AN EVALUATIVE MIXED METHODS STUDY INTO THE UNDERGRADUATE WRITING COURSE AT AN ENGLISH LANGUAGE TEACHING PROGRAM

Hatice ÇEŞME

Doctoral Dissertation

Department of Foreign Language Education

2023

(All rights reserved)

T.C.
ATATÜRK ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
İNGİLİZCE EĞİTİMİ BİLİM DALI

İNGİLİZCE EĞİTİMİ PROGRAMINDA LİSANS DÜZEYİNDE YAZMA DERSİ ÜZERİNE DEĞERLENDİRİCİ BİR KARMA DESEN ARAŞTIRMASI

(An Evaluative Mixed Methods Study into the Undergraduate Writing Course at an English Language Teaching Program)

DOKTORA TEZİ

Hatice ÇEŞME

Danışman: Doç. Dr. Merve GEÇİKLİ

Erzurum

Nisan, 2023

KABUL VE ONAY TUTANAĞI

Hatice Çeşme tarafından hazırlanan "An Evaluative Mixed Methods Study into the Undergraduate Writing Course at an English Language Teaching Program" başlıklı çalışması 28/ 04/ 2023 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Doktora tezi olarak kabul edilmiştir.

Jüri Başkanı:	Doç.Dr. Melih KARAKUZU *Erciyes Üniversitesi*	Aslı ıslak imzalıdır
Danışman:	Doç.Dr. Merve GEÇİKLİ *Atatürk Üniversitesi*	Aslı ıslak imzalıdır
Jüri Üyesi:	Doç.Dr. Oktay YAĞIZ *Atatürk Üniversitesi*	Aslı ıslak imzalıdır
Jüri Üyesi:	Prof.Dr. İsmail SEÇER *Atatürk Üniversitesi*	Aslı ıslak imzalıdır
Jüri Üyesi:	Zennure ELGÜN GÜNDÜZ *Ardahan Üniversitesi*	Aslı ıslak imzalıdır

Bu tezin Atatürk Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği'nin ilgili maddelerinde belirtilen şartları yerine getirdiğini onaylarım.

…. / …. / 202..

Aslı ıslak imzalıdır

Prof. Dr. Adnan KÜÇÜKOĞLU

Enstitü Müdürü

ETİK VE BİLDİRİM SAYFASI

Doktora Tezi olarak sunduğum “An Evaluative Mixed Methods Study into the Undergraduate Writing Course at an English Language Teaching Program” başlıklı çalışmanın tarafımdan bilimsel etik ilkelere uyularak yazıldığını ve yararlandığım eserleri kaynakçada gösterdiğimi beyan ederim.

28 / 04/ 2023

Aslı ıslak imzalıdır

Hatice ÇEŞME

☐ Tezle ilgili patent başvurusu yapılması / patent alma sürecinin devam etmesi sebebiyle Enstitü Yönetim Kurulunun …./…/…. tarih ve ……. sayılı kararı ile teze erişim 2 (iki) yıl süreyle engellenmiştir.

☐ Enstitü Yönetim Kurulunun …./…/…. tarih ve ……. sayılı kararı ile teze erişim 6 (altı) ay süreyle engellenmiştir.

ACKNOWLEDGEMENT

God knows how much I worked to bring this study into light. I would like to thank those who contributed to completing this long journey.

Firstly, I would like to thank to my esteemed supervisor Assoc. Prof. Dr. Merve GEÇİKLİ for her ongoing mentorship and, valuable guidance throughout my PhD study.

I am also thankful to the members of my thesis committee: Assoc. Prof. Dr. Oktay YAĞIZ and Prof. Dr. Ismail SEÇER for their insightful comments and feedbacks during the study. I am also profoundly thankful to the rest of my thesis jury members: Prof. Dr. Melih KARAKUZU, and Assist. Prof. Dr. Zennure ELGÜN GÜNDÜZ.

I would be remiss in not mentioning the ELT students who actively participated in the course, willingly and militantly fulfilled the requirements of the course, and shared their views with me. I wish them all success and happiness in their lives

I wish to extend my heartfelt thanks to my closest friend and colleague Dr. Fatma KAYA for her invaluable friendship and support. Without her tremendous helping and encouragement, it would be impossible for me to complete the study.

I would like to express my sincerest thanks to Prof. Dr. Mustafa YAPRAK for his constant support, trusting on me and encouraging me to be a good academic. He really means a lot to me.

My greatest indebtedness is extended to my family; parents, brothers, and sisters, Fatma and Ayşe for their prayers, blessings and constant spiritual support in every angle in my life. A different kind of thanks for my brother, M. Lütfi, who always illuminated me during his short life. Unfortunately, he did not have the opportunity of seeing this study completed. Therefore, I wish to dedicate this modest work to the memory of my beloved brother.

Hatice ÇEŞME

ABSTRACT

DOCTORAL DISSERTATION

AN EVALUATIVE MIXED METHODS STUDY INTO THE UNDERGRADUATE WRITING COURSE AT AN ENGLISH LANGUAGE TEACHING PROGRAM

Hatice ÇEŞME

April 2023, 243 pages

Aim: This study aims to evaluate a pedagogically enriched process-oriented writing course in terms of its processes, (i.e., instruction and evaluation) and students' perspectives, and to test the effectiveness of this course approach at a Turkish ELT undergraduate writing classroom on the basis of students' writing products.

Method: This study was based on an embedded intervention design, one of mixed methods approaches. It comprised of pre-test, intervention, and post-test research phases. The participants were Turkish ELT undergraduates. A pedagogically enriched process-oriented writing course was developed, and five rhetorical modes were attempted to teach. The data were collected through semi-structured focus-group interviews, reflection forms, and pre and post-test paragraphs. The paired samples t-test was employed for the quantitative data and the qualitative data were thematically analyzed with MAXQDA 2022 package program.

Findings: The results showed that the pedagogically enriched process-oriented writing course was effective in contributing to paragraph writing performance and skills of the Turkish EFL undergraduates, and increased their rhetorical and English writing awareness, although they encountered various challenges while composing their paragraphs.

Conclusion: In accordance with the findings obtained from the pre-test and post-test analyses, focus-group interviews, and reflection forms on the evaluation of the effectiveness of the pedagogically enriched process-based writing course, it can be said that the writing course intervention is effective in increasing the rhetorical awareness and in developing paragraph writing performances, and skills of EFL undergraduates. It is believed that the findings will enlighten on the potential of English writing courses based on the process approach to contribute to the improvement of the quality of English texts by novice writers, and specifically Turkish undergraduate.

Keywords: process-based writing, teaching EFL writing, paragraph writing, writing course syllabus, preparatory class, embedded design

ÖZET

DOKTORA TEZİ

İNGİLİZCE EĞİTİMİ PROGRAMINDA LİSANS DÜZEYİNDE YAZMA DESİ ÜZERİNE DEĞERLENDİRİCİ BİR KARMA DESEN ARAŞTIRMASI

Hatice ÇEŞME

Nisan 2023, 243 sayfa

Amaç: Bu çalışma, pedagojik olarak zenginleştirilmiş süreç odaklı bir yazma dersini, yazma süreçleri (öğretim ve değerlendirme) ve öğrencilerin bakış açıları açısından değerlendirmeyi ve bu ders yaklaşımının bir Türkçe İngiliz Dili Eğitimi lisans yazma sınıfında etkililiğini öğrenci ürünleri üzerinden test etmeyi amaçlamaktadır.

Yöntem: Çalışmada, karma yöntem araştırma yöntemlerinden olan gömülü müdahale deseni kullanılmıştır. Ön test, uygulama ve son test aşamalarından oluşmuştur. Çalışma, İngilizce Eğitimi Programı hazırlık sınıfında eğitim gören Türk öğrencilerle yürütülmüştür. Pedagojik olarak zenginleştirilmiş süreç odaklı bir yazma dersi geliştirilmiş ve beş paragraf türü üzerine eğitim verilmiştir. Araştırma verileri yarı-yapılandırılmış odak grup görüşmeleri, oturum değerlendirme formları ve uygulama öncesi ve sonrası paragraf ürünleri ile toplanmıştır. Nicel verilerin analizinde bağımlı gruplar t-testi; nitel verilerin analizinde ise MAXQDA analiz programı ile tematik analiz uygulanmıştır.

Bulgular: Çalışmanın bulguları, pedagojik olarak zenginleştirilmiş süreç odaklı yazma eğitiminin, İngilizceyi yabancı dil olarak öğrenen Türk lisans öğrencilerinin, paragraflarını oluştururken çeşitli zorluklarla karşılaşmalarına rağmen, paragraf yazma performanslarına ve becerilerine katkı sağladığını ve retorik ve İngilizce yazma ile ilgili farkındalıklarını artırdığını göstermiştir.

Sonuç: İngilizceyi yabancı dil olarak öğrenen Türk lisans öğrencilerinin paragraf yazma performanslarını test etmek için yapılan ön test ve son test analizlerinden ve pedagojik açıdan zenginleştirilmiş İngilizce hazırlık sınıfı yazma dersinin etkililiğinin değerlendirilmesine yönelik odak grup görüşmelerinden ve oturum değerlendirme formlarından elde edilen bulgular doğrultusunda, ilgili müdahale yazma dersinin İngilizce Eğitimi lisans öğrencilerinin retorik farkındalığını artırmada ve paragraf yazma performanslarını ve becerilerini geliştirmede etkili olduğu görülmüştür. Bulguların, süreç yaklaşımına dayalı İngilizce yazma derslerinin, acemi yazarların ve özellikle Türk lisans öğrencilerinin İngilizce metinlerinin niteliğinin iyileştirilmesine katkıda bulunma potansiyeline ışık tutacağı düşünülmektedir.

Anahtar Kelimeler: sürece dayalı yazma, İngilizce yazma öğretimi, paragraf yazma, paragraf ders izlencesi, hazırlık sınıfı, gömülü karma desen

TABLE OF CONTENTS

KABUL VE ONAY TUTANAĞI i
ETİK VE BİLDİRİM SAYFASI ii
ACKNOWLEDGEMENT iii
ABSTRACT iv
ÖZET v
TABLE OF CONTENTS vi
LIST OF TABLES ix
LIST OF FIGURES xi
ABBREVIATIONS xiv
CHAPTER ONE 1
Introduction 1
Background of the Study 1
Statement of the Problem 2
Purpose of the Study 3
Significance of the Study 6
Definition of Key Terms 7
CHAPTER TWO 9
Literature Review 9
Overview of Approaches to Teaching Second Language Writing 9
Product-based Writing Approach 9
Genre-Based Writing Approach 11
Process-Based Writing 14
Process Genre-based Writing 31
Task-Based Language Teaching 32
The Use of L1 and Its Effects on L2 Writing 35
CHAPTER THREE 38
Methodology and Research Design 38
Philosophical Assumptions 38
Research Paradigms 38
Ontological Assumptions 40
Epistemological Assumptions 41
Method 42
Research Process 42

Research Design 43
The First Qualitative Dimension of the Research Design: The Development of Pedagogically Enriched Process-Based English Writing Course 48
The Quantitative Dimensions of the Research Design 78
Qualitative Dimensions of the Research Design: Evaluation of the Sessions of the Intervention Course 84
Qualitative Data Analysis 88
The Integration of Qualitative and Quantitative Data 90
Research Permission and Ethical Considerations 92
The Role of Researcher 92
CHAPTER FOUR 94
Results 94
The Findings of the Quantitative and the Qualitative Data Obtained on the Intervention of the Pedagogically Enriched Process-based English Writing Course 94
Results from the Intervention of the Descriptive Rhetorical Mode 94
Results from the Intervention of the Example Rhetorical Mode 106
Results from the Intervention of the Process Rhetorical Mode 120
Results from the Intervention of the Narrative Rhetorical Mode 134
Results from the Intervention of the Opinion Rhetorical Mode 148
The Phenomenological Study on the Views of EFL Undergraduates on Overall Evaluation of the Pedagogically Enriched Process-Based English Writing Course 161
CHAPTER FIVE 173
Discussion and Conclusion 173
Discussion 173
Conclusion 185
Pedagogical Implications 187
Recommendations for Further Research and Limitations of the Study 188
REFERENCES 190
APPENDICES 210
APPENDIX-1. Interview Questions for the Views of Writing Experts in the Development of the pedagogically enriched EFL Writing Course 210
APPENDIX-2. Interview Questions for the ELT students in the Development of the pedagogically enriched EFL Writing Course 211
APPENDIX-3. Theses and Dissertations Reviewed for the Document Analysis in the Development of the pedagogically enriched EFL Writing Course 213

APPENDIX-4. Post-Interview Questions For Each Rhetorical Mode Intervention 215
APPENDIX-5. Post-Interview Questions For General Evaluation of the Intervention Process 217
APPENDIX-6. Reflection Questions 220
APPENDIX-7. Self-Editing Worksheet (Hogue & Oshima, 2006) 221
APPENDIX-8. Peer-Editing Worksheet (Hogue & Oshima, 2006) 222
APPENDIX-9. Analytic Rubric 223
APPENDIX-10. Ethical Statement 224
CURRICULUM VITAE 227

