self-regulatory processes to the development and application of study skills can make students more aware of their progress in academic pursuits and more self-efficacious in these tasks.

2.4.7. The Characteristics of Self-Regulated Learners

Zimmerman, Bonner and Kovach (1996) assert that academic self-regulation is concerned with self-generated thoughts, feelings and actions which aim to achieve academic goals. Regarding this definition, certain self-regulatory activities have an impact on the performance of achieving students in their academic lives. When they are compared with low achievers, high-achievers set more particular learning goals, apply more strategies for learning, monitor their learning progresses more often, and adapt their efforts based on learning outcomes in a more systematic way. In addition to the processes of self-regulation used, these high-achieving students have strong self-efficacy beliefs and feel themselves responsible for their control of the learning process. To be a high achiever, students can follow a self-regulatory cycle that is structured to improve both their learning and their perception or control over the learning process (Zimmerman, Bonner and Kovach, 1996).

Zimmerman (1998b) also states that all students strive to regulate their academic learning and performance on their own by using some ways, yet there are some differences in methods and personal beliefs among students. In terms of self-

regulatory phase processes, naïve or unsophisticated learners are different from skillful or knowledgeable learners as observed in **Table 3**.

Table 3: Self-Regulatory Subprocesses of Naïve and Skillful Learners (Zimmerman, 1998b; p. 6)

SELF-REGULATORY PHASES	CLASSES OF SELF-REGULATED LEARNERS	
	Naïve Self-Regulators	**Skillful Self-Regulators**
Forethought	* Nonspecific distal goals * Performance goal orientation * Low self-efficacy * Disinterested	* Specific hierarchical goals * Learning goal orientation * High self-efficacy * Intrinsically interested
Performance / Volitional Control	* Unfocused plan * Self-handicapping strategies * Outcome self-monitoring	* Focused on performance * Self-instruction/Imagery * Process self-monitoring
Self-Reflection	* Avoid self-evaluation * Ability attributions * Negative self-reactions * Non-adaptive inferences	* Seek self-evaluation *Strategy/practice attributions * Positive self-reactions * Adaptive inferences
Taken from: Zimmerman, B. J. (1998b). Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models. In D. H. Schunk & B. J. Zimmerman (Eds). *Self-regulated learning: From teaching to self-reflective practice* (pp. 1-19). New York, USA: Guilford Press.		

As a concise list of necessary features, Montalvo and Torres (2004) reveal **the characteristics of self-regulated learners** by citing the studies conducted by various researchers (Corno, 2001; Husman and Dierking, 2000; Weinstein and Winne, 1995; Zimmerman, 1998, 1999, 2000, 2001) as follows:

1. They know cognitive strategies, such as repetition, elaboration and organization, and the ways of utilizing these strategies for organizing, elaborating, transforming and remembering information.

2. They apply metacognition, which refers to the means of planning, controlling and guiding mental processes towards goal attainment.

3. They have not only motivational beliefs and adaptive feelings, including self-efficacy, learning goals, positive feelings towards learning activities, but also the power to control and alter these feelings to make them more convenient for learning.

4. They are good at time management and effort control as well as shaping effective learning settings and seeking assistance from peers and teachers against obstacles.

5. They get involved in controlling and regulating educational activities and classroom atmosphere (e.g., the evaluation of students, the requirements of activities, the structure of classroom tasks and group work).

6. They can show effort to avoid all types of distractors (caused by both internal and external distractions) so as to sustain concentration, motivation and commitment during the performance of educational activities.

Briefly, it can be seen that self-regulated students are able to view themselves as agents of their actions, perceive learning as a proactive process, maintain self-motivation and implement strategies which provide them with the attainment of desired educational outcomes (Montalvo and Torres, 2004).

2.4.8. The Assessment of Academic Self-Regulation

Self-regulation is a fundamental construct in educational fields and the potential to self-regulate is crucial for learning, decision-making, problem-solving and resource management in education. To assess academic self-regulation, Boekaerts and Corno (2005) describe eight major categories of measurement methods used in Self-Regulated Learning (SRL) research, including self-report questionnaires, observations of overt behavior, interviews, think aloud protocols,

traces of mental events and processes, situational manipulations, recording student strategies as they work and keeping diaries. In addition, Perry (2002) states investigations of SRL are mainly based on survey methods, which refer to quantitative parameters, in order to evaluate students' self-reports of actions that are generalized across settings and situations; however, qualitative methods should gain importance as well. Qualitative methods which are used to measure SRL include classroom observations, observations in the form of running records, discourse analysis, retrospective questionnaires and interviews. These methods are significant in that they study content and context of learning and they foster instructional scaffolding in classrooms. Therefore, both quantitative and qualitative methods are required so as to measure academic self-regulation in an accurate way (Perry, 2002).

2.5. Self-Regulatory Efficacy

Individuals need to develop their capabilities for self-directedness if they want to adjust themselves for changing life standards. This case requires self-regulatory skills as lifelong development includes the mechanisms of effective self-regulation. However, knowledge and cognitive skills are needed, but not enough for ultimate achievement. Individuals generally know the steps to take in difficulties, yet unable to perform them and transform them into successful performance, showing that knowledge does not guarantee proficiency in actions (Bandura, 1997). Thus, the guarantee of proficiency in cognitive and behavioral performance can only be provided with **self-regulatory efficacy** or **self-efficacy for self-regulation**.

As well as in demanding life conditions, this requirement is also valid in academic domains and influential on students' accomplishment. As efficacious students tend to participate in challenging activities, study harder, persevere longer despite obstacles, apply effective learning strategies and display higher accomplishment, effective self-regulation is based on learners' self-efficacy beliefs for self-regulating their learning to perform in a successful manner (Zimmerman and

Martinez-Pons, 1990). Emphasizing its prominence, this essential concept and its role in academic achievement will be explained in the following sections.

2.5.1. The Concept of Self-Regulatory Efficacy

Self-efficacy bears a central function in social cognitive theory through its influence on other determinants. As a leading figure who has proposed the concept of self-efficacy in social cognitive theory, Bandura (1997) identifies two types of self-efficacy. The first one refers to academic self-efficacy that is associated with the degree to which a person feels skillful in specific subject areas across academic fields, including Science, Maths or Language Arts. The second one refers to **self-regulatory efficacy**, which is also regarded as **"self-efficacy for self-regulation"**. Self-regulatory efficacy is defined as *"individuals' beliefs about their capability to plan and manage specific areas of functioning"* (Zimmerman, 2000; p. 18). Hence, individuals' readiness to participate in and retain their self-regulatory efforts relies on their self-regulatory efficacy. In accordance with the close link between self-efficacy and self-regulation, individuals' self-regulatory efficacy involves beliefs concerning their capabilities of organizing and dealing with certain domains of functioning. Various studies show that self-regulatory efficacy beliefs have causal effects on the use of such regulatory processes as academic learning strategies, time management, resisting adverse peer pressure, self-monitoring, self-evaluation and goal setting (Zimmerman, 2000).

Self-regulatory efficacy beliefs, which specify how well subskills are ordered, organized and retained, also contribute to self-appraisal which directs behavioral achievements. In most domains of functioning, the efficacy beliefs are related to self-regulatory capabilities, which show the ability of people to carry out the behaviors even in deterring circumstances. Individuals with high self-regulatory efficacy encourage themselves not to give up since they regard these negative situations as challenges, whereas those with low self-regulatory efficacy doubt their capabilities and do not want to go on for their achievement. Hence, the most relevant concept in

the activities which must be conducted for accomplishing desired outcomes is **self-regulatory efficacy**, not self-efficacy for the activity (Bandura, 1997).

Moreover, Bandura (2006) states that higher-order self-regulatory skills direct skillful performance of human beings. These skills consist of capabilities for identifying task requirements, creating and assessing alternative behaviors, setting aspirations to direct efforts, and generating self-incentives to maintain involvement in challenging tasks and to cope with stress and unpleasant feelings. Therefore, individuals' confidence in their competence to use self-regulatory skills is significant in that it leads and inspires them to perform the actions they can. In this case, self-regulation becomes an ability of the human beings to conduct the desired behaviors even though there are distractors around. Here, the matter is not their capability to perform the tasks, but their capability to regulate and force themselves to realize these tasks despite various kinds of deterrents (Bandura, 2006). Hence, when individuals judge their competence to carry out the required behaviors in the face of setbacks, they assess their self-regulatory efficacy or self-efficacy for self-regulation, which aids them to regulate their functioning in order to attain desired outcomes.

2.5.2. The Sources of Self-Regulatory Efficacy

As self-regulatory efficacy is one type of self-efficacy, the sources it stems from are the same as the sources of self-efficacy, which are enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Bandura (1997) states reflective thought and cognitive interpretation of efficacy information, which is influenced by personal, social and situational components, can make it meaningful for individuals so that they can build a sense of self-regulatory efficacy. Therefore, experiences and prior performance attainments affect the self-regulatory efficacy of individuals, because they usually have self-doubts about maintaining the level of effort for challenging tasks and these failures show not a lack of their knowledge or skills, but an inability for regulation of their

motivation. Therefore, people enhance their self-regulatory efficacy and make more effort on their works when they selectively focus on their successes (Bandura, 1997).

Pajares (2003) also views self-modeling of capabilities beneficial for increasing self-efficacy and performance of individuals, because observing oneself encounter and manage difficulties in a progress to perform the necessary tasks can improve competence. Thus, accurate proof of progress to reach goals entails self-satisfaction and self-efficacy, which brings achievements. Since the sources of self-regulatory efficacy are parallel to the sources of self-efficacy, it is evident that self-regulatory efficacy is also influenced by self-modeling in the form of self-monitoring. Hence, it is clear that the sources through which the efficacy beliefs are gained and transmitted are parallel to each other as students with high self-regulatory efficacy have similar beliefs in their academic capabilities (Pajares, 2002).

2.5.3. The Assessment of Self-Regulatory Efficacy

The measurement of personal efficacy without a context has a weak value for prediction, so specific domain-linked measures of self-efficacy have explanatory and predictive power. If the main aim of the measurement is explanation and prediction of a certain level of performance in a particular condition, an efficacy measure of high specificity is the most relevant. Thus, the use of self-efficacy measurement in a specific domain is considered to be more effective type (Pajares and Valiante, 2006).

The assessment of self-regulatory efficacy possesses the same features expressed above. Scales used to measure self-regulatory efficacy include the types of the challenges and obstacles, which are placed into the items. In these scales, individuals assess their capabilities to cope with the challenges or overcome different setbacks in a certain domain (Bandura, 2006). The statements in the items should consist of the expressions using "can do" instead of "will do", because "*CAN is a judgment of capability whereas WILL is a statement of intention*" (Bandura, 1997; p. 43). These scales measuring self-regulatory efficacy can be exemplified as

Children's Multidimensional Self-Efficacy Scale (Bandura, 1989), Self-Efficacy for Self-Regulated Learning Questionnaire (Zimmerman and Kitsantas, 2005) and The Writing Self-Regulatory Efficacy Scale (Zimmerman and Bandura, 1994).

2.5.4. The Role of Self-Regulatory Efficacy in Academic Achievement

Self-regulatory efficacy or self-efficacy for self-regulation is an individual's belief in his/her capability to utilize the necessary strategies to initiate, monitor and complete an activity (Bandura, 1997). This term is also associated with the definition of self-regulated learners as *"Students are self-regulated to the degree that individuals are metacognitively, motivationally and behaviorally active participants in their own learning process"* (Zimmerman, 2001; p. 5). Research evidence demonstrates efficacious self-regulators can set challenging learning goals, monitor and judge their actions better, carry out effective strategies for their academic performances. Hence, they have more successful achievements. On the contrary, the ones with fewer self-regulatory skills establish fewer goals, ignore self-monitoring and self-evaluation, implement fewer operational strategies for their learning, which leads to less successful academic performance (Zimmerman and Bandura, 1994).

Learners need to be instructed self-regulated learning strategies for successful performance. Through the use of these strategies, learners become aware of the role the integration of skill, will and self-regulation elements play in all learning circumstances to regulate and adjust their own learning processes. For instance, Zimmerman and Martinez-Pons (1986) display that high academic achievers use more self-regulative strategies than low academic achievers, confirming the role of strategy use in achievement which becomes a triggering reason for strategy instruction. Thanks to the management of their own learning, powerful self-regulators perform better than weak self-regulators in academic domains.

As the leading figures of academic self-regulation, Zimmerman and Martinez-Pons (1990) assert that the use of self-regulatory processes by students

provides motivation and guidance for their learning. They also indicate the strategies learners utilize for learning are more significant than their own skills, so self-regulation exceeds talent in its effect on achievement. Therefore, the contribution of self-regulatory processes to the development and application of study skills can make students more self-efficacious and more aware of their progresses in academic pursuits. Within a similar framework, academic self-regulation has an impact on learning when students apply it by noticing their own strengths and weaknesses; setting appropriate aspirations for themselves; implementing strategies to reach them; monitoring their study time in an effective way and persevering against academic difficulties (Zimmerman, 2002; Zimmerman, Bandura and Martinez-Pons, 1992).

The aspect of self-directed learning, which involves the ability to activate, guide and maintain one's instructional efforts, is sometimes disregarded even though it has a central impact on academic achievement. If students cannot manage themselves to perform academic activities, cognitive processing skills as well as metacognitive ones cannot enable them to have achievements. Thus, high efficacy to regulate motivation and instructional activities enhances the strength of academic efficacy and goals (Bandura, 1997). With the same perspective, Usher and Pajares (2008) state students' self-regulatory efficacy beliefs have a strong impact on their academic selections and outcomes. They add that students' possession of self-regulatory abilities does not entail their effective and systematic utility by students by itself, because this heavily relies on the degree students confide in their competence to implement these strategies, which refers to self-regulatory efficacy or self-efficacy for self-regulation.

As regards the characteristics peculiar to students, those with high self-regulatory efficacy trust their competence to learn academic subjects and gain academic skills whereas students who do not possess this assurance are uncertain of their capability to realize successful academic performances (Bandura, 1997). Students who believe in their capabilities to manage learning can guide their motivation (e.g., task choice, effort and persistence), apply self-regulation (e.g., set aspirations, use necessary learning strategies, monitor their understanding, assess

their goal progress) and form productive settings for learning (e.g., eradicate distractions, find successful study partners) (Schunk and Usher, 2011). In contrast, students with low self-regulatory efficacy tend to have achievement anxiety, overestimate the difficulty of the tasks, see their personal inadequacies, remember their previous failures more frequently, feel anxious about terrible results of failure, visualize unsuccessful future and imagine themselves in inefficient performances (Bandura, 1997). To reduce the degree of academic anxiety, students should be taught self-regulatory skills and self-instruction techniques, highlighting the role of self-regulatory efficacy in students' academic achievement.

In order to display the influence of self-regulatory efficacy on other constructs, Zimmerman, Bandura and Martinez-Pons (1992) indicate that students are more confident in their efficacy to succeed in academic subjects when they have higher self-regulatory efficacy. Efficacy beliefs also foster academic accomplishment not only in a direct way but also by enhancing personal goals, because self-regulatory efficacy beliefs work in accordance with personal goals for contributing to academic achievements. Moreover, students who have stronger self-regulatory efficacy beliefs view themselves as responsible for their academic consequences, demonstrating that self-regulatory efficacy has a predictive role in students' responsibility for learning (Zimmerman and Kitsantas, 2005, 2007; Zimmerman and Martinez-Pons, 1992; cited in Ozkasap, 2009).

Usher and Pajares (2006) demonstrate the studies assessing students' beliefs in their possession of self-regulatory strategies needed for educational achievements have verified that self-regulatory efficacy has a positive influence on motivation and academic achievements of students. From this viewpoint; students, who trust their self-regulatory potential, feel that they are able to apply strategies and use resources to conduct an activity successfully. Thus, effective self-regulators view themselves as more skillful at monitoring their progress and closer to academic achievement. By citing from various researchers, Pajares (2002) also displays this component is associated with motivation and accomplishment in various academic domains, and students' beliefs in their self-regulatory abilities are related to other motivational

constructs as well. They are positively connected to their academic self-concept, self-efficacy, value given for academic tasks, achievement goals and academic achievements; yet negatively linked to anxiety for academic tasks.

In social cognitive theory, self-efficacy for regulating thoughts, motivation, affect and action by means of self-reactive influence is the central aspect of the agentic approach to self-regulation (Bandura, 1997). However, these self-regulatory skills are developed due to social influences and personal standards. Thus, the activities in the academic areas and their self-regulatory efficacy for these activities are generally affected by students' gender (Bussey, 2011). When gender differences in terms of students' self-regulatory efficacy have been examined in academic domains, female students are observed to have stronger self-regulatory efficacy (Mills, Pajares and Herron, 2007; Zimmerman and Martinez-Pons, 1990). In terms of the field of writing, similar findings in favor of female students have been witnessed for the levels of self-regulatory efficacy (Pajares, Britner and Valiante, 2000; Pajares, Miller and Johnson, 1999; Pajares and Valiante, 2001). Nevertheless, it has been stressed by Pajares (2002) that the variety between girls and boys with regard to their self-regulatory efficacy may result from gender orientation, not gender itself since femininity is seen related to this concept.

As well as the variance in terms of gender, researchers have explored the variance in students' self-regulatory efficacy and their use of self-regulatory strategies in terms of grade levels. Ozkasap (2009) cites the research conducted by Pajares and Valiante (2002), Usher and Pajares (2008) and Caprara et al. (2008), and conveys that these studies have verified the decline in students' self-regulatory efficacy as they progress in the grade levels. Based on these findings, Pajares and Valiante (2002) assert that students learn different self-regulatory processes and have proficiency at academic areas, yet lose their beliefs in their capability to regulate their learning as they grow up and advance in the educational system. These researchers also express the decrease in self-regulatory efficacy in grade levels might be due to the demanding nature of academic tasks, attractive activities and distractors

faced in the transition era from childhood to adolescence, and loss of self-assurance for self-regulatory learning skills against life challenges (cited in Ozkasap, 2009).

As expressed in the previous sections related to self-efficacy and self-regulation, Bandura's (1986) Social Cognitive Theory highlights the prominence of self-regulatory efficacy or self-efficacy for self-regulation, which is associated with individuals' beliefs in their self-regulatory capabilities. In accordance with this standpoint, various researchers have carried out studies on academic self-regulation and displayed the link between students' academic accomplishment and their confidence in their application of self-regulatory strategies to guide and master learning. Hence, self-regulatory efficacy is indispensable to consider significant for learning and academic performance, which is explained through the studies below.

Zimmerman, Bandura and Martinez-Pons (1992) have assessed high school students' beliefs in their competence for self-regulation of learning in various aspects. These features consist of their ability for shaping environments appropriate to learning, planning and organizing academic activities, using cognitive strategies, motivating themselves for their school work, completing academic assignments within deadlines and studying instead of more attractive activities. Students express the highest self-efficacy for managing the content facets of learning, yet low self-efficacy for managing themselves to pursue academic activities. Hence, the feature of self-directed learning, which refers to the ability to activate, guide and maintain one's instructional efforts, has been ignored by these students although it has a crucial effect on academic achievement. Zimmerman, Bandura and Martinez-Pons (1992) also state that high levels of self-regulatory efficacy entail high self-efficacy for academic success and the latter increases academic achievement by helping students raise their academic goals, confirming the link between self-efficacy, self-regulation and accomplishment. It also shows that students, who believe in themselves to regulate their academic activities in a strategic way, are more self-assured to succeed in academic subjects and reach better academic performance.

Conducted to investigate the effect of self-efficacy and other motivational self-beliefs on the accomplishment of undergraduate intermediate French students, Mills, Pajares and Herron (2007) reveal that self-efficacy for self-regulation has a powerful predictive value for French language accomplishment than self-efficacy to get grades in French, French anxiety in reading and listening, and French learning self-concept. Therefore, it is clear that students who view themselves as efficacious in implementing self-regulatory strategies to regulate their study time in a successful manner tend to have better academic achievement in this language. In addition, the results of the study indicate that self-efficacy for self-regulation differs based on gender. Although both male and female students have similar scores in terms of accomplishment, female students state that they have stronger self-efficacy for self-regulation. On the whole, this study shows the contribution of self-efficacy for self-regulation to the accomplishment of undergraduate French students.

Emphasizing the significance of self-instruction and self-regulatory strategies in her study with students who learn Russian, Bown (2009) also believes self-regulated learners recognize themselves to have personal agency in the learning process. They execute this agency by shaping the learning setting to meet their needs, setting appropriate goals and deadlines for themselves, managing their affective responses throughout learning. When they see themselves as agents in the learning process, they apply self-regulation more effectively. Conducted on EFL students' self-efficacy for self-regulated learning, Ozkasap (2009) asserts that Turkish university EFL students view themselves moderately self-efficacious in terms of learning English through self-regulation and perceived responsibility. As well as creating educational surroundings in which students can have self-regulatory efficacy and control their English learning processes, this study implies considering affective processes of students, developing their self-regulated learning strategies and strengthening their self-regulatory efficacy beliefs to foster student agency and autonomy within EFL contexts.

Academic self-regulation mainly includes three components, which refer to metacognition, motivation and behavior. Zimmerman (2011) displays the influential

function of motivational beliefs in students' self-regulation of their learning. High motivation can enhance students' attention to their learning processes and outcomes; their choice of a task; their effort to learn a challenging task and their persistence on a demanding task. Consequently, students' motivational level impacts initiation, guidance and maintenance of their efforts to self-regulate learning (Zimmerman, 2011). As long as motivation entails self-regulatory efficacy for students, the duty of teachers is to provide their students with required components of learning, including motivation and self-regulatory efficacy since all learners need to believe in their power inside to attain ultimate academic achievement.

2.5.5. The Relation of Self-Regulatory Efficacy with Academic Self-Efficacy

As mentioned previously, Bandura (1997) determines two types of self-efficacy. The first one is **academic self-efficacy**, showing the degree to which a person feels skillful in specific subject areas across academic fields. The second one is **self-regulatory efficacy**, also known as **"self-efficacy for self-regulation"**. Self-regulatory efficacy involves individuals' confidence in their capability to regulate their learning and use self-regulatory skills. As far as the interaction between these two types of self-efficacy is concerned, it can be asserted that both academic efficacy and self-regulatory efficacy have reciprocal influences on cognitive and metacognitive learning strategies. Students with higher academic self-efficacy use cognitive strategies more, manage their time and learning settings better, monitor and regulate their learning more carefully than students with lower academic self-efficacy (Pintrich and Schrauben, 1992; cited in Bandura, 1997). This demonstrates that stronger academic efficacy beliefs go along with frequent application of self-directed learning strategies, which displays the reciprocality between academic self-efficacy and self-regulatory efficacy of students.

Displaying the link between self-efficacy and self-regulation, Bandura (1991) mentions that self-regulation includes the self-efficacy mechanism which has an essential effect on the execution of self-agency by its powerful influence on thought, affect, motivation and action, showing the connection between self-efficacy beliefs

and self-regulatory processes. For this reason, self-regulatory efficacy is considered to have a central role in human functioning. In academic domains, Pajares (2008) indicates that self-efficacy beliefs affect different features of self-regulation. Students with high self-efficacy apply more cognitive and metacognitive strategies; study more and persist longer against difficulties than students who doubt themselves (cited in Zimmerman, 2011). With this purpose, the role of self-efficacy in self-regulation has been examined in various academic fields. In addition to confirming the value of self-efficacy for self-regulation, the studies expressed as follows display the positive relationship between self-efficacy and self-regulation through the use of self-regulated learning strategies with strong support.

Zimmerman and Martinez-Pons (1990) demonstrate that students' academic self-efficacy in the forms of mathematical and verbal efficacy positively correlate with their efforts to direct their learning and their implementation of self-regulated learning strategies (e.g., self-evaluating, goal setting and planning, keeping records and monitoring). They also show that students with high self-efficacy are more likely to apply more self-regulated learning strategies than those with low self-efficacy. Similarly, Bouffard-Bouchard, Parent and Larivée (1991) indicate that self-efficacious students are more successful at monitoring and adapting their performance with longer persistence than their peers. As students with high self-efficacy utilize self-regulation better by using their work time more efficiently, being more perseverant and applying correct solutions for problems, the researchers show the independent contribution of self-efficacy beliefs as well as self-regulative processes to cognitive performance (cited in Schunk and Ertmer, 2000).

Wang (2004) examines English language acquisition of four Chinese children in his dissertation to investigate the link among self-efficacy, SRL strategies and achievement in learning English by these children. The study displays that children with high self-efficacy have mentioned their use of more SRL strategies and have better achievement in learning English than children with low self-efficacy. Supporting the previous research evidence, Wang (2004) states the observed behavior of children in terms of language acquisition process, including

perseverance, effort and active participation is closely linked to their self-efficacy beliefs and their use of self-regulated learning strategies. Carried out with the same aim one year later, Wang and Pape (2005) also show the link between self-efficacy, SRL strategies, and English learning achievement in another study that four fifth-grade children from Chinese or Taiwanese family background have participated. This research reveals the children who have high self-efficacy for learning EFL apply more SRL strategies and are more successful in English learning than their peers.

Similar to Mills et al.'s (2007) study on French language but with a different viewpoint, Gahungu's (2009) study demonstrates the interrelationships among language learning strategy use, self-efficacy and language ability of research participants who learn French as a foreign language in a university setting. With a clearer expression, positive relationships are found between language learning strategy use and language ability of foreign language learners; strategy use and self-efficacy of students; self-efficacy and language ability of students respectively in this study. This research evidence is considered parallel to the prior studies showing that the use of language learning strategies is associated with students' self-efficacy, and students who use these strategies reach higher levels of linguistic accomplishment than students who do not use them.

As a general inference from the research evidence expressed so far, the studies examining the connection between self-efficacy and self-regulation indicate better achievement of students who apply self-regulatory processes. This is because of self-regulated learners' consideration of themselves to be able to manage their learning processes and to reach their academic aspirations. It can also be deduced that there is a reciprocal link among academic self-efficacy, implementation of self-regulation strategies and achievement. When students perceive their use of strategies in an effective way, their self-regulatory efficacy is enhanced. Thus, they reciprocally continue employing more strategies and the observation of their success boosts their academic self-efficacy, which reaches them ultimate academic achievement.

2.6. Writing

"*The pen is mightier than the sword*". As viewed in this famous quote of Edward Bulwer-Lytton in his play *Richelieu or the Conspiracy* (1839), **writing** is one of the most powerful means of humanity. Writing enables human beings to communicate with others, preserve a sense of heritage, express knowledge and ideas, persuade other people and present self-expression (MacArthur, Graham and Fitzgerald, 2006). They also state that research on writing and related issues enlightens the theoretical, methodological and instructional advances in this field and gives insights to teachers so as to inspire their students although writing is seen as "*neglected R*" in the 2003 Report prepared by the National Commission on Writing in America's Schools and Colleges.

Writing is difficult for all students, yet it is more difficult for nonnative speakers or learners of English, like Turkish learners of English since they are expected to produce pieces of writing which display the mastery of all elements required in the language learned. However, as long as they learn how to write by writing, they can hold a sense of self-efficacy to improve language acquisition by utilizing words, sentences, paragraphs and compositions, which form blocks of writing. In addition, they can learn to self-regulate by following necessary stages of the writing process which were described by many researchers. Therefore, it can be concluded that **writing skill** is associated with the construct of **self-regulatory efficacy (self-efficacy for self-regulation)**, being the main issues of this thesis study. The notions related to writing skill will be explained in the next sections and the role of self-regulatory efficacy in writing achievement will be described subsequently.

2.6.1. The Concept of Writing

Associated with production, **writing** is one of the language skills human beings benefit in their life paths; thus, it is considered as a productive language skill like speaking. However, as regards the differences between written and spoken

discourse, Ur (1996) expresses that writing is a learnt skill, which has the features of permanence, explicitness, density, detachment, organization, slowness of production as well as speed of reception, standard language and pure amount of importance. Tolchinsky (2006) refers to writing as a word with three different meanings which involve the process of marking letters on a surface or the system of letters; the process of producing all types of texts and the way or the language used in writing. Therefore, Tolchinsky (2006) states writing can be viewed as *"a notational system", "a mode of production"* and *"a discourse style"* respectively (p. 83).

Zimmerman and Risemberg (1997a) consider writing to be *"more than a literary expression of cognitive skill"* and define it as *"a social cognitive process wherein writers must be aware of readers' expectations and must be willing to devote the personal time and effort necessary to revise text drafts until they communicate effectively"* (p. 76). In the light of this candid connection between individuals and writing, Newkirk (1997) regards writing as "*self-presentation*" and personal writing as "*performance of self*" (p. 3). Individuals express their thoughts, emotions or perspectives and get an insight by writing personal texts, which are seen as a meaning-making genre. Similarly, students express themselves by writing different types of texts in their academic lives; thus, students should be given instruction in writing skill in order to learn presenting "self".

Writing is viewed as a significant component of thinking and learning in academic environments and writing tasks are considered to be a crucial means for cognitive and social development of students. Therefore, writing activities can be utilized for various educational purposes, such as measuring knowledge of students, activating critical thinking, triggering creativity, providing discourse as an element of a professional society and stimulating cognition (Hammann, 2005). For this reason, students' capability to promote knowledge and opinions by means of writing plays an essential part in their academic and professional achievements.

Considering the statements above, it is evident that writing requires high levels of self-referent beliefs and self-regulation related to this skill since it is a

difficult skill to master. Hence, it can be claimed that self-efficacious learners can be more self-regulated, apply self-regulating strategies more often and persevere at challenging academic activities related to writing. As students are likely to approach writing tasks with higher goals and more confidence by means of self-regulation, the processes related to enhancing self-efficacy for self-regulation should be integrated into teaching models of writing skills (Montalvo and Torres, 2004).

2.6.2. The Approaches and Components of Writing

Writing is an ongoing, recursive process of identification of the most effective way to express personal thoughts and feelings. Writing can be a challenging skill for native and nonnative speakers of English as writers have to consider a number of points, including context, content, organization, purpose, audience, vocabulary, grammar, syntax, mechanics, such as spelling and punctuation to produce a piece of writing.