LIST OF TABLES

Table 1. *Perspectives on Genres*.....12
Table 2. *The Views of the Writing Experts on the Theme of Writing as a Skill*.....50
Table 3. *The Views of the Writing Experts on the Theme of Writing Feedback*.....52
Table 4. *The views of the Writing Experts on the Theme of L1 use in L2 Writing Course*.....54
Table 5. *The Views of the Writing Experts on the Theme of the Main Deficiencies in ss Writing Performances*.....55
Table 6. *The Views of the Writing Experts on the Theme of the Challenges and Strategies in English Writing Course*.....57
Table 7. *The Views of the Writing Experts on the Theme of an Ideal English Writing Course*.....59
Table 8. *The Views of the Writing Experts on the Theme of Suggestions and Recommendations for an Effective English Writing Course*.....61
Table 9. *The Views of ELT Students on the Theme of Views on English Writing*.....63
Table 10. *The Views of ELT Students on the Theme of Views on Expectations from an English Writing Course*.....66
Table 11. *General Similarities and Differences Between the Views of EFL Students and Field Experts and Document Review Data Sources*.....73
Table 12. *EFL Prep Class Writing Course Syllabus*.....74
Table 13. *The Illustration of Single Group Pre-test and Post-test Design*.....79
Table 14. *The Distribution of the Participants in the Quantitative Dimensions*.....82
Table 15. *The Interpretative Phenomenology Pattern Adopted in the Study*.....85
Table 16. *Results of Paired Samples t-test for the Students' Pre-test and Post-test Descriptive Paragraph Writing Performance*.....95
Table 17. *The Statements of the Students on the Theme of Challenges During the Intervention of Descriptive Rhetorical Mode*.....97
Table 18. *The Statements of the Students on the Theme of Impact of Descriptive Rhetorical Mode Intervention*.....102
Table 19. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of Descriptive Rhetorical Mode*.....106
Table 20. *Results of Paired Samples t-test for the Students' Pre-test and Post-test Example Paragraph Writing Performance*.....106
Table 21. *The Statements of the Students on the Theme of Challenges During Example Rhetorical Mode Intervention*.....109

Table 22. *The Statements of the Students on the Theme of impact of Example Rhetorical Mode Intervention* 114
Table 23. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of the Example Rhetorical Mode* 120
Table 24. *Results of Paired Samples t-test for the Students' Pre-test and Post-test Process Paragraph Writing Performance* 120
Table 25. *The Statements of the Students on the Theme of Challenges During Process Rhetorical Mode Intervention* 123
Table 26. *The Statements of the Students on the Theme of Impact of Process Rhetorical Mode Intervention* 129
Table 27. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of Process Rhetorical Mode* 133
Table 28. *Results of Paired Sample t-test for the Students' Pre-test and post-test Narrative Paragraph Writing Performance* 134
Table 29. *The Statements of the Students on the Theme of Challenges During the Narrative Rhetorical Mode Intervention* 136
Table 30. *The Statements of the Students on the Theme of Impact of Process Rhetorical Mode Intervention* 143
Table 31. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of the Narrative Rhetorical Mode* 148
Table 32. *Results of the Paired Samples t-test for the Students' Pre-test and Post-test Narrative Paragraph Writing Performance* 148
Table 33. *The Statements of the Students on the Theme of Challenges During the Opinion Rhetorical Mode Intervention* 150
Table 34. *The Statements of the Students on the Theme of Impact of Opinion Rhetorical Mode Intervention* 155
Table 35. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of the Opinion Rhetorical Mode* 161
Table 36. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of Pedagogically Enriched Process-Based EFL Writing Course* 172

LIST OF FIGURES

Figure 1. *Structure of the Cognitive Process Writing Model (Flower & Hayes, 1981, p.370)* 17
Figure 2. *Bereiter and Scardamalia's Knowledge-Telling Model of the Writing Process*.....18
Figure 3. *Bereiter and Scardamalia's Knowledge Transforming Model of the Writing Process* 18
Figure 4. *Linear Model (Tribble, 1996)* 19
Figure 5. *Recursive Model (Tribble, 1996)* 19
Figure 6. *White and Arndt's writing process model* 20
Figure 7. *Harmer's writing process wheel* 20
Figure 8. *Anastasiadou's proposed model of process writing*.....20
Figure 9. *A Spidergram for Brainstorming a Writing Task (Hyland, 2003, p. 15)* 22
Figure 10. *A Process Model of Writing Instruction (Hyland, 2003, p. 11)* 23
Figure 11. *Flowchart of the Basic Procedures in the Research*.....42
Figure 12. *Embedded Experimental Model (Creswell & Plano Clark, 2007, p. 68)*.....44
Figure 13. *The Embedded Intervention Mixed Methods Design* 47
Figure 14. *The Hierarchical Code-Subcode Model on the Theme of Writing as a Skill in Interviews with Writing Experts*.....50
Figure 15. *The Hierarchical Code-Subcode Model on the Theme of Feedback in Interviews with EFL Writing Experts* 51
Figure 16. *The Hierarchical Code-Subcode Model on the Theme of L1 use in L2 writing course in Interviews with EFL Writing Experts*.....53
Figure 17. *The Hierarchical Code-Subcode Model on the Theme of L1 Use in L2 writing Course in Interviews with EFL Writing Experts*.....55
Figure 18. *The Hierarchical Code-Subcode Model on the Theme of Challenges of Writing Instructors About Writing Course and Their Strategies to Overcome*.....57
Figure 19. *The Hierarchical Code-Subcode Model on the Theme of an Ideal English Writing Course* 58
Figure 20. *The Hierarchical Code-Subcode Model on the Theme of Suggestions and Recommendations for an Effective English Writing Course*.....60
Figure 21. *The Hierarchical Code-Subcode Model on the Theme of Views on English Writing in Interviews with ELT Students*.....63
Figure 22. *The Hierarchical Code-Subcode Model on the Theme of Expectations from English Writing Course in Interviews With ELT Students*.....65

Figure 23. *The Flow Chart with Steps for Selection and Evaluation of Theses and Dissertations for Document Analysis*.....69
Figure 24. *The Hierarchical Code-Subcode Model on the Theme of EFL Writing-Related Dimensions*.....70
Figure 25. *The Hierarchical Code-Subcode Model on the Theme of Implications and Suggestions for both Writing Instructors and Program Developers* 71
Figure 26. *The Thematic Analysis Phases (Braun & Clarke, 2006, p. 87)* 88
Figure 27. *The Mixed Intervention Method Data Analysis Process*.....90
Figure 28. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Descriptive Rhetorical Mode* 96
Figure 29. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Descriptive Rhetorical Mode Intervention*.....99
Figure 30. *EFL Students' Metaphors for Descriptive Rhetorical Mode* 104
Figure 31. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Example Paragraph Writing*.....107
Figure 32. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Example Rhetorical Mode Intervention* 111
Figure 33. *EFL Students' Metaphors for Example Rhetorical Mode*.....118
Figure 34. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Process Paragraph Writing* 121
Figure 35. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Process Rhetorical Mode Intervention* 125
Figure 36. *EFL Students' Metaphors for the Process Rhetorical Mode* 131
Figure 37. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Narrative Paragraph Writing* 135
Figure 38. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Narrative Rhetorical Mode Intervention*.....139
Figure 39. *EFL Students' Metaphors for the Narrative Rhetorical Mode* 146
Figure 40. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Opinion Paragraph Writing*.....149
Figure 41. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Opinion Rhetorical Mode Intervention* 152
Figure 42. *EFL Students' Metaphors for the Opinion Rhetorical Mode*.....159
Figure 43. *The Theme for the Overall Evaluation of the Pedagogically Enriched English Writing Course of the EFL Undergraduate Students*.....162

Figure 44. *The Easiest Rhetorical Modes*.....166
Figure 45. *The Most Challenging Rhetorical Modes*.....167

ABBREVIATIONS

ESL : English as a Second Language

EFL : English as a Foreign Language

L1 : First Language

L2 : Second Language

NA : Needs Analysis

ZPD : Zone of Proximal Development

PWA : Process Writing Approach

TBLT : Task-based language teaching

CHAPTER ONE

Introduction

Background of the Study

Teaching the writing skills of English language is challenging for not only English non-native teachers but also English-native teachers around the world (Ghoorchaei & Khosravi, 2019; Syafii & Miftah, 2020). Actually, the complex nature of English writing, learners' insufficient linguistic competence, and lack of writing experience make teaching process in EFL contexts demanding. In the same vein, learning to write in English is also daunting for especially EFL learners because it requires them to learn how to generate ideas to construct texts with the rhetorical features they have never had in their native language. Furthermore, they need to integrate various knowledge including language system, content, context, and writing process they compose text (Tribble, 1996). Thus, writers meet various kinds of challenges in terms of writing strategies, and linguistic facets. According to Tangpermpoon (2008), these challenges lead the difficult task for teachers and both developing this skill and seeing the improvement takes a long time.

There are some reasons that make EFL writing and EFL writing instruction difficult (Ceylan, 2019; Yaylı, 2011). First of all, writing instruction either falls commonly behind the other English language skills such as grammar, reading, listening and speaking, or it is integrated with these skills. That is, writing may be seen as a means of enhancing vocabulary and grammar or as a means of indicating the comprehension of a reading text. In addition, the writing in EFL context may be neglected and thus, given less attention or time when instructor have little experience, training and motivation in teaching writing or/ and when they are overburdened with crowded classroom size and a large number of papers to be evaluated. Little preparation in teaching to write may also play down English writing instruction and the focus of teaching may be primarily the grammatical form. Moreover, the students entering the university with low English language proficiency and having low level of writing skills, still create significant challenges for instructors. Lack of experience in both first language and second language writing increase the relevant difficulty in writing class or learning to write. Briefly, both instructors and students in EFL context may have similar significant challenges.

In EFL context, English writing is a crucial language skill because the students need to produce a variety of texts in English, such as essays, academic papers, examinations to illustrate their knowledge of their subjects as well as expressing their views. That is, they are assessed on their writing competence. Correspondingly, instructors have the responsibility to provide systematic instruction in order to improve the students' L2 competence. Moreover, the instruction should allow the students to compose different kinds of texts for their academic context. There are many approaches or strategies that can help teachers in teaching to write and teachers are expected to be creative in choosing and implement an appropriate one in order to improve students' writing ability and performance in constructing in each text type, and to eliminate writing challenges.

There is a growing research that have examined English writing at undergraduate level from various perspectives such as L2 writing development and improving undergraduate students' writing skills in English (Kobayashi & Rinnert, 2012; Matsuda et al., 2013); curriculum design for teaching L2 writing and L2 writing pedagogy (Breeze, 2012; Hinkel; 2015); factors on undergraduate students' writing (Altınmakas & Bayyurt, 2019); error correction in L2 writing and feedback on L2 writing and L2 development (Bitchener & Knoch, 2009b, 2012; Ferris et. al, 2013; Xhama, 2018; Van Beuningen, 2012), composing processes, and strategies, writing knowledge and writing development (Alharthi, 2012; Eliwarti & Maarof, 2017; Hirvela, 2011; Hyland, 2013; Kobayashi & Rinnert, 2012; Lu &Ai, 2015; Morton et al., 2015; academic writing challenges (Pineteh, 2014), process-based writing and process writing activities (Avcı, 2018; Bayat, 2014; Dilidüzgün, 2013; Dokhandra, 2018; Ferretti & Graham, 2019; Firoozjahantigh et al., 2021; Hanjani, 2014; Tracy et al., 2009; Xu & Li, 2018).

This intervention study attempted to contribute to this line of research by investigating the development of the English-medium academic writing of the students and evaluating the teaching/learning to write process from the students' perspectives Turkish EFL context. It adopted a process approach to writing instruction, and it expanded its framework by combining with the other orientations to design a pedagogically enriched academic writing course for undergraduate students. As a result, it is believed that it has given the relevant literature a perspective that examines and describes the EFL writing context in detail and evaluates the relevant context with the elements it contains.

Statement of the Problem

The fact that Turkish EFL students encounter difficulties while writing in English calls for language educators to find effective solutions of enhancing the students so that they can overcome these difficulties and develop sufficient L2 writing competence.

There is inadequate research that comprise of English writing pedagogy in Turkish context due to still the traditional focus on teaching grammar, reading skills, and vocabulary. That is, compared with the other skills, both writing has been neglected in language classrooms and a small amount of writing research has been conducted (Altınmakas & Bayyurt, 2019; Atay &Kurt, 2006; Ceylan, 2019; Kurt & Atay, 2007; Kırmızı & Kırmızı, 2011; Yıldız & Yeşilyurt, 2017). Therefore, writing in English has remained as the problem for Turkish students. More in-depth studies are necessary fully evaluating the effectiveness of writing pedagogy in Turkish context although, several researcher-teachers have attempted to conduct experiments on the writing pedagogy (Elgün-Gündüz, 2018; Gezmiş, 2020; Yangın & Ekşi, 2012; Yıldız & Yeşilyurt, 2017).

Moreover, taken recent literature, and the process of the current writing courses into account, it is considered that systematic and effective academic writing instruction rooted in the process approach and focusing explicitly on specific aspects of academic writing is a must in Turkish EFL context. The effective writing course depends on a well-structured syllabus. As asserted by many scholars (e.g., Dudley-Evans & St. John, 1998; Hyland, 2006), the key initial step in developing well-structured English syllabus is needs analysis (NA) designating students' and context' needs. However, it should be noted that the nonlinear and recursive nature of writing is based on process rather than product. In the process of creating an effective writing course, this study, which puts the students at the center, is valuable because it has developed a writing course intervention that took into account both the compelling and repetitive nature of writing, and the needs of the context, and students, and it has tested the effectiveness of related course with a process-based approach.

Purpose of the Study

The main purpose of this study is to track the writing instruction context through a holistic view with a focus on the reflections and products of Turkish EFL undergraduates within a preparatory-class discourse in order to make evaluative judgements about the interactive units and relevant dimensions of the context, and thus, to highlight how and why these units might be integrated into the frame of writing instruction. Specifically, this study aims to evaluate a pedagogically enriched process-oriented writing course in terms of its processes, (i.e., instruction and evaluation) and students' perspectives, and to test the effectiveness of this course approach at a Turkish ELT undergraduate writing classroom on the basis of students' writing products. The thesis moves on a comprehensive understanding of the units – process-based module; genre-based module; feedback as module of context; through extensive

description and analysis of how the case of writing instruction is treated within its surrounding context that is seemingly grounded on social constructivist paradigm.

The research design to be conducted has a significant role in achieving the above-mentioned objectives of the research. Accordingly, the embedded (intervention) mixed design, which is one of the mixed research designs in which different methods are used together, was preferred in order to reach valid and reliable results in this research process. In this regard, it can be said that the other purpose of the research is to carry out the processes applied in the process-oriented writing course through the mixed research method. The research was carried out by embedding three different qualitative dimensions: before, during and after the experimental procedure. Findings from the first qualitative phase of the study were used to determine and construct the content of the writing course intervention. At this phase which was the needs analysis in development of writing course intervention, the data obtained from three different sources were used: semi-structured interview with writing experts, semi-structured focus group interview with ELT undergraduates, and document analysis. The focus-group interviews and reflection forms with metaphor questions collected during the experimental procedure (intervention) were employed to understand the experiences and evaluations of the participants about the intervention sessions, and to explain the quantitative findings. In the last phase of the study, an additional data as the third qualitative dimension were collected both to explain the quantitative findings and to designate the effectiveness of the intervention course with a semi-structured focus-group interview conducted with the students who participated in the intervention. Designing only a quantitative-based design and evaluating the pre-test and post-test scores would be insufficient to obtain the experiences and perceptions of the participants. Thus, the employing of a mixed approach in the research process was considered as a necessity, not a choice. On this basis, the following research questions guide the study:

The main research question of the study is: "*How the qualitative data obtained from the reflection forms and focus-group interview with EFL undergraduates after the intervention on the pedagogically enriched writing course, explain the quantitative results?*". The sub-research problems determined in order to answer this question are as follows:

1. What are the views of English instructors on a writing course for the preparatory class in ELT discourse, and how can the interview data obtained from these experts be used to develop a pedagogically enriched English writing course?
2. What are the views of ELT students on a writing course for the preparatory class in ELT discourse, and how can the interview data obtained from these students be used to develop a pedagogically enriched English writing course?

3. What are the published theses and dissertations on English academic writing education in Turkish context and how can the data obtained from these studies be used to develop a pedagogically enriched English writing course?
4. How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the descriptive rhetorical mode explain the quantitative findings?
    4.1 Is there a significant difference in the pre-test and post-test descriptive paragraph writing performance scores of higher education EFL preparatory class students?
    4.2 How do higher education EFL preparatory class students who participated in the intervention of the pedagogically enriched process-based English writing course evaluate the effectiveness of the descriptive paragraph intervention?
5. How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the example rhetorical mode explain the quantitative findings?
    5.1 Is there a significant difference in the pre-test and post-test example paragraph writing performance scores of higher education EFL preparatory class students?
    5.2 How do higher education EFL preparatory class students who participated in the intervention of the pedagogically enriched process-based English writing course evaluate the effectiveness of the example paragraph intervention?
6. How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the process rhetorical mode explain the quantitative findings?
    6.1 Is there a significant difference in the pre-test and post-test process paragraph writing performance scores of higher education EFL preparatory class students?
    6.2 How do higher education EFL preparatory class students who participated in the intervention of the pedagogically enriched process-based English writing course evaluate the effectiveness of the process paragraph intervention?
7. How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the narrative rhetorical mode explain the quantitative findings?

7.1. Is there a significant difference in the pre-test and post-test narrative paragraph writing performance scores of higher education EFL preparatory class students?

7.2. How do higher education EFL preparatory class students who participated in the intervention of the pedagogically enriched process-based English writing course evaluate the effectiveness of the narrative paragraph intervention?

8. How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the opinion rhetorical mode explain the quantitative findings?

8.1. Is there a significant difference in the pre-test and post-test opinion paragraph writing performance scores of higher education EFL preparatory class students?

8.2. How do higher education EFL preparatory class students who participated in the intervention of the pedagogically enriched process-based English writing course evaluate the effectiveness of the narrative paragraph intervention?

Significance of the Study

This study provides some practices that provide the development of pedagogical interventions that are little mentioned in the studies on academic writing, in turn, can enhance and improve EFL writing instruction in similar contexts. It identifies student and contextual needs related to the undergraduate level writing course in detail and offers possible solutions to the difficulties and needs faced by the students. This study can also be considered a suggestion or recommendation related to the writing instruction and curriculum design in terms of informing pedagogical practice and learning strategies and helping develop and improve the writing practices of Turkish undergraduates, especially regarding their writing performance and competence. Moreover, this study has not adopted a single approach during writing course intervention. On the contrary, it has supported the process writing approach on which it is based, with other pedagogical orientations.

It is also considered that this study has surpassed previous related studies by describing in depth EFL writing course from the perspectives of the students, active agents of writing course, considering all the key components of the writing course which is based on their needs. Another significance of the study is that a fully integrated mixed methods research has been conducted to test the effectiveness of the pedagogically enriched process-oriented writing course. Therefore, similar outcomes might be obtained if the further research follows the same procedure.

On such discourse-semantic conception, a classroom discourse of writing instruction in an EFL context is basically open to constantly re-constructed realities and the EFL learners, who are the constructors of these realities, and accordingly, the discourse, create; negotiate; sustain; and modify each unit's meanings. Therefore, it is considered that the current study has been able to monitor better how the writing instruction context is constructed through the careful considerations EFL learners of preparatory classroom will give to the case. Moreover, EFL learners' reflections on the context have embraced each unit of this context with a holistic understanding; in other words, the context has been characterized with a belief that the units are interconnected and explicable with reference to the writing instruction context as a whole.

Definition of Key Terms

Process Writing Approach: PWA is an approach to writing, where language learners emphasize on the process by which they generate their written products rather than on the products themselves (Onozawa, 2010, p. 154).

Process-Genre Writing Approach: It is an approach that combines process models with genre theories, in which the concept not only draws on ideas from genre approach, such as knowledge of context, the purpose of writing, certain text features but retains part of process philosophy such as writing skill development and learner response (Goa, 2007, p. 4).

Rhetorical Mode: Rhetorical modes or text types are groupings of texts that are similar in their internal linguistic form, irrespective of genre (Johns, 2002, p. 6).

Paragraph: A series of sentences that are organized and coherent and are all related to a single topic. Paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization if the essay and grasp its main points (Yolanda, 2021).

Model text: It is a sample text that provides exemplars of rhetorical forms and structures of target genres (Hyland, 2004, p. 86).

Brainstorming: It is an activity that students learn how to generate and freely jot down ideas coming to their minds or ideas acquired as a result of search.

Outlining: which is an overall writing plan assists student to make list the crucial points they aim to address while constructing their texts (Wardatul, 2016 as cited in Wahdan & Buragohain, 2019, p. 4).

Topic Sentence: It is the sentence which states specifically the main (core) idea of the paragraph and gives the reader a clear picture of what the paragraph is about (Goa, 2017, p. 8)

Supporting Sentences: Supporting sentences explain the topic by giving more information about it. Supporting sentences discuss the main points of the paragraph. Every supporting sentence discusses one point (Winarto, 2018, p. 52).

Concluding Sentence: A concluding sentence signals the end of the paragraph and reminds the reader of the main idea. It reminds readers of the main idea by repeating the idea in the topic sentence in different words or summarizing the main points of the paragraph (Winarto, 2018, pp. 52-53).

Unity: As an important element of a good paragraph, unity means that a paragraph discusses one and only one main idea from beginning to end (Hogue & Oshima, 2006, p. 18).

Coherence: The Latin verb *cohere* means "hold together." For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should Row smoothly into the next one. (Hogue & Oshima, 2006, p. 22).

Feedback: Feedback is "information provided by an agent regarding some aspects of one's task performance" (Hattie & Timperley,2007, p.81).

Drafting: Drafting is a series of strategies designed to organized and develop a sustained piece of writing (Winarto, 2018, p. 54).

CHAPTER TWO

Literature Review

Overview of Approaches to Teaching Second Language Writing

Teaching and learning writing in a second or a foreign language have witnessed different trends and theoretical changes for decades and researchers have studied writing from a large number of perspectives and analyzed writing by different approaches like the product-based approach, the genre-based approach and the process-based approach. These approaches are generally known as focusing on the writing products, the language which is used in the context, and the writers and their cognitive processes in constructing texts and the development of writing skills.

Product-Based Writing Approach

As the first tradition of teaching writing, *product-based approach* is usually identified with a traditional approach. According to Yiu (2009), the product-based approach, has based on the audio-lingual method developed by Charles Fries in 1945. It focuses on the prescriptive rules, syntactical and grammatical structures, the copying of models and vocabulary (Gabrielatos, 2002; Yang, 2005). The accuracy and the form of the final product are the essential focus (Steele, 2004). According to Hyland (2003), teaching to write in this approach consists of four stages:

1- Familiarization: Introduce students certain characteristics of a particular text.
2- Controlled Writing: Encourage students to form sentences with the 'fixed patterns, often from substitution tables' they have already learnt.
3- Guided Writing: Ask students to construct a piece of written product with a model or an example to follow given by the teacher. Both in the controlled and the guided writing stage, students practice the writing skills until they are ready for the latest stage, free writing.
4- Free Writing: Encourage students to 'use the patterns they have developed to write an essay, letter, and so forth' (pp. 3-4).

The product-based approach may be categorized as controlled composition and current-traditional rhetoric whose foci are written texts at different levels (e.g., Silva, 1990). In *the*

controlled composition, sentence-level structure is used while teaching writing. Structuralist and behaviorists learning theory have influenced on this view and writing is considered as a product constructed by writers using lexical, grammatical, and syntactical knowledge to create a piece of text (Hyland, 2003b). The structuralists consider language as combinations of small and complicated grammatical points. These grammatical units must be mastered by the students to produce the language (Leki, 1992). The ESL teachers adopting this view see the language as the manipulation of grammatical and sentential structures and they require the students to practice these linguistic features with habit formation exercises. Furthermore, students are expected to manipulate their text using the language structures they learn and thus, the text they write is likely set of combinations of sentence structures. The quality of formal language structures rather than any expression of the writer's ideas is the primary concern and the ESL teachers as the readers of the texts concentrate on the language errors that they find in the texts (Silva, 1990). However, controlled composition has been criticized that students are unable to produce extended written texts even though they have moderately good knowledge of grammar and sentence structures because it is not possible for students to view writing as something beyond formal grammatical sentences (e.g., Leki, 1992; Matsuda, 2003; Silva, 1990).

The insufficiency of the controlled composition in preparing the students to create extended written text have caused ESL teachers to turn to *the current-traditional rhetoric view* influenced by Kaplan's contrastive rhetoric (Silva, 1990). According to Kaplan, this view is a method of organizing syntactic units into larger patterns (1967, p. 15). The writing is viewed as the combination of sentences and paragraphs into particular patterns and an extended written discourse is encouraged (Silva, 1990). The basic concern has moved from the sentence to the paragraph and the view has focused more on discourse features and the rhetorical organization of texts. In this view, "…writing is basically a matter of arrangement of fitting sentences and paragraphs into prescribed patterns. Learning to write, then, involves becoming skilled in identifying, internalizing, and executing these patterns" (Silva: 1990, p. 14). As well as the sentence structure, Kaplan (1967) also suggested that the whole text is important, and writers should be aware of the organization of the whole text and should be given support to concentrate on the organizational characteristics of the texts. Moreover, the writing teachers should focus on teaching "more pattern drill, but at the rhetorical rather than at the syntactic level" (1967, p. 15).

The teachers forming the writing lessons on the product-based approach concentrate on a specific product or model such as a report, a story and an essay. Their expectation from the specific product is to 1) show the writer is a proficient language user, 2) show ability of English

rhetorical style, 3) be systematized and conventional to the readers' views (Brown, 2007). A specific product on which the teachers focus to achieve these goals will guide students while creating their own text or compositions. Because, according to Pincas (1982b), the central concern of product writing is students' ability for using syntax, vocabulary and cohesive devices in their written products (as cited in Badger & White, 2000), the teacher mainly aims to provide students examples and models of the target product and lead students to create a 'well-structured, coherent, rich content, grammatical essay' (Shannon, 1994, p. 3). After the introduction and teaching of the text organization to L2 student writers, they study by imitating the model paragraphs and thus, they can create extended texts through the knowledge of rhetorical patterns (Leki, 1992).

In consequence, writing is mainly concerned with structural knowledge of language and writing development through the imitation of input provided by the teacher in the product-based approach. However, this approach has been criticized in terms of some points and regarding that it ignores the way students produce their own texts or the importance of students generating their own text without the help of models. Additionally, the copying and modeling a well written text are so stressed that the capability and creativity of the students to learn through writing may be limited or forgotten. Moreover, a focus on vocabulary and language accuracy may overlook other important writing characteristics, such as coherence, unity, organization, audience awareness, or the strategies needed to write the text.