Richards (1990) mentions two approaches to writing, which are "the process approach" and "the product approach", and writing instruction mainly includes teaching in these approaches. **The product approach** focuses on the ability to produce correct texts or "products" and it leads to practice in the structure and organization of paragraphs and texts with various types. On the contrary, **the process approach** involves cognitive processes in writing, which are prewriting (rehearsing), drafting and revising, and it emphasizes that process is more important than product. Including a personal style in writing, process approach seems to be more effective than earlier product approach for teaching writing in a foreign language. Thus, learners can improve not only their Lower Order Concerns (LOCs) by looking at surface, mechanical errors, but also their Higher Order Concerns (HOCs) by looking at the development of ideas, organization and the overall focus of what they are writing throughout the stages of their writing process (Richards, 1990).

Writing is mostly considered to be a process including certain components and recurrent stages in which writers evaluate the aspects they use for writing constantly. This process can be described with recursive phases and the strategies of self-regulated writers with more focus on motivational and affective features. For this reason, Hedge (1991) states successful writing needs many components such as a high degree of organization to develop ideas and information, a high degree of accuracy not to have meaning ambiguity, the employment of grammatical devices, appropriate vocabulary and sentence structures to generate a text suitable for subject matter and readers. Adopting the process approach for writing and the application of necessary phases, Hedge (1991) describes the elements of the writing process as "composing" which contains prewriting and drafting stages, "communicating" which is linked to audience, "crafting" which involves producing coherent and appropriate texts, "improving" which refers to redrafting and editing work, and "evaluating" based on criteria teachers use in selecting or designing writing tasks and materials.

With a similar view, Gardner and Johnson (1997) indicate the stages of the writing process as "prewriting" to create ideas for writing, "drafting or rough draft" to write ideas on paper, "self-editing or rereading" to proof personal work, "peer conference or sharing with a peer revisor" to share and make recommendations for improvement, "revising" to improve the content and structure of the text, "teacher conference or final draft" to produce final copy of personal work, and "publishing" written pieces of writing. In addition, Yigit (2011) cites Blanchord and Root (2004) to mention the techniques used in the stages of writing. These techniques include "selecting a topic, brainstorming, clustering, listing, free writing, determining the audience, planning and outlining" for pre-writing; "writing the first draft" for while-writing; "revising, proof-reading and editing, writing a final draft" for post-writing.

Consequently, writing is a skill which is difficult to manage since it has various components and processes to handle. In order to enable students to have proficiency in this challenging language skill, teachers should strive to focus on all necessary elements of writing and provide their students with the opportunity for gaining writing competence.

2.6.3. The Approaches of Writers

Based on the approaches and components of writing expressed above, students who perform writing tasks assess themselves as writers, appeal to certain approaches and implement some processes which they consider essential for writing. In a study conducted among the social science graduates, Torrance, Thomas and Robinson (1994) specify three groups of writers that were determined based on the strategies they utilize while writing: Planners, Revisers and Mixed Strategy Writers. Planners are writers who plan with great attention and make few revisions, Revisers are writers who form content and structure by means of detailed revision, and Mixed Strategy Writers are those who not only plan before writing but also revise greatly in their writing processes.

Measuring by the Inventory of Processes in College Composition (IPIC) designed by Ellen Lavelle in 1993, Lavelle and Zuercher (2001) investigate university students' writing approaches related to their beliefs about the nature of writing and themselves as writers. According to this distinction, there are two approaches- deep and surface approaches. **Deep approach** is based on "*seeing the task as a whole and proactive engagement in learning*" whereas **surface approach** is based on "*reproduction of information and memorization*" (Lavelle and Zuercher, 2001; p. 374). The inventory demonstrates five factors which mirror the writing approaches within the deep and surface approach continuum, including elaborative, reflective-revision, low self-efficacy, spontaneous-impulsive and procedural categories. Both elaborative approach and reflective-revision approach form deep approaches. On the contrary, low self-efficacy approach, spontaneous-impulsive approach and procedural approach are confirmed as surface approaches. However, there are some differences among these categories, which are distinguished by the writer's connection to writing. The approaches, which writers use within the deep-surface approach continuum, can be demonstrated with relevant motives and strategies in **Table 4** (Lavelle and Zuercher, 2001; p. 389)**.**

Table 4: Approaches to Writing (Lavelle and Zuercher, 2001; p. 389)

	APPROACH	MOTIVE	STRATEGY
1	Elaborative	To self-express	Visualization, audience
2	Reflective-Revision	To make meaning	Revision, reshaping, drafting
3	Low Self-Efficacy	To acquire skills / to avoid pain	Study grammar, collaborate, find encouragement
4	Spontaneous-Impulsive	To get it done	Last minute, no planning or revision, just like talking
5	Procedural	To please the teacher	Observe rules, organize and manage writing
Taken from: Lavelle, E. & Zuercher, N. (2001). The Writing Approaches of University Students. *Higher Education*, *42* (3), pp. 373-391.			

2.6.4. The Role of Gender in Writing Achievement

As far as previous studies in academic domains are concerned, the influential role of gender cannot be denied in students' academic achievement. Research evidence shows that males are more likely to choose Maths and Science fields for academic career whereas females tend to select Language Arts and Social Sciences, which is parallel to their achievement in academic areas. Pajares (2003) indicates "*Some gender differences in social, personality and academic variables may actually be a function of gender orientation- the stereotypic beliefs about gender that students hold- rather than gender*" (p. 150). On account of these gender stereotypical beliefs, students consider the areas of science, mathematics and technology to be male-dominated with a masculine orientation as opposed to language arts which are viewed as female-dominated with a feminine orientation. Most students, especially younger ones, regard writing as a feminized activity, so femininity is associated with motivational beliefs about writing achievement. Hence, a challenge for language teachers would be to change the views of students about writing and to enable boys as well as girls to perceive writing as valuable and relevant to themselves (Pajares, 2003; Pajares and Valiante, 2006).

Writing performances, motivation and efficacy beliefs of students vary based on gender. It is found in the studies that girls mention their stronger beliefs in their writing competence than boys, at least in the middle school years (Pajares and Valiante, 1997, 2001). However, these varieties may decrease or even reverse as students become older; for instance, in Pajares and Johnson's (1996) study, boys are found to have stronger confidence in writing than girls at grade 9. Pajares and Valiante (2006) consider this case normal since it is reported that girls' academic motivation and self-perceptions of capability decline when they enter high school, maybe when they realize the focus on a masculine form of discourse in the classrooms. Furthermore, female students are observed to have stronger self-regulatory efficacy as well (Pajares, Britner and Valiante, 2000; Pajares and Valiante, 2001). Nevertheless, these gender differences mentioned may partially stem from prior achievement in writing. Differences which are in favor of girls are made nonsignificant when prior success is controlled (Pajares and Valiante, 1999).

Despite scoring better on writing performance instruments and being assessed as better writers by their teachers, girls do not always indicate higher efficacy in writing. Pajares and Valiante (2006) cite Wigfield, Eccles and Pintrich's (1996) study in which boys are found to report higher efficacy in scales by being more self-rewarding while girls are likely to be more humble in their confidence judgments about their writing capability. According to Nodding's (1996) assertion, this case may be because of a different 'metric' possibly used by girls and boys for reporting confidence judgments. Thus, real differences in self-efficacy and self-regulatory efficacy in writing proficiency may be masked due to this kind of a response bias (Pajares, 2003). This is evident from the studies of Pajares, Miller and Johnson (1999) and Pajares and Valiante (1999) that there is no gender difference in writing self-efficacy and self-regulatory efficacy, yet girls view themselves as better writers than boys as well as being more successful in language arts with better performance.

Most of the studies conducted to observe gender differences in writing indicate a positive correlation between students' self-perceptions and their performance. Peterson (2006) states that these studies favor girls as better writers

with regard to their written products, their writing processes through strategies, their confidence as writers and their opinions about the value and contentment drawn from writing. Peterson also mentions that girls produce more descriptive written products which contain better use of conventions, and girls have a more formal, reflective approach to writing by planning, revising and editing their writing.

It is mostly known that female students are more successful at writing since writing is considered to be a feminine task. To inquire this condition in her study, Hansen (2009) has investigated gender differences in students' writing self-efficacy beliefs, writing attitudes, writing preferences and gendered perceptions about writing in English classrooms in New Zealand. The results of the study display that boys have higher levels of negative writing satisfaction and less writing enjoyment, supporting the previous research evidence favoring females who view themselves as better writers than their male peers. Furthermore, there are gender differences in the writing genre preferences of boys and girls although students in this study do not regard writing as an inherently feminine or masculine activity (Hansen, 2009).

In order to determine the real reason of gender differences in students' writing, Pajares and Valiante (2001) have examined whether gender differences in students' writing motivation and achievement are caused by gender-stereotypic beliefs, rather than gender. Girls have expressed higher writing self-efficacy, writing self-concept, self-efficacy for self-regulation, value of writing and stronger task goals as well as higher grades in language arts. The findings of their study show that a feminine orientation has an adaptive role in writing domain while a masculine orientation is useful when it is accompanied by a feminine orientation. This situation is also stressed by Pajares (2002) in that the variety between girls and boys with regard to their self-efficacy and self-regulatory efficacy may result from gender orientation, not gender itself since femininity is seen related to this concept.

Consequently, it is concluded from the prior research that a number of gender differences in writing motivation and accomplishment are produced by gender orientation, not by gender, as supported by the statement expressed by Pajares (2003)

at the beginning of this section. For enabling students to acquire a balanced self-view, Pajares and Valiante (2001) state that it is the duty of teachers to provide their students with gender self-beliefs which include not only the feminine expressiveness but also the masculine instrumentality. This can be the only solution for boys' weak efficacy beliefs for writing skill as well as their avoidance from writing tasks in both academic settings and career development.

2.7. Self-Regulatory Efficacy and Writing

Although the nature of writing is concerned as a challenging and demanding process which affects motivation, students mostly depend on their beliefs, attitudes, knowledge and self-regulation skills for the writing process in order to fulfill a writing activity. Zumbrunn (2010) states that positive attitudes and beliefs, adequate writing knowledge and effective self-regulation skills produce better outcomes for writers whereas negative attitudes and beliefs, insufficient writing knowledge and limited self-regulation skills impede writing progress and eventual success of students. From a similar framework in Hammann's (2005) study, writing enjoyment is observed as an essential element in the writing process. Moreover, this element is perceived among the students who are self-efficacious and self-regulated as they execute self-regulatory behaviors throughout the writing process to enjoy writing.

Writing is both a meaning-making process and an activity by means of which people involve in self-understanding. Meaning can be built through self-analysis and self-reflection. Thus, researchers examine the role of students' self-processes and believe that self-beliefs of students as for their writing processes and capability are essential for their achievement as writers through their impact on writing motivation and writing performance (Pajares and Valiante, 2006). The influential role of efficacy beliefs in writing activities has been confirmed in various studies. When the students have higher self-efficacy in their writing capabilities, they become less apprehensive about writing, view these skills as more beneficial for their achievements and have better writing performances (Pajares and Valiante, 1997).

Writing is a challenging skill to have proficiency due to its various components and processes. Thus, teachers should provide them with a sense of self-regulatory efficacy, which refers to self-efficacy for self-regulation. When students gain self-regulatory efficacy, they can believe in their capability to regulate their writing process so that they feel they can achieve better outcomes in writing skill. Therefore, the contributory impact of self-regulatory efficacy on students' writing achievement cannot be denied, which combines the role of self-efficacy and self-regulation in writing skill. Before emphasizing its role in writing accomplishment, it is initially necessary to describe writing self-efficacy and self-regulation of writing.

2.7.1. Writing Self-Efficacy

The researchers in the field of writing have investigated the processes in which writers are involved while composing a text and have revealed that both cognitive and affective aspects are influential on writing. Being an affective factor, Pajares (2003) assumes the beliefs of students in their writing capabilities affect their writing performance via a link between writing self-efficacy and writing outcomes.

Writing self-efficacy is defined as "*individuals' judgment of their competence in writing, specifically their judgment of their ability to write different writing tasks and of their possession of varying composition, usage and mechanical skills*" (Pajares and Johnson, 1994; p. 9). Hence, writing self-efficacy is associated with students' perceptions of their writing proficiency with regard to various writing tasks and skills. Spicer (2009) also refers to writing self-efficacy (or "*written English self-efficacy*" in her own terms) as the beliefs of students in their potential to perform written tasks in English, which contain diverse texts such as essays, stories, descriptions, etc. by using correct grammar, vocabulary, spelling and punctuation.

A variety of studies have been conducted to examine the link between writing self-efficacy and writing performance by different researchers (Hammann, 2005; McCarthy, Meirer and Rinderer, 1985; Pajares and Johnson, 1994, 1996; Pajares and

Valiante, 1999; Sanders-Reio, 2010; Schunk and Schwartz, 1993; Shell, Colvin and Bruning, 1995; Shell, Murphy and Bruning, 1989; Spicer, 2009; Zimmerman and Bandura, 1994; Zumbrunn, 2010). In these studies, students' writing self-efficacy beliefs are observed to have predictive value for their writing performance, which shows a positive link between writing confidence and writing competence, verifying the predictive role of self-efficacy as claimed by social cognitive theory.

Concerning the evidence revealed in the studies above, it is seen that students who feel more powerful and efficacious as writers approach writing tasks with more self-confidence and self-representative perception; determine higher and challenging writing goals for themselves; work harder to fulfill these goals and strive to regulate themselves in the face of difficulties they encounter throughout the writing process. Therefore, teachers should primarily consider the points entailing self-efficacy as for writing skills while structuring their curriculum since strategic classroom practices can increase students' writing self-efficacy in addition to their writing achievement.

2.7.2. Self-Regulation of Writing

Social cognitive theory proposed by Bandura (1986) fosters academic self-regulation in which students regulate the cognitive, metacognitive, behavioral, motivational, affective and social aspects of their intellectual functioning. Thus, the application of self-regulatory skills entails better academic consequences and skillful self-regulators have higher academic grades. However, writing brings certain difficulties to self-regulation as writing activities require self-performance based on self-schedule, creative efforts with long and hard periods of work and revision of writing to achieve the quality standards (Bandura, 1997). Therefore, various means of self-discipline can be provided through instruction in self-guidance and in writing strategies. The reason of promoting self-discipline is to strengthen students' self-efficacy beliefs as well as the structure and quality of writing texts, which are needed in their writing performance (Zimmerman and Bandura, 1994).

Zimmerman and Risemberg (1997a) consider writing beyond a fictional manifestation of mental ability and regard it as a social cognitive process in which writers should appreciate the expectations of readers and be voluntary to devote time and effort to the revision of texts till their expressive transmission to readers. In line with this statement, they believe that effective writing is based on high levels of self-regulation as writing is a deliberate, self-started and self-maintained task. Similarly, Graham and Harris (2000) regard successful writing as a goal-oriented activity by quoting from Flower and Hayes (1980) who mention "*A great part of the skill in writing is the ability to monitor and direct one's own composing process*" (p. 39).

By concerning the assertion related to the role self-regulation plays in social cognitive theory and the challenges writing entails, Zimmerman and Risemberg (1997a) define **self-regulation of writing** as "*the self-initiated thoughts, feelings and actions that writers use to attain various literacy goals, including improving their writing skills as well as enhancing the quality of the text they create*" (p. 76). As seen in this definition, self-regulation of writing requires writers to implement cognitive, affective and behavioral aspects of self-regulation in order to increase their writing competence and performance. In addition, Graham and Harris (2000) similarly mention that the more self-regulated writers utilize necessary strategies, the more efficacious they feel themselves, which in turn stimulates writers' self-satisfaction, intensifying their interest in the writing task and writing in general.

Parallel to this assertion, the studies of Zimmerman and Kitsantas (1999, 2002) show that the instruction in self-regulatory strategies positively influences students' writing performance as well as their attitudes to writing, which include self-efficacy, self-satisfaction and interest in the writing task. Furthermore, it is observed that high competence to cope with writing challenges as a strategic writer entails strong self-efficacy beliefs, high degree of self-satisfaction and interest in the writing activity (cited in Hidi and Boscolo, 2006). Harris et al. (2008) view self-regulation as a necessity for the writer to be goal-oriented, resourceful and reflective by using cognitive processes and strategies appropriate for planning, text production and revision. Consequently, it is clear that self-regulation in the writing process is crucial

for effective writing and it should be integrated into academic settings to enhance not only students' competence but also their performance in writing.

2.7.3. Self-Regulation Models and Self-Regulatory Processes in Writing

Writing is a demanding task as there should be coordination among different cognitive, metacognitive and linguistic processes. Students who have a writing assignment should decide the content and the structure of writing as well as the use of time, the choice of sources to acquire information, the strategies to apply and so on. Briefly, self-regulation plays a key role in successful writing practice, supporting the requirement of self-regulation of writing as writing is a task that needs personal discipline, reflection, selection and the ability for revision (Hidi and Boscolo, 2006). The following models describe self-regulation of writing with self-regulatory processes and benefits for the development of students' writing achievement.

2.7.3.1. Zimmerman and Risemberg's Social Cognitive Model

In Zimmerman and Risemberg's (1997a) terms, self-regulation of writing is associated with self-generated thoughts, feelings and actions which writers utilize so as to reach different writing goals including the improvement of their writing skills and the enhancement of the quality of the text written. In addition to defining self-regulation of writing, Zimmerman and Risemberg (1997a) examine this construct in view of Bandura's (1986) social cognitive model and associate self-regulation of writing with three components, which refer to person, behavior and environment. According to their social cognitive model, self-regulation emerges when writers use personal processes for regulating their behavior or environment in a strategic way. Hence, self-regulated writers would like to implement all of these self-regulatory processes in harmony with each other to attain desired writing performance.

As mentioned above, **Zimmerman and Risemberg's (1997a) social cognitive view** consists of three facets for self-regulation of writing and these are

environmental, behavioral and personal (covert) self-regulation with regard to writing process. Environmental self-regulation is concerned with writers' self-regulation of the physical or social environment where they write. Behavioral self-regulation refers to personal observation of behavior and its modification to realize a goal or an accomplishment standard through self-regulation of overt motoric activities related to writing by writers. Personal or covert self-regulation implies personal use and self-regulation of affective states and cognitive processes related to writing by writers (Zimmerman and Risemberg, 1997a).

As opposed to the previous writing models that emphasize the function of cognitive processes in students' writing competence, Zimmerman and Risemberg (1997a) propose triadic forms of self-regulation, including behavioral, environmental and personal processes, which interact reciprocally during writing by means of a cyclic process. Thus, these forms indicate the function of social, affective, motivational and behavioral processes in addition to cognitive processes for writing performance of students through self-regulation of writing. This perspective fosters self-regulated writers to apply all of these self-regulatory processes in balance and coordination to reach better writing performance.

Created based on the experiences of famous writers, the classification of ten self-regulatory processes for writing in this model is shown in **Table 5.** Environmental structuring and self-selected models, tutors or books are **environmental processes**, which refer to the regulatory use of context-linked strategies. Self-monitoring, self-consequences and self-verbalization are **behavioral processes**, which involve the adaptive employment of motoric performance strategies. Time planning and management, goal setting, self-evaluative standards, cognitive strategies and mental imagery are described as **personal or covert processes**, which are associated with the regulatory utilization of cognitive or affective strategies. This categorization demonstrates that writers can regulate their environment to have an appropriate writing setting, control their behavior and exercise an internal control over their activities (Zimmerman and Risemberg, 1997a).

Table 5: Triadic Self-Regulatory Processes in Writing (Zimmerman and Risemberg, 1997a; p. 79)

ENVIRONMENTAL PROCESSES	
1. Environmental structuring	It involves selecting, organizing and creating effective writing settings, such as a sound proof room.
2. Self-selected models, tutors or books	They refer to social sources of writing knowledge and skill, such as learning to use metaphors by imitating a gifted novelist.
BEHAVIORAL PROCESSES	
3. Self-monitoring	It pertains to overt tracking of one's own performance, such as keeping a record of pages of written text.
4. Self-consequences	They refer to making a reward or punishment contingent on one's writing accomplishment, such as going out for dinner after completing the first draft of a report.
5. Self-verbalization	It pertains to personal articulation to enhance the process of writing, such as saying dialogue for a play aloud as one composes.
PERSONAL (COVERT) PROCESSES	
6. Time planning and management	They pertain to estimating and budgeting time for writing, such as reserving a three hour block of time to write early each morning.
7. Goal setting	It involves specifying the intended outcomes of writing efforts, such as finishing a chapter of a novel within 2 weeks.
8. Self-evaluative standards	They involve setting and adhering to specific standards of personal satisfaction regarding one's writing, such as criteria for judging the quality of a concluding paragraph.
9. Cognitive strategies	They refer to rule-governed methods for organizing, producing and transforming written text, such as formulating an outline to guide writing or revising a first draft of paper by varying the structure of sentences.
10. Mental imagery	It refers to recalling or creating a vivid mental image of a setting, activity or character to facilitate written descriptions of it, such as when tennis instructors imagine a service motion as they attempt to describe it in written form.
Taken from: Zimmerman, B. J. & Risemberg, R. (1997). Becoming a Self-Regulated Writer: A Social Cognitive Perspective. *Contemporary Educational Psychology*, *22*, 73-101.	

Graham and Harris (1997) oppose Zimmerman and Risemberg (1997a) with four cautions about their model. They mention the probability of other models and descriptions of self-regulated writing; more moderate role of self-regulation in writing than supposed; the requirement of more than high levels of self-regulation for proficiency in writing; and self-regulation efforts' not being successful every time. Concerning the self-regulatory processes in writing within Zimmerman and Risemberg's (1997a) social cognitive model mentioned above, Zimmerman (1998a) applies their implementation in various areas such as writing, music, sports and studying. **Table 6** shows self-regulatory processes of professional writers with environmental, behavioral and personal perspectives**.**

Table 6: Self-Regulatory Processes of Professional Writers (Zimmerman, 1998a; p. 76)

SELF-REGULATORY PROCESSES	*THE ACTS OF PROFESSIONAL WRITERS*
ENVIRONMENTAL PROCESSES	
1. Environmental structuring	Controlling writing setting and conditions
2. Self-selected models, tutors or books / Help seeking	Obtaining literary advice or feedback from colleagues
BEHAVIORAL PROCESSES	
3. Self-monitoring	Keeping records of literary production
4. Self-consequences	Putting off pleasurable events until writing is completed
5. Self-verbalization / Self-instruction	Saying aloud what will be written
PERSONAL (COVERT) PROCESSES	
6. Time planning and management	Scheduling daily writing (time in the morning)
7. Goal setting	Setting daily word or page goals
8. Self-evaluative standards / Self-evaluation	Putting off text self-judgments during creation
9. Cognitive strategies / Task strategies	Creating outcomes or generative cue
10. Mental imagery / Imagery	Imagining a plot in visual detail
Taken from: Zimmerman, B. J. (1998a). Academic Studying and the Development of Personal Skill: A Self-Regulatory Perspective. *Educational Psychologist*, *33* (2/3), 73-86.	

2.7.3.2. Harris and Graham's Self-Regulated Strategy Development

Designed by Karen Harris and Steve Graham in 1982 as a self-regulated strategy package, **Self-Regulated Strategy Development (SRSD)** is "*a writing strategies instruction approach*", which combines effective strategies for writing and self-regulation of the writing process (p. 8). This approach aims to provide students with the capability of monitoring and managing their writing, optimistic approach towards writing and themselves as writers, the mastery of higher level cognitive processes used in planning, production and revision sections of writing (Harris et al., 2008). Various studies conducted by Harris, Graham and their colleagues indicate that SRSD enables students to form learning strategies, learn about the writing process and self-regulation strategies, have positive attitudes and beliefs about writing, and feel self-efficacy for themselves as writers (Harris and Graham, 1992).

According to Harris et al. (2008), students learn to utilize not only writing strategies but also self-regulation strategies within the writing process by means of SRSD. Writing strategies include both general writing strategies and strategies for specific writing genres. Self-regulation strategies consist of goal setting, self-instructions, self-reinforcement and self-monitoring (also called self-assessment or self-recording) during composing process, and self-evaluation (also called self-management) and revision during revising process. Harris and Graham (1996) reveal that SRSD contributes to the development of students' writing performance since it helps students learn self-regulation strategies as well as writing strategies used in various genres for planning, text production and text organization, revision of content and of mechanics in their writing. Hence, SRSD results in alteration and enhancement in four facets of students' writing, which are "quality of writing, knowledge of writing, approach to writing, self-efficacy" (Harris and Graham, 1996).

Both self-regulation and writing strategies can be gained by the instruction in SRSD model which has six stages as follows. However, it should be expressed that these stages are guidelines to form a general format. They can be reordered,

combined, modified, deleted or revisited when needed to meet the necessities of students and teachers so that they have recursive structure (Harris et al., 2008):

1. Develop background knowledge
2. Discuss it
3. Model it
4. Memorize it
5. Support it
6. Independent performance

Through SRSD, students can improve features of their production processes in writing, regulate themselves better, raise their self-efficacy in writing, gain more positive attitudes towards writing and have less writing anxiety when they have proficiency at strategy use in writing to attain their goals as writers. Therefore, the development of self-efficacy and self-regulation is provided during the stages of SRSD in addition to the development of writing (Harris and Graham, 1996).

2.7.4. The Assessment of Self-Regulatory Efficacy in Writing

Self-regulation of writing can be provided with the use of self-regulatory processes in writing. Thus, the evaluation concerning students' utilization of these processes mentioned above within Zimmerman and Risemberg's (1997a) social cognitive model can form one means of assessment with regard to writing self-regulation. Apart from teachers' observations of their students or students' own examinations of themselves for implementing these self-regulatory processes or strategies throughout Writing Course, effective instruments, such as scales or inventories can be structured to evaluate students' self-regulation of writing.

However, self-regulatory efficacy is one type of self-efficacy and the scales measuring efficacy in the area of writing should include multiple items which have appropriate levels of difficulty, contain specific domains of writing and assess the

strength of students' belief in their writing ability. These items should be expressed with "can", a judgment of capability instead of "will", a statement of intention. In these scales, students' judgments of their competence should form the results in a specific domain as the measurement with specificity is more effective (Bandura, 1997; Pajares and Valiante, 2006). The parts below are related to the assessment of writing self-regulation, including The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994) and a self-regulation scale contextualized in writing skills attempted to be developed by Kanlapan and Velasco (2009).

The Writing Self-Regulatory Efficacy Scale designed by Zimmerman and Bandura (1994) can be used to assess students' self-efficacy for regulating their own writing. This scale has 25 items which refer to writing processes, creative aspects of writing, and the self-management of writing activities, so it is related to the self-regulation of writing and students' self-efficacy beliefs for this type of self-regulation. Students evaluate their capability to utilize writing strategies and perform writing processes, including planning and revision; choose interesting subjects and write attractive introductions; and regulate their time and motivation. This scale also demands student writers to estimate their potential not only to correct their grammatical mistakes, write different types of sentences and paragraphs; but also to regulate themselves for concentrating despite distractions, motivating themselves, overcoming challenges of getting stuck and dealing with deadlines. Hence, this instrument reflects both mechanical and practical concerns associated with writing.

Kanlapan and Velasco (2009) take reference of Zimmerman's (2002) characterization of the self-regulation processes as the subskills of writing skill and aim to develop a self-regulation scale contextualized in written communication skills. They cite Zimmerman's (2002) self-regulation processes as "setting specific proximal goals for oneself, adopting powerful strategies for attaining the goals, monitoring one's performance selectively for signs of progress, restructuring one's physical and social context to make it compatible with one's goals, managing one's time use efficiently, self-evaluating one's method, attributing causation to results, and adapting future methods". Kanlapan and Velasco (2009) indicate that all

subskills are appropriate for writing except for "attributing causation to results", and students' self-regulation in writing can be evaluated by means of this type of assessment within Zimmerman's (2000) three-phase self-regulation model, including forethought, performance and reflection phases.

All in all, writing is a challenging task since coordination and harmony should be formed among various processes of cognition, metacognition and language, displaying the need of self-regulation in writing. Thus, self-regulatory efficacy should be viewed as a fundamental function in effective writing process and writing achievement, because writing is an activity that demands selection, consideration and review, but mainly self-control provided by the writers themselves.

2.7.5. The Role of Self-Regulatory Efficacy in Writing Achievement

Writing is a complex and demanding process; thus, students generally experience difficulties to develop competence in this skill. Harris et al. (2008) mention five fields of writing competence as problematic for students, which are creation of content, generation of appropriate organization structure, formulation of goals and higher-order plans, efficient application of mechanical aspects of writing, and revision of text and reformulation of goals. Most of students approach writing with negative attitudes and struggle with it as they have little knowledge of the writing process, experience problems in choosing subjects and finding ideas, put no effort into planning and strategy use of text production, text organization and revision after writing. As a consequence, they fail in writing, which causes self-doubt, adverse expectations, negative attributions and low motivation. In order to be successful in writing, Harris et al. (2008) indicates that students have to execute the rules and mechanics of writing in addition to emphasizing some elements of writing including organization, form and characteristics, purposes and goals, audience needs and viewpoints, and assessment of the communication between reader and writer.

Self-regulation is a process, which can be linked to every branch of learning, since it integrates metacognitive, motivational and behavioral processes. Thus, Zimmerman (2001) explains that self-regulated learners are metacognitively, motivationally and behaviorally active to reach their learning goals. Self-regulation is also linked to students' self-efficacy beliefs and forms the notion of self-regulatory efficacy or self-efficacy for self-regulation. As it creates self-awareness and develops autonomous learners, it can also be combined with writing skill and used to predict a learner's writing achievement by means of self-reflective activities.

Believing in the requirement of students' self-regulation in writing skill, Zimmerman and Risemberg (1997a) believe self-regulation of writing is viewed as a multifaceted system of interdependent processes, including environmental, behavioral and personal determinants rather than a separate capability. They also express that self-efficacy for self-regulation for writing involves perceptions of personal capabilities for planning and applying actions needed to reach desired writing levels on particular tasks. They mention its benefit for providing students with the belief in writing competence through their self-regulatory power, verifying the role of self-regulatory efficacy in writing achievement.

With a similar mentality, Graham and Harris (2000) reveal self-regulated writers can overcome the difficulties of writing in an effective way and gain proficiency in writing. Hence, they believe the more self-regulated writers use needed strategies, the more efficacious they feel themselves, which triggers writers' self-contentment and their interest in the writing activity as well as writing in general. Briefly, the impact of self-efficacy, self-regulatory efficacy and self-regulatory processes regarding writing is evident on students' writing achievement.

Students' self-efficacy for self-regulation (self-regulatory efficacy), which refers to their beliefs in using self-regulated learning (SRL) strategies, is connected to writing achievement (Pajares, Britner and Valiante, 2000; Pajares and Cheong, 2003; Pajares and Valiante, 1999, 2001; Sanders-Reio, 2010; Zimmerman and Bandura, 1994; Zimmerman and Risemberg, 1997a). SRL strategies can be

exemplified as planning and organization of writing assignments, completion of writing tasks within time borders and use of resources to collect information for writing activities, and so on.

While building a sense of self-regulatory efficacy, students form beliefs as for their academic competence through their perception of the effectiveness of their self-regulatory strategies, so their proficiency in the use of these strategies raises their trust in academic skills (Bandura and Schunk, 1981; cited in Pajares and Valiante, 2006). Hence, students' confidence in their self-regulatory skills has a predictive role in the belief with which they encounter academic activities. Belief in self-regulatory strategies is also associated with greater strategy use, higher intrinsic motivation, more adaptive attributions and achievement (Pintrich and De Groot, 1990; Schunk and Zimmerman, 1994; Zimmerman and Kitsantas, 1999; cited in Pajares, 2003; Pajares and Valiante, 2006). Thus, evaluating one's own judgments related to these strategies is central as they are key mechanisms of academic motivation and success.

Students' self-regulatory efficacy beliefs are believed to determine the quality of their self-regulation. In order to observe how efficacy beliefs work in accordance with other self-regulatory influences to master writing, Zimmerman and Bandura (1994) have examined the association among self-efficacy beliefs, goals and self-regulation of writing among college freshman students. Self-efficacy to regulate writing activities is seen to have an impact on writing achievements through many paths of influence. It heightens beliefs of efficacy for academic pursuits and personal standards for the quality of writing which is regarded as self-satisfying. Therefore, Zimmerman and Bandura (1994) state self-regulatory efficacy and self-evaluative standards influence academic performance. When students are sure about their potential, they sustain their efforts and persevere till they manage whereas they give up studying in difficult cases when they are not confident about their capabilities. Briefly, this study indicates that self-efficacy for self-regulation in writing or writing self-regulatory efficacy contributes to writing achievement by predicting students' self-regulatory processes including goal setting and determining standards for self-evaluation in writing tasks.

Pajares and his colleagues are mostly known as leading figures in the field of writing and they mainly explore the relationships between students' writing performance and their beliefs in the field of writing, including writing self-efficacy, self-efficacy for self-regulation (self-regulatory efficacy), writing self-concept, writing apprehension, value of writing, goal orientations and so on. In these studies, writing achievement is generally linked to these components and students' beliefs gain importance in the prediction of their own performance in writing.

In their research, Pajares and Valiante (2001) indicate the relationships between writing performance and motivational constructs related to writing mentioned above as well as the role of gender in these factors. In this study, masculinity is seen to be modestly related to self-regulatory efficacy in contrast to femininity, which has a strong connection. Moreover, a statistically significant correlation is also found between self-regulatory efficacy and writing performance (r= .34). It is an interesting fact that the same correlation is also displayed in a previous study by Pajares, Britner and Valiante (2000). Thus, both studies display the significant relationship between self-regulatory efficacy and writing achievement.

In addition to finding the links between writing performance and motivational constructs related to writing, Pajares and Cheong (2003) also explore the differences in these elements among elementary, middle and high school students. When self-regulatory efficacy is evaluated in terms of these academic levels, it has been observed that elementary school students have the highest degree and high school students have the lowest degree among the others. This case also shows the decrease in self-regulatory efficacy in writing as students advance in academic grades, which is parallel to the causal conditions explained in Self-Regulatory Efficacy section.

Resulting in a point in contrast to prior findings, Pajares and Valiante's (1999) study demonstrates that self-regulatory efficacy has no significant influence on students' writing performance (r= .042). Although there is no difference among female and male students, girls are viewed as more accomplished writers with their writing performance. This study is different from the studies explained before in that

no motivational constructs related to writing could predict students' writing performance except writing self-efficacy and pre-performance assessment. Hence, this finding disregards the role of self-regulatory efficacy in writing achievement.

Apart from its direct influence on students' writing performance, it can be asserted that students' beliefs in their self-regulatory capabilities determine their cognitive, affective and behavioral states in the writing process. Zumbrunn (2010) believes that students who have stronger confidence in writing can surpass their peers as they value and enjoy writing, exert more effort in writing activities, persevere more in writing difficulties and write more frequently inside or outside of classroom. Similarly, Hammann (2005) asserts that the beliefs and feelings of students about their academic writing are essential elements in their self-regulation behaviors. It is revealed in this study that students who are more self-regulated throughout writing process feel that they are able to learn to advance their writing capabilities. Moreover, students who think that writing is a learnable skill make more effort for self-regulation throughout writing process. Thus, teachers should provide their students with both cognitive and affective components regarding writing skills through self-regulation phases of writing as well as writing strategy instruction.

Conducted to assess the relations between domain-specific beliefs about writing, writing self-regulatory efficacy, writing apprehension, and writing performance among undergraduates, Sanders-Reio's (2010) study reveals that their self-regulatory efficacy beliefs have a predictive role in their writing performance despite the strength of the connection between them is not as high as expected. Additionally, students' apprehension with regard to committing mistakes of grammar and other mechanical aspects is observed to affect their writing performance more negatively than the customary notion of writing apprehension, which is mostly related to showing personal texts to other people and being evaluated by them. This indicates that students regard their grammatical and mechanical errors so important that they are worried to make mistakes (Sanders-Reio, 2010). Thus, it can be implied this problem can be solved by enhancing students' self-regulatory efficacy beliefs regarding writing skill.

In terms of gender differences in the field of writing, female students are seen to have stronger self-regulatory efficacy (Pajares, Britner and Valiante, 2000; Pajares and Valiante, 2001). Female students have stated stronger belief in their capacity to apply strategies, including doing homework on time, studying despite distractors, recalling information taught in class and textbooks, and taking part in class discussions. Nevertheless, it has been stressed by Pajares (2002) that the variety between girls and boys with regard to their self-regulatory efficacy may emerge from gender orientation, not gender itself since femininity is seen related to this concept.

In addition, girls do not always indicate higher efficacy in writing in spite of scoring better on writing performance instruments and being assessed as better writers by their teachers. According to Nodding's (1996) assertion, this case may be because of a different 'metric' possibly used by girls and boys for reporting confidence judgments. Thus, real differences in self-efficacy and self-regulatory efficacy in writing proficiency may be masked due to this kind of a response bias (Pajares, 2003). This is evident from the studies of Pajares, Miller and Johnson (1999) and Pajares and Valiante (1999) that there is no gender difference in writing self-efficacy and self-regulatory efficacy, yet girls view themselves as better writers than boys as well as being more successful in language arts with better performance.

As well as the benefit of self-regulatory efficacy, it is inevitable to mention the contribution of writing self-efficacy to students' writing achievement, so a brief explanation can be included in this section. Students' writing self-efficacy beliefs are mostly confirmed to predict their writing performance in the research carried out by Pajares and his associates (Pajares, Britner and Valiante, 2000; Pajares and Johnson, 1994, 1996; Pajares, Miller and Johnson, 1999; Pajares and Valiante, 1999, 2001). It is indicated in these studies that students' beliefs in their capabilities for writing skill influence their writing achievement. For instance, Pajares and Valiante (1999) investigate the connection between writing self-efficacy and writing competence, and writing self-efficacy is found as the only predictor of it among motivation constructs. Thus, the research evidence confirms that competence in an academic domain such

as writing can be predicted and comprehended by examining the confidence students entail to the related academic performance.

These findings are harmonious with Pajares's (2003) statement in that writing achievement is connected to not only writing self-efficacy beliefs, but also related motivational elements including writing self-concept, writing apprehension, self-efficacy for self-regulation, students' perceived value of writing and achievement goal orientations. In prior studies, these factors are revealed to have correlation with the writing competence of students in all grades from elementary to college level. As a consequence, the research evidence expressed above displays that students with strong confidence in their writing capabilities can use their self-regulatory strategies to manage their writing processes and attain ultimate achievement in writing skill.

Garcia and Fidalgo (2008) also assert students' confidence in writing should be supported by students' metacognitive awareness with strategies to self-regulate and control them for efficient writing task performance. Similarly, it is stated by Pintrich and Garcia (1991) that students with high efficacy beliefs use more cognitive and metacognitive strategies and have longer persistence than the students who do not believe they can perform academic tasks (cited in Pajares, 1996). This also justifies the predictive value of writing confidence on writing competence in Bandura's (1997) viewpoints as Bandura considers efficacy beliefs to be the best predictor of actual proficiency.

In addition to the benefit of self-regulation for the writing performance of normally achieving students, having specific strategies to improve their writing and receiving regular feedback about managing to use these strategies also empower the writing confidence and competence of learning-disabled students. Researchers indicate that not only writing skills but also confidence in writing are improved by means of instruction in self-regulatory strategies. Self-instructional strategies for writing essays and stories consist of setting goals, self-recording progress, using mnemonic strategies, learning revision strategies, using self-instructions for strategy induction and self-evaluating progress. Learning these strategies increases the

writing skills, revision skills and efficacy beliefs of learning-disabled students (Butler, Elaschuk and Poole, 2000; Graham and Harris, 1989; Graham and MacArthur, 1988; cited in Pajares, 2003).

Taking all the statements discussed so far into account, it is indispensable to consider the role of self-regulation and self-regulatory efficacy in students' writing achievement in English. Therefore, it can be asserted that self-regulation skills used for writing process enable students to have stronger motivation for writing, learn necessary means for composing process and become more autonomous while they are writing. With the help of these skills, students develop their capabilities in writing; learn to plan, generate content and revise in writing process; use appropriate self-regulatory strategies to master writing skill and feel themselves more powerful as writers, which are the eventual aims for students struggling for being able to write.

CHAPTER 3

METHODOLOGY

3.1. Introduction

In this chapter, the research conducted is presented with the details of the research design, including the aim and research method of the study; setting; participants; data collection instruments; data collection procedure and data analysis.

3.2. Research Design

The main aim of this thesis study was to determine the role of students' writing self-regulatory efficacy in their writing achievement in English. Therefore, it was intended to reveal whether students' writing self-regulatory efficacy contributed to their writing achievement and whether their gender, department, type of high school they graduated had a role in their writing self-regulatory efficacy and writing achievement. The following research questions were formed to attain these aims:

- ✓ Does students' writing self-regulatory efficacy contribute to their writing achievement?

- ✓ Does students' gender have a role in their writing self-regulatory efficacy and writing achievement?

- ✓ Does the department of the students have a role in their writing self-regulatory efficacy and writing achievement?

- ✓ Does the type of high school students graduated have a role in their writing self-regulatory efficacy and writing achievement?

Quantitative Research was taken as the research design of the present study since the quantitative inquiry is mostly regarded by some researchers as *"systematic, rigorous, focused and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts"* (Dörnyei, 2007; p. 34). In addition to comprising quantitative data collection and analysis, quantitative research was preferred in the study in order to conduct a systematic and intensive research resulting in trustworthy findings and to generalize them in the field of EFL. Therefore, **survey method** was selected and applied in the thesis study to implement quantitative research and attain these objectives.

Quantitative data were collected by means of The Writing Self-Regulatory Efficacy Scale designed by Zimmerman and Bandura (1994). Apart from the scale, students' end-of-the year grades in Writing Course were determined by calculating the grades they obtained in assignments, quizzes, midterms and final exam throughout the academic year. These end-of-the-year grades were used to indicate students' writing achievement. The evaluation of students' assignments, quizzes, midterms, final exam was conducted by a checklist. In terms of data analysis, Pearson Correlation, t-test, Kruskal-Wallis test, frequency, percentage, mean score analyses were used for quantitative data gathered. These data collection instruments and data analysis will be explained in related sections below in a detailed way.

3.3. Setting

The research was conducted in 2011-2012 Academic Year at Trakya University, The School of Foreign Languages in Edirne, Turkey. The School of Foreign Languages aims to provide one-year preparatory class education for certain departments, including two English-oriented departments which have the same curriculum in Preparatory Class: English Language Teaching (ELT) and English Translation and Interpretation (ETI) Departments.

3.4. Profile of the Participants

The participants of the thesis study were 171 Preparatory Class students of ETI and ELT Departments attending The School of Foreign Languages at Trakya University in 2011-2012 Academic Year. In 6 preparatory classes, there were 17 students (10 %) from **ETI** Department and 154 students from ELT Department [81 students (47 %) from ELT Day Classes called **ELT-1** and 73 students (43 %) from ELT Night Classes called **ELT-2**]. Therefore, 3 student groups structured the participants of the study.

All the students who were enrolled in 6 preparatory classes in The School of Foreign Languages were selected as the **samples** of the current study to make the generalization more accurate and possible with higher number of samples. Therefore, the **population** of the study comprised the preparatory class students of ETI and ELT Departments in all universities in Turkey. As the present study aimed to represent the outcomes of ELT and ETI preparatory class students at Trakya University, the findings of the study could be generalized to the preparatory class students of these departments who are educated in other universities in Turkey.

As far as demographic features of the participants are concerned, 125 female (73 %) and 46 male (27 %) students participated in the study. Since the participants were preparatory class students who registered university one or two years later following high school graduation, the majority of the students (87 %) were in the same age group (18-20). As regards the types of high school students graduated, 84 students (49 %) graduated from General High School, 59 students (35 %) from Anatolian High School, 22 students (12 %) from Anatolian Teacher Training High School, 3 students (2 %) from Foreign Language–Oriented High School and 3 students (2 %) from Vocational High School. Although the majority of the students (91 %) studied in foreign language branch in their high school years, they did not have any training for writing skill previously, which indicates that most of the students became familiar with writing skill and the process of composing texts for the first time in 2011-2012 Academic Year.

All students from 6 preparatory classes were chosen as the participants of the current study (171 students in total). As both ELT and ETI Departments were English-oriented, the students were at B2 level (Upper-Intermediate). Their classes were determined by the School of Foreign Languages by using the average grades they got on skill-based proficiency tests which were carried out at the beginning of 2011-2012 Academic Year. Therefore, both the grades and language proficiency levels of the participants were close to each other, and the structures of the classes were not changed by the researcher. In addition, all of these students received the same type of writing instruction, took the same exams and were given the same writing assignments throughout both terms of the academic year not to create any diversity among the students and their achievement levels in Writing Course.

3.5. Data Collection Instruments

In the thesis study, quantitative data was collected by The Writing Self-Regulatory Efficacy Scale designed by Zimmerman and Bandura (1994), a questionnaire of demographic information prepared by the researcher and a list of students' end-of-the year grades in Writing Course, which were used to indicate their writing achievement. Conducted throughout the academic year, students' assignments, quizzes, midterms and final exam were evaluated by a checklist to calculate their end-of-the year grades in Writing Course.

3.5.1. The Writing Self-Regulatory Efficacy Scale

In the current study, it is aimed to identify the relationship between students' writing achievement in English and their writing self-regulatory efficacy, which involves students' beliefs as for their capability to plan, manage and regulate writing activities. Hence, **The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994)** was implemented and students' self-efficacy beliefs with regard to regulating writing skills were evaluated. The Writing Self-Regulatory Efficacy Scale **(see Appendix 1)** consists of 25 items which ask students how sure

they are that they could execute certain activities related to writing expressed in the scale. By means of this scale, students are expected to assess their ability to utilize writing strategies and to perform writing processes, including planning and revising; creatively choose good subjects and write attractive introductions; and regulate their time and motivation. Students rate their self-efficacy to regulate writing tasks for each item on **a 7-point scale** from **1** (I cannot perform them) to **7** (I can perform them very well). This scale measures the perceived capability of students:

a. to practice the **strategic** facets of the writing process, including planning, organization and revision of compositions.
b. to realize the **creative** facets of the writing process, including finding appropriate subjects, writing attractive introductions and overviews.
c. to perform **behavioral** self-management of time, motivation and distracting alternate activities.

In addition to questioning students as regards their ability to correct their grammatical errors, write different types of sentences or paragraphs in an appropriate format in a clear way, and pay attention to organization, this scale expects writers to assess their capability to regulate themselves in terms of some behavioral aspects, such as being able to focus on studying despite distractions, motivate themselves, overcome the problem when they get stuck and meet deadlines. Thus, The Writing Self-Regulatory Efficacy Scale designed by Zimmerman and Bandura (1994) was preferred by the researcher for this study to measure students' self-efficacy for regulating their own writing as this scale represents practical and mechanical issues regarding writing processes, creative aspects of writing, and self-management for composing texts. **Cronbach alpha (α) coefficient of reliability** was also figured out as **.949** in the present study, which displayed that the scale implemented can be considered to be highly reliable similar to the reliability of original scale as .91.

3.5.2. The Questionnaire of Demographic Information

The questionnaire, which was developed by the researcher, was administered to explore the demographic features of the students who participated in the study **(see Appendix 2)**. The students were asked to state their gender, department, age, the type of high school they graduated and the branch they studied in high school years. As a result, the responses to the questionnaire were significant in terms of examining the role of students' gender, department and the type of high school they graduated in their writing achievement.

3.5.3. Writing Achievement through Students' End-of-the-Year Grades

Based on the regulations of The School of Foreign Languages at Trakya University, students' achievement is assessed by means of the average grades obtained in assignments or class performance, quizzes, midterms and final exam with certain percentages of influence. The students who take 60 points or more as an overall grade are considered to be successful after the grades taken from each course are evaluated with average measurement. However, the contribution of each means to overall achievement is different from each other; final exam contributes to overall achievement with 50 % influence, midterms with 30 % influence, quizzes with 10 % influence and assignments or class performance with 10 % influence. Thus, students' end-of-the-year grades in Writing Course were measured out of 100 points by means of the assessment tools with these rates of influence and they were used to determine students' "writing achievement". **Appendix 3** shows students' end-of-the-year grades in Writing Course which were used to determine their "writing achievement".

Throughout the academic year, students were provided with writing instruction on various types of writing, including descriptions, narratives/stories, letters/e-mails, essays, articles, reports and reviews. Hence, they were asked to demonstrate their writing aptitude by means of assignments, quizzes, midterms and final exam in order to obtain their end-of-the-year grades measuring writing

achievement. Students had to take 4 quizzes (2 quizzes each term), 4 midterms (2 midterms each term) and 1 final exam (performed at the end of the academic year). As well as these evaluation tools, they were expected to fulfill writing assignments given by the instructor, who is the researcher of this study. During the academic year, 20 assignments (10 each term) on different types of writing were assigned to students and evaluated by the instructor with the help of the checklist in order to give students performance grade out of 100. In the quizzes and midterms, students were asked to write one text besides performing some tasks, such as error correction, word formation, sentence ordering or identification of writing techniques. In the final exam, they were required to write two texts with 50 points each and the highest contribution with 50 % influence belonged to final exam to succeed in Writing Course. All of these assessment tools were measured by using a checklist described below **(see Appendix 14)**. For a clearer comprehension of the assessment tools of Writing Course in 2011-2012 Academic Year, final exam can be seen in **Appendix 4**; midterms in **Appendices 5, 6, 7, 8**; quizzes in **Appendices 9, 10, 11, 12** and the chart showing the assignments given throughout the academic year in **Appendix 13**.

3.5.4. Mason Writing Assessment Checklist

At the beginning of 2011-2012 Academic Year, a checklist was selected to grade students' all written products and to calculate their end-of-the-year grades indicating writing achievement. The selected checklist was **Mason Writing Assessment Checklist**, which was compiled from the Criteria Included on Discipline-Specific Rubrics developed between 2001 and 2007 at George Mason University. However, there were 29 items in this checklist and one item for "margining, indention and handwriting" was added so that 30 items in the checklist could provide more accurate measurement, especially for the texts written in the exams with 60 points. The checklist **(see Appendix 14)** involves 30 items totally within 5 dimensions, including "audience/ purpose/ context", "content", "organization/ structure", "sources/ evidence/ documentation" and "mechanics/ style (sentence level)". This checklist was exploited to grade students' assignments,

quizzes, midterms and final exam conducted throughout the academic year and to calculate students' end-of-the-year grades revealing writing achievement.

3.6. Data Collection Procedure

2011-2012 Academic Year started on 26th September 2011 and ended on 18th May 2012, including 28 weeks of instruction. During this period, writing instruction was provided for the preparatory class students, who had little knowledge about writing at the beginning and enhanced their performance as they learned and continued writing texts. Students were graded through 20 assignments (10 each term), 4 quizzes (2 each term), 4 midterms (2 each term) and 1 final exam throughout 2011-2012 Academic Year. These assessment tools formed the instruments which were used for calculating students' end-of-the-year grades in Writing Course and determining their "writing achievement". The writing tasks were structured by the researcher taking the needs, interests and levels of the students into consideration.

For the research, required permission was initially received from The School of Foreign Languages at Trakya University **(see Appendix 15).** Necessary consents from Barry J. Zimmerman and Albert Bandura were also obtained prior to the use of their scale **(see Appendix 16).** Then, quantitative data was collected between 30th April and 4th May 2012 through the questionnaire of demographic information and The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994). The administration of these instruments took 40 minutes and applied in class time. Being sure of anonymity and confidentiality, students were also assured that only the researcher would have the access to data and the data given were not used for any other purposes. Therefore, all instruments were completed and all assessment tools were performed by 171 students in 6 preparatory classes of ETI and ELT Departments. **Appendix 17** shows the list of all students' individual scores on The Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course, indicating their writing achievement. Apart from them, the title of the thesis study was changed on 17th December 2012 by the decision of the Board of Directors in The Institute of Social Sciences at Trakya University **(see Appendix 18).**

3.7. Data Analysis

The data collected from the study were statistically analyzed by a professional statistics expert using SPSS 17.0 and Excel 2007. In terms of data analysis, the measurement with Pearson Correlation was conducted to see the relationship between students' writing self-regulatory efficacy and their writing achievement. Kruskal-Wallis Test, t-test, mean scores and standard deviations, frequency and percentage analyses were implemented for the analyses of quantitative data. **Cronbach alpha coefficient (α)** was also used to check the overall reliability of The Writing Self-Regulatory Efficacy Scale, which was figured out as **.949** in this study.

Kruskal-Wallis Test was carried out to examine the difference among the student groups based on department and the type of high school in terms of students' writing self-regulatory efficacy and their writing achievement. Another instrument was t-test for independent samples which was used to show the comparison based on gender in terms of students' writing self-regulatory efficacy and writing achievement. Moreover, the mean scores for each item in the scale as well as the frequency and percentage analyses of these items were figured out to reveal the orientation formed by students for writing self-regulatory efficacy.

Furthermore, students' mean scores on the whole of the scale and their end-of-the-year grades in Writing Course, showing their writing achievement were individually calculated. Students were assessed on the basis of the mean scores on the scale (4,83 out of 7) with the label of "high sense of writing self-regulatory efficacy" and "low sense of writing self-regulatory efficacy". They were also regarded as "achievers" and "underachievers" based on the mean score of writing achievement (60,99 out of 100). Hence, these analyses assisted in the determination of students' orientations for writing self-regulatory efficacy and writing achievement.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Introduction

This chapter deals with the statistical analyses and the interpretation of the findings revealed in the study, and the comparison of this thesis study with the prior research conducted in the field of writing respectively. The major aim of this thesis study was to explore whether students' writing self-regulatory efficacy contributed to their writing achievement in English, investigating the probable relationship between them. In addition, it was aimed to examine whether students' department, gender and type of high school they graduated had a role in their writing self-regulatory efficacy and writing achievement in English.

The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994) **(see Appendix 1)** was used as the data collection instrument at The School of Foreign Languages at Trakya University. This instrument was conducted on 171 Preparatory Class students of ETI and ELT Departments attending in this school. The participants were classified in three groups: ETI (English Translation and Interpretation), ELT-1 (English Language Teaching Day Classes) and ELT-2 (English Language Teaching Night Classes). Students' end-of-the-year grades in Writing Course, which indicated their writing achievement, were also obtained. Numerous calculations were carried out to analyze the data gathered.

Initially, the reliability of the scale was checked using Cronbach alpha (α) coefficient, which was figured out as .949 and showed the scale as highly reliable. Then, the mean scores students received from The Writing Self-Regulatory Efficacy Scale were calculated so that students' orientations for self-regulation of writing and the tasks for which students have the most and the least self-regulatory efficacy in writing could be revealed. Moreover, students' mean scores on the whole of the scale

were individually calculated and the scores higher than the mean (4,83 out of 7) were specified as the indicator of "high writing self-regulatory efficacy" whereas the ones lower than the mean as that of "low writing self-regulatory efficacy".

On the basis of the same procedures, similar process was implemented for students' end-of-the-year grades in Writing Course, which indicated their writing achievement. The students who obtained higher than the mean (60,99 out of 100) in Writing Course were considered as "achievers" while those getting lower than the mean as "underachievers". The grades were computed and left with their fractions without any rounding off so that the evaluation of students' writing achievement in comparison with the mean score could be more reliable to discriminate between achievers and underachievers. Hence, students' orientations in writing were determined by calculating the percentage of students with high and low writing self-regulatory efficacy as well as that of achievers and underachievers in writing.

Subsequently, Pearson Correlation was conducted to find out whether there is a relationship between students' writing self-regulatory efficacy and their writing achievement. Apart from this analysis, t-test was applied to identify any significant difference between female and male students in terms of writing self-regulatory efficacy and writing achievement. Kruskal-Wallis test was utilized to examine whether there was any significant difference in writing self-regulatory efficacy and writing achievement among students based on their departments and the type of high school they graduated. Finally, the answers for the research questions of the study were pursued and the analyses were demonstrated in tables for easy access.

4.2. Analyses of the Results

This section includes the analyses of the results with regard to the research questions of the thesis study and the items of the scale used in the study. The results are displayed in tables with explanations and the interpretation of these findings will be expressed in the subsequent section.

4.2.1. Analyses of the Results related to Research Question 1

The first objective of this thesis study was to explore the relationship between students' writing self-regulatory efficacy and their writing achievement in English. To seek an answer for the first research question **"Does students' writing self-regulatory efficacy contribute to their writing achievement?"**, students' mean scores on The Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course, showing their writing achievement were correlated. This analysis aimed to identify whether writing self-regulatory efficacy plays a contributive role in determining writing achievement of students in English.

Table 7: The Results of Correlation Analysis between Writing Self-Regulatory Efficacy and Writing Achievement

Correlation Analysis	Value	WRITING SELF-REGULATORY EFFICACY
WRITING ACHIEVEMENT	**r**	$.422^{**}$
	p	.000
	N	171

When **Table 7** was examined, it was observed that correlation analysis of students' scores of writing self-regulatory efficacy and writing achievement showed r= .422 in the study, which was conducted on 171 students. According to this result, there was **a moderate positive relationship** between writing self-regulatory efficacy and writing achievement, which was statistically significant (r=.422, p<.05). In the table, **r** symbolizes correlation value, **p** symbolizes significance value and **N** symbolizes the number of students. The correlation value .422 indicates a moderate relationship, which is significant as the significance value .000 is lower than .05.

The mean and range of 171 students' scores on The Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course in 2011-2012

Academic Year were computed so that the grouping of the students in terms of writing self-regulatory efficacy and writing achievement could be possible. According to this computation, the mean was figured out as 4,83 out of 7 on The Writing Self-Regulatory Efficacy Scale with the lowest score as 2,96 and the highest score as 6,72. The calculated mean was slightly below 5, which showed "pretty well" level for students' beliefs in their capability of regulating their writing. Regarding students' writing achievement, the mean was found as 60,99 out of 100, just above the passing grade 60. The lowest end-of-the-year grade was 17,10 whereas the highest one was 79,90. **Table 8** shows these mean and range scores of 171 students.

Table 8: The Mean and Range Scores for Writing Self-Regulatory Efficacy and Writing Achievement

	N	**Mean**	**Range**
Writing Self-Regulatory Efficacy	171	4,83 / 7	2,96-6,72
Writing Achievement	171	60,99 / 100	17,10-79,90

This computation was also supported by the analytic comparison of students' individual mean scores on writing self-regulatory efficacy scale and their end-of-the-year grades in Writing Course **(see Appendix 17)** with the total mean scores of these instruments. The students who had higher scores than the mean (4,83 out of 7) were specified as "high writing self-regulatory efficacy" whereas the ones who had lower scores than the mean as "low writing self-regulatory efficacy". The same process was applied for students' end-of-the-year grades in Writing Course, which showed their writing achievement. The students who got higher grades than the mean (60,99 out of 100) in Writing Course were considered as "achievers" while those getting lower grades than the mean as "underachievers". Hence, the percentages of students with high and low sense of writing self-regulatory efficacy besides the percentages of achievers and underachievers in writing were determined as seen in **Table 9.**

Table 9: The Frequency and Percentage Analyses in terms of Writing Self-Regulatory Efficacy and Writing Achievement

	Writing Self-Regulatory Efficacy		Writing Achievement	
	Low Writing Self-Regulatory Efficacy	*High Writing Self-Regulatory Efficacy*	*Underachievers*	*Achievers*
Frequency	85	86	79	92
Percentage	50 %	50 %	46 %	54 %
Range	2,96-4,82	4,83-6,72	17,10-60,98	60,99-79,90

When **Table 9** was examined, it was observed that the number of students was almost equal to each other concerning the degree of self-regulatory efficacy and achievement they acquired in Writing Course. There were 85 students who had low sense of writing self-regulatory efficacy, structuring half of the participants whereas there were 86 students who had high sense of writing self-regulatory efficacy, making the other half. Moreover, 79 students who formed 46 percent of all students could be regarded as underachievers while 92 students forming 54 percent of all students could be considered as achievers in Writing Course. Thus, achievers outweighed their peers in Writing Course by shaping the greater part of the participants, who consist of 171 students. In **Table 9**, range with minimum and maximum values can be seen for these groups as well.