Genre-Based Writing Approach

As distinct from the theoretical background and classroom applications of the product-based approaches to writing, *genre-based approaches* to writing instruction view writing from the social perspective. Genre is a term referring to abstract, socially recognized ways of using language (Hayland, 2003a, p. 21). It refers to group texts together, representing how the writers typically use the language to respond to recurring communication situations (Hyland, 2004, p. 4). According to Johns (2002), genres may refer to uses of discourse, either spoken or written, that are purposeful; they are tools for getting things done within a social context (p. 10). However, this term is used by language educators and linguistics to identify classes of language use and communication (Allison, 1999, p. 144).

Genre theorists classified the perspectives on genre and the application of genre into three broad schools varying in the educational context theoretical background to which have been implemented (e.g., Hyon, 1996; Johns, 2002). Hyon (1996) described the three schools of genre as:

1. English for English for Specific Purposes (ESP)
2. Australian systemic functional linguistics
3. North American New Rhetoric studies

All genre schools regard language as a central feature of human behavior (Hyland, 2004). Language constructs social contexts and meaning. However, these traditions have different focuses, intellectual frameworks, educational contexts and classroom applications. The differences between genre schools are outlined in Table 1, as follows:

Table 1. *Perspectives on Genres*

Orientation	Primary focus	Intellectual roots	Pedagogy	Education context	Sample genres
SFL	Discourse structure and features	Systemic linguistics	Vygotsky (ZPD), teaching-learning cycle	L1 schools, adult migrants	Narrative, report, recount
NR	Social purposes and contexts	Post-structuralism	Heuristics, general formats	L1 university composition	Political beliefs, patents, medical records
ESP	Discourse structures and features	SFL, CLT pragmatics	Consciousness raising, needs analysis	Occupational and academic training	Article, memo, sales letter

(Hyland, 2004, p. 50)

Despite these differences, they share significant principles of genre providing guidance for EFL and ESL writing instructors. These schools present the students "an explicit understanding of how texts in target genres are structured and why they are written in the ways they are" (Hyland, 2003a, p. 26). Comparing the implications for ESL writing courses, the New Rhetoric genre seems to have minimally contributed in L2 writing instruction while the Australian genre tradition and the ESP genre school seem to have provided more contribution. Research into genre analysis could be regarded as an important tool for describing and analyzing the formal language features of target genres thusly, both the Australian genre tradition and the ESP genre school are significant for ESL writing. Because the main purpose of the ESP is "demystifying" (Paltridge, 2001, p. 16) the English language that the non-native English speakers need in the professional and academical context, many genre scholars (e.g., Bhatia, 1993; Henry & Roseberry, 2001; Swales, 1990) carried out studies into genre analysis with the aim of describing "the particular conventions for language use in certain domains of professional and occupational activity" (Widdowson, 2003, p. 69). Moreover, the descriptions of eight elementary genres, information report, recount, discussion, exposition, narrative, procedure, and the news story, in the Australian genre tradition, explain explicitly their linguistic features, schematic structures and contribution to the rhetorical purposes. These elementary genres that can be used to form more complex combinations are important. Since

instructors can use the results from this genre analysis research to develop teaching materials which describe choice and content of organizational structures of linguistic features used by genre users and explain which contributions these language features provide in the achievement of specific communicative aims in a particular social context. The detailed description of genres should help students clearly understand why and how such choices assist for developing and achieving communicative purposes.

When transforming the genre theory into classroom practice, the Australian genre school seems to suggest the most "theoretically sophisticated and pedagogically developed approach" (Hyland, 2003a, p. 22) in teaching second language writing to ESL students. The teaching and learning are based on the Vygotsky's notion of scaffolding and Zone of Proximal Development (ZPD) and they supply a "visible pedagogy" (Hyland, 2003a, p. 26). This pedagogy allows language teachers to systematically construct explicit L2 writing instructions, arrange the tasks and lead the L2 students to be qualified of composing different genres by themselves. Students cannot perform the tasks independently at early stages of learning. In this situation, the teacher may have an authoritative role for supporting or scaffolding the students to improve their potential level of performance. As students move forwards and take more responsibility for their learning, the teacher reduce support. Ultimately, the students will have sufficient skills and knowledge while performing the tasks independently (Hyland, 2003a).

The focus of the New Rhetoric genre tradition is on investigation of the social context in which genres are produced and its conditions about explicit genre-based teaching in the classroom (e.g., Freedman, 1994). This genre tradition seems to have minimally contributed to L2 writing instruction because it does not have explicit teaching applications of genre and does not supply detailed analysis of textual features of genres that are significant for L2 learners. Yet, the social context analysis activities might help students to examine social functions of genres and the context these genres occur in (e.g., Coe, 1994) and thus, this analysis might be beneficial in improving L2 students' knowledge of the social contexts in which genres in their disciplines or fields are produced.

Implementing the genre-based instruction to teaching writing should assist the students to be aware that writing is a social activity. The forms, structures, rhetorical, lexical and grammatical features of the text are influenced by the social contexts. If they want to succeed the aims of communication in a social context, they need to have this awareness and they need to construct a text by using suitable choices of linguistic features, rhetorical structures and form. The instructors also should provide students with "explicit understanding of how target texts are structured and why they are written in the ways they are" (Hyland, 2007, p. 151) and help

them to "produce effective and relevant texts" (Hyland, 2007, p. 148) that are appropriate to their social, academic, or occupational contexts. Furthermore, the instructors should present explicit explanation of grammar, vocabulary choice and rhetorical structures in relation to the context rather than as isolated features, as well as to create for students' opportunities to discuss and analyze context of situations texts are produced in.

The application of genre-based approaches in L2 writing education has also been criticized like other approaches. The focus of these approaches is the language use and the relationship between social context and the textual features therefore, one of the criticisms from the process-based view is that a writer's creativity and individual voice while constructing a text are hindered by the teaching of explicit genres (Hyland, 2004, 2007). Because learners might view genres as "how-to-do-list" or sets of rules (Hyland, 2003b, p. 22). According to the genre pedagogy, the basis of learning should be explicit awareness of language instead of exploration and experimentation by learners. So, instructors provide learners opportunities to improve their writing performance through examining and analyzing "expert" texts. This helps the students understand how the texts become meaningful (Hyland, 2003b, p. 22). However, proponents of the process approach discuss that instructors might teach genres as templets in which content include rather than imposing restrictive formulas (Hyland, 2003a, 2004). Moreover, it has been discussed that "there is nothing inherently prescriptive in a genre approach" (Hyland, 2004, p.19). In order to deal with different stages of writing process, learners should be provided less prescriptive explicit knowledge of discoursal structure than description of writing skills or linguistic features.

The approaches of learning and teaching writing have gone through significant advances for decades. Writing used to be regarded as a way to practice vocabulary and grammar to learn the spoken language. However, it is currently considered as contextualized and creative process to convey meaning.

Process-Based Writing

Process, according to Bernard Susser (1994), came out in L1 composition literature on which John Dewey's idea influenced: "*learning*" is a "*process*". Since then, *process* has been a popular term usually used to explain writing theories, writing research and writing pedagogies. *Process* means the *"act of writing itself"*. In this regard, *writing*, *writing process*, and *composing* all are viewed synonymous terms implying that *writing* does not only include one but also different process (Susser, 1994). Gaetz and Phadke (2009) describe the *process* as finding or developing main idea, developing the writing plan, constructing first draft, revising and editing. Richards, Platt and Weber (1999) also describe *process writing* as an approach that

puts emphasis on the composing process, wherein the writer makes use of tools such as planning, drafting and revising (cited in Mourssi, 2013, p. 734). Onozawa (2010) defines the *process writing* as an approach emphasizing fluency and the process of writing, rather than the accuracy and the written products. Tribble (1996) describes the process approach as "an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models" (p. 160). According to Kroll (2001), the process approach:

> …serves today as an umbrella term for many types of writing courses .... What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. (as cited in Hasan & Akhand, 2010, p. 79).

Since 1970's, the approaches to teaching writing have concentrated on the process of writing and the writer rather than the written products, their grammatical features (Silva, 1990; Reid, 1993) and have caused to change the general perception of how teachers teach to write and how students learn to write. The traditional focus on classroom instruction and a linear writing model have moved away and writing has started to be viewed as a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983, cited in Memari Hanjani & Li, 2014, p. 152). According to Reid (2001), two points caused process writing to emerge: the realization by teachers the needs of English second language learners in the academic environment and the recognition by researchers the newly developing field of NES composition. During the 1980s, the composing process became the focus of research and NES composition research both became accessible and began to be conducted prior to ESL. Reid (2001) presents the "expressive approach" as one of the examples presenting the most notable approach at that time in NES. According to him, this approach is the basis for the process approach in ESL because writers express their thoughts and feelings in a stimulating environment and writing is taught as a process of self-discovery. On the other hand, Silva (1990) mentions that one of the motivations causing that the process approach has gone into ESL composition is the dissatisfaction with the current-traditional approach and the controlled composition. He also points out that "neither approach adequately fostered thought or its expression-that controlled composition was largely irrelevant to this goal and thee linearity and prescriptivism of current-traditional rhetoric discouraged creative thinking and writing" (p.15). Because of those possible reasons, various teachers and researchers have started to be interested in the process writing approach and they have conducted arduous research and studies to present various suggestions

and approaches. After 2000, some researchers (Atkinson, 2003; Matsuda, 2003) have presented a new process inquiry: post-process approach, which adds more social dimensions to writers ignoring cognitive science to exceed prevalent points of view in L2 writing research and teaching (Fujieda, 2006, p. 68). However, the process approach still remains approved and preferred approach.

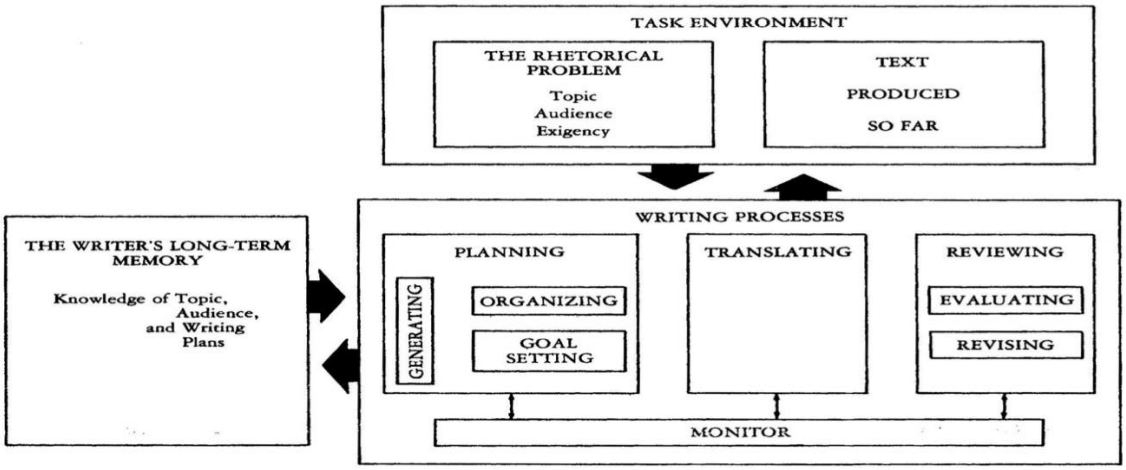
The process approach to writing comprises three views: cognitive view, expressive view, and social view. According to the cognitive view, the writing process which is the cognitive action in problem-solving has four important points: processes are embedded and hierarchical, writing is a different thinking process, high-level and supportive aims created by the writers reflect their sense of purpose, and constructing or composing includes a thinking process guided by the writers' aims (Flower & Hayes, 1981, as cited in Vickers, 2012, p. 22). According to the expressive view, writers benefit from both their own experience and others' experience while constructing a text, thus, writing is a greatly individual act (Elbow, 2000; McKay, 2006). The social view based on Social Constructivism involves the discourse community view (see Killingsworth, 1993). The idea of individuals getting in a discourse community is the focus of social view of writing. The act of writing does not start with a process, but it is a process involving an insight of "inquiry strategies and techniques that will enable students to search beyond their own limited present experience and knowledge" (Reither, 1985, p. 624). Bruffee (1984) argues that peer-tutoring helps writers to construct and reconstruct how they perform in composition tasks by the constructive and extended conversations with proficient peers and it helps writers. The aim of engaging in these conversations with peers is develop themselves as writers. What the social view of writing focuses on is the way the individual becomes a constituent of a culture, rather than the way the social situation affects the individual.

The Recursive Nature and Models of Process-Based Writing. Tony Silva suggests from a process writing perspective that "writing is a complex, recursive, and creative process ... Learning to write entails developing an efficient and effective composing process" (1990, pp. 15 – 16). Many process writing researchers and specialists have had an agreement on that there are some stages writers pass or complete in the writing process, however, there has no agreement on how many stages there should be and naming each stage.

Flower and Hayes (1980) built the initial model whose basis was on the research conducted about the composition processes. This model consists of three cognitive processes proficient writers use during writing: planning, translating and reviewing. After the researchers realized the need for a writing theory combining both cognitive and social factors, they

advanced their first model by integrating the related factors and describing each stages of process.