With the assumptions of "Writing achievement is associated with writing self-regulatory efficacy" and "Achieving students are more likely to have high writing self-regulatory efficacy", the characteristics of students were evaluated with regard to their degree of writing self-regulatory efficacy and writing achievement. However, it was observed that there were four groups with various frequency and percentage values regarding these levels among 171 students as given in **Table 10.**

Table 10: The Frequency and Percentage Analyses of Students' Characteristics

THE CHARACTERISTICS OF THE STUDENTS	Frequency	Percentage
Achievers with High Writing Self-Regulatory Efficacy	56	33 %
Achievers with Low Writing Self-Regulatory Efficacy	36	21 %
Underachievers with High Writing Self-Regulatory Efficacy	30	17 %
Underachievers with Low Writing Self-Regulatory Efficacy	49	29 %
TOTAL	**171**	**100 %**

According to this classification, 33 percent of the participants was formed by achievers with high writing self-regulatory efficacy and 29 percent by underachievers with low writing self-regulatory efficacy. These biggest groups also confirmed the positive correlation between writing self-regulatory efficacy and writing achievement. Achievers with low writing self-regulatory efficacy and underachievers with high writing self-regulatory efficacy shaped 21 percent and 17 percent of the participants respectively, showing that not all achievers might build high sense of self-regulatory efficacy for writing skill or vice versa.

Consequently, the moderate positive relationship was observed between students' writing self-regulatory efficacy and their writing achievement, verifying the contributive role of the former element in the latter one. This relationship was also supported by the frequency and percentage analyses of students' characteristics in terms of these components as explained in the sections above.

4.2.2. Analyses of the Results related to Research Question 2

The second objective of this thesis study was to explore the role of gender in students' writing self-regulatory efficacy and their writing achievement in English. To seek an answer for the second research question **"Does students' gender have a role in their writing self-regulatory efficacy and writing achievement?"**, t-test was conducted to compare the mean scores of male and female students on The

Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course, showing their writing achievement. This analysis aimed to identify whether there is any significant difference between male and female students in terms of writing self-regulatory efficacy and writing achievement in English.

Table 11: t-Test Results of Students' Scores on The Writing Self-Regulatory Efficacy Scale with regard to Gender

GENDER	N	Mean	S	sd	t	p
MALE	46	4,7496	,67601	169	-0,918	,360
FEMALE	125	4,8637	,73599			

Considering the scores students received from The Writing Self-Regulatory Efficacy Scale, **Table 11** displays that the mean score of male students (M=4,74) was close to the mean score of female students (M=4,86) out of 7. Although female students had higher mean score on this scale, no significant difference was observed between female and male students in terms of their writing self-regulatory efficacy [$t_{(169)}$=0,918, p>.05]. Hence, students' gender did not have a role in their writing self-regulatory efficacy.

Table 12: t-Test Results of Students' Grades for Writing Achievement with regard to Gender

GENDER	N	Mean	S	sd	t	p
MALE	46	58,896	12,85948	169	1,591	,114
FEMALE	125	61,764	9,43579			

When the end-of-the-year grades students got in Writing Course were examined, the mean score of male students (M=58,89) was considered almost equal

to the mean score of female students (M=61,76) as shown in **Table 12.** Even though female students had higher mean score of writing grades, no significant difference was seen between female and male students in terms of their writing achievement [$t_{(169)}$=1,591, p>.05]. Thus, students' gender did not have a role in their writing achievement in English.

Both male and female students were examined in terms of their degree of writing self-regulatory efficacy and writing achievement with frequency and percentage analyses. 27 percent of the participants was composed of male students whereas 73 percent consisted of female students; yet the rates of these elements among the participants were different from each other. These results are presented in **Table 13** and **Table 14** so that students' orientations could be more comprehensible.

Table 13: The Frequency and Percentage Analyses of Writing Self-Regulatory Efficacy with regard to Gender

GENDER			WRITING SELF-REGULATORY EFFICACY			
	Total		*Low Writing Self-Regulatory Efficacy*		*High Writing Self-Regulatory Efficacy*	
	N	%	f	%	f	%
MALE	46	27 %	26	15 %	20	12 %
FEMALE	125	73 %	59	35 %	66	38 %

Table 13 demonstrates the groups structured based on the degree of writing self-regulatory efficacy in male and female students. The frequency shows the number of students having these features and the percentage indicates the rate of these students among all participants. According to this categorization, 15 percent of all students were formed by male students with low writing self-regulatory efficacy; 35 percent by female students with low writing self-regulatory efficacy; 12 percent by male students with high writing self-regulatory efficacy; and 38 percent by female

students with high writing self-regulatory efficacy, who shaped the biggest group among all participants.

Table 14: The Frequency and Percentage Analyses of Writing Achievement with regard to Gender

GENDER			WRITING ACHIEVEMENT			
	Total		*Underachievers*		*Achievers*	
	N	%	f	%	f	%
MALE	46	27 %	25	15 %	21	12 %
FEMALE	125	73 %	54	31 %	71	42 %

Table 14 shows the groups shaped based on the degree of writing achievement in male and female students. The frequency indicates the number of students who had these features and the percentage displays the rate of these students among all participants. Achievers have high writing achievement while underachievers possess low writing achievement. In relation to this categorization, 15 percent of all students were structured by male students with low writing achievement; 31 percent by female students with low writing achievement; 12 percent by male students with high writing achievement; and 42 percent by female students with high writing achievement, who formed the greatest group among all.

4.2.3. Analyses of the Results related to Research Question 3

The third objective of this thesis study was to investigate the role of department in students' writing self-regulatory efficacy and their writing achievement in English. There were three student groups: ETI (English Translation and Interpretation), ELT-1 (English Language Teaching Day Classes) and ELT-2 (English Language Teaching Night Classes). To seek an answer for the third research question **"Does the department of the students have a role in their writing self-regulatory efficacy and writing achievement?"**, Kruskal-Wallis Test was carried

out to see the difference among these groups with regard to the students' scores on The Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course, showing their writing achievement. This analysis aimed to identify whether there is any significant difference among ETI, ELT-1 and ELT-2 students in terms of writing self-regulatory efficacy and writing achievement in English.

Table 15: Kruskal-Wallis Test Results of Students' Scores on The Writing Self-Regulatory Efficacy Scale with regard to Department

DEPARTMENT	N	Median	sd	χ^2	p
ETI	17	70,44	2	1,970	0,373
ELT-1	81	86,49			
ELT-2	73	89,08			

Table 15 displays that no significant difference was observed in the scores students had on The Writing Self-Regulatory Efficacy Scale according to their departments [$\chi^2_{(2)}$ =1,970, p>.05]. The highest scores on this scale belonged to ELT-2 whereas the lowest scores to ETI, and ELT-1 took place between these two groups. Nevertheless, no significant difference was seen in students' writing self-regulatory efficacy based on their departments. Thus, the department of students did not have a role in their writing self-regulatory efficacy.

Table 16: Kruskal-Wallis Test Results of Students' Grades for Writing Achievement with regard to Department

DEPARTMENT	N	Median	sd	χ^2	p
ETI	17	97,91	2	3,841	0,147
ELT-1	81	90,96			
ELT-2	73	77,72			

Considering the end-of-the-year grades obtained in Writing Course, **Table 16** demonstrates that no significant difference was observed in students' writing achievement according to their departments [$\chi^2_{(2)}$=3,841, p>.05]. The highest scores belonged to ETI whereas the lowest scores to ELT-2, and ELT-1 took place between these two groups. However, no significant difference was detected in students' writing achievement based on their departments. Therefore, the department of students did not have a role in their writing achievement in English.

The students of ETI, ELT-1 and ELT-2 departments were investigated regarding their degree of writing self-regulatory efficacy and writing achievement with frequency and percentage analyses. 10 percent of the participants contained ETI students; 47 percent consisted of ELT-1 students and 43 percent comprised ELT-2 students. However, the rates of these elements among the participants were diverse from one another. These results are given in **Table 17** and **Table 18** so that the orientations of these students could be clearer and more comprehensible.

Table 17: The Frequency and Percentage Analyses of Writing Self-Regulatory Efficacy with regard to Department

DEPARTMENT			WRITING SELF-REGULATORY EFFICACY			
	Total		*Low Writing Self-Regulatory Efficacy*		*High Writing Self-Regulatory Efficacy*	
	N	%	f	%	f	%
ETI	17	10 %	12	7 %	5	3 %
ELT-1	81	47 %	37	22 %	44	25 %
ELT-2	73	43 %	36	21 %	37	22 %

Table 17 displays the groups classified based on the degree of writing self-regulatory efficacy among ETI, ELT-1 and ELT-2 students. The frequency shows the number of students who possessed these features and the percentage indicates the rate of these students among all participants. This classification demonstrates 7

percent of all students were formed by ETI students, 22 percent by ELT-1 students and 21 percent by ELT-2 students with the perspective of "low writing self-regulatory efficacy". On the contrary, 3 percent of all students were shaped by ETI students, 25 percent by ELT-1 students and 22 percent by ELT-2 students with the dimension of "high writing self-regulatory efficacy".

Table 18: The Frequency and Percentage Analyses of Writing Achievement with regard to Department

DEPARTMENT			WRITING ACHIEVEMENT			
	Total		*Underachievers*		*Achievers*	
	N	%	f	%	f	%
ETI	17	10 %	7	4 %	10	6 %
ELT-1	81	47 %	31	18 %	50	29 %
ELT-2	73	43 %	41	24 %	32	19 %

Table 18 presents the groups based on the degree of writing achievement among ETI, ELT-1 and ELT-2 students. The frequency shows the number of students having these features and the percentage indicates the rate of these students among all participants. According to this categorization, 4 percent of all students were formed by ETI students, 18 percent by ELT-1 students and 24 percent by ELT-2 students with the aspect of "low writing achievement" labeled "underachievers". In contrast, 6 percent of all participants were shaped by ETI students, 29 percent by ELT-1 students and 19 percent by ELT-2 students with the facet of "high writing achievement" labeled as "achievers". Although the rates showed variety in the gender and departments with regard to writing self-regulatory efficacy and writing achievement as expressed previously, they should be considered necessary to judge the results in an accurate way. Similar categorization will be presented for the type of the high school students graduated to assess writing self-regulatory efficacy and writing achievement in the following part.

4.2.4. Analyses of the Results related to Research Question 4

The fourth objective of this thesis study was to explore the role of the type of high school in students' writing self-regulatory efficacy and their writing achievement in English. There were five student groups, including the graduates of Anatolian Teacher Training High School, Anatolian High School, Foreign Language-Oriented High School, General High School and Vocational High School. To seek an answer for the fourth research question **"Does the type of high school students graduated have a role in their writing self-regulatory efficacy and writing achievement?"**, Kruskal-Wallis Test was conducted to observe the difference among these groups regarding the students' scores on The Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course, showing their writing achievement. This analysis aimed to identify whether there is any significant difference among the graduates of these high schools in terms of writing self-regulatory efficacy and writing achievement in English.

Table 19: Kruskal-Wallis Test Results of Students' Scores on The Writing Self-Regulatory Efficacy Scale with regard to the Type of High School Graduated

TYPE OF HIGH SCHOOL	N	Median	sd	χ^2	p
Anatolian Teacher Training High School	22	74,07	4	3,694	0,449
Anatolian High School	59	88,79			
Foreign Language-Oriented High School	3	57,50			
General High School	84	89,15			
Vocational High School	3	59,00			

Table 19 demonstrates that no significant difference was seen in the scores students had on The Writing Self-Regulatory Efficacy Scale according to the types of high school they graduated [$\chi^2_{(4)}$ =3,694, p>.05]. The highest scores on this scale belonged to General High School graduates, and they were followed by the graduates of Anatolian, Anatolian Teacher Training, Vocational and Foreign Language-

Oriented High Schools respectively. Nonetheless, no significant difference was observed in students' writing self-regulatory efficacy based on their high schools, which confirmed not to have a role in writing self-regulatory efficacy.

Table 20: Kruskal-Wallis Test Results of Students' Grades for Writing Achievement with regard to the Type of High School Graduated

TYPE OF HIGH SCHOOL	N	Median	sd	χ^2	p
Anatolian Teacher Training High School	22	71,66	4	7,042	0,134
Anatolian High School	59	98,30			
Foreign Language-Oriented High School	3	83,33			
General High School	84	80,49			
Vocational High School	3	106,33			

Concerning the end-of-the-year grades obtained in Writing Course, **Table 20** demonstrates that no significant difference was observed in students' writing achievement according to the types of high school they graduated [$\chi^2_{(4)}$=7,042, p>.05]. The highest scores belonged to Vocational High School graduates, and they were followed by the graduates of Anatolian, Foreign Language-Oriented, General and Anatolian Teacher Training High Schools respectively. However, no significant difference was detected in students' writing achievement based on their high schools, which verified that the types of high school students graduated did not have a role in their writing achievement in English.

As the participants of the study, the graduates of Anatolian Teacher Training High School, Anatolian High School, Foreign Language-Oriented High School, General High School and Vocational High School were examined in terms of their degree of writing self-regulatory efficacy and writing achievement with frequency and percentage analyses. 12 percent of the participants was formed by Anatolian Teacher Training High School graduates, 35 percent by Anatolian High School graduates, 49 percent by General High School graduates, 2 percent by Foreign

Language-Oriented High School graduates and 2 percent by Vocational High School graduates. Nevertheless, the rates of these elements among the participants were different from each other. These results are presented in **Table 21** and **Table 22** so that the orientations of these students could be clearer and more comprehensible.

Table 21: The Frequency and Percentage Analyses of Writing Self-Regulatory Efficacy with regard to the Type of High School Graduated

TYPE OF HIGH SCHOOL			WRITING SELF-REGULATORY EFFICACY			
	Total		*Low Writing Self-Regulatory Efficacy*		*High Writing Self-Regulatory Efficacy*	
	N	%	f	%	f	%
Anatolian Teacher Training High School	22	12 %	12	6 %	10	6 %
Anatolian High School	59	35 %	27	16 %	32	19 %
Foreign Language-Oriented High School	3	2 %	0	0 %	3	2 %
General High School	84	49 %	41	24 %	43	25 %
Vocational High School	3	2 %	2	1 %	1	1 %

Table 21 shows the groups classified based on the degree of writing self-regulatory efficacy among various high school graduates. The frequency shows the number of students who possessed these features and the percentage indicates the rate of these students among all participants. This classification demonstrates 6 percent of all participants were formed by Anatolian Teacher Training High School graduates, 16 percent by Anatolian High School graduates, 24 percent by General High School graduates, 2 percent by Vocational High School graduates and 0 percent by Foreign Language-Oriented High School graduates with the perspective of "low writing self-regulatory efficacy". In contrast, 6 percent of all students were structured by Anatolian Teacher Training High School graduates, 19 percent by Anatolian High School graduates, 25 percent by General High School graduates, 2 percent by

Foreign Language-Oriented High School graduates and 1 percent by Vocational High School graduates with the dimension of "high writing self-regulatory efficacy".

Table 22: The Frequency and Percentage Analyses of Writing Achievement with regard to the Type of High School Graduated

TYPE OF HIGH SCHOOL			WRITING ACHIEVEMENT			
	Total		*Underachievers*		*Achievers*	
	N	%	f	%	f	%
Anatolian Teacher Training High School	22	12 %	11	6 %	11	6 %
Anatolian High School	59	35 %	22	12 %	37	23 %
Foreign Language-Oriented High School	3	2 %	1	1 %	2	1 %
General High School	84	49 %	42	24 %	42	24 %
Vocational High School	3	2 %	1	1 %	2	1 %

Table 22 shows the groups designed based on the degree of writing achievement among various high school graduates. The frequency shows the number of students who possessed these features and the percentage indicates the rate of these students among all participants. This classification demonstrates 6 percent of all participants were formed by Anatolian Teacher Training High School graduates, 12 percent by Anatolian High School graduates, 24 percent by General High School graduates, 1 percent by Vocational High School graduates and 1 percent by Foreign Language-Oriented High School graduates with the perspective of "low writing achievement" labeled as "underachievers". On the contrary, 6 percent of all students were structured by Anatolian Teacher Training High School graduates, 23 percent by Anatolian High School graduates, 24 percent by General High School graduates, 1 percent by Foreign Language-Oriented High School graduates and 1 percent by Vocational High School graduates with the dimension of "high writing achievement" labeled as "achievers". Hence, the analyses as for the participants were fully realized.

4.2.5. Analyses of the Items in The Writing Self-Regulatory Efficacy Scale

Students' writing achievement was determined by assessing the end-of-the-year grades they got in Writing Course in 2011-2012 Academic Year whereas their beliefs in their capability for regulating their writing were evaluated by The Writing Self-Regulatory Efficacy Scale (Zimmerman and Bandura, 1994). Students responded to 25 items associated with writing and the writing process by judging their potential to regulate their writing on a 7-point scale ranging from "not well at all" to "very well". Therefore, they measured how sure they were that they could perform each of the writing tasks specified in the scale. As far as students' responses to these items were concerned, it was displayed that students were moderately self-efficacious in regulating their writing with the mean score of **4,83** which indicated slightly below point 5 showing "pretty well" level on a 7-point scale. The scores of the students on this scale ranged from 2,96 to 6,72. In addition to the computations concerning the mean and the range values on the scale for all participants, all of the items were analyzed in terms of mean, standard deviation, minimum and maximum values among 171 students as presented in **Table 23.**

Table 23: The Descriptive Statistical Values of the Items in The Writing Self-Regulatory Efficacy Scale (Zimmerman and Bandura, 1994)

No	ITEMS OF THE SCALE	MIN	MAX	MEAN	STD. DEV.
1	When given a specific writing assignment, I can come up with a suitable topic in a short time.	2,00	7,00	5,00	1,01
2	I can start writing with no difficulty.	2,00	7,00	4,86	1,12
3	I can construct a good opening sentence quickly.	2,00	7,00	4,70	1,12
4	I can come up with an unusual opening paragraph to capture readers' interest.	1,00	7,00	4,72	1,10
5	I can write a brief but informative overview that will prepare readers well for the main thesis of my paper.	2,00	7,00	4,71	0,91

6	I can use my first attempts at writing to refine my ideas on a topic.	3,00	7,00	4,91	0,91
7	I can adjust my style of writing to suit the needs of any audience.	2,00	7,00	4,92	0,95
8	I can find a way to concentrate on my writing even when there are any distractions around me.	1,00	7,00	4,59	1,27
9	When I have a pressing deadline on a paper, I can manage my time efficiently.	2,00	7,00	5,04	1,18
10	I can meet the writing standards of an evaluator who is very demanding.	2,00	7,00	4,76	0,97
11	I can come up with memorable examples quickly to illustrate an important point.	2,00	7,00	4,91	1,07
12	I can rewrite my wordy or confusing sentences clearly.	2,00	7,00	4,77	1,00
13	When I need to make a subtle or an abstract idea more imaginable, I can use words to create a vivid picture.	2,00	7,00	4,85	1,04
14	I can locate and use appropriate reference sources when I need to document an important point.	2,00	7,00	4,81	1,01
15	I can write very effective transitional sentences from one idea to another.	2,00	7,00	4,74	1,10
16	I can refocus my concentration on writing when I find myself thinking about other things.	2,00	7,00	4,98	1,08
17	When I write on a lengthy topic, I can create a variety of good outlines for the main sections of my paper.	1,00	7,00	4,78	1,04
18	When I want to persuade a skeptical reader about a point, I can come up with a convincing quote from an authority.	2,00	7,00	4,76	1,15
19	When I get stuck writing a paper, I can find ways to overcome the problem.	2,00	7,00	5,02	1,05
20	I can find ways to motivate myself to write a paper even when the topic holds little interest for me.	1,00	7,00	4,99	1,18

21	When I have written a long or complex paper, I can find and correct all my grammatical errors.	2,00	7,00	4,50	1,11
22	I can revise a first draft of any paper so that it is shorter and better organized.	1,00	7,00	4,94	1,01
23	When I edit a complex paper, I can find and correct all my grammatical errors.	1,00	7,00	4,62	1,18
24	I can find other people who will give critical feedback on early drafts of my paper.	2,00	7,00	4,71	1,14
25	When my paper is written on a complicated topic, I can come up with a short informative title.	3,00	7,00	5,14	0,94

As mentioned previously, students' mean score on The Writing Self-Regulatory Efficacy Scale was figured out as 4,83 which refers to slightly below the level of "pretty well" for their belief in their capability to regulate their writing through various aspects of writing seen in **Table 23.** This shows that students were moderately self-efficacious for self-regulation of writing. They generally marked the points 4, 5 and 6, but the range for marking for all items was observed between 1 and 7. Based on the mean scores obtained for each item, the items with their scores are ranged from the highest to the lowest rank in **Table 24**. When it was scanned, it was demonstrated that students felt most efficacious in "finding a title" with the highest mean score 5,14 in the Item 25. However, they felt least efficacious in "finding and correcting their grammatical mistakes when they have written a long and complex paper" as seen with the lowest mean score 4,50 in the Item 21.

When the mean scores of these items were examined, it could be deduced that the items below **the total mean score (4,83)** indicated students' low sense of writing self-regulatory efficacy whereas those above it displayed students' high sense of writing self-regulatory efficacy in the facets of writing. Following the scanning of the mean score in each item, Items 1, 2, 6, 7, 9, 11, 13, 16, 19, 20, 22 and 25 were seen to demonstrate students' high sense of writing self-regulatory efficacy as opposed to Items 3, 4, 5, 8, 10, 12, 14, 15, 17, 18, 21, 23 and 24 which revealed students' low sense of writing self-regulatory efficacy in these categories as presented in **Table 24**.

Table 24: The Items displaying High and Low Writing Self-Regulatory Efficacy

HIGH WRITING SELF-REGULATORY EFFICACY			LOW WRITING SELF-REGULATORY EFFICACY	
ITEM NO.	*MEAN*		*ITEM NO.*	*MEAN*
25	5,14		14	4,81
9	5,04		17	4,78
19	5,02		12	4,77
1	5,00		18	4,76
20	4,99		10	4,76
16	4,98		15	4,74
22	4,94		4	4,72
7	4,92		24	4,71
6	4,91		5	4,71
11	4,91		3	4,70
2	4,86		23	4,62
13	4,85		8	4,59
			21	4,50

In addition, **Table 25** below shows the frequency and percentage analyses of the items in the scale. In Table 25, it was viewed that the highest rate of percentage for each item was structured for the point 5, which corresponds to "pretty well" level. Most of the items included the greatest percentages on the points 4, 5 and 6 forming the majority of the participants, which indicates that students highly trust themselves and believe in their capability to manage writing through its various aspects. Moreover, it was seen that more than 80 percent of the students marked the points 4, 5, 6 and 7 for each item on the scale, which also displays students can activate their self-regulatory efficacy during the writing process and they apply self-regulation of writing. There were some exceptions of point 5 in the Items 5, 20 and 24 for the biggest group, but these rates also formed the majority of the students with this point in these items. The highest rates are underlined and written in bold, and the analyses and interpretation of each item in the scale are expressed in the subsequent section.

Table 25: The Frequency and Percentage Analyses of the Items in The Writing Self-Regulatory Efficacy Scale

	ITEMS OF THE SCALE	1		2		3		4		5		6		7	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	When given specific writing assignment, I can come up with a suitable topic in a short time.	0	0	1	,6	9	5,3	43	25,1	64	**37,4**	43	25,1	11	6,4
2	I can start writing with no difficulty.	0	0	3	1,8	18	10,5	39	22,8	62	**36,3**	38	22,2	11	6,4
3	I can construct a good opening sentence quickly.	0	0	3	1,8	21	12,3	49	28,7	58	**33,9**	30	17,5	10	5,8
4	I can come up with an unusual opening paragraph to capture readers' interest.	1	,6	3	1,8	18	10,5	47	27,5	60	**35,1**	36	21,1	6	3,5
5	I can write a brief but informative overview that will prepare readers well for the main thesis of my paper.	0	0	1	,6	9	5,3	65	**38,0**	64	37,4	27	15,8	5	2,9
6	I can use my first attempts at writing to refine my ideas on a topic.	0	0	0	0	10	5,8	46	26,9	65	**38,0**	48	28,1	2	1,2
7	I can adjust my style of writing to suit the needs of any audience.	0	0	1	,6	8	4,7	48	28,1	66	**38,6**	42	24,6	6	3,5
8	I can find a way to concentrate on my writing even when there are any distractions around me	4	2,3	6	3,5	21	12,3	41	24,0	58	**33,9**	34	19,9	7	4,1
9	When I have a pressing deadline on a paper, I can manage my time efficiently.	0	0	4	2,3	11	6,4	39	22,8	56	**32,7**	42	24,6	19	11,1

10	I can meet the writing standards of an evaluator who is very demanding.	0	0	1	,6	15	8,8	50	29,2	67	**39,2**	33	19,3	5	2,9
11	I can come up with memorable examples quickly to illustrate an important point.	0	0	2	1,2	15	8,8	43	25,1	54	**31,6**	50	29,2	7	4,1
12	I can rewrite my wordy or confusing sentences clearly.	0	0	2	1,2	15	8,8	48	28,1	65	**38,0**	37	21,6	4	2,3
13	When I need to make a subtle or an abstract idea more imaginable, I can use words to create a vivid picture.	0	0	2	1,2	14	8,2	47	27,5	58	**33,9**	44	25,7	6	3,5
14	I can locate and use appropriate reference sources when I need to document an important point.	0	0	1	,6	17	9,9	43	25,1	69	**40,4**	34	19,9	7	4,1
15	I can write very effective transitional sentences from one idea to another.	0	0	3	1,8	20	11,7	47	27,5	56	**32,7**	38	22,2	7	4,1
16	I can refocus my concentration on writing when I find myself thinking about other things.	0	0	3	1,8	11	6,4	39	22,8	62	**36,3**	45	26,3	11	6,4
17	When I write on a lengthy topic, I can create a variety of good outlines for the main sections of my paper.	1	,6	2	1,2	14	8,2	47	27,5	63	**36,8**	40	23,4	4	2,3
18	When I want to persuade a skeptical reader about a point, I can come up with a convincing quote from an authority.	0	0	3	1,8	20	11,7	49	28,7	52	**30,4**	36	21,1	11	6,4
19	When I get stuck writing a paper, I can find ways to overcome the problem.	0	0	2	1,2	9	5,3	42	24,6	60	**35,1**	46	26,9	12	7,0

20	I can find ways to motivate myself to write a paper even when the topic holds little interest for me.	2	1,2	3	1,8	10	5,8	41	24,0	49	28,7	55	**32,2**	11	6,4
21	When I have written a long or complex paper, I can find and correct all my grammatical errors.	0	0	8	4,7	24	14,0	45	26,3	67	**39,2**	22	12,9	5	2,9
22	I can revise a first draft of any paper so that it is shorter and better organized.	1	,6	0	0	8	4,7	47	27,5	70	**40,9**	33	19,3	12	7,0
23	When I edit a complex paper, I can find and correct all my grammatical errors.	1	,6	5	2,9	25	14,6	42	24,6	58	**33,9**	33	19,3	7	4,1
24	I can find other people who will give critical feedback on early drafts of my paper.	0	0	6	3,5	14	8,2	56	**32,7**	49	28,7	38	22,2	8	4,7
25	When my paper is written on a complicated topic, I can come up with a short informative title.	0	0	0	0	4	2,3	40	23,4	69	**40,4**	44	25,7	14	8,2

4.3. Findings and Interpretation

This section is composed of the interpretation of the findings revealed in the thesis study in two parts. **The first part** includes the interpretation of 25 items in The Writing Self-Regulatory Efficacy Scale with their mean scores in the present study and comments for the possible reasons of these results. **The second part** consists of the interpretation of the findings related to research questions which were displayed as overall consequences of the study with their probable causes. These two sections are composed of the comprehensive explanations as follows.

4.3.1. Findings related to the Items in the Scale

When the items are examined individually, students' orientations for writing self-regulatory efficacy and self-regulation of writing could be understood in a more effective way. The analyses of the items will be supported by the mean score and possible reason of each item, and the directions by Zimmerman and Bandura (1994) for the items of the scale. As expressed previously, Zimmerman and Bandura (1994) state this scale includes 25 items which measure the perceived capability of students:

a. to practice the **strategic** facets of the writing process, including planning, organization and revision of compositions.

b. to realize the **creative** facets of the writing process, including finding appropriate subjects, writing attractive introductions and overviews.

c. to perform **behavioral** self-management of time, motivation and distracting alternate activities.

Although the items are not given by Zimmerman and Bandura, the categories of the items can be understood with the guidance mentioned above in that there emerge three dimensions of writing process, including strategic, creative and behavioral categories. According to this classification, Items 2, 6, 7, 11, 12, 14, 15, 17, 21, 22, 23 can be regarded as **strategic aspects**; Items 1, 3, 4, 5, 13, 18, 25 as **creative aspects**, and Items 8, 9, 10, 16, 19, 20, 24 as **behavioral aspects of writing**. Concerning the total mean score of the scale **(4,83)** as a criterion for grouping, Items 1, 2, 6, 7, 9, 11, 13, 16, 19, 20, 22, 25 display students' high sense of writing self-regulatory efficacy whereas Items 3, 4, 5, 8, 10, 12, 14, 15, 17, 18, 21, 23, 24 show students' low sense of writing self-regulatory efficacy in these categories **(Table 24).**

As far as the aspects related to writing process are concerned, the interpretation of the items could be carried out more effectively in order to comprehend students' viewpoints associated with writing. Involving a creative dimension, **Item 1** refers to finding an appropriate subject for a writing assignment in a short time and students'

mean score was 5,00 which showed that students believed they could "come up with a suitable topic in a short time" at "pretty well" level. This implied students could imagine a theme immediately in free writing activities or they could select the topic on which they would write from the alternatives presented them in the exams or assignments in a concise time.

As a strategic aspect of writing process, **Item 2** involves students' beginning of their writing without any difficulty and their mean score was 4,86 which was slightly above the total mean and in accordance with students' willingness to start writing after thinking about the subject for a few minutes as observed in the Writing Course by the researcher throughout the year. Despite individual differences among the students, they generally began the writing task after a short time with no problem.

Item 3 is associated with writing an interesting introductory sentence for their text in a swift way, which is also a creative feature. Students' mean score for this item was 4,70 which was below the total mean score. This can be expected since students had difficulty to create their first sentence by using an attractive technique such as quotations, questions, statistics or anecdotes as witnessed throughout the academic year. Since their general knowledge is not sophisticated enough at their age, this score seems normal for preparatory class students at university.

Being another creative aspect of writing process, **Item 4** refers to students' capability of writing attention-grabbing introduction paragraphs with the mean score of 4,72 which was below the mean as well. As harmonious with the explanation for Item 3, students might have difficulty in the beginning part of the compositions to attract the audience, which requires them to be both imaginative and well-equipped as for general knowledge. Students also recognized that they could go on without difficulty when they created a well-organized introduction.

Item 5 involves writing an overview which serves as a transition to the thesis statement of the text, which is a creative feature of writing process as well. Students' mean score in this item was 4,71 which indicated their weaker beliefs in their

potential for writing overviews and for performing successful transitions to the main thesis of the paper. The mean scores for Items 3, 4 and 5 were below the total mean score 4,83 and this result implied that students felt less efficacious for creating attractive introductions in the written texts, which showed introduction paragraph is one of the hardest parts of the compositions for the participants of the study. This situation confirmed that writing is a skill which highly relies on not only students' effort but also their talent of writing, which stems from their inspirational power.

As a strategic facet, **Item 6** is associated with students' struggle to refine their opinions on a subject and the mean score of this item was 4,91 which was slightly below the "pretty well" level. Students believed that they could polish their views while writing, supporting the benefit of this feature for students' attempts in the writing process and the elimination of ambiguity in them as one of the challenges related to writing is refinement of the ideas.

Item 7 involves students' competence for adjusting the style of writing according to the audience. This item is a strategic one, because the styles of writing change based on the audience and the genre of writing. Thus, students need to utilize proper words, sentence structures and usages for formal, informal and semi-formal styles. The mean score of this item was 4,92 and students thought that they could use suitable styles while writing for the prospective readers. This was also demonstrated with their use of appropriate styles in written texts in assignments and in exams.

Item 8 takes the behavioral dimension of writing process and refers to students' focusing on their writing in spite of distractors around, which can be regarded as highly difficult. This difficulty was verified with the mean score of 4,59 which took the second rank among the lowest scores. This item was not the lowest but the penultimate one in this study, yet students' lowest efficacy for this item was also observed both in Zimmerman and Bandura's (1994) and in Zimmerman, Bandura and Martinez-Pons's (1992) studies, showing students' weak ability to resist distractions around them and emphasizing the significance of self-regulation in the course of academic pursuits. It can be implied that when students know their

weaknesses, they can behave accordingly and strive to alter their attitudes regarding these flaws.

Another behavioral characteristic of writing process is related to time management that is encountered in **Item 9**. Students believed that they could manage their time in an effective manner if they had to rush their work up to a deadline, which was supported with the mean score of 5,04. This is in accordance with students' routinized activities throughout the academic year, because they mostly submitted their assignments on time although they confessed they usually wrote their texts on the previous day before submission or they could complete their essays in the exams in spite of writing the conclusions of their texts in a few minutes. Since time management is one facet of self-regulation of writing as mentioned by Zimmerman and Risemberg (1997a) and Zimmerman (1998a), students should utilize their power in this self-regulatory process and learn to arrange their responsibilities by managing time effectively to achieve the required writing tasks.

Item 10 is also a behavioral aspect of writing, which involves "meeting the standards of a demanding evaluator". The mean score of this item was 4,76 which indicated students' lower efficacy for their ability to fulfill this task since it was below the total mean score. Each of students' papers was assessed with the criteria they learned in advance and was shown them with the feedback on these sheets. Despite being aware of their strengths and weaknesses in their writing process, students felt that they were unlikely to meet the norms of an assessor who could expect a great deal from their written texts by challenging them.

As a strategic facet of writing, **Item 11** is associated with students' potential to find appropriate examples for the illustration of the viewpoints expressed. The mean score of this item was found as 4,91 which was above the total mean score, and this may result from students' realization of the role supporting evidence plays in a well-equipped written text. Examples form the crucial dimension of writing process as the purpose of writing is not just telling the opinions, but proving them with support for the anticipated readers.

Another strategic aspect refers to **Item 12** which mentions students' ability for the refinement of their ambiguous sentences. They felt less efficacious for this aspect since the mean score of the item was figured out as 4,77. Throughout the academic year, this was especially observed when students wanted to write complex sentences including many grammatical structures or sophisticated words or conjunctions whose meanings they did not know exactly. Thus, students' competence in rewriting their vague sentences in a clear way enables them to produce better texts and get higher achievement.

Item 13 takes a creative dimension of writing to involve the capability of implementing expressive vocabulary in written products to provide readers with a mental image of the ideas. The mean score of this item was found as 4,85 which was slightly above the total mean score. Students mostly knew that words could be essential in composing papers and writing more effective texts, but only some of them could use this technique effectively for generating vivid pictures in the mind, indicating the role of creativity for words in writing.

As a strategic facet of writing process, **Item 14** is associated with the use of reference sources in the documentation of the standpoints. The mean score of this item was 4,81 showing lower efficacy for the mentioned ability, but it seems not unusual since students mostly avoided using quotations or statistics as supportive medium in their writing. When they wrote texts assigned as homework, they usually used Internet for research and employed these reference sources. However, they had no opportunity for using these tools while writing in exams. When these cases are considered, students' weak faith for their capability in this item seems acceptable.

Being another strategic feature, **Item 15** refers to students' potential to create sentences for efficient transitions between the ideas with the mean score of 4,74 which was below the total mean. Students learned the organizational schema of the compositions in each genre in Writing Course and they knew what to write in each paragraph. Nevertheless, they might have difficulty in writing transitional sentences between viewpoints and paragraphs. They generally fulfilled this work by using

conjunctions, but their sentences were sometimes insufficient to give that impression to the readers.

As a behavioral facet of writing process, **Item 16** involves students' capability for "refocusing on writing when they find themselves thinking about other things" and it is similar to Item 8 which expresses students' struggle of concentration on writing despite distractions. The mean score of this item was found as 4,98 which was both higher than the mean score of Item 8 and the total mean score, which showed that students felt efficacious in concentrating on writing in the face of competing thoughts, but less efficacious in the face of physical or social distractors.

Item 17 refers to a strategic aspect of writing, which mentions structuring outlines for the main parts of the paper with the mean score of 4,78. Students' self-regulatory efficacy was not viewed as high enough in this item although this strategic aspect is important for fostering effective planning and organization while writing. It was witnessed that students mostly thought about the subject, sometimes took notes of these ideas and rarely prepared outlines, so this mean score seems not abnormal.

As a creative aspect, quotations from authorities of the field are essential statements that should take place in written texts. Thus, **Item 18** is associated with students' potential to include quotations in their papers when they wish to persuade the readers. The mean score of this item was figured out as 4,76 and this displayed that students did not believe to be proficient enough at using quotations as supporting evidence. It was also verified with the rare use of quotations by students in exams as opposed to more frequent use in assignments after doing research on Internet.

Item 19 takes a behavioral dimension of writing process and refers to students' capability to cope with the problem of getting stuck while writing. It was witnessed in the exams and classroom activities throughout the academic year that most of the students started writing quickly after choosing the subject and thinking about it for a few minutes. Nonetheless, they usually got stuck when they had written half of the text and paused in the middle of writing as they had consumed all of the views in

their minds. Then, they continued composing with either new ideas or paraphrased versions of the views expressed. This showed that they could generally "find ways to overcome the problem" which was confirmed with the mean score of 5,02 as one of the highest scores in the scale.

Motivation is an essential issue in writing and the themes assigned to the students for writing should take their interests. Therefore, students were given alternatives for writing topics in the exams and all options were selected among the ones they knew and could write on. Although there were individual differences in students' interests and the areas they dealt with, students felt efficacious in motivating themselves for writing even if they did not find the subject interesting enough. This was seen in the mean score of **Item 20** as 4,99 to reveal students' potential for encouraging themselves to continue writing even for unexciting subjects, a behavioral aspect.

Being strategic facets of writing and referring to mechanical skills of writing process, Items 21, 22 and 23 emphasize the revision part of this process. **Item 21** involves students' competence to "find and correct their grammatical mistakes when they have written a long or complex paper" and the mean score of this item was figured out as 4,50 which was the lowest one in the scale. This indicated students' weak efficacy in error correction just after completing writing the text. This result is not unusual, because students become tired of writing and they need some time to realize their mistakes. Students may not see them just after finishing writing due to being both the writer and the reader of the text, which makes them accept every error as the correct form. After some time, they could check and correct their grammatical mistakes more carefully, so they are mostly recommended to rest and then revise.

As another strategic perspective, **Item 22** focuses on students' ability for revising the written text to make it more concise and structure it in a better way. Revision is one of the central parts of writing process and students need to take time in that part to create more effective products. The students in this study believed that they could revise their texts to shorten them and make them better organized as seen with the mean score of 4,94 which was higher than the total mean.

Item 23 is similar to Item 21 but with a little difference which changes its meaning, because it includes the structure "When I edit" instead of "When I have written". Thus, it refers to students' capability to "find and correct their grammatical mistakes when they edit a complex paper" and the mean score of this item was found as 4,62 which was the third rank among the lowest scores. Editing process usually follows some pause after writing so that students focus on checking mistakes in the text and correcting them. Despite having a bit stronger trust in the feature of this item than the other one, students felt less efficacious for both of the writing aspects related to correcting grammatical mistakes. This case displayed that students valued grammatical structures in the written products and they did not believe in their potential for error correction as seen in these lowest mean scores.

Social guidance is an essential component of self-regulation which makes seeking assistance for students necessary. As a behavioral dimension of writing process, **Item 24** involves students' being able to find individuals around them to check and give feedback for their writing, but they reported this opportunity was not highly possible for them as the mean score of this item was 4,71. Since help seeking is one facet of self-regulation of writing as mentioned by Zimmerman and Risemberg (1997a) and Zimmerman (1998a), students should improve their power in this self-regulatory process and learn to consult the people around them when they need help.

As the last item of the scale and the last phase of writing process, **Item 25** is associated with imagining an informative title as a creative aspect of writing. As witnessed, most of the students left this step to the end and submitted their texts with an appropriate title even though they were not always very interesting. Therefore, they believed in their capability to create a suitable title with the highest mean score on the scale, which was found as 5,14. This was also supported by the observations of the researcher about students' frequent use of topic-oriented titles for their texts in spite of remembering to write it at the last minute during the exams.

In The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994), writing process is approached with its three dimensions, including strategic,

creative and behavioral aspects. As generating interesting introductory sentences and paragraphs are considered to be creative feature of writing, the students in this study find this dimension difficult. Similarly, strategic features related to revision and error correction in the scale force the students to strive with hard efforts, feeling less efficacious in this facet. In contrast, withstanding more exciting distractors seems to be associated with behavioral self-regulation and the participants of this study generally express higher efficacy in most features of this aspect.

Considering these three aspects of writing process, it can be deduced that this multidimensional structure is also in line with "triadic self-regulatory processes in writing" expressed by Zimmerman and Risemberg (1997a) and with "dimensions of academic self-regulation" determined by Zimmerman (1998a) which have been explained in the Literature Review section. Triadic self-regulatory processes in writing by Zimmerman and Risemberg (1997a) are harmonious with social cognitive view of self-regulated academic learning (Zimmerman, 1989), so these self-regulatory processes of writing comprise triadic nature of social cognitive theory emphasizing environment, behavior and person. According to this classification, there are three groups of ten self-regulatory processes which refer to environmental, behavioral and personal (covert) processes. Based on these groups, **environmental processes** contain environmental structuring, and self-selected models, tutors and books (help seeking) whereas **behavioral processes** consist of self-monitoring, self-consequences and self-verbalization (self-instruction). **Personal (covert) processes** include time planning and management, goal setting, self-evaluative standards (self-evaluation), cognitive strategies (task strategies) and mental imagery (imagery).

When the items in The Writing Self-Regulatory Efficacy Scale are concerned and attempted to fit into these self-regulatory processes, it can be implied that Items 14 and 24 are appropriate for self-selected models, tutors and books (help seeking); Items 8, 16, 19 and 20 for self-consequences; Item 9 for time planning and management; Items 1 and 2 for goal setting; Item 10 for self-evaluative standards (self-evaluation); Items 3, 4, 5, 6, 7, 12, 15, 17, 21, 22 and 23 for cognitive strategies (task strategies) and Items 11, 13, 18 and 25 for mental imagery (imagery).

Therefore, students' capability for the self-regulatory processes in this scale can be evaluated with the perspective of these dimensions in order to understand their competence for self-regulation of writing.

Moreover, these items and self-regulatory processes of writing can be adapted for Zimmerman's (1998a) dimensions of academic self-regulation. Self-regulatory processes of writing can be associated with psychological dimensions in this framework, including "motive, method, time, behavior, physical environment and social" dimensions. "Physical environment" is not related to any item, but "motive" is related to Items 1 and 2 for goal setting; "time" is related to Item 9 for time planning and management; "social" is related to Items 14 and 24 for self-selected models, tutors and books (help seeking); "behavior" is related to Items 8, 16, 19, 20 for self-consequences and Item 10 for self-evaluative standards (self-evaluation); "method" is related to Items 3, 4, 5, 6, 7, 12, 15, 17, 21, 22 and 23 for cognitive strategies (task strategies) and Items 11, 13, 18 and 25 for mental imagery (imagery).

In the research of self-regulation, self-regulatory processes refer to metacognitive, motivational and behavioral processes concerning learning based on Zimmerman's (2001) statement "*Students are self-regulated to the degree that they are metacognitively, motivationally and behaviorally active participants in their own learning process*" (p. 5). As regards the connection of the items in The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994) to self-regulation, it can be claimed by the researcher that strategic aspects are related to metacognitive self-regulation; creative aspects are linked to motivational self-regulation, and behavioral self-management is associated with behavioral self-regulation. The evaluation of students in this perspective can set light to students' self-regulation.

As far as the items in the scale and the interpretation of these items are concerned, it can be deduced that Preparatory Class students of ETI and ELT Departments attending The School of Foreign Languages at Trakya University are moderately efficacious in regulating their writing as seen in the total mean score of **4,83** on the 7-point scale measuring students' writing self-regulatory efficacy.

Believing in their capability of self-regulation of writing, students could use all self-regulatory processes of writing so that they could regulate their writing process and themselves as writers. Therefore, writing self-regulatory efficacy is considered to be beneficial for the enhancement of students' writing process and central for their ultimate writing achievement.

4.3.2. Findings related to Research Questions

Since writing tasks are viewed as challenging by most of the students, they are avoided and cannot be completed with high performance. It is mostly supposed that writing achievement depends on both cognitive and affective states. Therefore, the present study was carried out in order to explore the contributive role of writing self-regulatory efficacy in writing achievement since writing self-regulatory efficacy is an affective facet which involves students' beliefs in their capability to regulate their writing process. The findings of the study are presented with their interpretations in the following parts.

This thesis study was conducted on 171 Preparatory Class students of ETI and ELT Departments attending The School of Foreign Languages at Trakya University in 2011-2012 Academic Year. In this study, the relationship was examined between students' scores on The Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course which show students' writing achievement **(see Table 7)**. The result of the correlation analysis demonstrated that there was a moderate positive relationship between writing self-regulatory efficacy and writing achievement, which was statistically significant (r=.422, p<.05). As the magnitude of the correlation coefficient determines the strength of the correlation, it was observed to display a positive correlation at a moderate rate. This means when students' writing self-regulatory efficacy increases, their end-of-the-year grades in Writing Course tend to increase and their writing achievement is likely to enhance. That relationship is valid in the case of decline as well; when students' writing self-

regulatory efficacy decreases, their end-of-the-year grades in Writing Course tend to decrease and their writing achievement is likely to weaken accordingly.

This finding is in accordance with the assumption of the researcher related to the possible observation of a positive correlation between students' writing self-regulatory efficacy and their writing achievement, by displaying the contribution of the former to the latter. The positive relationship between these components may stem from certain reasons. As students believe in their potential to regulate their writing and consider themselves to be efficacious writers, they approach writing tasks more consciously and feel more enthusiasm while writing, which in turn boosts students' writing achievement in English. As students experience more attainment and achieve better outcomes in writing, they strive to regulate their writing process and themselves as writers that enhance their writing self-regulatory efficacy reciprocally. Therefore, the link between writing self-regulatory efficacy and writing achievement is a mutual one, which diminishes students' avoidance from writing tasks and provides them with the opportunity of being more successful writers.

On a 7-point scale, students' mean score for writing self-regulatory efficacy was figured out as 4,83 which corresponds to the point slightly below 5, indicating "pretty well" level. This shows that students feel moderately efficacious in managing their writing and they believe they can regulate their writing process almost in a "pretty well" manner. When it is taken into account that the participants are tertiary level preparatory class students who have not studied Writing Course and performed writing activities previously, this score is high enough to display their power for regulating their writing despite their lack of mastery experiences, which provide students with self-regulatory efficacy or self-efficacy for self-regulation. When it is especially considered that the capability to manage writing has been gained only in one academic year, it is significant to verify that students can learn to regulate writing with their own potential and teachers should not underestimate the role of writing self-regulatory efficacy in writing achievement.

The calculated mean as for the end-of-the-year grades in this course was found as 60,99 which refers to the level just above the passing grade 60. The end-of-the-year grades are computed by means of assignments, quizzes, midterms and final exam so that students' ultimate writing achievement throughout the academic year could be observed and evaluated more reliably. The mean score of the end-of-the-year grades is sufficient for passing Writing Course and attaining writing achievement. Although this score is adequately high for students who have encountered writing skill at university for the first time, it is not that high for students who have studied Writing Course for a year and written a great deal of texts in various genres. This is also observed in the rate of students who are considered to be achievers and underachievers. 54 percent of the participants could be regarded as achievers while 46 percent could be considered as underachievers in Writing Course, which shows the similarity among students concerning the degree of writing achievement they acquired in this course.

Prior to the onset of the thesis study, the assumption of the researcher was oriented to the probable connection between writing self-regulatory efficacy and writing achievement. Thus, achieving students were expected to have higher sense of writing self-regulatory efficacy whereas students who could attain lower grades were anticipated to build lower sense of writing self-regulatory efficacy. This assumption is confirmed by the rate of achievers with high writing self-regulatory efficacy forming 33 percent of the participants and underachievers with low writing self-regulatory efficacy forming 29 percent of them. Shaping more than half of the students, the existence of these biggest groups also verified the positive correlation between writing self-regulatory efficacy and writing achievement as hypothesized.

All the analyses considered, the score students obtained for writing self-regulatory efficacy was 4,83 and it is actually high for the students who study Writing Course for the first time and strive to learn self-regulating their writing process step by step. However, the grade indicating students' writing achievement (60,99) was slightly above the passing grade 60 and 46 percent of all students were below this grade. It may be assumed that this case mostly depends on students'

insufficient base related to writing skill before their education in preparatory class and their lack of background knowledge in grammar and vocabulary use. In addition, the cognitive and affective states students experience during the exams may be influential on their writing achievement, and these states include students' exam anxiety, writing apprehension, non-involvement in assignments, inadequate preparation for the exams and inefficient study for writing throughout the academic year. Thus, the elimination of these factors and the increase in students' awareness of the role writing plays in success can be beneficial for students' writing achievement.

Prior to the study, **gender** was assumed to have a role in students' writing self-regulatory efficacy and writing achievement, by indicating a significant difference between male and female students in terms of these factors. Similarly, female students were supposed to report higher writing self-regulatory efficacy and have better writing achievement than male students. Even though female students got higher writing self-regulatory efficacy scores and better grades in Writing Course than their peers in line with the hypothesis of the researcher, **Table 11** and **Table 12** show that no significant difference was observed between male and female students in writing self-regulatory efficacy [$t_{(169)}$=0,918, p>.05] and writing achievement [$t_{(169)}$=1,591, p>.05]. Hence, students' gender was revealed not to have a role in students' writing self-regulatory efficacy and writing achievement in English.

Despite feminine orientation for writing as well as better outcomes and stronger efficacy beliefs favoring female students reviewed in the literature (Pajares, 2002), no significant difference was found between male and female students in this study. This result may stem from students' conscious preference for foreign language-oriented departments and their intentional wishes for their prospective occupations. In spite of feminine dominance in foreign language branch, male students also want to participate in this branch. As all students have selected their departments with enthusiasm and real intent, they believe they can do whatever is needed for foreign language and all its aspects like writing skill. Apart from that, all students were exposed to write a great deal of texts till the end of the academic year, so they could learn how to write with correct organization and effective content as

well as learning how to regulate their writing and themselves as writers. Therefore, gender did not have a role in writing self-regulatory efficacy and writing achievement as there observed no difference between male and female students in these factors.

The participants of the study were the students of ELT and ETI Departments, both of which have foreign language orientation and same preparatory class curriculum. When **students' departments** are taken into consideration, **Table 15** and **Table 16** indicate that no significant difference was observed in students' writing self-regulatory efficacy [$\chi^2_{(2)}$=1,970, p>.05] and writing achievement [$\chi^2_{(2)}$=3,841, p>.05] according to their departments. Thus, the department of students was demonstrated not to have a role in their writing self-regulatory efficacy and writing achievement in English. This result is in accordance with the hypothesis of the researcher related to the influence of the departments in these components. Before the study, students of ELT and ETI Departments were assumed to have similar scores for writing self-regulatory efficacy and writing achievement. Hence, department was supposed not to have a role in students' writing self-regulatory efficacy and writing achievement, by revealing no significant difference between Preparatory Class students of ELT and ETI Departments in terms of these aspects.

The reason of similarity in these dimensions among ELT and ETI students is that both of the departments are foreign language-oriented and students select these departments with mindful and willing preference. The majority of the students who are educated in ELT and ETI departments are the graduates of foreign language branch in their high schools, so they have studied for the same foreign language exam in order to register university. Moreover, most of the students have no background knowledge as regards writing skill since the exam does not include writing section. Although the registration points of ELT-2 (English Language Teaching Night Classes) are a bit lower than ELT-1 (English Language Teaching Day Classes), students' points for enrolling in ETI and ELT Departments were not too distant from each other. Therefore, no difference among these groups in terms of

writing self-regulatory efficacy and writing achievement seems normal as the profile and verbal aptitude of the students are similar to one another. Furthermore, all students had to write many texts throughout the academic year as mentioned before, so they learned how to write with accurate organization and well-equipped content, and how to manage their writing and themselves as writers. Thus, students' department did not have a role in writing self-regulatory efficacy and writing achievement as there observed no difference between ETI, ELT-1 and ELT-2 students in these factors.

As well as the students from the Balkan countries, ELT and ETI Departments at Trakya University include students from diverse parts of Turkey. For this reason, the participants of the study graduated from various types of high schools all around Turkey, so the total hours when they had English lessons in their high school years were different from each other although they were mostly from foreign language branch. Therefore, it was hypothesized that the graduates of Anatolian High School and Anatolian Teacher Training High School would have higher scores for writing self-regulatory efficacy and writing achievement than the graduates of General, Foreign Language-Oriented and Vocational High Schools. Furthermore, **the type of high school students graduated** was assumed to have a role in students' writing self-regulatory efficacy and writing achievement, by showing a significant difference among the students. However, **Table 19** and **Table 20** display that no significant difference was seen in students' writing self-regulatory efficacy [$\chi^2_{(4)}$=3,694, p>.05] and their writing achievement [$\chi^2_{(4)}$=7,042, p>.05] based on their high schools. Hence, the types of high school students graduated were confirmed not to have a role in students' writing self-regulatory efficacy and their writing achievement in English.

No difference was observed in writing self-regulatory efficacy and writing achievement among the graduates of Anatolian Teacher Training, Anatolian, General, Foreign Language-Oriented and Vocational High Schools. This case may result from the same curriculum used in these high schools and similar techniques employed to prepare students for exams. The majority of the students in these

departments are from foreign language branch and all of them have to pass Foreign Language Exam in order to register university. In the preparation period for this exam, students generally study vocabulary and grammar structures, and do multiple choice exercises in Practice Exams. As Foreign Language Exam does not consist of any writing section, these students do not need to study for this skill and they never perform writing tasks with a few exceptions like writing a paragraph or a story. Each type of high school prepares their students with the same system for this exam, so there seems no difference among the high schools in Turkey and their graduates anymore. Thus, it is evident that students' writing self-regulatory efficacy and their writing achievement in English do not change based on the type of high school they graduated, which has falsified the anticipated results and confirmed that the type of high school students graduated has no role in these components of writing.

Taking all the statements above into account, Preparatory Class students of ELT and ETI Departments at Trakya University were observed to have writing self-regulatory efficacy which was measured by the scale and they were considered to be moderately efficacious in regulating their writing process. When their writing achievement was evaluated, it was seen that they took the end-of-the-year grades in Writing Course, which could enable them to pass just above the passing grade 60. In order to fulfill the main aim of the study, the relationship between students' writing self-regulatory efficacy and their writing achievement in English was explored and a moderate positive relationship was revealed between these components, displaying the contribution of the former to the latter. This confirmed that writing achievement is associated with writing self-regulatory efficacy, and students with higher writing self-regulatory efficacy tend to have better writing achievement as hypothesized. In addition, the role of students' gender, department and the type of high school they graduated in students' writing self-regulatory efficacy and writing achievement was investigated. However, no significant difference was found in these factors in terms of gender, department and the type of high school. The probable reasons and consequences of these findings were explained in depth above.

The participants of the thesis study were selected as the samples and the population was determined as the preparatory class students of ETI and ELT Departments in all universities in Turkey. Therefore, the findings of the study could be generalized to all these students who were taught Writing Course in preparatory classes. As the findings displayed that there was a moderate positive relationship between writing self-regulatory efficacy and writing achievement in English, the contribution of the former to the latter should not be neglected by the teachers of Writing Course in these classes. As a consequence, writing self-regulatory efficacy should be instilled in students to attain them to better writing achievement in English. Apart from this finding, no difference was found in students' writing self-regulatory efficacy and writing achievement in terms of their gender, department and type of high school. These results do not seem unusual as the participants of the study are preparatory class students of ETI and ELT Departments who have intentionally chosen these English-oriented departments irrespective of their gender, and this finding could be generalized to the target population since the same condition is possible to be observed for all preparatory class students of ETI and ELT Departments in other universities as well.

However, the existence of no difference in writing self-regulatory efficacy and writing achievement among the graduates of various high schools is an interesting fact to display that the system is the same in all high schools in Turkey and there has remained no variety among them. It means that none of them could enable their students to study writing; hence, the students come to university without any training in this challenging skill and any knowledge for self-regulation of writing. As this research emphasized the role of self-regulation in the acquisition of writing skill and confirmed the prominence of writing self-regulatory efficacy for students' writing achievement in English, it could be asserted that foreign language teachers should aim to give instruction in writing skill and attempt to build writing self-regulatory efficacy in their students to enhance their writing achievement. This should be considered by foreign language teachers working at all high schools and universities all around Turkey.

Concerning all the comments so far, it can be deduced that writing is an arduous process that foreign language learners have to undergo since it has a complex and challenging structure based on production. For this reason, most students are apprehensive about writing, avoid writing tasks and resist writing assignments, which unfortunately cause teachers to underestimate the significance of writing skills for foreign language proficiency. However, the instruction of writing skills should be incorporated into curriculum and teachers should trigger writing competence of their students by providing them with writing tasks.

Zimmerman, Bonner and Kovach (1996) believe that all students can learn to write by focusing on content, organization, clarity and interest through the activities used for the development and revision of ideas so as to create a well-organized and high quality text. Students can attain this outcome by studying writing skills, eliminating their writing anxiety and building positive, realistic self-perceptions about their writing competence (Cheng, 2002). This means students' writing achievement can be improved by using self-regulatory practice, which should encourage teachers to integrate the instruction of self-regulatory mechanisms in addition to that of writing skill into the curriculum of foreign language education in all types of high schools and universities.

In order to fulfill this task, teachers should provide their students with effective and appropriate academic settings by determining necessary objectives and beneficial writing activities, by improving students' anticipations for their writing potential, by preparing them to have self-control for writing through teacher and peer assistance, by providing them with feedback as well as guidance, and by emphasizing the ways they learn and direct their own writing. Therefore, students can manage their learning through self-regulatory processes within the classroom settings in which not only self-regulation of writing but also academic achievement in Writing Course are enhanced. Students' self-regulatory power could entail more effective writing outcomes for students, which was revealed by the positive relationship between writing self-regulatory efficacy and writing achievement in the current study.

4.4. Discussion

Self-regulation is a process which can be connected to all branches of learning since it integrates metacognitive, motivational and behavioral processes. This term is also associated with the definition of self-regulated learners as *"Students are self-regulated to the degree that individuals are metacognitively, motivationally, and behaviorally active participants in their own learning process"* (Zimmerman, 2001; p. 5). Self-regulation is also related to students' self-efficacy beliefs and forms the construct of **self-regulatory efficacy** or **self-efficacy for self-regulation**. This construct refers to students' beliefs in their capability to utilize the necessary strategies to initiate, monitor and finish an activity; thus to regulate their learning (Bandura, 1997).