Figure 1. *Structure of the Cognitive Process Writing Model (Flower & Hayes, 1981, p. 370)*



As seen in Figure 2, the cognitive process model comprises of three main components: the task environment, the writer's long-term memory and the writing process. In the planning stage as the first process of writing, writers construct information from task environment surrounding the writing task and their long-term memory. They also set goals and organize a writing plan which will supply guidance to realize these goals. After completion the process of planning, writers go forward with the process of translating. "This is essentially the process of putting ideas into visible language…. The writer's task is to translate a meaning, which may be embodied in key words and organized in a complex network of relationships, into a linear piece of written English (Flower & Hayes, 1981, p. 373). Progressing through each process, writers "monitor" their progress and thus, they designate the time to move to the further stage. The process of reviewing provides the writer to revise and evaluate what s/he has written. It is a final and conscious process during the acts of writing. However, the model has been criticized by some L2 researchers (e.g. Grabe & Kaplan, 1996) because it does not explain how novice and expert writers compose differently and that not all writers have the same process or experience while composing. Grabe and Kaplan (1996) argue that "writers are not likely to be uniform with respect to their processing preferences and cognitive abilities. Rather, writing involves numerous processing-model options, and different writers will approach the tasks employing different processing strategies" (p. 92). It is necessary to mention that Flower and Hayes have contributed greatly to the process-based writing approach and a later revision of their model (Hayes & Flower, 1987) has made further clarification on the argument of the differences in skilled and unskilled writers' composing process. They have emphasized that expert writers have different composition process from novice writers in some respects.

Bereiter and Scardamalia (1987) have criticized the model of Flower and Hayes and explained that a single process model cannot explain the writing process therefore, two more models are needed to distinguish the processing complexity of skilled and novice authors. They developed two different model: knowledge-telling model (Figure 2) for novice writers planning and revising less than advanced or skilled writers; knowledge transforming model (Figure 3) for the expert writers tending to reflect more upon their writing. Although the models have some advantages such as covering a wider range of research and making clearer the problem-solving skills which are necessary in complicated writing tasks, they are unsuccessful to explain the effect of contexts in the writing process. Furthermore, there is not any description on the transformation from knowledge-telling to knowledge transforming. Thus, determining the middle proficiency level is difficult.

Figure 2. *Bereiter and Scardamalia's Knowledge-Telling Model of the Writing Process*

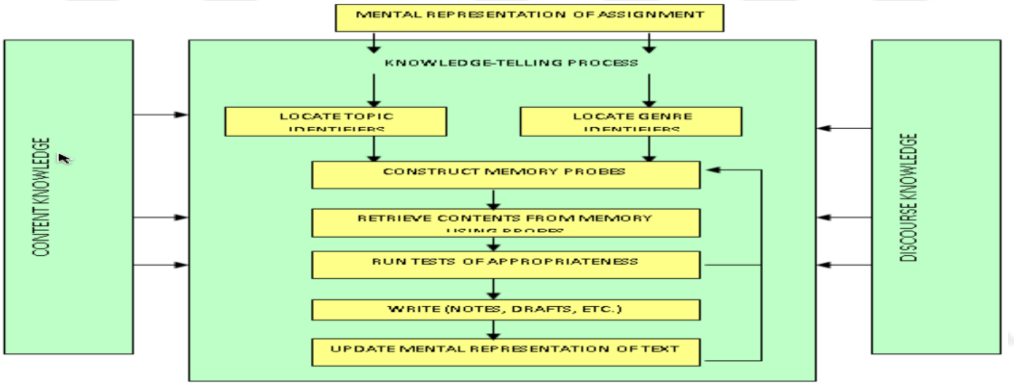
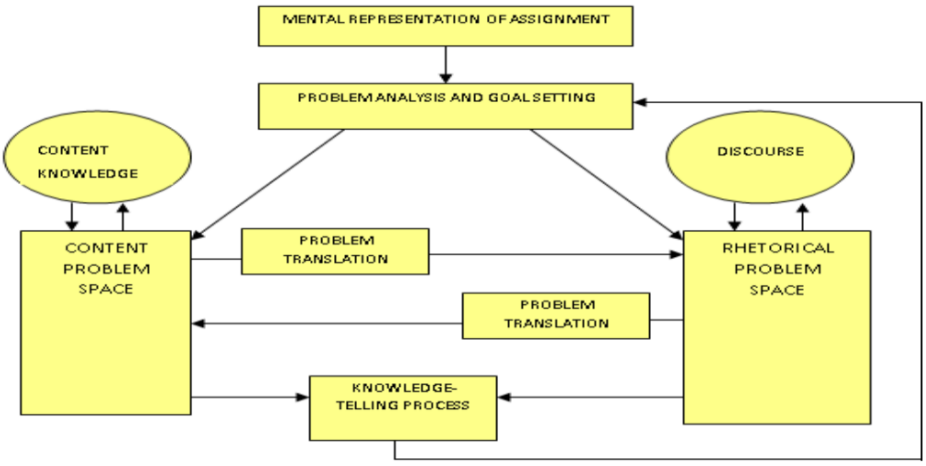
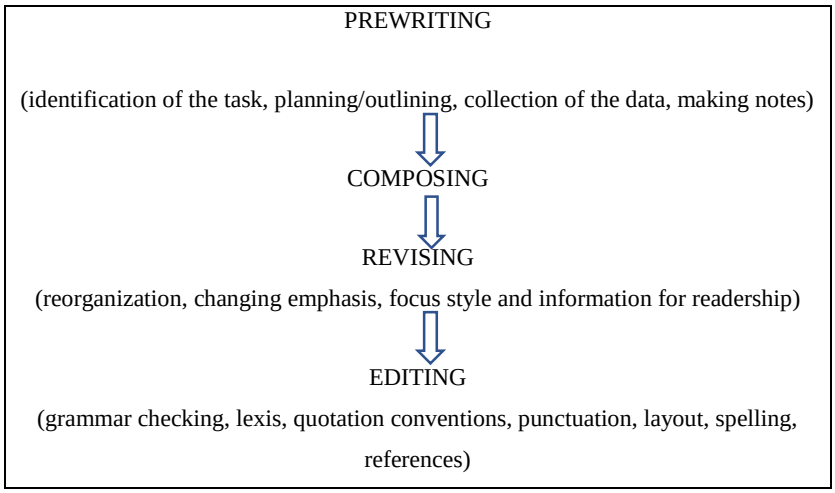


Figure 3. *Bereiter and Scardamalia's Knowledge Transforming Model of the Writing Process*



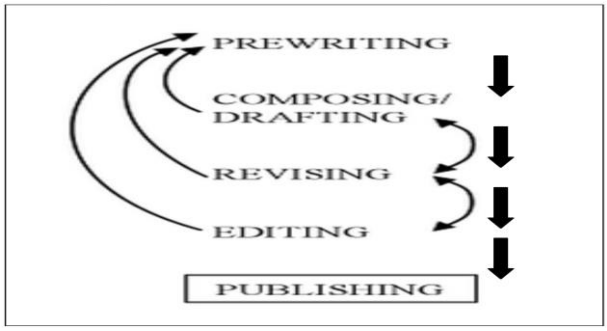
Tribble (1996) presented a different linear model which is a specific version and widely used in classrooms as the following:

Figure 4. *Linear Model (Tribble, 1996)*



According to the model in Figure 4 referred as a linear model, a writer needs to complete the previous one(s) or the present stage to follow the next stage. In other words, the writer cannot progress to the last stage without accomplishing the preceding three. Notwithstanding, many specialists in the ELT have not approved the idea that writing process has to follow a linear model because the successful writers do not actually proceed the linear path while constructing their works (Zamel, 1983). Moreover, Raimes (1983) supported this idea and said that "a student who is given the time for the process to work...will discover new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft" (p. 10).

Figure 5. *Recursive Model (Tribble, 1996)*

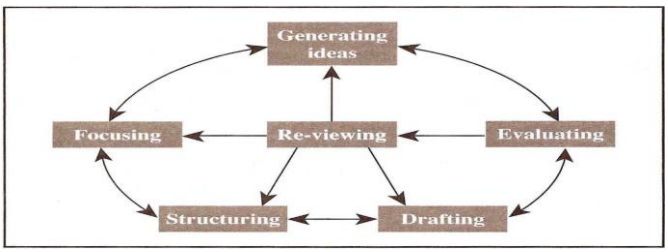


The recursive model which Tribble (1996) proposed again a model in contrast to the linear path advocates that the writing process is considered as stable but, it is, in fact, rather dynamic and complicated (Figure 2). As Raimes (1985) emphasized, the recursion of the writing process means that the writers have the flexibility and probability to go back and forth between the stages whenever they need during construction of their writing product.

In the model which White and Arndt (1991) developed, they emphasized that re-writing is essential to writing process. Harmer (2002) describes this model as comprising of "interrelated set of recursive stages" as shown in Figure 6. White and Arndt (1991) remarked

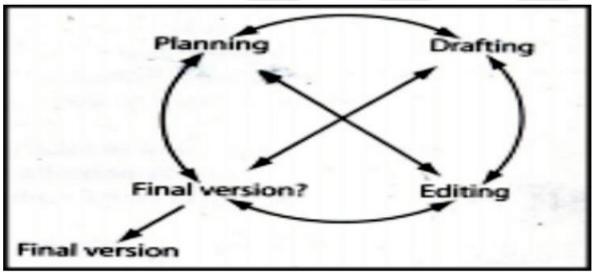
that writers have to deal with various problems and decide what to do next at each stage of writing process at the same time because some processes appear simultaneously and influence each other. It shows that the writing process is not linear, but recursive. Each stage promotes the other stages and assists to lead from first draft to the final draft.

Figure 6. *White and Arndt's writing process model*



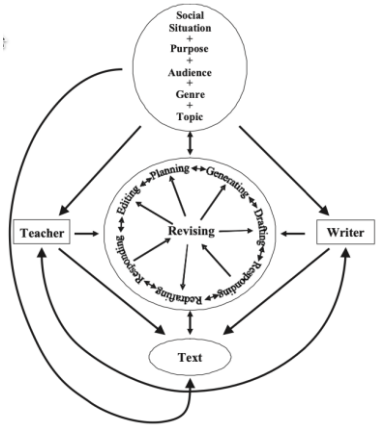
Jeremy Harmer (2002) introduced his own writing process model highlighting the recursive nature of writing as following Figure 7. According to him, writing looks like a 'wheel'; writers move around both the circumference of the wheel and move across the spoke. That is to say, writers return to previous stage in addition to moving from planning stage to the final stage.

Figure 7. *Harmer's writing process wheel*



Lastly and currently, Anastasiadou (2010) proposed a model of process writing and this model shows that writing is nor linear, but recursive and presents the interactions and cooperations of the participating members as well as the relationships between different sub-components of writing (Figure 8).

Figure 8. *Anastasiadou's Proposed Model of Process Writing*



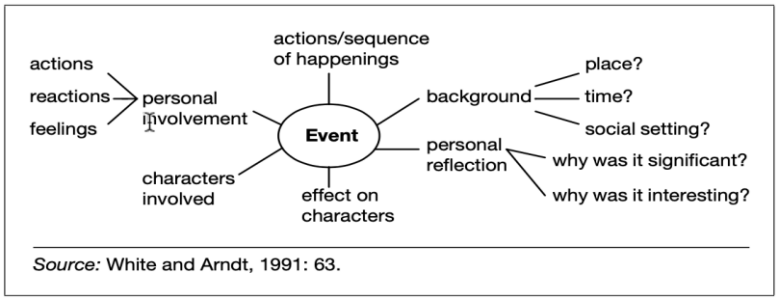
The models of writing processes presented above have been constructed on theories and a large number of research results which are still validated. All of the models show that there are particular stages in the composition process and writers may go back some of them many times before they complete a text. In other words, writing process is recursive rather than linear and writers get through certain stages.

Stages of Process Writing. As a writer-dominant approach, process-based L2 writing is "an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models" (Tribble, 1996, p. 160). It is based on assistance and guiding the students throughout the writing process and enabling them to create multiple drafts by considering the pre-determined stages (Rouhi & Azizan 2013; Sabet et al., 2013). Many specialists have variously grouped the stages (Dilidüzgün, 2013; Hedge, 2005; Rouhi & Azizan, 2013; Sabet et al., 2013; Tompkins, 1990; White & Arndt, 1992) since they have had agreement that writers pass through some stages even if there is not an agreement on labeling these stages. The stages most commonly accepted and applied by writing instructors and also adapted by the researcher of this study are (1) *planning/pre-writing*, (2) *drafting*, (3) *revising*/*editing*, (Faraj, 2015; Hyland, 2003; Laksmi, 2006; Tangpermpoon, 2008). The reason why these stages or processes are so popular is that they are more easily understood in EFL classroom context (Laksmi, 2006, p. 146). In addition, Tompkins (1994) mentions that these processes, which are the same processes that real writers apply during their writing, are recursive instead of linear: which means any writer via using these processes can jump back and forth from one stage to another as they write. To make it more clear sometimes learners do not directly publish (Stage 5) after editing (Stage 4) their piece of writing because they want to revise (stage 3) it again, maybe due to the new ideas or information that they add to their writing, so they want to be sure that there is no mistake before publishing. As a result, it can be said that each stage of these processes helps learners to identify and discuss the activities throughout the process of writing (Laksmi, 2006, p.146). These stages for writing teachers to employ them in the ESL/EFL classroom are in-depth explained as the following.