Research evidence reveals efficacious self-regulators can set stimulating learning goals, monitor and judge their actions better, employ effective strategies for their academic performances, which attains them to more successful achievements. In contrast, the ones with less self-regulatory power set fewer goals, underrate self-monitoring and self-evaluation, apply fewer operational strategies for their learning, which entails less successful academic performance (Zimmerman and Bandura, 1994). By the same token, students with stronger self-regulatory efficacy beliefs can realize better achievement in social sciences and foreign language learning as well. This is observed in the studies carried out by Zimmerman, Bandura and Martinez-Pons (1992) in social sciences; Mills, Pajares and Herron (2007) in French language learning and Ozkasap (2009) in English language learning. These studies display a positive relationship between self-regulatory efficacy and achievement, which is consistent with the findings of this thesis study.

Among the language skills, writing is a demanding one and requires students to implement self-regulation, because students generally have difficulties to develop competence in this complex, challenging skill. As self-regulation creates self-awareness and develops autonomous learners, it can be combined with writing skill

and utilized to predict a learner's writing achievement through self-reflective tasks. Referring to students' beliefs in their capability to implement self-regulated learning strategies as mentioned above, self-regulatory efficacy or self-efficacy for self-regulation is related to writing achievement (Pajares, Britner and Valiante, 2000; Pajares and Valiante, 1999, 2001; Sanders-Reio, 2010; Usher and Pajares, 2008; Zimmerman and Bandura, 1994). These strategies consist of planning and organization of writing assignments, completion of writing tasks within time borders and use of resources to collect information for writing activities. Students form beliefs as for these self-regulatory skills, which have a predictive value for their academic competence in writing and their ultimate achievement. Zimmerman and Risemberg (1997a) also state the role of these skills in creating self-regulated writers who are able to manage their writing and succeed in this demanding skill. In addition, Pajares and Valiante (2006) mention the association of students' efficacy in their self-regulatory skills with their greater strategy use, higher intrinsic motivation and more adaptive attributions.

With the same mentality, the role of students' writing self-regulatory efficacy in their writing achievement in English is explored in this thesis study. It is observed that **there is a moderate positive relationship between writing self-regulatory efficacy and writing achievement, which is statistically significant** (r=.422, p<.05). Hence, these components are seen related to each other as supported in the previous studies. Moreover, students' evaluation of their capability to regulate their writing, which is referred as "**writing self-regulatory efficacy**", is determined by means of The Writing Self-Regulatory Efficacy Scale (Zimmerman and Bandura, 1994). On a 7-point scale, students' mean score for writing self-regulatory efficacy is figured out as 4,83 which corresponds to the point slightly below 5, indicating "pretty well" level. This shows that students feel moderately efficacious in managing their writing and they believe they can regulate their writing process almost in a "pretty well" manner. These results are significant to confirm that students can learn to regulate writing with their own potential and teachers should not underestimate the role of writing self-regulatory efficacy in writing achievement. The subsequent parts present the comparison of this thesis study with the prior research conducted to

indicate the relationship between self-regulatory efficacy and writing achievement although the number of these studies is not too high in the field of EFL Writing.

As expressed before, Pajares and his colleagues are mostly known as leading figures in writing domain and they mostly examine the relationships between students' writing performance and their beliefs in the area of writing, including writing self-efficacy, self-efficacy for self-regulation (self-regulatory efficacy), writing self-concept, writing apprehension, value of writing, goal orientations, and so on. In these studies, writing achievement is generally related to these elements and students' beliefs become important to predict their writing performance. When their studies are investigated in terms of the relationship between self-efficacy for self-regulation (self-regulatory efficacy) and writing achievement of students, it is observed that there is a positive relationship between these elements with an exception in Pajares and Valiante's (1999) study.

Pajares, Britner and Valiante (2000) indicate a statistically significant positive correlation between self-efficacy for self-regulation and writing achievement (r= .34) in their research conducted on middle school students in Grades 6, 7 and 8 in the USA. It is an interesting fact that the same correlation (r= .34) is also displayed in a subsequent study one year later by Pajares and Valiante (2001) with the same group in the same place. They also mention the significant positive correlation of self-efficacy for self-regulation with writing achievement. This thesis study is consistent with these two studies in that they all reveal a moderate positive relationship between self-regulatory efficacy and writing achievement although the profile of the participants in the studies is different from each other.

Expanding the scope of writing success to elementary, middle and high school students in the USA, Usher and Pajares (2008) also examine the relationship between writing achievement and self-regulatory efficacy ("self-efficacy for self-regulated learning" in their terms). They determine writing achievement of students through two variables, which are teacher ratings of students' competence and students' Writing Grade Point Average (GPA). This study displays that there is a

significant positive relationship between self-regulatory efficacy and teacher ratings of students' competence, as indicated in the correlation value of .17 and as the mean score of 2,2 on a 5-point scale. Similarly, it shows a significant positive relationship between self-regulatory efficacy and students' Writing Grade Point Average (GPA), as seen in the correlation value of .29 and as the mean score of 2,9 on a 5-point scale. Their study shows the mean score of students' self-regulatory efficacy as 4,39 on a 6-point scale and both of these measurements prove a positive relationship between these elements. Hence, this thesis study is consistent with Usher and Pajares's (2008) research in confirming a positive relationship between self-regulatory efficacy and writing achievement despite the disparity in the profile of the participants in these studies. However, Usher and Pajares's (2008) research indicates a weak relationship between the elements in contrast to a moderate relationship seen in the current study.

Resulting in a point as opposed to the findings above, Pajares and Valiante (1999) demonstrate that there is no significant relationship between self-efficacy for self-regulation and writing achievement (r= .042) in their research conducted on middle school students in Grades 6, 7 and 8 in the USA. This research is different from the studies expressed above since it does not show the role of self-regulatory efficacy in writing achievement. Thus, this thesis study is not in accordance with the findings of Pajares and Valiante's (1999) study in terms of the relationship between self-regulatory efficacy and writing achievement.

As mentioned previously, students' self-regulatory efficacy beliefs are supposed to determine the quality of their self-regulation and their achievement in all domains. Although this condition is valid for students in all grade levels, the research carried out by Pajares and his associates mainly takes students in K-12 settings as the participants in the field of writing. Therefore, the studies examining writing self-regulatory efficacy and writing achievement of students at university level should also be explored for the comparison of this thesis study with others. Since this study includes preparatory class students at university level, the studies conducted by Zimmerman and Bandura (1994) and by Sanders-Reio (2010) are taken as reference points for correspondence. The Writing Self-Regulatory Efficacy Scale designed by

Zimmerman and Bandura (1994) is used as the scale of the present study, so the association with the similar group seems possible. In Sanders-Reio's (2010) study, the same scale with 25 items is used to show self-regulatory factors as one part of the Modified Writing Self-Regulatory Efficacy Scale with the addition of 35 items consisting of mechanical and substantive factors by the researcher. Since both studies focus on writing and include the component of writing self-regulatory efficacy at university level, they are explained and compared with this thesis study as follows.

In their study conducted on college freshman students, Zimmerman and Bandura (1994) investigate the relationship among self-efficacy beliefs, goals and self-regulation of writing so as to observe how efficacy beliefs work in accordance with other self-regulatory influences to master writing. Students' writing self-regulatory efficacy is assessed by the items in their original Writing Self-Regulatory Efficacy Scale and students' writing achievement is measured by their final grades in Writing Course. However, they reveal that there is no statistically significant relationship between students' writing self-regulatory efficacy and their writing achievement as indicated in the correlation value of .14, which is viewed as nonsignificant. In contrast to Zimmerman and Bandura's (1994) study, this thesis study reveals a statistically significant relationship between students' writing self-regulatory efficacy and their writing achievement with a correlation value of .422.

Although the relationship between these elements is not significant, self-efficacy to regulate writing activities indirectly predicts writing achievement through paths of influence in Zimmerman and Bandura's (1994) study. Self-regulatory efficacy for writing heightens academic self-efficacy beliefs and personal standards for the quality of writing which is regarded as self-satisfying. Therefore, Zimmerman and Bandura (1994) state that self-efficacy for academic achievement and self-evaluative standards which are predicted by self-regulatory efficacy both influence academic performance. This shows that when students are sure about their potential, they sustain their efforts and persevere till they manage whereas they give up studying in difficult cases when they are not confident about their capabilities. This case is also verified in this thesis study in that 33 percent of students are achievers

with high writing self-regulatory efficacy and 29 percent of students are underachievers with low writing self-regulatory efficacy, forming more than half of the participants with 62 percent.

Conducted to assess the relations between writing performance and domain-specific beliefs about writing, writing self-regulatory efficacy, writing apprehension among undergraduates, Sanders-Reio's (2010) study demonstrates that students' self-regulatory efficacy for writing correlates with their writing performance. Students' writing self-regulatory efficacy is assessed by the items in Zimmerman and Bandura's (1994) original Writing Self-Regulatory Efficacy Scale as in this thesis study. In her study, a statistically significant relationship is revealed between students' writing self-regulatory efficacy and their writing achievement as seen in the correlation value of .17. Similar to Sanders-Reio's (2010) study, the present study verifies a statistically significant relationship between these components with a correlation value of .422. However, there is a moderate positive relationship between students' writing self-regulatory efficacy and their writing achievement in this thesis study as opposed to their weak positive relationship in Sanders-Reio's (2010) study.

All in all, the findings of this thesis study are harmonious with Pajares's (2003) statement in that writing achievement is connected to motivational elements including self-regulatory efficacy or self-efficacy for self-regulation. In prior studies, self-regulatory efficacy is mostly observed to have correlation with the writing competence of students in all grades from elementary to college level. As a consequence, the research evidence expressed above mostly demonstrates that students with strong confidence in their writing capability can use their self-regulatory strategies to manage their writing process and attain ultimate achievement in writing skill, which is in accordance with the current study.

Another research question of the thesis study is associated with the role of **gender** in students' writing self-regulatory efficacy and writing achievement, so the difference is examined between male and female students in terms of these factors. Although female students have higher writing self-regulatory efficacy scores and

better grades in Writing Course than their counterparts, no significant difference is observed between male and female students in writing self-regulatory efficacy and writing achievement in this thesis study.

When gender differences in students' self-regulatory efficacy in the field of writing are examined, it is reviewed that female students report stronger efficacy. This means female students firmly believe in their capacity to apply strategies, including doing homework on time, studying despite distractors and so on (Pajares, 2002). For instance, Pajares and Valiante's (2001) study demonstrates that masculinity is modestly related to self-efficacy for self-regulation in contrast to femininity, which has a strong connection. In that study, girls have expressed 4,5 for self-efficacy for self-regulation on a 6-point scale whereas boys have reported 4,2 for this construct. Apart from self-efficacy for self-regulation, girls are considered to be more successful in writing than their peers. In the same way, Usher and Pajares's (2008) study displays that girls have reported 4,48 for self-efficacy for self-regulation on a 6-point scale while boys have expressed 4,30 for this concept, and their study also favors girls in writing accomplishment. Hence, the present study is consistent with the studies carried out by Pajares and Valiante (2001) and Usher and Pajares (2008) as for female students' higher self-regulatory efficacy and better writing achievement.

However, girls do not always indicate higher efficacy in writing regardless of scoring better on writing performance instruments and being assessed as better writers by their teachers. According to Nodding's (1996) assertion, this case may be because of a different 'metric' possibly used by girls and boys for reporting confidence judgments. Therefore, real differences in self-efficacy and self-regulatory efficacy for writing skill may be masked because of this kind of a response bias (Pajares, 2003). This is also harmonious with Pajares's (2002) statement in that the difference between girls and boys with regard to their self-regulatory efficacy may emerge from gender orientation, not gender itself since femininity is seen related to this concept. Within the similar framework, Pajares and Valiante's (1999) study shows that there is no gender difference in self-regulatory efficacy as the girls' and

boys' mean scores for this construct are the same with 4,3 out of 6, yet girls view themselves as better writers than boys as well as being more successful in language arts with better performance. When this thesis study is compared with Pajares and Valiante's (1999) study, it is seen that they are consistent in terms of writing achievement favoring girls, but inconsistent in terms of self-regulatory efficacy.

Moreover, Zimmerman and Bandura's (1994) study employs path analysis to observe how efficacy beliefs work in accordance with other self-regulatory influences to master writing. However, no significant correlation could be found between students' gender and the variables in the model, so gender could not be related to writing self-regulatory efficacy in this model, which is somehow similar to the present study. On the basis of these causes, the role of gender in students' writing self-regulatory efficacy and their writing achievement is not seen in Zimmerman and Bandura's (1994) study. The same condition is valid for Sanders-Reio's (2010) study as well; students' gender is not inspected while exploring the relationship between students' writing self-regulatory efficacy and their writing achievement.

The findings of the prior research mostly favor female students in self-regulatory efficacy and writing achievement with the assertion of writing skill as a feminized activity (Pajares, 2002). Nevertheless, the findings of this thesis study reveal that there is no significant difference between female and male students despite female students' higher scores on The Writing Self-Regulatory Efficacy Scale and better end-of-the-year grades in Writing Course, indicating their writing achievement. Hence, this condition shows consistency with some studies mentioned above as opposed to its inconsistency with the others. As expressed in the previous section, the existence of no significant difference between male and female students in this study may result from their willing and conscious preference of English-oriented departments and their intention to succeed in all language skills like writing.

The participants of this thesis study are preparatory class students of ETI and ELT Departments at Trakya University, and they are the graduates of various high schools in Turkey and in Balkan Peninsula. For this reason, the role of **students'**

department and the type of high school they graduated in students' writing self-regulatory efficacy and their writing achievement is also explored apart from the role of gender in these elements. Nonetheless, no significant difference is observed in students' writing self-regulatory efficacy and their writing achievement with regard to these components. As explained before, it may stem from the same curriculum and techniques used in high schools to prepare students for Foreign Language Exam which all students have to attend for enrollment in the university.

These findings of the study could not be compared with any study as students' departments and high schools have not been investigated in terms of students' writing self-regulatory efficacy and their writing achievement. However, the findings of this thesis study can be generalized to all preparatory class students of ETI and ELT Departments at different universities in Turkey. In addition, they can be generalized to all students who graduated from various types of high schools and who study in these English-oriented departments. Therefore, it can be deduced that there is a great similarity in the profiles and accomplishment levels of the students in ETI and ELT Departments, indicating their main focus on foreign language learning. It can also be inferred that there is no difference in the profiles and accomplishment levels of the graduates of various high schools, displaying that all types of high schools in Turkey are almost the same and there has remained no difference among these schools anymore.

This thesis study takes **The Writing Self-Regulatory Efficacy Scale designed by Zimmerman and Bandura (1994)** as data collection instrument to measure students' beliefs in their competence for self-regulation of writing in various aspects. These features require students to evaluate their capability for planning, organizing and revising writing activities; fulfilling appropriate steps to manage writing; using strategies while writing; acquiring information and seeking help from other people when necessary; motivating themselves for writing texts; completing writing assignments within deadlines and focusing on writing instead of more attractive activities, and so on. In addition, Zimmerman and Bandura (1994) state that this scale includes 25 items which measure the perceived capability of students

to practice the strategic, creative and behavioral facets of the writing process as described previously.

With regard to the total mean score for students' writing self-regulatory efficacy rated on the scale, Zimmerman and Bandura (1994) express it as 4,30 among 95 university freshman students whereas it is evaluated as **4,83** among 171 university preparatory class students in this thesis study. Thus, the mean score in the current study is higher than the one found by Zimmerman and Bandura (1994) on the same 7-point scale. When students' mean scores for **the items in this scale** are classified according to high and low levels (**see Table 24**), it is seen in the present study that students have the highest efficacy to "come up with a short informative title for their writing text" (M=5,14) while they have the lowest efficacy to "find and correct all their grammatical mistakes when they have written a long or complex paper" (M=4,50). Using the same scale, Zimmerman and Bandura (1994) reveal their students' highest efficacy to "locate and use appropriate reference sources to document important points" (M=4,98) as opposed to their lowest efficacy to "concentrate on their writing when there are distractions around" (M=3,48). Both Zimmerman and Bandura's (1994) study and this study focus on writing skill and take university students as the participants. Though the items with the highest and lowest efficacy scores are different in these studies, there are some consistent and contrasting points among the aspects employed to regulate writing as revealed below.

Zimmerman and Bandura's (1994) study demonstrates that students report low efficacy to start writing and write attractive opening sentences and paragraph. In the same way, the present study indicates that students have difficulty in creating an introductory paragraph of writing text with interesting sentences and concise overview in an unusual paragraph although they do not express any problem to begin writing. Therefore, the students in this study find creative aspects of writing difficult similar to the students in Zimmerman and Bandura's (1994) study when generating interesting introductory sentences and paragraphs are regarded as a creative feature. Moreover, it is seen in this thesis study that students feel less efficacious to rewrite ambiguous sentences in their writing and correct their grammatical errors in contrast

to the participants of Zimmerman and Bandura's (1994) study who state high efficacy for revision and error correction. Thus, strategic features related to revision and error correction in the scale indicate that the participants in this study strive with hard efforts as opposed to Zimmerman and Bandura's (1994) study.

Another finding of Zimmerman and Bandura's (1994) study is that students are less likely to endure distracting thoughts and deal with writing activities in spite of less motivation towards writing or other interesting tasks. On the contrary, the students in the current study report high efficacy to refocus on writing despite distractors such as diverting thoughts, less motivation towards writing, forcing deadline or getting stuck while writing the text. As withstanding more exciting distractors seems to be associated with behavioral self-management, students in Zimmerman and Bandura's (1994) study are observed to experience problem in its most features whereas the participants of this study generally express higher efficacy in this dimension. Nevertheless, it is an interesting fact that the students in both studies regard concentrating on writing in the face of distractions as challenging and express their low efficacy in this facet of self-regulation for writing. Zimmerman and Bandura's (1994) study reveals this feature with the lowest mean score similar to the present study which shows it as the second rank among the lowest ones. Consequently, it can be implied that the notion of self-directed learning, which refers to the ability to activate, guide and maintain one's instructional efforts, should not be undervalued by students since it has a crucial effect on academic achievement.

In this thesis study, a positive relationship is revealed between students' writing self-regulatory efficacy and their writing achievement, displaying the contribution of the former to the latter. This is also observed in the percentage analyses computed for students' writing self-regulatory efficacy and writing achievement levels since 33 percent of students are achievers with high writing self-regulatory efficacy and 29 percent of students are underachievers with low writing self-regulatory efficacy, forming more than half of the participants. In addition, this positive relationship verifies that self-regulatory efficacy contributes to achievement in all domains. Therefore, the findings of this study are in accordance with

Zimmerman and Risemberg's (1997b) statements as for self-regulatory processes which are employed by students with high and low degrees of achievement.

Emphasizing the differentiation between achievers and underachievers based on some aspects, Zimmerman and Risemberg (1997b) comment on self-regulatory processes of achievers and underachievers, including time use, goals, self-monitoring, self-reactions, self-efficacy and motivation. With regard to time use, achievers are good at managing study time whereas underachievers are more impulsive in this dimension. Achievers can have higher and proximal goals as opposed to underachievers who have lower goals for their education. As for self-monitoring, achievers can implement monitoring with more frequency and accuracy, yet underachievers monitor less frequently and less accurately. In terms of self-reactions, achievers establish higher standards for self-satisfaction while underachievers are more self-critical. As regards self-efficacy, achievers feel more self-efficacious in contrast to underachievers who are less efficacious. In terms of motivation, achievers can persevere in spite of setbacks whereas underachievers can quit working more quickly (Zimmerman and Risemberg, 1997b; p. 106).

When these self-regulatory processes are applied in the field of writing and compared with the responses of the students who participated in this study, it is seen that the participants can manage their time efficiently, set appropriate goals for writing, monitor their writing and themselves as writers, motivate themselves for writing, meet the standards necessary for writing and feel efficacious in regulating their writing as indicated in the students' responses to the related scale items with higher mean scores than the total mean score (M=4,83) **(see Table 23 and Table 24).** Therefore, this thesis study can be viewed as significant since it displays that students who believe in themselves to regulate their writing in a strategic way are more self-assured to reach better academic performance in this demanding skill.

In his study which compares L1 and L2 writing, Silva (1993) states that they differ in terms of composing processes and written text features. Writers have reported to use similar composing process patterns in their L1 and L2 whereas they

find L2 composing harder and less effective. As for composing processes, they utilize less planning, view transcribing as more effortful and less productive, and apply less reviewing. With regard to written text features, they are less fluent with fewer words, less accurate with more errors and less effective in terms of quality with lower holistic scores. Similarly, structural characteristics are less effective and less appropriate. Therefore, Silva (1993) implies teachers to consider these points in their L2 writing instruction and strive to develop these deficiencies of their students.

The participants in this study were preparatory class students of ELT and ETI Departments and most of them became familiar to writing skill as well as writing tasks in English in 2011-2012 Academic Year for the first time. Consistent with Silva's (1993) statements as for L2 writing, the participants of the study had some difficulties in L2 writing, which created obstacles for their writing self-regulatory efficacy and somehow weakened their writing achievement. However, a significant positive relationship was observed between these constructs as regards writing skill, emphasizing the role of self-regulatory efficacy in achievement. With the same standpoint mentioned by Silva, it can also be inferred that teachers need to focus on the setbacks students may encounter in L2 writing while enabling students to build a sense of writing self-regulatory efficacy which attains them to writing achievement.

Taking all the statements discussed so far into account, it is crucial to highlight that self-regulation skills used for writing process enable students to be more motivated and autonomous while they are writing and learn indispensable means for composing process of writing. By means of these skills, students develop their potential in planning, creating content and revising in writing process; employ appropriate self-regulatory strategies to master writing skill and feel themselves more powerful as writers, which are the ultimate targets for students striving to be able to write. With the same mentality, the mission of teachers of Writing Course should be to provide their students with these opportunities and encourage them to be more successful writers in this arduous process. This mission is laborious, but praiseworthy for developing self-directed and self-regulated writers.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

"Education is the most powerful weapon, which you can use to change the world". In accordance with this statement by Nelson Mandela, education leads students to struggle against all thorny paths of life with their internal strength. Therefore, contemporary educational system requires students to be educated by a curriculum which involves the development of students' beliefs in their capabilities and the skills necessary for self-management. In order to realize this condition, students need the awareness of active learning, appropriate strategies for self-direction, feedback about their progress, self-monitoring to manage studying, emphasis on both process and product to enhance learning and certainly **self-regulatory efficacy**, which refers to *"individuals' beliefs about their capability to plan and manage specific areas of functioning"* (Zimmerman, 2000). As confidence and positive expectation entail competence and struggle, students attain **achievement** through their self-regulatory efficacy and self-management power, as mentioned by Virgil in the quotation "*They are able who think they are able"*.

By the same token, Bandura (1997) also asserts that achievement requires more than just innate talents. An essential predictor of self-development and achievement is the self-regulatory capability to activate and retain the persistent effort which is necessary for transforming one's capacity into behaviors. Although students possess certain talents, they can be underachievers as they do not know how to overcome pressure and failure. Thus, self-motivational and self-management capabilities, which produce self-regulatory efficacy, are crucial elements of the diagnostic analysis for students.

With a similar standpoint, it can be inferred that self-regulatory efficacy is a prerequisite for all students who want to be self-disciplined and participate in self-creation, self-initiation and self-evaluation of educational activities. This is also required for university students since they need to control their behaviors, sustain motivation, plan for the future, apply delay of gratification and implement effective learning strategies. However, most students enrolling universities lack main self-regulatory skills and have difficulties in using influential techniques. Despite their high level of intelligence, academic ambitions, previous knowledge and high school performance, these restrictions hinder the students with insufficient self-regulatory skills (Bembenutty, 2011). Hence, university education requires students to cope with setbacks and master their academic life with necessary self-regulatory skills. On the basis of this deduction, it is essential to emphasize self-regulatory efficacy for university students, who are the participants of this thesis study as well.

In academic pursuits, university students need foreign language proficiency with its all elements, so language skills form the crucial part of this aptitude in addition to vocabulary and grammar knowledge. **Writing** is viewed as one of the most demanding language skills by these students, because it is a productive skill which they rarely study prior to university. Apart from that, writing is considered to be based on not only cognitive but also affective dimensions in accordance with McLeod's (1987) statement "*Writing is both an affective and cognitive activity*" (p. 430). This means human beings not only think but also feel while they are writing; yet researchers generally neglect the role of affective domain in the writing process. Affective dimensions include self-judgments of students as regards their writing skills and McLeod (1987) states that developing these self-beliefs in writing entails their writing achievement. Thus, students' self-perceptions regarding writing should be evaluated to reach successful writing performance, stressing students' beliefs and feelings for their attitudes towards writing and for their achievement in this skill.

The expressions above display that writing achievement is based on both competence showing the cognitive mechanisms and confidence indicating affective aspects related to writing. Entailed by the combination of confidence and

competence for this skill, **writing achievement requires writing self-regulatory efficacy**, which can be defined as students' beliefs in their potential to regulate their writing. Students who feel self-efficacious in regulating their writing believe that they can learn to enhance their writing skills as well as their writing achievement through their persistent efforts (Zimmerman and Risemberg, 1997a). Therefore, writing self-regulatory efficacy is highly significant to eliminate students' self-doubts for their capabilities to succeed in writing tasks and to implement self-regulatory processes throughout the writing process, which reaches them to writing achievement. In order to observe the validity of this case for the students in university preparatory classes, the current study was designed and conducted on students of English-oriented departments (ETI and ELT).

The thesis study aimed to explore whether students' writing self-regulatory efficacy contributed to their writing achievement in English, investigating the probable relationship between these components. In addition, it was aimed to examine whether students' department, gender and type of high school they graduated had a role in their writing self-regulatory efficacy and writing achievement in English. The study was conducted on 171 Preparatory Class students of ETI and ELT Departments attending The School of Foreign Languages at Trakya University in 2011-2012 Academic Year. The participants were classified in three groups: ETI, ELT-1 (ELT Day Classes) and ELT-2 (ELT Night Classes).

In the thesis study, The Writing Self-Regulatory Efficacy Scale by Zimmerman and Bandura (1994) was used as the data collection instrument to assess students' writing self-regulatory efficacy. Students rated their beliefs in their capability to regulate their writing and themselves as writers on a 7-point scale, which consists of 25 items related to the strategic, creative and behavioral features of writing process. Students' writing achievement was determined by their end-of-the-year grades in Writing Course. Quantitative Research by the implementation of survey method was used in the present study; thus, the collected data was statistically analyzed through SPSS 17.0 and Excel 2007. Numerous calculations were also carried out to analyze the data gathered and see students' orientations in Writing

Course with regard to writing self-regulatory efficacy and writing achievement in English. These calculations included Pearson Correlation, Kruskal-Wallis test, t-test as well as mean, standard deviation, frequency and percentage analyses. The computations were interpreted to reveal the findings of the study and discussed by comparing them with the prior research in the same domain.

According to the results, preparatory class students of ETI and ELT Departments at Trakya University were observed to be moderately efficacious in regulating their writing process and themselves as writers in an almost "pretty well" manner with the mean score of 4,83 for writing self-regulatory efficacy. When their writing achievement was evaluated, it was seen that they could pass just above the passing grade with the mean score of 60,99 for their end-of-the-year grades in Writing Course. In addition, a moderate positive relationship was revealed between students' writing self-regulatory efficacy and their writing achievement in English, displaying the contribution of the former to the latter. This confirmed that writing achievement is related to writing self-regulatory efficacy, and students with higher writing self-regulatory efficacy tend to have better writing achievement. Moreover, the role of students' gender, department and the type of high school they graduated in students' writing self-regulatory efficacy and writing achievement was investigated. Nevertheless, no significant difference was found in these factors in terms of students' gender, department and the type of high school.

Apart from seeking the answers of research questions, students' self-evaluations of their writing self-regulatory efficacy through the items in this scale were examined as well. According to Zimmerman and Bandura (1994), The Writing Self-Regulatory Efficacy Scale includes strategic, creative and behavioral aspects of writing process. As regards these assessments, it was revealed that the participants in this thesis study have different degrees of writing self-regulatory efficacy in these dimensions. The students in this study find creative features of writing difficult, showing their low efficacy in this facet. Similarly, they strive with hard efforts, feeling less efficacious in strategic features as for revision and error correction in the scale. On the contrary, they generally express higher efficacy in most features of

behavioral self-management. Taking all the consequences revealed into account, the findings of the study highlighted the importance of self-regulation of writing and confirmed the prominence of writing self-regulatory efficacy for students' writing achievement in English. Therefore, it could be inferred that teachers of Writing Course should strive to enhance their students' writing self-regulatory efficacy and their writing achievement by focusing on necessary components.

5.2. Suggestions

This chapter includes the suggestions for future research that could be conducted in other areas and for classroom practice oriented at teachers of Writing Course based on the findings of the thesis study.

5.2.1. Suggestions for Future Research

The findings of the thesis study revealed a positive relationship between students' writing self-regulatory efficacy and their writing achievement, which implies that teachers should develop their students' writing self-regulatory efficacy for the sake of boosting their writing achievement in English. The present study was conducted on B2 level preparatory class students of ETI and ELT Departments. It can be suggested that extensive research should be carried out to see whether the findings of the study are consistent to prove this connection in the field of writing at other foreign language levels (A1, A2, B1, C1 and C2). Apart from writing, other language skills can also be selected to examine the relationship between self-regulatory efficacy and specific skill or achievement in foreign language learning.

Moreover, the research exploring the relationship between self-regulatory efficacy and academic achievement in other domains, including Social Sciences, Maths and Science, should be conducted on various student samples to generalize the findings to these fields. The current study was carried out at university level, yet similar objectives could be investigated at elementary, secondary and high school to see the consistency of the findings in other domains and at other levels as well.

5.2.2. Suggestions for Classroom Practice

Writing is an arduous process that foreign language learners have to undergo since it has a complex and challenging structure based on production. McLeod (1987) regards writing as both a cognitive and affective activity, and mentions the significance of students' affective characteristics throughout the writing process. Thus, it can be implied that teachers of Writing Course should assist their students in strategic self-management in cognitive and affective domains by teaching them to notice their writing potential and become more successful writers. This condition can be provided by instilling a sense of writing self-regulatory efficacy in students and making them more aware of their composing and revising processes while they are writing. In Writing Courses, teachers should employ certain techniques to realize these functions and shape **students' writing self-regulatory efficacy** to enhance **their writing achievement**.