Planning/Pre-writing: The aims of this stage are to stir students' creativity up, promote their productivity, enable them to think what to write and why to write. This stage also helps learners generate information and organize their ideas and thoughts about topic. To implement this stage effectively, Hedge (2005) suggests that teachers remind students of two important questions: the purpose of their writing and its audiences (22). According to Kroll (2001), students should be encouraged and exposed to various strategies before writing. Flowerdew

(2000) stated that "...students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to 'get to work' on their writing without this kind of preparation" (p. 371). The strategies or techniques of pre-writing as an important stage in writing process may include brainstorming, outlining, talking, listing and free writing, drawing, graphic organizers. Brainstorming and outlining also employed in this study are presented below.

Figure 9. *A Spidergram for Brainstorming a Writing Task (Hyland, 2003, p. 15)*



Brainstorming: is an activity that students learn how to generate and freely jot down ideas coming to their minds or ideas acquired as a result of search. While brainstorming, the students generate ideas, check them and exclude the ones that are unnecessary or inappropriate according to them (Souhila, 2005 as cited in Wahdan & Buragohain, 2019, p. 4). They use diagrams (clustering) or randomly listing ideas to help themselves develop both ideas and words list for their writing, decide the sort of writing, audience, and determine the purpose for their writing. (Spivey, 2006, p.1) Furthermore, seeing listed ideas together on paper will aid writers to make connections and look at their topics again from a new perspective (Blystone, 2009, as cited in Faraj, 2015 p. 133).

Outlining: which is an overall writing plan assists student to make list the crucial points they aim to address while constructing their texts (Wardatul, 2016 as cited in Wahdan & Buragohain, 2019, p.4). The outline of a piece of writing includes introduction part involving topic sentence -to present general statement or main idea of the text by grasping readers' attention- supporting details or body paragraph- to present examples supporting main idea- and conclusion part – to summarize the ideas and re-assert the statement.

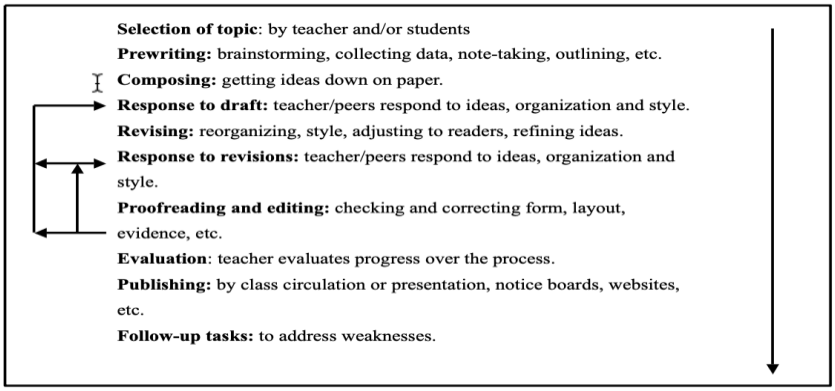
Drafting: Hedge (2005) defines drafting as the stage where the writer "puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure" (p.89). At drafting stage through which students go from planning to writing text, they compose their text as the first and rough drafts by expressing their ideas freely but, they do not pay much attention to punctuation, spelling and other mechanical errors. Through writing, rewriting, and more rewriting, students discover what they have to say (Acuna, 2018,

p. 30). It is clear that drafting stage is not completed in a short time; it requires time, patience and specific training (Brown, 2007). Thus, teachers should train and motivate students to implement drafting activities.

Revising/ Editing: Muncie (2000) defines that "revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material" (as cited in Sheir et al., (*n. d*). While revising, students try to improve their writing drafts by looking again and different angle and discovering a new vision of the text. Badger and White (2000) emphasize that revising stage consists of checking purpose and content and whether they are clear and appropriate for the intended audience in the particular writing situation as well as checking grammar, spelling and punctuation. Johnson (2008) also sees revising as the heart of the writing and states that it could provide the final products to be more productive and advanced when peer-feedback and teacher feedback are included in.

Tompkins (1990) defines editing as "putting the piece of writing into its final form" (as cited in Bae, 2011, p.24). While editing, students make proofreading both their own texts and peers' before handing out the final draft. Atkinson (2003) explain the points students should check in the final step of their writings as "the order in which the information is presented, the layout, the spelling, punctuation, handwriting, choice of words and grammar" (p.11). Thus, students try to make their compositions "optimally readable" (Laksmi, 2006, p. 153). At the same time, teacher feedback has a crucial role at this stage as well as self-editing and peer-editing. Moreover, teachers encourage students to polish their texts by correcting errors of capitalization, spelling, punctuation, word choices, grammar, clarity and coherence. In addition, students use their dictionaries and grammar books as resources at this stage as in the previous ones.

Figure 10. *A Process Model of Writing Instruction (Hyland, 2003, p. 11)*



As figure 10 presents, drafting, revising and editing are recursively and simultaneously completed rather than following a straight procedure. Going back and forth in stages, students can revise and edit even if they have not completed their text. This writing process provide

them “a non-linear, exploratory, and generative process” (Zamel, 1983, as cited in Hyland, 2003, p.11).

The Role of Process-Based Writing in L2 Writing Instruction and Relevant Studies. Writing has a crucial role in the process of teaching and learning. It is a skill that ensures student success in every aspect of learning and advancement (LaRoche, 1993, p. 11). The process-based approach to English writing has attracted a considerable attention and researchers have considered it more effective when compared to other approaches in terms of improving writing attitudes (Littlewood, 2009), helping students to be active learners in understanding and discovering a target language (Bourke,2008), and obtaining learning outcomes (Pritchard & Honeycutt, 2007). A number of researchers on teaching L2 writing by applying process-based approach have investigated the effectiveness of using the approach in the L2 context, the recursive nature of the process writing, development of learners’ writing skills and the classroom activities. Many researchers have also studied only the writing process including planning, drafting, editing, revision that are classified stages or strategies of the process-based writing approach without focus on the process-based writing approach.

Leki (1991) mentions that the process approach is an approach to teaching writing that places more emphasis on the stages of the writing process than the final product (as cited in Ho, 2006, p. 2). According to Mora-Flores (2009), the process of writing includes five common phases: pre-writing, drafting, revising, editing, and publishing. Gaetz and Phadke (2009) also examine the process writing in following stages, exploring, developing main idea and the essay plan, developing the first draft, revising, and editing. According to them, pre-writing and re-writing stages show the differences between process-based and product-based writing. LaRoche (1993) approaches equally the process and the product in writing and states that prewriting stage assists to progress both process and the product of writing. Thus, it can be said that the focus of some researchers has been on pre-writing as the beginning stage of writing process because they have thought it as the process of “discovery” (Rohman, 1965, p. 107) of the meaning that the writers try to express. In other words, the pre-writing stage supports students at the beginning stages of the writing process to learn how to comprehend a topic, and help them to create, and organize convenient ideas through practicing. In addition, Lally (2000) sees the pre-writing or idea generation as a key element of process-based writing instruction. The approach of student to writing tasks are frequently frustrating and confusing. Hence, they may feel they have nothing to present about the topic. Especially, student writers in the EFL contexts commonly face challenges such as how to start writing, how to generate and organize ideas and develop the generated ideas on their works because of a variety of reasons. Therefore,

it is significant that the teachers arrange pre-writing activities helping the learners discover the topic completely and comprehend “how to begin and how to organize the task” (Raimes, 1983, p.10).

Within the phase of prewriting, there are a number of activities that students can use while generating their ideas and developing their thoughts. McGlinn and McGlinn (1990) described the activities as -brainstorming, freewriting, branching, discussing, and asking questions that allow students to try various approaches to a topic without the interference of critical judgment (pp. 2-3). These activities can help them start writing without feeling confusion and frustration as well as helping how to comment on each other’s’ ideas and exchange their ideas. Go (1994) concentrated on prewriting activities in writing classes in her study and explained that thanks to prewriting activities, students can think about a topic, organize ideas in order to use in related fields, interact with others and thus, they acquire the target language more effectively. In her study, LaRoche (1993) examined the impact of prewriting activities on writing and alleged that a writing assignment often causes students to come across “writer’s block” (p.7) occurring because of lack of knowledge about the topic. LaRoche suggested that students can overcome the blocks or difficulties they experience in writing activities when teachers provide them various writing strategies or skills during prewriting phase.

A number of studies were carried out to investigate the benefits of pre-writing stages and strategies and process-based writing approach in L2 classrooms. For example, Shi (1998) conducted a study with 47 international students in ESL writing programs connected with a university in Canada on the effect of three conditions of prewriting activities (the teacher-led discussion, the peer discussion, and no discussion) on the quality of students’ compositions. The opinion essays composed as three drafts by the students under these conditions were rated focusing on six aspects of writing, i.e. accuracy, appropriacy, argumentation, communication, and global. Although, the results of the non-parametric tests showed no differences in the quality of writing among students in terms of three conditions of prewriting activities, the different conditions for the prewriting phase contributed to the way in which students create their drafts in different ways. Furthermore, it was found that the total number of words in students’ essays increased and the students wrote longer essays in the condition of no discussion while they wrote shorter drafts after the teacher-led discussion. Additionally, the students who participated in peer discussion used a greater variety of verbs in their products. Shi concluded that the students’ compositions were influenced in different ways by different conditions of the prewriting activities and the conditions facilitated ESL writing.

Alshammari (2016) was another researcher studying the benefits of process-based approach with 51 Saudi L2 learners in experimental and control groups. The L2 learners produced an argumentative essay about two different topics as pretest and posttest. In the study taking into account the differences of rhetorical patterns and the format reasoning in L1(Arabic), and L2 (English), it was found that these differences intervened with the target rhetorical style of L2 and constituted a contradictoriness of rhetorical styles. The findings also indicated that students in experimental group improved more significantly and had significantly higher scores in their essay length and essay evaluations. The researcher concluded from the findings that process-based approach has a positively effect on teaching writing and developing the mental cognitive ability of student.

Some Asian studies uncovered that students whose writing teachers emphasize more than one process-based writing strategy gain greater writing strategy. Ho (2006), for instance, carried out her study on six teachers to examine the effectiveness of the writing process in two different level of schools through a-pre- and post-test, pre-and post-questionnaire, post-interviews and pre- and post-observations of strategies the students used during pre-tests and post-tests. Ho (2006) found that process-based writing program produced positive results across all the classes. Further, the process-based writing program provided the students have positive attitudes towards writing and writing habits as well as helping them to develop their writing performance. In addition, the students learned how to apply the strategies at each stage of writing process. To conclude, it was proven that process-based writing approach is effective even at the lower level of students. Meeampol (2005) conducting a research on effectiveness of process-based writing approach also found similar results with the Ho's (2006) study. The researcher conducted the study with 88 EFL university students divided randomly as experiment and control group. At the end of the study, Meeampol found that the students in the treatment group taught writing with the process-based approach outperformed their counterparts in the control group treated with the traditional teaching. The approach supplied the students to write more correct and length therefore, they felt them more confidence while producing their texts. Moreover, the students saw each stage or step of process-based writing useful and acquired how to use these stage or steps in their writing.

The process-based approach in a writing class also provides to student-writers opportunities to use their cognitive process referred to as "any mental process which learners make use of in language learning such as inferencing, generalization, deductive learning, monitoring, and memorizing" (Richards, Platt, & Platt, 1999, p. 60). Aiming to find out how and whether a process-based approach to writing instructions improves the socio-cognitive

skills 24 Thai undergraduate students, Puengpipattrakul (2014) employed a mixed study collecting the data through socio-cognitive skills checklist, semi-structures responses, group writing task and students' self-assessment. Both the quantitative and the qualitative results from the data showed that process-based approach improved students' socio-cognitive skills and made the students to be aware of the benefits of the approach to developing their writing ability and of their own writing processes as well as increasing their social interaction with their classmates and their teachers. While completing their group writing tasks, the students developed their cognitive and social skills from brainstorming in the pre-writing stage to editing in the rewriting stage.

Ariza Martinez (2005) studied only the generation and focusing stages of process writing approach with a group of low-achievers whose writing skill was the least-developed and collected the data from their drafts and final drafts. In the study, picture sequence and cartoons were used as prewriting activities from the process-based writing approach. The findings indicated that brainstorming is very helpful while generating ideas related to a specific topic. Moreover, the students had positive attitudes towards pre-writing activities and found the process-based writing approach collaborative, positive and motivating.

The results of Rao's (2007) study conducted with 118 EFL second year students in foreign languages in China also approved that brainstorming strategies positively affected on students' writing performance and helped them find significant and interesting ideas to write about. The participants of the study who had seven years of English learning experience and practiced writing various kinds of texts in English writing course were randomly divided into three groups, with one as a control group in which teaching was based on product-based writing approach, and two as experimental groups where the students have changes to practice brainstorming strategies. The data of the study, essays written by the students, were collected in pre-test and post-test respectively and scored by two native speakers of English on five criteria; vocabulary, mechanics, language use, organization, and content. The results revealed that the explicit instruction on brainstorming strategies improved measurably students' writing performances and "stimulated students' thinking and enabled them to create ideas and organize raw materials in a logical order" (p.104). According to the findings of attitudinal questionnaire conducted with the experimental groups, most of the participants thought that the strategies helped them develop their English writing performance and they had positive attitudes towards the brainstorming strategies.