Regarding the techniques implemented to build writing self-regulatory efficacy, teachers should begin with providing their students with autonomy in selecting writing goals and tasks, which leads to their stronger interest and personal engagement. Furthermore, teachers should use peer work or group work activities for writing tasks in order to promote confidence and motivation in their students. They should also teach writing strategies to their students so that students can experience less challenging moments while they are writing and can produce well-designed texts with good introductory, body and concluding paragraphs.

As well as writing strategies, teachers should aid their students in the development of self-regulated learning strategies, including time management, help seeking, cognitive strategies, mental imagery, self-consequences, self-evaluative standards, and so on. The strategies mentioned are considered within triadic self-regulatory processes of writing, which refer to environmental, behavioral and personal processes as Zimmerman and Risemberg (1997a) assert. Students' acquisition of these strategies results in their enhanced self-monitoring of the writing

process they experience and the struggle they exercise for writing in the face of distracting alternatives. Therefore, teachers can emphasize the importance of students' perceptions of themselves as writers and the role of writing self-regulatory efficacy in writing achievement. In addition to scaffolding, they should give their students continuous feedback about their progress in writing and in their self-regulation of writing to help them see the strong and weak points in these processes and learn to eliminate the obstacles encountered.

Consequently, when teachers implement all of the techniques above, they will be aware of their students' beliefs about writing, writing behaviors, writing experiences and self-regulation of writing so that they can train more efficient and successful writers. These ways indicate that writing self-regulatory efficacy is a significant construct for students who wish to develop their writing achievement. As students learn effective strategies used to regulate writing, they can monitor their writing process, assess their own strengths and weaknesses, select suitable alternatives and utilize self-corrective actions for improving their writing and for attaining better writing outcomes. On the basis of the statements above, it can be implied that teachers should take students' writing self-regulatory efficacy into account and make diagnostic assessment of these self-regulatory factors through the identification of all their students. Hence, teaching strategies for self-regulation of writing besides specific training exercises can be beneficial for students to gain writing self-regulatory efficacy and reduce their insufficiency in this complex skill.

It is mostly accepted that self-regulated learners want to succeed in coping with setbacks and achieve academic aspirations in a strategic way. Thus, it should be aimed to structure a curriculum of Writing Course which includes necessary tasks to teach how to write as well as how to use self-regulatory strategies in a conscious way. Teachers should integrate appropriate classroom activities into their Writing Courses to enhance their students' writing self-regulatory efficacy and writing achievement. Therefore, students become able to self-direct their writing and attain more successful outcomes in Writing Courses. As regards the findings of this thesis study, there is a positive relationship between students' writing self-regulatory

efficacy and their writing achievement, which implies that teachers should develop their students' writing self-regulatory efficacy for the sake of improving their writing achievement in English. Since foreign language education is a whole with its all components, including grammar, vocabulary and language skills; foreign language education should not undervalue writing as one of the language skills. Thus, secondary school, high school and university curriculum in the field of EFL should contain the instruction of this skill and self-regulatory mechanisms related to writing.

For academic accomplishment, every teacher should strive to build confidence and competence in their students. Forming these notions needs the experience of students to cope with setbacks by means of effort. Challenges and obstacles have useful aims to teach students actual life, so the striving to defeat against the setbacks shows students that perseverance and persistent effort are necessary for achievement. To realize this aim, teachers should develop their students' self-regulatory efficacy and teach them necessary self-regulatory mechanisms to make them reflective learners with the ability of continual development as well as perseverance against difficulties. With the same perspective, Zimmerman, Bonner and Kovach (1996) state "*Learning is not something that can be done for students; rather it is something that is done by them*" (p. 22). This case is also the same for **writing skill** and students can build writing self-regulatory efficacy for contributing to their writing achievement in English. As students feel themselves more self-regulatory in their writing process, their beliefs for their writing capability develop, they enhance their writing achievement and they learn to continue this kind of wisdom for a lifetime, just like the Confucian fishermen. The mission of educating these "fishermen" is on teachers, who can fulfill this tough but commendable job with patience and love in their hearts.

If you give a man a fish, you feed him for a day.
If you teach a man to fish, you feed him for a lifetime.

Confucius (551-479 B.C.)

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APPENDICES

Appendix 1

THE WRITING SELF-REGULATORY EFFICACY SCALE

(Zimmerman and Bandura, 1994)

Dear Students,

This scale aims to explore the writing self-regulatory efficacy beliefs of Preparatory Class students of English Language Teaching (ELT) and English Translation and Interpretation (ETI) Departments. Please put a tick (√) into the appropriate options and complete the given parts according to your background information below. Subsequently, please rate the strength of your perceived efficacy for the items in the scale and circle the number that best describes how sure you are that you can perform each of the writing tasks.

The answers will greatly contribute to the study of "THE EFFECT OF SELF-REGULATION AND SELF-EFFICACY ON STUDENTS' WRITING PERFORMANCE" ("THE RELATIONSHIP BETWEEN SELF-REGULATORY EFFICACY AND WRITING ACHIEVEMENT IN ENGLISH") and the responses will serve as data in the current study at Trakya University. The data will be confidential and safe; they will not be shown to any other person and be used for any other purposes. I appreciate your assistance for this study and thank for your participation in advance!

Instructor Neslihan ERE

THE WRITING SELF-REGULATORY EFFICACY SCALE
(Zimmerman and Bandura, 1994)

Please rate the strength of your perceived efficacy for the following items on a 7-point scale ranging from 1 (I cannot perform it at all) **to 7** (I can perform it very well)**.** Circle the number that best describes **HOW SURE YOU ARE THAT YOU CAN PERFORM** each of the writing tasks below**.**

1	2	3	4	5	6	7
Not well at all		**Not too well**		**Pretty well**		**Very well**

1. When given a specific writing assignment, I can come up with a suitable topic in a short time.

         1   2   3   4   5   6   7

2. I can start writing with no difficulty.

         1   2   3   4   5   6   7

3. I can construct a good opening sentence quickly.

         1   2   3   4   5   6   7

4. I can come up with an unusual opening paragraph to capture readers' interest.

         1   2   3   4   5   6   7

5. I can write a brief but informative overview that will prepare readers well for the main thesis of my paper.

         1   2   3   4   5   6   7

6. I can use my first attempts at writing to refine my ideas on a topic.

         1   2   3   4   5   6   7

7. I can adjust my style of writing to suit the needs of any audience.

         1   2   3   4   5   6   7

8. I can find a way to concentrate on my writing even when there are any distractions around me.

         1   2   3   4   5   6   7

9. When I have a pressing deadline on a paper, I can manage my time efficiently.

       1   2   3   4   5   6   7

10. I can meet the writing standards of an evaluator who is very demanding.

       1   2   3   4   5   6   7

11. I can come up with memorable examples quickly to illustrate an important point.

       1   2   3   4   5   6   7

12. I can rewrite my wordy or confusing sentences clearly.

       1   2   3   4   5   6   7

13. When I need to make a subtle or an abstract idea more imaginable, I can use words to create a vivid picture.

       1   2   3   4   5   6   7

14. I can locate and use appropriate reference sources when I need to document an important point.

       1   2   3   4   5   6   7

15. I can write very effective transitional sentences from one idea to another.

       1   2   3   4   5   6   7

16. I can refocus my concentration on writing when I find myself thinking about other things.

       1   2   3   4   5   6   7

17. When I write on a lengthy topic, I can create a variety of good outlines for the main sections of my paper.

       1   2   3   4   5   6   7

18. When I want to persuade a skeptical reader about a point, I can come up with a convincing quote from an authority.

       1   2   3   4   5   6   7

19. When I get stuck writing a paper, I can find ways to overcome the problem.

1   2   3   4   5   6   7

20. I can find ways to motivate myself to write a paper even when the topic holds little interest for me.

1   2   3   4   5   6   7

21. When I have written a long or complex paper, I can find and correct all my grammatical errors.

1   2   3   4   5   6   7

22. I can revise a first draft of any paper so that it is shorter and better organized.

1   2   3   4   5   6   7

23. When I edit a complex paper, I can find and correct all my grammatical errors.

1   2   3   4   5   6   7

24. I can find other people who will give critical feedback on early drafts of my paper.

1   2   3   4   5   6   7

25. When my paper is written on a complicated topic, I can come up with a short informative title.

1   2   3   4   5   6   7

Appendix 2

THE QUESTIONNAIRE OF DEMOGRAPHIC INFORMATION

Dear Students,

This questionnaire aims to explore the demographic features of Preparatory Class students of English Language Teaching (ELT) and English Translation and Interpretation (ETI) Departments. Please put a tick (√) into the appropriate options and complete the given parts according to your background information. You do not need to write your names and surnames, but you should include your student number to facilitate identifying your end-of-the-year grades in Writing Course.

The answers will greatly contribute to the study of "THE EFFECT OF SELF-REGULATION AND SELF-EFFICACY ON STUDENTS' WRITING PERFORMANCE" ("THE RELATIONSHIP BETWEEN SELF-REGULATORY EFFICACY AND WRITING ACHIEVEMENT IN ENGLISH"). The responses will serve as data in the current study at Trakya University. The data will be confidential and safe; they will not be shown to any other person and be used for any other purposes. I appreciate your assistance for this study and thank for your participation in advance!

Instructor Neslihan ERE

Student Number: …………………………………………………………

Class:

(Day Classes)   □ PREP 1   □ PREP 2   □ PREP 3   □ PREP 4

(Night Classes)   □ PREP 8   □ PREP 9

Department:

□ English Language Teaching   □ English Translation and Interpretation

Gender :   □   Male   □ Female

Age :   □   18-20   □ 21-23   □ 24- 26   □ 27- more

The type of high school you graduated :

□   Anatolian Teacher Training High School   □   Anatolian High School

□   Foreign Language-Oriented High School   □   General High School

□   Vocational High School   □   Other (specify if any)

…………………………….

The branch you studied in high school :

□ Foreign Language Branch   □ Other Branches (SAY / SÖZ / EA)

Appendix 3

STUDENTS' END-OF-THE-YEAR GRADES IN WRITING COURSE DETERMINING WRITING ACHIEVEMENT

This section includes students' end-of-the-year grades in Writing Course, which determine their writing achievement in 2011-2012 Academic Year. These grades are calculated by their final exam grades, midterm average, quiz average, performance grade average (based on assignments) with certain percentages of influence. The table is formed for the students of ETI and ELT Departments. English Translation and Interpretation, English Language Teaching Day Classes and English Language Teaching Night Classes are documented into the table.

STUDENTS' END-OF-THE-YEAR GRADES IN WRITING COURSE INDICATING WRITING ACHIEVEMENT						
ENGLISH TRANSLATION AND INTERPRETATION (ETI)		FINAL	MID. AVR.	QUIZ AVR.	PERF. AVR.	END-OF-THE-YEAR GRADES
NO	STUDENT NUMBER		50% Inf.	30% Inf.	10% Inf.	10% Inf.	Out of 100
1	1111207001		83	72	68	65	76,4
2	1111207003		75	64	69	65	70,1
3	1111207004		65	73	26	20	59
4	1111207007		65	67	73	70	66,9
5	1111207008		80	73	72	45	73,6
6	1111207013		55	61	62	30	55
7	1111207014		75	62	67	73	70,1
8	1111207018		40	60	57	38	47,5
9	1111207023		79	56	52	78	69,3
10	1111207024		75	61	67	40	66,5
11	1111207027		50	46	54	74	51,6
12	1111207029		70	52	48	40	59,4
13	1111207030		80	68	53	60	71,7
14	1111207031		60	49	38	43	52,8
15	1101207033		72	68	47	72	68,3
16	1111207605		49	53	41	70	51,5
17	1110502703		84	56	55	63	70,6

		FINAL	MID. AVR.	QUIZ AVR.	PERF. AVR.	END-OF-THE-YEAR GRADES
ENGLISH LANGUAGE TEACHING - DAY CLASSES (ELT-1)						
NO	**STUDENT NUMBER**	**50% Inf.**	**30% Inf.**	**10% Inf.**	**10% Inf.**	**Out of 100**
18	1110502002	70	74	78	68	71,8
19	1110502004	62	79	72	25	64,4
20	1110502005	70	71	73	82	71,8
21	1110502006	60	69	65	83	65,5
22	1110502007	75	73	76	73	74,3
23	1110502008	74	68	49	60	68,3
24	1110502009	60	71	72	58	64,3
25	1110502010	72	74	73	70	72,5
26	1110502011	50	59	64	73	56,4
27	1110502012	85	70	70	78	78,3
28	1110502013	73	70	68	88	73,1
29	1110502014	75	69	72	79	73,3
30	1110502015	42	72	74	85	58,5
31	1110502016	80	58	59	63	69,6
32	1110502017	68	58	61	73	64,8
33	1110502018	78	66	71	73	73,2
34	1110502019	70	61	62	60	65,5
35	1110502021	60	72	59	38	61,3
36	1110502022	75	63	72	45	68,1
37	1110502023	85	79	82	50	79,4
38	1110502024	63	65	72	76	65,8
39	1110502025	55	60	71	78	60,4
40	1110502026	52	59	61	65	56,3
41	1110502027	80	77	78	90	79,9
42	1110502028	75	67	55	71	70,2
43	1110502029	65	62	61	38	61
44	1110502030	40	62	60	62	50,8
45	1110502033	80	70	70	63	74,3
46	1110502036	80	58	61	74	70,9
47	1110502037	60	63	64	73	62,6
48	1110502038	30	50	58	40	39,8
49	1110502039	40	52	42	53	45,1
50	1110502040	60	69	63	75	64,5
51	1110502041	80	79	77	83	79,7
52	1110502042	70	72	72	65	70,3
53	1110502043	80	62	64	83	73,3
54	1110502044	57	57	54	55	56,5
55	1110502045	68	70	66	73	68,9
56	1110502046	50	58	61	58	54,3

57	1110502047	60	62	67	83	63,6
58	1110502049	65	57	51	65	61,2
59	1110502050	50	56	59	68	54,5
60	1110502051	65	57	61	76	63,3
61	1110502052	45	56	39	55	48,7
62	1110502053	55	64	72	88	62,7
63	1110502054	70	70	69	85	71,4
64	1110502055	65	48	58	53	58
65	1110502056	40	59	62	65	50,4
66	1110502057	55	64	68	73	60,8
67	1110502058	60	59	67	78	62,2
68	1110502059	60	55	51	65	58,1
69	1110502060	64	66	72	85	67,5
70	1110502061	45	55	58	75	52,3
71	1110502062	57	54	63	55	56,5
72	1110502063	58	53	57	63	56,9
73	1110502064	43	42	23	10	37,4
74	1110502065	60	64	67	65	62,4
75	1110502066	68	57	76	75	66,2
76	1110502067	75	66	64	55	69,2
77	1110502068	45	60	58	72	53,5
78	1110502069	60	65	69	78	64,2
79	1110502070	70	62	67	55	65,8
80	1110502071	41	48	42	58	44,9
81	1110502072	63	63	74	68	64,6
82	1110502073	59	58	56	54	57,9
83	1110502074	70	63	68	70	67,7
84	1110502075	46	59	53	65	52,5
85	1110502076	83	73	54	58	74,6
86	1110502077	68	74	72	74	70,8
87	1110502078	43	44	47	48	44,2
88	1110502080	70	61	61	70	66,4
89	1110502081	72	69	69	58	69,4
90	1110502082	48	43	53	68	49
91	1110502701	55	58	40	83	57,2
92	1110502603	73	60	60	82	68,7
93	1100502069	54	60	60	10	52
94	1100502070	57	63	71	55	60
95	1100502613	57	63	48	75	59,7
96	1110502611	35	21	15	10	26,3
97	1110502751	35	28	6	10	27,5
98	1110502612	0	40	36	15	17,1

	ENGLISH LANGUAGE TEACHING - NIGHT CLASSES (ELT-2)	FINAL	MID. AVR.	QUIZ AVR.	PERF. AVR.	END-OF-THE-YEAR GRADES
NO	STUDENT NUMBER	50% Inf.	30% Inf.	10% Inf.	10% Inf.	Out of 100
99	2110502305	74	66	73	72	71,3
100	2110502306	80	63	73	65	72,7
101	2110502307	80	79	63	90	79
102	2110502308	25	64	66	55	43,8
103	2110502310	77	60	75	70	71
104	2110502311	85	66	72	88	78,3
105	2110502313	70	59	62	75	66,4
106	2110502314	55	49	53	48	52,3
107	2110502315	69	60	58	25	60,8
108	2110502316	60	51	57	50	56
109	2110502317	60	62	55	58	59,9
110	2110502318	67	61	62	78	65,8
111	2110502321	77	67	73	83	74,2
112	2110502322	60	53	62	53	57,4
113	2110502323	55	53	53	55	54,2
114	2110502324	71	57	61	45	63,2
115	2110502325	85	58	61	70	73
116	2110502326	72	67	70	73	70,4
117	2110502327	70	58	66	78	66,8
118	2110502329	62	51	58	70	59,1
119	2110502330	65	63	42	65	62,1
120	2110502333	70	61	66	48	64,7
121	2110502334	76	62	62	50	67,8
122	2110502335	30	51	41	55	39,9
123	2110502336	55	55	46	60	54,6
124	2110502337	45	43	48	55	45,7
125	2110502339	60	62	69	78	63,3
126	2110502340	72	56	71	70	66,9
127	2110502342	45	47	48	55	46,9
128	2110502343	65	52	65	60	60,6
129	2110502344	65	58	60	43	60,2
130	2110502345	75	60	67	75	69,7
131	2110502346	50	57	39	50	51
132	2110502347	70	51	67	63	63,3
133	2110502349	50	60	60	73	56,3
134	2110502350	60	57	50	73	59,4
135	2110502351	55	58	67	50	56,6
136	2110502352	40	53	53	58	47
137	2110502353	55	54	53	55	54,5

138	2110502354		55	52	56	55	54,2
139	2110502355		55	66	63	65	60,1
140	2110502357		60	59	68	72	61,7
141	2110502358		70	56	63	65	64,6
142	2110502359		45	46	54	53	47
143	2110502360		50	57	66	75	56,2
144	2110502361		50	53	52	65	52,6
145	2110502362		55	56	62	55	56
146	2110502363		60	54	60	55	57,7
147	2110502364		80	75	72	68	76,5
148	2110502365		30	47	55	50	39,6
149	2110502367		50	50	56	55	51,1
150	2110502368		50	60	77	73	58
151	2110502369		70	49	58	63	61,8
152	2110502370		70	65	68	73	68,6
153	2110502371		40	54	39	48	44,9
154	2110502372		40	63	57	63	50,9
155	2110502373		60	45	53	68	55,6
156	2110502375		60	57	53	58	58,2
157	2110502376		85	65	53	73	74,6
158	2110502377		45	45	43	65	46,8
159	2110502379		65	57	60	50	60,6
160	2110502380		70	42	35	43	55,4
161	2110502381		85	61	60	55	72,3
162	2110502382		65	54	53	53	59,3
163	2100502358		50	52	46	43	49,5
164	2100502360		55	62	68	35	56,4
165	2100502361		64	68	66	64	65,4
166	2100502363		64	59	74	73	64,4
167	2100502366		75	66	73	55	70,1
168	2100502368		65	66	52	53	62,8
169	2100502371		72	59	67	58	66,2
170	2100502377		40	51	57	40	45
171	2100502319		70	53	62	58	62,9

Appendix 4

2011-2012 ACADEMIC YEAR / TRAKYA UNIVERSITY-
THE SCHOOL OF FOREIGN LANGUAGES
ELT AND ETI DEPARTMENTS / WRITING COURSE / FINAL EXAM

Name-Surname: **Date: 21.05.2012**
Class-Number: **Time: 80 minutes**

A. Choose <u>ONE</u> of the options below and write a <u>REVIEW</u> on this subject, including 180-200 words in 4 paragraphs with a formal style. Be careful with content, organization, justification, coherence, structures! <u>(50 points)</u>

1. Your local college organizes a competition each year for people who are learning English. You will prepare a review for this competition. Write **a review of a movie, play or musical show** which you have found both entertaining and helpful to you as a learner of English. You should give brief information about the plot, comment on various features such as acting, plot, characters, soundtrack, special effects, etc., explain why you love it and why you would like to recommend it as beneficial to other learners of English.

2. A magazine for teenagers has asked its readers to prepare reviews as regards literature for the following month's edition. Write **a review of a book or any type of literary work (a poem, a story, a novel, etc.)** which you consider to be impressive and have a great impact on your life. You should give brief information about the plot, comment on various features such as plot, character development, ending, etc., explain why you are impressed and why you would like to recommend it to other readers.

B. Choose <u>ONE</u> of the options below and write an <u>OPINION ESSAY</u> on this subject, including 200-250 words in 5 paragraphs with a formal style. Be careful with content, organization, justification, coherence, structures! <u>(50 points)</u>

1. "People are never satisfied with what they have; they always want something more or something different." Do you agree or disagree with this statement? Discuss and use specific reasons to support your answer.
2. Is it ever right to lie? What is your attitude to lying and to the view that lying is always wrong? Discuss and use specific reasons to support your answer.
3. Do the media have too much influence on people's lives? What is your opinion related to the effects of the media on people? Discuss and use specific reasons to support your answer.
4. "Learning about the past has no value for those of us living in the present." Do you agree or disagree with this statement? Discuss and use specific reasons to support your answer.
5. Can we judge a person's character with our first impressions? What is your opinion about the judgment of personality based on first impressions? Discuss and use specific reasons to support your answer.

Appendix 5

Name-Surname: **Date: 21.11.2011**
Class-Number: **Time: 60 minutes**

A. Read the text below and find 20 ERRORS in the text, including grammar, wrong word, word order, spelling and punctuation mistakes. Underline these errors and CORRECT THEM by writing the right forms. *There is no need to add any word/ phrase into the text or write the types of errors.* **First error is corrected as an example. (20 x 2= 40 points)**

My **_names_** *(0)* Carla and I'm one of the member of "MAGIC", where is a famous dancing club in New York. We have three alive dance shows next week and I'm looking forward to dance in front of audience enthusiastic. I'm a bit nervous for this excited shows, but I am believe I can overcome my nervousness and feel relax. I'm a dancer now, but how did I started dancing? Last year, my roommate persuades me to join a dancing club. I didn't want to going, because I thought a dancing club will teach only aerobic dance. I was not good at hear rhythm, but being a club member changed my mind. I learned other forms of dancing that I didn't know before. Many individual think that they can't dance because they have poor coordination, but in my opinion people of all ages can dancing if they want. Therefore, I invite you all finding some times to enjoy yourselves by dancing. Just close your eyes, listen to music and feel it's rhythm?

	Wrong Form	Correct Form		Wrong Form	Correct Form
0	*names*	*name's*			
1			**11**		
2			**12**		
3			**13**		
4			**14**		
5			**15**		
6			**16**		
7			**17**		
8			**18**		
9			**19**		
10			**20**		

B. Choose ONE of the options below and write a <u>DESCRIPTIVE ESSAY</u> on this subject, which includes 180-200 words with appropriate style. Be careful with organization, content, coherence, justification, grammar, spelling and punctuation! (60 points)

1. Describe a town or city you think is ideal for holidays, including free time activities, the places to see and the reasons to select this place.

2. Describe the ceremony of a national event and explain its importance to the people in your country.

3. Describe a celebration you attended when you were a child (party, birthday party, wedding, etc.). Why do you remember this one especially?

Appendix 6

Name-Surname: **Date: 09.01.2012**
Class-Number: **Time: 70 minutes**

A. Read the text below and find <u>20 ERRORS</u> in the text, including grammar, wrong word, word order, spelling and punctuation mistakes. <u>Underline these errors</u> and CORRECT THEM by writing the right forms. *There is no need to add any word/ phrase into the text or write the types of errors.* **(20 x 2= 40 points)**

Are you a go-getter or has your get-up-and-go got up and ***gone.(0)*** According to recently research, if the latter is true, it is not entirely your fault as your level off physical energy could not be predetermined. This may not matter if our daily life does not require a height energy level, for instanse if you are a lawyer. However, if you mean becoming a millionaire, you need it and abundant physical energy from your young is a desirable attribute, enabled you to focus in and acheive your goal. I would added that it helps to have a energy level harmonious with that of those around you so that your life is in balance and you are frustrated neither by their passivity nor angry with there restlessness. In addition, your need to know how to used your energy- are you someone who can handle a lot of jobs simultaneously or do you prefer to concentrate on one! Knowing your strenghts and weaknesses, you can use your energy level wise and lead a more fulfilling, successfully life.

	Wrong Form	Correct Form		Wrong Form	Correct Form
0	*gone.*	*gone?*			
1			**11**		
2			**12**		
3			**13**		
4			**14**		
5			**15**		
6			**16**		
7			**17**		
8			**18**		
9			**19**		
10			**20**		

B. You recently arranged for some work to be carried out in your house by a building company. Unfortunately there have been a lot of problems; the work has not been finished and the builders have caused some damage to your house. Read the following rubrics (1-2) and write a letter to the owner of the building firm, explaining the situation with your complaints and demanding the work to be finished and the damage to be put right. Write this letter in your <u>own</u> words, using both rubrics below and use 150-200 words in formal style. Be careful with your writing! (60 points total)

(1)   12th February 1997

Dear Mr Roberts,

   I am writing to confirm that our builders will be arriving <u>at 9 am</u> on Monday, 24th February to carry out your renovation work.

   I understand that you have taken a week off work, and <u>give you my assurance that four days is the maximum amount of time normally needed for such alterations</u>.

   Since our employees are experienced staff, I feel sure that <u>you will be inconvenienced as little as possible and that disruption will be kept to a minimum.</u>

   We pride ourselves on our reputation for quality work and would like to take this opportunity to thank you for doing business with us.

                                        Yours sincerely,

                                        JB Stubbs
                                        JB Stubbs

They arrived at 3 pm

Still not finished after two weeks

What about the damage, lost pay, etc?

****

(2) J B STUBBS BUILDERS
                    ☎ 896 3991

ALL KINDS OF WORK CARRIED OUT
COMPETITIVE PRICES
 ❋ <u>Fast service</u>
❋ <u>Reliable, experienced workers</u>
❋ <u>No mess</u> ❋ <u>No fuss</u> ❋ <u>No delays!</u>

Completely untrue!

Not when I had to take an extra unpaid week off work!

Already 10 days late in finishing!

I spent three days cleaning up after them!

Broken sink, ruined carpet, damaged door, burst water pipe

Appendix 7

2011-2012 ACADEMIC YEAR/ TRAKYA UNIVERSITY
THE SCHOOL OF FOREIGN LANGUAGES/ELT AND ETI DEPARTMENTS
SPRING TERM- WRITING COURSE – THIRD MIDTERM

Name-Surname: **Date: 12. 03. 2012**
Class-Number: **Time: 70 minutes**

A.   Read the text below and find 20 ERRORS in the text, including grammar, wrong word, word order, spelling and punctuation mistakes. Underline these errors and CORRECT THEM by writing the right forms. *There is no need to add any word/ phrase into the text or write the types of errors.* **(20 x 2= 40 points)**

Thomas Jefferson, who was born *on (0)* 1743 in Virginia was a gifted man who's influence on American politics and cultural is still felt today. Best known as the author of the Declaration of Independent and as the triple president of the United states, Jefferson was a highly educated and talented man which left his mark not only on politic but also on agriculture, architecture, linguistics and philosophy. Jefferson was a tall, well-built men with striking features and a memorable physical appearance. He was also successful in personal relations. Although was he involved in many political controversies, he did not have hatred against his opponents. He was a intellectual man who at least knew six languages and was interested in Indian dialects. Jefferson believed on the importance of education for whole people. He fought hardly for the establishment of schools and also found the University of Virginia. He refered to this act as the last service he can do for my country. All in all, Thomas Jefferson was a person whom gained esteem and affection while his lifetime and who deserves our respect for his influense on political thought and for the long lasting effects of his accomplishments.

	Wrong Form	Correct Form		Wrong Form	Correct Form
0	*on*	*in*			
1			**11**		
2			**12**		
3			**13**		
4			**14**		
5			**15**		
6			**16**		
7			**17**		
8			**18**		
9			**19**		
10			**20**		

B. Choose <u>ONE</u> of the options below and write <u>FOR AND AGAINST ESSAY</u> on this subject, including 200-250 words in 4 paragraphs with formal style. Be careful with content, organization, justification, coherence, structures!
(60 points)

1. Discuss the positive and negative sides of early retirement.

2. Discuss the advantages and disadvantages of living without a television.

3. Discuss the pros and cons of extreme sports or dangerous activities.

4. Discuss the benefits and drawbacks of being "a teacher of English" or

   "a translator and interpreter". <u>Choose one of the occupations, not both!</u>

Appendix 8

Name-Surname:　　　　　　　　　　**Date: 16. 04. 2012**
Class-Number:　　　　　　　　　　　**Time: 70 minutes**

A. Read the text below and find <u>20 ERRORS</u> in the text, including grammar, wrong word, word order, spelling and punctuation mistakes. <u>Underline these errors</u> and CORRECT THEM by writing the right forms. *There is no need to add any word/ phrase into the text or write the types of errors.* (**20 x 2= 40 points**)

> When told to sit up straight, do you find yourself **automaticaly (0)** pulling in your stomach and self-consciously twisting your spine into variety positions which you believe to be good posture. However, with the absense of correct tutoring early in life, our understanding of what good posture is is often mistook. We simple don't know what good posture should be liked, which is not known all over the world. On a recent trip to Korea, I visited a primary school and I was strucked by the sight of children squatting down comfortably with feet flat on the floor having his lunch. In such a position, ones spine is beautifully stretched. My own attempt at maintained this stance ended in failure. The mater is that most aspects of our modern lifestyle requires poor posture. We sit hunched over a desk all day, then spend the evening sqashed into a couch. These are bad habits which seal our fate. To have a health spine, we need to work flexibility on at means of exercises such as yoga and pilates. Nevertheless, most of us ignore the warning signs of impending back ache until its too late. Of course, sitting and standing proper take a great deal of effort, but it's worth it?

	Wrong Form	Correct Form		Wrong Form	Correct Form
0	*automaticaly*	*automatically*			
1			**11**		
2			**12**		
3			**13**		
4			**14**		
5			**15**		
6			**16**		
7			**17**		
8			**18**		
9			**19**		
10			**20**		

B. Choose <u>ONE</u> of the options below and write <u>DISCURSIVE ESSAY</u> on this subject, including 200-250 words in 5 paragraphs with formal style. <u>Discuss the subject from various angles.</u> Be careful with content, organization, justification, coherence, structures! (60 points)

1. "Modern life brings benefits as well as drawbacks to human beings." Discuss by using different aspects.

2. "The development of nuclear technology leads to significant advances." Discuss by using different aspects.

3. "Countries should encourage tourism." Discuss by using different aspects.

4. "Young people have an important contribution to society." Discuss by using different aspects.

Appendix 9

Name-Surname: **Date: 20. 11. 2011**
Class-Number: **Time: 50 minutes**

A. Read the text below and find <u>10 ERRORS</u> in the text, including grammar, wrong word, word order, spelling and punctuation mistakes. <u>Underline these errors</u> and CORRECT THEM by writing the right forms. *There is no need to add any word/ phrase into the text or write the types of errors.* (10 x 3= 30 pts.)

Today was my first day in Florence and it was great! I got up and had ***brakefast*** *(0)* at a small café. I asked my waiter what he recommend doing during the day. He told me that you would enjoy everything in Florence. He told me he had lived here for years and he said "I don't want to live nowhere else". He also adviced me to see the River Arno, one of Italy's more charming river. Then, he invited me to have dinner with his family. I don't know if have I ever met such a nicely waiter before. I cant remember when I have had such a lovely vacation!

	Wrong Form	Correct Form		Wrong Form	Correct Form
0	*brakefast*	*breakfast*			
1			**6**		
2			**7**		
3			**8**		
4			**9**		
5			**10**		

B. Identify the <u>NARRATIVE TECHNIQUE</u> in each paragraph below. (5 x 2 =10 pts.)

1. I shivered in the chill, damp air as I entered the old one-room schoolhouse. It smelt of mildew and dust, and I could see the stains on the walls where the rain had come through the roof.

    *Technique: _____

2. Standing outside the door of the abandoned one-room schoolhouse, I heard a strange noise coming from inside I knew it had been empty for years but I seemed to hear the sound of children's voices. Holding my breath, I pushed the door open.

    *Technique: _____

C. Write a STORY beginning or ending with <u>ONE</u> of the following statements. Choose <u>ONE</u> of the options and complete the missing part. Please be careful with content, organization, support, structures and use 180-200 words in your narrative. <u>Use your creativity!!!</u> (60 points total)

➢ "It had all been a terrible misunderstanding." (ENDING)

➢ "The chances of such a coincidence were a million to one." (BEGINNING)

➢ "He took a deep breath and knocked on the door." (BEGINNING)

➢ "A voice hissed "Don't move!" Steve froze, peering at the shape of a thin figure in a long coat, standing in the shadows. "(BEGINNING)

➢ "How could I have been so wrong?", he wondered." (ENDING)

Appendix 10

2011-2012 ACADEMIC YEAR / TRAKYA UNIVERSITY
THE SCHOOL OF FOREIGN LANGUAGES/ ELT AND ETI DEPARTMENTS
WRITING COURSE / FALL TERM / SECOND QUIZ

Name-Surname: **Date: 22.12.2011**
Class-Number: **Time: 50 minutes**

A. Read the following sentences carefully and try to reorder them in the appropriate format. Place the letters in the table. (4 pts. each, 64 pts. total)

A. Firstly, you mentioned that you are afraid of being lonely and unable to make friends when you get to university.

B. In your letter, you also refer to your worries about coping with the work.

C. I am writing on behalf of the Students' Advisory Service in reply to your letter of 13th May and would like to congratulate you on registering Melbourne University.

D. I would also recommend joining some clubs and societies as a way of meeting people with the same interests as yours.

E. I understand that you are nervous about moving to a foreign country and I hope the following advice will be of some help to you.

F. I would suggest that you try to meet as many people as possible during the first few days as this is when many friendships are formed.

G. Dear Mr. Wilson,

H. You may rest assured that if you follow this advice, you will not feel lonely.

I. Please do not hesitate to contact me again should you have any further questions.

J. When you arrive, you will realize that everyone is in the same situation and that your fellow students will be more willing to make friends.

K. Additionally, if you need help, the best action would be to speak to your tutor.

L. Yours sincerely, Jessica Hill

M. I would advise you to do homework immediately so that you do not fall behind.

N. Most important of all, I strongly recommend that you organize your timetable carefully so that you can combine work and recreation.

O. I would like to wish you good luck with your course.

First part	Second part	Third part	Fourth part	Last part	STYLE OF LETTER :
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	
_____	_____		_____	_____	
			_____		

B. Read the following sentences carefully and try to identify <u>the types of the letters, their styles and their parts in a letter.</u> (4 points each, 36 points total)

	Sentence	Type of Letter	Style of Letter	Beginning or Ending?
1	I trust this situation will be solved without further delay.			
2	I am writing with reference to the vacancy in your accounts department.			
3	I'm just writing to let you know how sorry I am about missing your graduation ceremony.			

Appendix 11

2011-2012 ACADEMIC YEAR/ TRAKYA UNIVERSITY
THE SCHOOL OF FOREIGN LANGUAGES/ ELT AND ETI DEPARTMENTS
WRITING COURSE –SPRING TERM- THIRD QUIZ

Name-Surname: **Date: 13. 03. 2012**
Class-Number: **Time: 50 minutes**

A. For questions 1-10, use the root given in the parentheses to form a new word which fits the space meaningfully. (10 x 4 = 40 points total)

STATE BENEFITS
In <u>addition</u> (0) **(add),** it is not only the _____ (1) **(home)** who suffer from lack of state aid but the _____(2) **(handicap)** are also neglected. Although all _____ (3) **(able)** people are _____(4) **(title)** to state benefits, many are _____(5) **(aware)** of the range and _____(6) **(vary)** of benefits they could be receiving in order to improve the quality of their lives. This is a result of the _____(7) **(complex)** of the state system and the lack of clear _____(8) **(inform)** about benefits. It appears these people are suffering for the simple reason that the state does not care enough to make information _____(9) **(free)** available to those who are clearly in need of _____(10) **(finance)** help.

1		6	
2		7	
3		8	
4		9	
5		10	

B. Choose <u>ONE</u> of the options and write an <u>OPINION ESSAY</u> on this subject. Please be careful about organization, content, justification, coherence and structures! Use 200-250 words, formal style and 5 paragraphs in your essay. (60 points)

1. Which one do you prefer- staying in one place throughout your lifetime or moving in search of another place? Use specific reasons and details to support your opinion.

2. "Television has destroyed communication among friends and family." Do you agree or disagree with this statement? Use specific reasons and details to support your answer.

3. "People convicted of minor crimes should do community service rather than go to prison." Do you agree or disagree with this statement? Use specific reasons and details to support your answer.

Appendix 12

2011-2012 ACADEMIC YEAR/ TRAKYA UNIVERSITY
THE SCHOOL OF FOREIGN LANGUAGES/ ELT AND ETI DEPARTMENTS
WRITING COURSE / SPRING TERM- FOURTH QUIZ

Name-Surname: **Date: 18.04.2012**
Class-Number: **Time: 50 minutes**

A. Read the text and find <u>10 ERRORS</u> in the text, including grammar, wrong word, word order, spelling and punctuation mistakes. <u>Underline these errors</u> and CORRECT THEM (10 x 4= 40 pts.)

> Matt Black was a merchant. Ten years ago, he ***has left*** *(0)* his home to go abroad, because there were few jobs in the village which he grew up. He went to the Netherlands to work, than he decided to return. His family sounded such excited that he was coming back. Stood on the platform, he did not know what to think. Since it was no telephone, he decided to walk to his village. He thought somebody will pick him up. After walking for only ten minutes, it started raining and he ran until he reached his house. At the front door, he wandered whether would he be able to readjust to leave in this small community. Through the open curtains, he could see his brother. Matt tapped on the glass and his brother woke up. "Matt!", he shouted excited. "Welcome!"

	Wrong Form	**Correct Form**		**Wrong Form**	**Correct Form**
0	*has left*	*left*			
1			**6**		
2			**7**		
3			**8**		
4			**9**		
5			**10**		

B. Choose <u>ONE</u> of the options and write an OPINION ESSAY in a <u>formal</u> style with 200-250 words and 5 paragraphs. Be careful with context, organization, content, justification, coherence, grammar, vocabulary use, spelling and punctuation! (60 pts.)

1. "Not everything that is learned is contained in books". In your opinion, which source is more important- Knowledge gained from experience or knowledge gained from books? Why? Discuss it with reasons, explanations and supporting evidence.

2. "The generation gap is one concept which cannot be bridged." Do you agree or disagree? Discuss it with reasons, explanations and supporting evidence.

3. The expression "Never give up" means "Keep trying and never stop working for your goals". Do you agree or disagree with this statement? Discuss it with reasons, explanations and supporting evidence.

Appendix 13

WRITING COURSE ASSIGNMENT CHART

This section includes the assignments given in Writing Course in 2011-2012 Academic Year (**20 assignments total**). The students' written texts were evaluated and graded by the researcher using the checklist **(see Appendix 14).**

NO	WRITING TASKS	WRITING TOPICS	WRITING FORMS
		2011-2012 ACADEMIC YEAR - FALL TERM	
1	Describing People	Description of a person you admire most in your life	Individual Work
2	Describing People	Description of Atatürk	Group Work
3	Describing Places	Description of your hometown	Individual Work
4	Describing Places	Description of İstanbul	Group Work
5	Describing Festivals	Description of the most famous festival in your region	Pair Work
6	Stories/ Narratives	Watching a part of a movie and completing the rest as a story	Group Work
7	Apology Letter	Apologizing for not attending business meeting	Pair Work
8	Complaint Letter	Complaining about the hotel you stayed in your last holiday	Pair Work
9	Transactional Letter	Writing a complaint letter about Spanish Courses based on the notes	Individual Work
10	Transactional Letter	Writing a letter asking for information about Countryside Paradise based on the notes given	Group Work

NO	WRITING TASKS	WRITING TOPICS	WRITING FORMS
		2011-2012 ACADEMIC YEAR - SPRING TERM	
11	For and Against Essay	"Living alone past the age of eighteen". What are the benefits and drawbacks?	Individual Work
12	For and Against Essay	"Euthanasia: Right or Murder?" What are its advantages and disadvantages?	Group Work
13	Opinion Essay	"Which determines success more- Hard Work or Chance?" What is your opinion?	Individual Work
14	Opinion Essay	"Money is the most important value in life". Do you agree or disagree?	Group Work
15	Suggestion Essay	How do you cope with stress? What are your suggestions?	Individual Work
16	Discursive Essay	"Universal language all over the world". Discuss it from various angles.	Individual Work
17	Article	"Equal job opportunities between men and women"	Individual Work
18	Assessment Report	Assessing an English language club to establish	Pair Work
19	Survey Report	Reporting reasons for learning a foreign language	Pair Work
20	Review	Book Review or Movie Review	Group Work

Appendix 14

MASON WRITING ASSESSMENT CHECKLIST

This section indicates the criteria used for writing assessment based on **Mason Writing Assessment Checklist,** compiled from the criteria included on discipline-specific rubrics developed at George Mason University (2001-2007). The criteria of this checklist are also harmonious with the scale used in the thesis study.

MASON WRITING ASSESSMENT CHECKLIST (30 Items / 60 Points Total)			
2 More Than Satisfactory	**1** Satisfactory	**0** Less Than Satisfactory	
WRITING ASSESSMENT CRITERIA AND ELEMENTS	*Level of Competence*		
AUDIENCE / PURPOSE / CONTEXT	**Total:** _____ / 10		
1 Demonstrates understanding of how knowledge is constructed in discipline/context	**2**	**1**	**0**
2 Uses appropriate strategies for intended audience/purpose	**2**	**1**	**0**
3 Demonstrates awareness of conventions for context/genre	**2**	**1**	**0**
4 Uses appropriate vocabulary/voice/register (level of formality)	**2**	**1**	**0**
5 Follows ethical standards	**2**	**1**	**0**
CONTENT	**Total:** _____ / 12		
1 Meets requirements of the assignment	**2**	**1**	**0**
2 Demonstrates understanding of the topic/discipline	**2**	**1**	**0**
3 Uses correct methods to analyze data/information/arguments	**2**	**1**	**0**
4 Uses appropriate examples/evidence/data to support arguments	**2**	**1**	**0**
5 Synthesizes information/data from multiple sources	**2**	**1**	**0**
6 Includes diverse/global perspectives	**2**	**1**	**0**

ORGANIZATION / STRUCTURE		Total: _____ / 10		
1	Includes an introduction and appropriate conclusion	**2**	**1**	**0**
2	Has a thesis statement and/or clear topic sentences	**2**	**1**	**0**
3	Has appropriate transitions between ideas/arguments	**2**	**1**	**0**
4	Demonstrates a logical "flow" of ideas/arguments	**2**	**1**	**0**
5	Uses appropriate headings and sub-headings	**2**	**1**	**0**
SOURCES / EVIDENCE / DOCUMENTATION		Total: _____ / 8		
1	Uses sufficient amount and quality of source material	**2**	**1**	**0**
2	Uses sources appropriate to assignment/discipline (credible, relevant, current, etc.)	**2**	**1**	**0**
3	Accurately cites and documents sources according to discipline-specific standards (e.g., APA style)	**2**	**1**	**0**
4	Appropriately integrates/quotes/paraphrases/summarizes information from sources	**2**	**1**	**0**
MECHANICS/STYLE (SENTENCE LEVEL)		Total: _____ / 10		
1	Uses correct grammar/syntax/punctuation	**2**	**1**	**0**
2	Uses correct and appropriate sentence structure	**2**	**1**	**0**
3	Uses appropriate style/tone/word choice	**2**	**1**	**0**
4	Shows evidence of proof-reading	**2**	**1**	**0**
5*	Uses good handwriting, margining and indention * (*added by the researcher*)	**2**	**1**	**0**
POINT RECEIVED FROM THE TEXT		_____ / 60		

Appendix 15

**THE PERMISSION TAKEN FROM THE SCHOOL OF FOREIGN LANGUAGES
AT TRAKYA UNIVERSITY FOR THE ADMINISTRATION OF THE SCALE**

This section indicates the permission taken from **The School of Foreign Languages at Trakya University** for the administration of the scale on Preparatory Class students of English Language Teaching (ELT) and English Translation and Interpretation (ETI) Departments for the study titled "THE EFFECT OF SELF-REGULATION AND SELF-EFFICACY ON STUDENTS' WRITING PERFORMANCE" ("THE RELATIONSHIP BETWEEN SELF-REGULATORY EFFICACY AND WRITING ACHIEVEMENT IN ENGLISH").

Appendix 16

THE CONSENTS TAKEN FROM B. J. ZIMMERMAN AND A. BANDURA FOR THE WRITING SELF-REGULATORY EFFICACY SCALE

This section includes the consent forms granting permission for *The Writing Self-Regulatory Efficacy Scale* (**Zimmerman and Bandura, 1994**) by Barry J. Zimmerman and by Albert Bandura.

CONSENT FORM FOR THE WRITING SELF-REGULATORY EFFICACY SCALE

Date: 9th August, 2011

I, Prof. ZIMMERMAN, hereby grant permission to Ms. Neslihan ERE for using *The Writing Self-Regulatory Efficacy Scale* (Zimmerman and Bandura, 1994) in her master thesis titled "The Effect of Self-Regulation and Self-Efficacy on Students' Writing Performance" ("The Relationship between Self-Regulatory Efficacy and Writing Achievement in English").

Signature:

Name: Barry J. ZIMMERMAN

Affiliations: Distinguished Professor of Educational Psychology, Graduate Center, City University of New York, USA

Address: City University of New York, Fifth Avenue, 10016-4309, New York, USA

E mail: bzimmerman@gc.cuny.edu

Requested by:

Name: Neslihan ERE

Affiliations: M.A. Student in English Language Teaching Department

Address: Trakya University, The School of Foreign Languages, Edirne, TURKEY

E mail: neslihanere@yahoo.com

Dear Prof. Zimmerman,

I am a Master's Degree student in English Language Teaching Department at Trakya University in Turkey. My thesis study is titled "The Effect of Self-Regulation and Self-Efficacy on Students' Writing Performance". In order to conduct my study, I require your permission for using "The Writing Self-Regulatory Efficacy Scale" which takes place in your article "Impact of Self-Regulatory Influences on Writing Course Attainment" (Zimmerman and Bandura, 1994). I would be very grateful if you could assist me in this matter.

Yours sincerely,

Neslihan ERE
M.A. Student
ELT Department
Trakya University
EDİRNE/ TURKEY

****

Dear Neslihan,

You have my permission to use Writing Self-Regulatory Efficacy Scale in your thesis study.

Sincerely,

Barry J. Zimmerman
Distinguished Professor

CONSENT FORM FOR THE WRITING SELF-REGULATORY EFFICACY SCALE

Date: 20th August, 2011

     I, Prof. BANDURA, hereby grant permission to Ms. Neslihan ERE for using ***The Writing Self-Regulatory Efficacy Scale*** (Zimmerman and Bandura, 1994) in her master thesis titled "The Effect of Self-Regulation and Self-Efficacy on Students' Writing Performance" ("The Relationship between Self-Regulatory Efficacy and Writing Achievement in English").

                                Signature:

Name: Albert BANDURA

Affiliations: David Starr Jordan Professor Emeritus, Department of Psychology, Stanford University, USA

Address: Stanford University, 94305-2131, Stanford, California, USA

E mail: bandura@psych.stanford.edu

Requested by:

Name: Neslihan ERE

Affiliations: M.A. Student in English Language Teaching Department

Address: Trakya University, The School of Foreign Languages, Edirne, TURKEY

E mail: neslihanere@yahoo.com

Dear Prof. Bandura,

I am a Master's Degree student in English Language Teaching Department at Trakya University in Turkey. My thesis study is titled "The Effect of Self-Regulation and Self-Efficacy on Students' Writing Performance". In order to conduct my study, I require your permission for using "The Writing Self-Regulatory Efficacy Scale" which takes place in your article "Impact of Self-Regulatory Influences on Writing Course Attainment" (Zimmerman and Bandura, 1994). I would be very grateful if you could assist me in this matter.

Yours sincerely,

Neslihan ERE

M.A. Student
ELT Department
Trakya University
EDİRNE/ TURKEY

****

Dear Neslihan,

Permission granted.

Sincerely,

Albert Bandura

Appendix 17

<div align="center">

**THE LIST OF STUDENTS' INDIVIDUAL SCORES ON
THE WRITING SELF-REGULATORY EFFICACY SCALE AND
THEIR END-OF-THE-YEAR GRADES IN WRITING COURSE**

</div>

This section demonstrates all students' individual mean scores on The Writing Self-Regulatory Efficacy Scale and their end-of-the-year grades in Writing Course, indicating their writing achievement. **H** shows *"High writing self-regulatory efficacy"*, **L** shows *"Low writing self-regulatory efficacy"* based on the mean score **4,83** out of 7 on the scale. **A** shows *"Achievers"*, **U** shows *"Underachievers"* as for writing achievement based on the mean score **60,99** out of 100.

NO	STUDENT NUMBER	STUDENTS' SCORES ON THE WRITING SELF-REGULATORY EFFICACY SCALE (out of 7)		STUDENTS' END-OF-THE-YEAR GRADES FOR WRITING ACHIEVEMENT (out of 100)	
ENGLISH TRANSLATION AND INTERPRETATION (ETI)					
1	1111207001	5,8	H	76,4	A
2	1111207003	4,44	L	70,1	A
3	1111207004	4,44	L	59	U
4	1111207007	5,24	H	66,9	A
5	1111207008	4,72	L	73,6	A
6	1111207013	4,72	L	55	U
7	1111207014	5	H	70,1	A
8	1111207018	4,52	L	47,5	U
9	1111207023	5,44	H	69,3	A
10	1111207024	3,96	L	66,5	A
11	1111207027	3,44	L	51,6	U
12	1111207029	2,96	L	59,4	U
13	1111207030	4,8	L	71,7	A
14	1111207031	4,32	L	52,8	U
15	1101207033	4,64	L	68,3	A
16	1111207605	6,12	H	51,5	U
17	1110502703	3,2	L	70,6	A

ENGLISH LANGUAGE TEACHING DAY CLASSES (ELT-1)

18	1110502002	5,6	H		71,8	A
19	1110502004	6,72	H		64,4	A
20	1110502005	4,88	H		71,8	A
21	1110502006	4,88	H		65,5	A
22	1110502007	6,28	H		74,3	A
23	1110502008	4,88	H		68,3	A
24	1110502009	5,56	H		64,3	A
25	1110502010	4	L		72,5	A
26	1110502011	3,96	L		56,4	U
27	1110502012	5,6	H		78,3	A
28	1110502013	6,48	H		73,1	A
29	1110502014	4,76	L		73,3	A
30	1110502015	4,84	H		58,5	U
31	1110502016	5,48	H		69,6	A
32	1110502017	4,76	L		64,8	A
33	1110502018	5,6	H		73,2	A
34	1110502019	5,28	H		65,5	A
35	1110502021	4,88	H		61,3	A
36	1110502022	5,52	H		68,1	A
37	1110502023	5,32	H		79,4	A
38	1110502024	5,64	H		65,8	A
39	1110502025	5,04	H		60,4	A
40	1110502026	3,48	L		56,3	U
41	1110502027	5,68	H		79,9	A
42	1110502028	4,72	L		70,2	A
43	1110502029	3,8	L		61	A
44	1110502030	5,2	H		50,8	U
45	1110502033	5	H		74,3	A
46	1110502036	4,84	H		70,9	A
47	1110502037	5,36	H		62,6	A
48	1110502038	4,2	L		39,8	U
49	1110502039	4,2	L		45,1	U
50	1110502040	5,56	H		64,5	A
51	1110502041	4,48	L		79,7	A
52	1110502042	4,76	L		70,3	A
53	1110502043	6,12	H		73,3	A
54	1110502044	5,24	H		56,5	U
55	1110502045	4,92	H		68,9	A
56	1110502046	5,24	H		54,3	U
57	1110502047	4,64	H		63,6	A
58	1110502049	5	H		61,2	A
59	1110502050	5,56	H		54,5	U

60	1110502051	4,96	H		63,3	A
61	1110502052	4,8	L		48,7	U
62	1110502053	4,84	H		62,7	A
63	1110502054	4,72	L		71,4	A
64	1110502055	4,16	L		58	U
65	1110502056	4,24	L		50,4	U
66	1110502057	4,72	L		60,8	U
67	1110502058	4,04	L		62,2	A
68	1110502059	5,08	H		58,1	U
69	1110502060	5,28	H		67,5	A
70	1110502061	4,84	H		52,3	U
71	1110502062	4,04	L		56,5	U
72	1110502063	4,8	L		56,9	U
73	1110502064	3,4	L		37,4	U
74	1110502065	4,64	L		62,4	A
75	1110502066	5,2	H		66,2	A
76	1110502067	4,64	L		69,2	A
77	1110502068	4,12	L		53,5	U
78	1110502069	5,48	H		64,2	A
79	1110502070	4,16	L		65,8	A
80	1110502071	4,52	L		44,9	U
81	1110502072	4,8	L		64,6	A
82	1110502073	3,8	L		57,9	U
83	1110502074	5,48	H		67,7	A
84	1110502075	3,84	L		52,5	U
85	1110502076	6,2	H		74,6	A
86	1110502077	5,92	H		70,8	A
87	1110502078	3,4	L		44,2	U
88	1110502080	5	H		66,4	A
89	1110502081	4,72	L		69,4	A
90	1110502082	3,72	L		49	U
91	1110502701	4,96	H		57,2	U
92	1110502603	4,68	L		68,7	A
93	1100502069	4,56	L		52	U
94	1100502070	5	H		60	U
95	1100502613	4,28	L		59,7	U
96	1110502611	4	L		26,3	U
97	1110502751	4	L		27,5	U
98	1110502612	4,08	L		17,1	U

ENGLISH LANGUAGE TEACHING NIGHT CLASSES (ELT-2)

99	2110502305	3,8	L		71,3	A
100	2110502306	5,28	H		72,7	A
101	2110502307	6,28	H		79	A
102	2110502308	5,68	H		43,8	U

103	2110502310	4,04	L		71	A
104	2110502311	5,28	H		78,3	A
105	2110502313	4,24	L		66,4	A
106	2110502314	4,96	H		52,3	U
107	2110502315	5,8	H		60,8	U
108	2110502316	4,6	L		56	U
109	2110502317	5,32	H		59,9	U
110	2110502318	5,64	H		65,8	A
111	2110502321	5,6	H		74,2	A
112	2110502322	4,68	L		57,4	U
113	2110502323	5,36	H		54,2	U
114	2110502324	5,56	H		63,2	A
115	2110502325	5,08	H		73	A
116	2110502326	5,8	H		70,4	A
117	2110502327	4,48	L		66,8	A
118	2110502329	4,72	L		59,1	U
119	2110502330	5,2	H		62,1	A
120	2110502333	4,24	L		64,7	A
121	2110502334	6,16	H		67,8	A
122	2110502335	3,68	L		39,9	U
123	2110502336	4,68	L		54,6	U
124	2110502337	5,08	H		45,7	U
125	2110502339	5,56	H		63,3	A
126	2110502340	4,08	L		66,9	A
127	2110502342	5,36	H		46,9	U
128	2110502343	5,04	H		60,6	U
129	2110502344	5,56	H		60,2	U
130	2110502345	5,56	H		69,7	A
131	2110502346	3,68	L		51	U
132	2110502347	5,28	H		63,3	A
133	2110502349	5,08	H		56,3	U
134	2110502350	5,68	H		59,4	U
135	2110502351	5,36	H		56,6	U
136	2110502352	4,32	L		47	U
137	2110502353	4,48	L		54,5	U
138	2110502354	5,2	H		54,2	U
139	2110502355	5,76	H		60,1	U
140	2110502357	4,32	L		61,7	A
141	2110502358	4,04	L		64,6	A
142	2110502359	4,28	L		47	U
143	2110502360	5,08	H		56,2	U
144	2110502361	4,64	L		52,6	U
145	2110502362	5,44	H		56	U
146	2110502363	4,28	L		57,7	U
147	2110502364	6,2	H		76,5	A

148	2110502365	4,32	L		39,6	U
149	2110502367	4,28	L		51,1	U
150	2110502368	5,72	H		58	U
151	2110502369	4,8	L		61,8	A
152	2110502370	3,72	L		68,6	A
153	2110502371	4,96	H		44,9	U
154	2110502372	4,76	L		50,9	U
155	2110502373	4,28	L		55,6	U
156	2110502375	3,84	L		58,2	U
157	2110502376	5,56	H		74,6	A
158	2110502377	4	L		46,8	U
159	2110502379	4,72	L		60,6	U
160	2110502380	3,2	L		55,4	U
161	2110502381	5,64	H		72,3	A
162	2110502382	5,44	H		59,3	U
163	2100502358	3,92	L		49,5	U
164	2100502360	5,12	H		56,4	U
165	2100502361	4,8	L		65,4	A
166	2100502363	5,44	H		64,4	A
167	2100502366	4,32	L		70,1	A
168	2100502368	4,16	L		62,8	A
169	2100502371	4,72	L		66,2	A
170	2100502377	3,72	L		45	U
171	2100502319	4,64	L		62,9	A

	STUDENTS' SCORES ON THE WRITING SELF-REGULATORY EFFICACY SCALE		**STUDENTS' END-OF-THE-YEAR GRADES FOR WRITING ACHIEVEMENT**
MEAN SCORES	**4,83** (out of 7)		**60,99** (out of 100)

Appendix 18

THE DOCUMENT SHOWING THE ALTERATION IN THE TITLE OF
THE THESIS STUDY

This section shows the document for **the alteration in the title of the thesis study** from "THE EFFECT OF SELF-REGULATION AND SELF-EFFICACY ON STUDENTS' WRITING PERFORMANCE" to **"THE RELATIONSHIP BETWEEN SELF-REGULATORY EFFICACY AND WRITING ACHIEVEMENT IN ENGLISH"** by the decision of Board of Directors at Trakya University, The Institute of Social Sciences **on 17th December, 2012.**

T.C
TRAKYA ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

YÖNETİM KURULU KARARLARI

(SURET)

TOPLANTI TARİHİ: 17.12.2012
TOPLANTI SAYISI: 21

KARAR 10: Yabancı Diller Eğitimi anabilim dalı başkanlığının 29.11.2012 tarih 199-69 sayılı yazısı ve ekleri görüşüldü.

Yabanci Diller Eğitimi anabilim dalı İngiliz Dili Eğitimi bilim dalı 1108210102 no'lu tezli yüksek lisans öğrencisi Neslihan ERE'nin Yrd.Doç.Dr. Selma DENEME danışmanlığında hazırladığı *"The Effect of Self-Regulation and Self-Efficacy on Students' Writing Performance (Özdüzenleme ve Özyeterliliğin Öğrencilerin Yazma Edinimine Etkisi)"* konulu yüksek lisans tezinin *"The Relationship Between Self-Regulatory Efficacy and Writing Achievement in English (Özdüzenleme Yeterliliğinin İngilizce Yazma Başarısı ile İlişkisi)"* olarak değiştirilmesinin uygun olduğuna ve tez önerisinin belirtildiği şekilde kabulüne mevcudun oybirliği ile karar verildi.

ASLININ AYNIDIR

Rasim SEZEN
Enstitü Sekreter V.