In their experimental study, Alodwan and Ibnian (2014) also emphasized the importance of prewriting strategies, especially prewriting discussions in the essay writing course based on

process approach. They investigated the effect of the process approach to writing EFL university students' essay writing skills and carried out the study with control and experimental groups in which totally 90 students participated. They applied pre- and post-test essay writing to both groups but, the process-based writing approach on experimental group. According to the findings of the study, the experimental group had much better writing performance on post-test than the control group and the process-based writing approach helped the students improve their essay writing skills. Pre-writing activities increased the interaction between students and the teacher and brainstorming techniques created opportunity to think about topic and to discover ideas by providing a free classroom environment. In addition, the stages of process writing encouraged them in generating new ideas, planning their text and producing well-organized essay.

Bae (2011), in his work focused more on the recursive nature of the process writing rather than the activities used in the process-based writing course, revealed how to use process-based writing in EFL writing classrooms and how process-based-writing has become fundamental to develop students' writing skills. The study compared the process-based writing and product-based writing as well as comparing skilled with unskilled students' writing processes and L1 and L2 writing processes and provided descriptions explaining the characteristics of process writing. Bae studied the recursive nature of the writing process and presented the stages of the writing process and activities for each stage. Furthermore, he examined how to apply portfolio in process-based writing courses and how to give feedback on students' writing. At the end of the study, it was found that skilled and unskilled student writers in EFL/ESL had different understanding on the recursive nature of writing. To explain more clearly, the focus of unskilled students was commonly on their grammatical and mechanical errors while skilled ones fully concerned to generate their ideas. It was also pointed out that revising and giving feedback process were certainly related to the recursive nature of process writing. El-Aswad (2002) investigating the writing processes of Libyan ESL students also found that the students generally focused on vocabulary and grammar in L2 writing. In addition, most of the subjects employed interval revisions when writing in L2 and the majority of them paid more attention to sentence construction and lexical items than to idea generation. El-Aswad (2002) also added that the students edited and revised their drafts more in drafting stage than the final revision process. However, despite editing and revision, the students produced imperfect texts due to possible reasons such as imperfect mastery of L2, low level of linguistic knowledge and the L1 interference errors specifically in sentence order, articles, agreement, prepositions and punctuation.

Concerning the similarities between L1 and L2 writers, Silva (1990) discussed that L1 and L2 writers have similar writing features and both can profit from the same writing instruction as long as L2 writers need to have a high level of L2 proficiency. Correspondingly, the writing process proven to be profitable for L1 writers will have the same profit for L2 writers (Zamel, 1982). In other words, the writing process in L1 overlaps the one in L2 and has a number of characteristics in common (Ferries & Hedgcock, 2004; Zen, 2005). In his study, He (2009) carried out a study on Chinese ESL students to examine if L2 writers have the same attitudes towards the process-based writing approach as L1 writers. From the results, it was concluded that L2 participant-writers had similar attitudes towards writing strategies and activities of the process writing approach as L1writers. Through their review of literature, August (2006) also determined that knowledge of the writing process in L1 affected on transfer to L2 writing. However, according to Silva (1993) designated practically some differences. For example, L2 writers did not concentrated on planning while constructing their text and thus, it made the process of writing more difficult and less fluent. Furthermore, the texts of L2 writers presented weakness in lexical and grammatical aspects of language because they did not pay attention to revision. Accordingly, Silva (1993) advised ESL writing teachers to focus on students' linguistic competence and on teaching writing as planning, drafting, and revising.

With the goal of constituting and increasing students' awareness on which writing skills is not a product of the correct use of grammar and vocabulary, but as a process that includes different stages, Hamadouche (2010) conducted his study with 25 university students and 10 teachers. The results of the data obtained the participant-teachers revealed that the teachers largely adopted the process approach to teach writing and to develop their students' composing skills due to its recursive and exploratory nature that includes moving forward and backward respecting the different stages of writing and there was a general agreement among teachers about the importance of awareness on the process in writing even if some of them preferred to use both process and product writing approach at the same time. According to the both teachers' and the students' responses, students experienced the greatest challenge in writing initial drafts, especially in generating ideas. Another interesting result emphasized in the study was the claim by all the questioned teachers that their students did not follow writing stages even if they were asked to proceed through all the writing stages since the students saw these stages as a waste of time. From the analysis of the students' questionnaire, it was revealed that the mechanics of writing and grammar were the most important components as well as there was the traditional tendency to neglect organization and content. To sum up the results, the study proved that awareness about the writing process generated to produce better compositions and confirmed

that the difficulties students encounter while writing can be prevented if their awareness of the importance of the writing stages and process is increased.

There are other studies studying error correction and the process-based writing in L2 classrooms. For example, Bosher (1990) employed a study on the application of error correction in a process-based writing classroom for Southeast Asian ESL students. The application included the students in a problem-solving approach while correcting their errors. The results of the study revealed that the students obtained more control over their written texts using the code corrections through the process-based writing approach. Yang (2018) also carried out a mixed-method study with Southeast Asian ESL students on learner training and its effects on students' perceptions towards the process-based writing and their using of Criterion to recognize this approach in writing classrooms. He collected the data through interviews and pre- and post-questionnaires. In the study, process-based writing approach engaged the students in a problem-based solving approach while correcting their mistakes. The results of the study demonstrated that students had positive thoughts towards learner training which helped them improve more control over their text applying the code corrections over the process-based writing approach. However, the students did not benefit from Criterion while revising organization and contents even if some of them mentioned that a function prove them to submit multiple drafts.

Turkish scholars also conducted studies on process-based writing from different point of views: creative writing skills and writing communication (Sever, 2013), the impact of process-based writing on writing anxiety, writing motivation, and attitudes towards writing (Bayat, 2014; Erdoğan, 2012; Tavşanlı & Kaldırım, 2018). The results of the studies centered on positive impact of process-based approach on students' writing (Erdoğan, 2012; Göçer, 2014; Güvercin, 2012; Karatay 2011; Seban, 2012). The results of these studies also revealed that process-based writing had a significant effect on increasing the students' writing motivation and increasing the positive writing attitudes (Bayat, 2014; Erdoğan, 2012; Tavşanlı & Kaldırım, 2018), and in decreasing writing anxiety (Bayat, 2014). Although the duration of these studies was different, almost all of them found that it improved students' writing skills. Moreover, it was found that topic selection, planning, and editing processes provided the related approach to be effective.

Considering both national and international literature, it can be concluded that although process-based learning is time-consuming and laborious to carry out (Gezmiş, 2020), it is an effective method both in increasing the writing performance of students and in motivating students by eliminating writing anxiety and in obtaining positive attachments. It can also be

said to be the most appropriate approach to the recursive and nonlinear nature of writing. Therefore, the current study is based on process-based writing as a main approach of the writing course intervention. However, considering that this approach has drawbacks as in other approaches, the other pedagogical orientations such as the content-based writing approach, were also utilized in some extent.

Process Genre-Based Writing

Badger and White (2000) firstly introduced the term of process-genre approach in their study on a process genre approach while teaching to write. Many experts have presented various definitions for this approach. For example, Goa (2007) defines the process-genre approach as:

> the term of combination between process models and genre theories in which the concept is not only draws on ideas from genre approaches, such as knowledge of context, the purpose of writing, certain text features, but retains part of process philosophy such as writing skill development and learner response (p. 4)

Besides, Babalola and Latilin (2012) also define the approach as "combination of the process models and the genre theories which came about with the realizations of the limitations of both the process and the genre approaches in developing learners' writing skills" (p. 1). Accordingly, the process-genre approach considers both the texts composed by the writer, and the skills and processes providing the production, and the social context that surround the text. Guspitasari ((2013) who explains the interaction between the process and genre approaches mentions that this approach accepts the non-linear and recursive nature of writing processes such as pre-writing and revising as well as the position of writing in social contexts and allows the learner to improve an awareness of different genres within discourse communities.

Researchers stated several stages to be followed by the students using the genre-based approach (Gao, 2012; Yan 2007). According to Yan (2005), these stages are preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising. In preparation as the first step, teacher aims to stimulate students' schemata and enables the students to notice structural features of a genre. In the second stage, modelling and reinforcing, a model of a genre is introduced, and the students are supported to understand the texts by discussing the structural and organizational features of the relevant genre. Planning stage includes several meaningful activities such as brainstorming, mapping, outlining to stimulate background knowledge of the students. The fourth stage is joint constructing in which students and teacher work together to begin composing a text. In the stage of independent constructing, students individually construct their own text on pre-determined topic that is the same with type of text they have already learned. The teacher can help students who still need help as a

facilitator. Revising is the last stage that student edit and revise their texts individually, with their peers or teacher.

The researchers have conducted studies on the impact on process-genre approach on the students' writing achievement and writing performance (Agesta & Cahyono, 2017; Assagaf, 2016; Babalola & Litinin, 2012; Ghufron, 2016; Guspitasari, 2013; Hanusova et al., 2020; Pujianto et al., 2014; Saputra & Marzulina, 2015; Tuyen, 2016). All of these studies revealed that process-genre approach significantly affected on the students' writing achievement and it improved students' writing ability.

Task-Based Language Teaching

Task-based language teaching (TBLT) is an approach in which tasks have key roles facilitating L2 teaching and learning. TBLT is an evidence-based language teaching approach based on research and theories from the sociocultural and psycholinguistic fields (McDonough & Chaikitmongkol, 2007). While traditional approaches treat students as language learners, TBLT approaches them as language users (Ellis, 2003). Therefore, it enables students to use the L2 authentically in the class by employing tasks (Douglas & Kim, 2014; Erlam, 2016). TBLT also adopts an analytic approach (Long, 2009) in which language usage and holistic presentation are the norm (Thi et al., 2018).

TBLT has two notions. As the first notions is meaning-focused which was explained by Ellis (2003), and Willis and Willis (2007), the second is form focused which was specified by Long (1997) and Nunan (1989). Therefore, it can be said that TBLT is flexible approach that can be adapted the conditions and needs of classrooms in any country. However, the definition of the word "task" is necessary to fully understand and apply the task-based language approach in language learning environments.

There has been an increasing interest on tasks both in language pedagogy and SLA research since task-based language teaching emerged as a new teaching approach in 1980s. (Ellis, 2017). Therefore, researchers and linguists have approached tasks from various perspectives and have proposed different definitions. According to Prabhu (1987), a task is an activity that needs learners to gain a result by using the provided information. However, there has occurred a distinction between approaches to the task over time as real-world tasks or target tasks referring to the use of language in daily life and as pedagogical tasks specifying those which take place in the class. Long (1985) defined target task:

> ... a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a

> pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between (p. 89).

There have been many researchers taking task from a pedagogical perspectives (Breen, 1987; Ellis, 2003; Nunan, 2013; Richards et al., 1986; Skehan, 1998). For example, in his book on task-based language teaching, Nunan (2013) described a pedagogical task as:

> ... a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (p.4).

What the definitions of pedagogical task have in common is that they all focus on meaning rather than grammatical form. But grammatical form and meaning are highly interrelated because the form provides language learner to express various communicative meanings (Nunan, 2013). As Nunan (1989) and Richards et al. (1986), Skehan (1998) also emphasizes meaning and completeness a task should provide while asserting five main characteristics of a task as the following:

- meaning is primary
- learners are not given other people's meaning to regurgitate
- there is some sort of relationship to comparable real-world activities
- task completion has some priority
- the assessment of the task is in terms of outcome (as cited in Nunan, 2013, p.3).

It is also significant to understand that tasks consist of some basic components: goals, input and procedures as activities, and these are supported by learners' and teachers 'roles and settings (Nunan, 2013). Each task has goals for use in the classroom. These goals can be specified explicitly when creating the task or inferred from the task itself. Moreover, they may be related both various general and specific outcomes. Input is another component of tasks referring to the visual, written and spoken data that students use while performing task. Input can come from various sources such a teacher; a textbook or learners can generate themselves. Procedures includes language activities that students actually perform with the input and enable them to gain an active role in their learning processes. TBLT emphasizes the communicative aspects of the language and thus, procedures are commonly interactive and provide students opportunities to authentically use the target language. Teacher's and student's role is the fourth

component of tasks. Learners are initiators and performers while teachers act facilitating, observing and participatory roles. The last component of a task is settings that refer to the classroom arrangements. Students can complete tasks individually, in small or pair work, or as whole class.

Many studies have been conducted to examine TBLT in language classrooms and the majority of them have attempted to discover teachers' and educators' perceptions, views, and practices about the approach (Barnard & Nguyen, 2010; Carless, 2007; Chen &Wright, 2016; Haque, 2012; Harris, 2016; Hu, 2013; Huang, 2016; Jung & Tracy-Ventura, 2017; Koçak, 2018; Mehmood, 2021; Pham & Nguyen, 2018; Xiongyong & Samuel, 2011; Zheng & Borg, 2014). Furthermore, several studies have been carried out with students to discover relationships between TBLT and its impact on reading, vocabulary performance, and grammatical competence (Demir, 2008; Kumara et.al, 2013; Mao, 2012; Rahman, 2016). Researchers have also conducted studies on the relationship between English writing skill and TBLT and effect of TBLT on English writing skill and performance (Abbasi, 2017; Abdali & Fatemipour, 2014; Ahmed & Bidin, 2016; Ceylan, 2016; David et al., 2013; Derakhshan, 2018; Hai-yan, 2014; Marashi & Dadari, 2012; Mavili, 2018; Rasheed, 2021; Sundari et al., 2018; Widayanti, 2011). For example, in a recent interventional quantitative study, Rasheed (2021) investigated the effect of TBLT on EFL students' writing skills and their views and understandings on TBLT. Participants were divided into experimental and control groups, and writing training with TBLT was provided to the experimental group. At the end of four-week intervention study, statistical results indicated that experimental group performed better than control group in terms of their writing tasks and the majority of the students had a satisfactory understanding of TBLT. Since TBLT improves learners' academic progress and encourages collaborative learning environment, most of the students had positive attitudes towards TBLT. In Turkish context, Ceylan (2016) and Mavili (2018) studied TBLT and writing skills. Ceylan (2016) conducted an interventional study with both instructors and students on their perceptions on TBLT and the effect of TBLT on students' productive skills. The results of the study revealed the participants' positive attitudes towards TBLT. Furthermore, it was found that there was a positive relationship between writing tasks, midterm grades and the implementation of TBLT in spite of the insignificant relationship between speaking tasks, midterm grades and the implementation of TBLT. Mavili (2018) integrated TBLT with technology and investigated its effects on students' writing and vocabulary skills. The findings demonstrated that combining TBLT with technology generated statistically significant improvement between pre-test and post-test of students writing and vocabulary abilities. Consequently, taking reviewed studies

into account, it can be concluded that TBLT is effective in improving and supporting EFL students' writing performance, achievement, and skills.

The Use of L1 and Its Effects on L2 Writing

The use of L1 and its effect on EFL/ESL writing process is another essential issue which has been underlined in the research literature and examined in terms of both teachers and students. Therefore, it creates the basis for discussion in this section. L1 use is a common approach and a natural strategy employed by L2 writers. There are various sources of problems related to the strategy to use L1 such as lexical knowledge, language proficiency, creating or generating ideas, composing process and differences between native and target language writing. Many writers using this strategy continue to benefit from L1 because of their need organizing and tracking the writing process. In other words, the use of L1 as a strategy generally occurs during planning the revision process (Manchon et al., 2007). A number of researchers have studied L1 use in L2 writing processes for many different purposes including for controlling the writing process (Wang 2003; Wang & Wen 2002), generating and organizing ideas for the structure and the content of the text (Cohen and Brooks-Carson 2001; Murphy & Roca de Larios 2010; Sasaki 2000) Stapa & Majid, 2012; Wang & Wen 2002), and solving linguistic problems (Wang 2003). In their study, Van Weijen et al. (2009) examined their 20 participant-writers' use of L1 (Dutch) engaged in L2 (English) writing. The main results revealed that all of the participants used their L1 while composing their essay in L2 to some extent, even though this differed among conceptual activities. In addition, there was a direct relationship between L2 proficiency and L2 text quality although L2 proficiency was not associated with the formation of conceptual activities L1 or L2. Further, there was a negative relationship between L2 text quality and the use of L1 during L2 writing, at least for meta-comments. During L2 writing, however, general writing proficiency negatively influenced on L1 use while positively affected on L2 use. To conclude, the study generally found that L2 use was positively related to L2 text quality for generating ideas, goal setting, and structuring, but negatively for meta-comments and self-instructions.

A number of studies have also indicated L2 students' interactive usage of L1 and L2 for different strategic purposes while writing in L2 (Bosher, 1998; Sasaki, 2000; Wang & Wen, 2002; Woodall, 2002; Zamel, 1983). There is a consistent and noticeable feature in the field of L2 writing that both expert and novice writers oscillate between L1 and L2 in order to overcome a problem or an issue they encounter while composing in L2. Some studies have mentioned that L2 writers commonly use their L1 while planning stage of their writing; developing ideas and producing content and organization; transferring their L1 to L2 writing contexts and conducting

searches and evaluating their texts (Cumming, 1990). Likewise, it has been pointed in these studies that L2 proficiency may influence on the quality of L2 writing that is a determining element distinguishing expert from novice writers and various aspects of writers' writing processes.

Researchers (Paiz, 2011; Stapa & Abdulmejid, 2009; Wang, 2003; Wang & Wen, 2002; Woodall, 2002; Yigzaw, 2012; and others) thought that L1 is significantly beneficial to students' L2 writing at pre-writing stages, particularly in generating ideas. From the results of their study, Wang and Wen (2002) concluded that L2 proficiency designated the focus of concerns related with strategy use in L2 writing and reported that writers "were more likely to rely on L2 when they are managing their writing processes, generating and organizing ideas but more likely to rely on L2 when undertaking task-examining and text-generating activities" (p.225). They also stated that more English proficient writers were more likely use L1 strategically for lexical-searching purposes, monitoring and generating ideas but still they were depended more on their L2 when composing while lower English proficient writers tended to translate from their L1 into L2. In parallel, Manchon et al. (2007, p. 241) mentioned that only skilled writers use their L1 as a strategy to overcome lexical problems and using the L1 in generating L2 texts is generally considered an asset in L2 writing. Stapa and Majid (2012), concerning the effectiveness of L1 usage on L2 writing text quality, presented that L1 use generated a higher quality of ideas for L2 writing as well as leading to better writing performance. Woodall (2002) also approved that "the more difficult tasks increased the duration of L1 use in L2 writing" (p.7) and L2 writers decreasingly used their L1 in order to generate text as their language proficiency increased.

There are also some studies addressing differences between L1 and L2 writing processes and the effect of L1 for ESL/EFL learners on their proficiency in L2 writing. For instance, Petric and Czarl (2003) showed that there is no similarity between native language and second language writing in spite of sharing the same general writing strategies. Thus, "the development of L2 writing is not entirely influenced by the transfer of culturally preferred rhetorical patterns from could be a combination of exposures and experiences in L2" (Al-Sawalha & Chow, 2012, p. 382). Krapels (1990, pp. 49-50) noted that "…the composing process of L2 writers are somewhat different to L1 writers" and outlined the main differences the composing processes between L1 and L2 as follows:

- The use of L1 differs as a writing strategy among L2 writers.
- When writing, using L1 generally focus on vocabulary and provides the L2 writer to go on the composing process.

- L1 use is occasionally an organizational, sometimes a stylistic, but frequently intentional strategy.

With the aim of investigating the effect of writing task difficulty and L2 writing proficiency on the use of L1, Choei and Lee (2006) studied the use of L1 in the L2 writing process with ten Korean college students. While being divided into groups in terms of their proficiency, the grades the students received on their writing that were assessed holistically focusing on four elements: fluency, language use, organization, and content, were taken into account. The researchers examined two writing activities of the participants in terms of the frequency of language used (L1 or L2) and the amount of each language type. According to the results, most of the students generally used their L1 in L2 writing process. Moreover, more proficient writers are dependent on L2 more than their less-proficient counterparts. In addition, less-proficient writers used L1 in order to translate and find suitable grammatical structures or vocabulary while more-proficient ones used their L1 commonly for meta-comments and generating ideas.

In Turkey, although there are numerous studies whose foci are on the use of Turkish in L2 classrooms, especially from the perspective of teachers at primary and secondary school levels and pre-service teachers and instructors (Çelik, 2008; Kahraman, 2009; Kayaoglu, 2011; Köylü, 2018; Kuru & Tekin, 2019; Paker & Karaağaç, 2015; Salı, 2014; Taşkın, 2011; Tuncay, 2014; Yuksel, 2014) the use of L1 in Turkish EFL writing context has received limited attention (Akyel, 1994). For example, Yuksel (2014) studied the academic writing strategy use in L1 and L2 with Turkish EFL preservice teachers through a mixed-methods research design. Yuksel observed some similarities regarding writing strategies in both L1 and L2. The participants commonly employed generating ideas as a strategy in their native and second language. In addition, they had challenges in revising strategy in both languages. Particularly, they mostly used their L1 in mental planning while preferring the results presented that the use of L1 is related to the participants' language proficiency since the ones with lower proficiency were in tendency with using writing strategies more and they used planning strategies most frequently in both Turkish and English.

Taking reviewed studies into account, it can be said that the use of L1, which is one of the components of the EFL writing context, has the feature of supporting the student, process and tasks in writing classes. However, writing instructors should determine in when and to what extent they should use it in a writing course, taking into account the needs and levels of the students.

CHAPTER THREE

Methodology and Research Design

In this chapter, an overview of the methodological issues of the present study on tracking the writing instruction context through the lens of Turkish EFL learners is presented. The chapter begins with both philosophical and methodological assumptions emphasizing the whole research. In addition, a detailed description of the method used for sampling is given along the procedures for applying this method. Following this, the chapter describes comprehensively the methods of data collection including the process of formulating the items of the focus-group interviews and explains the process of data analysis. Further, the chapter elaborates on the strategies to ensure the quality of the collected data. This chapter finally ends by underlying a number of issues regarding the ethical aspect of the study.

Philosophical Assumptions

Two aspects may be commonly considered in the selection of research designs (Denzin & Lincoln, 2011). The first is the aim and objectives of the research as the second is the researcher's philosophical perception, personal belief, and experience. Particularly, the philosophical perception or assumption of the researcher on the ontology, epistemology and the human nature has a significant role in the choice of research methodology. In other words, the assumptions based on the chosen paradigm designate what to ask and how to answer (Terreblanche & Durrheim, 1999). Therefore, it is significant to set a study into its theoretical context.

Research Paradigms

Crotty (1998) who viewed a theoretical perspective as "a way of looking at the world and making sense of it" (p.8) mentioned that every research is affected by a theoretical perspective defining the philosophical attitude that supports the study's methodology. Thus, it is necessary to determine and obviously formulate their pragmatic position for researchers. In addition, researchers also take into consideration the awareness of all other possible theoretical positions that may directly or indirectly influence their research. In this regard, Grix (2004) viewed a paradigm as "the understanding of what one can know about something and how one can gather knowledge about it (p. 8) while Guba (1990) perceived a paradigm framework as a

set of basic beliefs guiding researchers' actions. The paradigm is crucial for the researcher at every stage of the research process from what and how to study to how to interpret the research results from the data collected (Willis, 2007). Thus, it is significant to discuss the key facets of the particular theoretical framework in which the current study positioned.

The present study is influenced by the interpretive paradigm having the following essential characteristics: "sensitive to context, uses various methods to get inside the ways others see the world, and is more concerned with achieving an empathic understanding than with testing laws of human behavior" (Neuman 2003, p.80). Crotty (2003), as a whole, defined interpretivism as an approach that can "understand and explain human and social reality" (p. 67). On its basis, the notion of the interpretive paradigm is related to the concept that meaning does not exist in the gap, and therefore, cannot be easily disclose, but it is "constructed by human beings as they engage with the world they are interpreting" (Crotty, 1998, p.43). So, understanding this meaning is necessary to be approached within its own social context (Crotty, 1998). However, this is opposite to the foundations of the positivist paradigm keeping that the view of reality is "out there to be studied, captured, and understood" (Denzin & Lincoln, 2000, p.9). According to Creswell (2009), positivism recognizes that the responsibility of the researcher is to discover the objective reality which is in an external situation or position to the participant by observing or directly experiencing. In the interpretive paradigm, however, the role of the researcher is to reveal the 'insider view' of the participants (Mason, 2002, p. 56) having then an assisting role to the researcher in constructing the subjective paradigm. In addition, the role of the researcher, according to the interpretive paradigm, is to explore understanding of "the world of the research participants and what that world means to them" (Radnor, 2002, p.29). In this regard, it is significant to concentrate principally on the contextual understanding of the historical and cultural settings of the participants in the research (Bryman, 2001).

This paradigm applied in ELT research provides researchers to construct rich insights into the life experiences of students and teachers and the cultures of classrooms and schools. Furthermore, the interpretive paradigm gives teachers a role as reflective practitioners in building a deep understanding on the worlds of their students within their social, economic, historic, and politic settings (Taylor & Medina,2013). Approaches to teaching, socialization, teacher beliefs, teacher learning and reflection, learner strategies and identity have been common themes on the focus of the interpretative paradigm since 2000 (Richards, 2009).

In this sense, the researcher mainly employed the interpretative paradigm was to address the research problems of this study since this approach provide her to have better understanding

of Turkish ELT students and their practical problems, thereby, to develop a writing course in order to suitably help them with their cultural-based learning styles. Additionally, the researcher finds the interpretivism more practical as a manner of the investigation on peer interaction and teacher-student interaction which demonstrate themselves in different ways. The present study also complies to different aspects of interpretivism as a research paradigm for better understanding and interpreting the perceptions and approaches of Turkish EFL students concerning the EFL writing process. This is particularly significant, as commonly, the interpretive approach assists the researcher to clarify the reasons for the presence of the studied phenomena from a perspective of insider (Denzin & Lincoln, 2000). An important part of the process of developing such a clarification is the exploration of related issues from various angles, analyzing data either within clear-cut categories or thematically, and trying to interpret appropriately a given reality, both theoretically and subjectively (Wolcott, 1994).

Designating the followed research paradigm and its nature is only the beginning of awareness the complexity of a particular theoretical framework in which each research is situated. For further awareness, whether generally or with regards to a specific research study, it is essential to discuss two vital elements of the theoretical bases of any research: ontological assumptions and epistemological assumptions.

Ontological Assumptions

Ontology is defined as 'the study of being', and it refers the nature of existence, and nature of reality as such' (Crotty, 1998, p. 10). Assisting to provide an understanding of the things constituting the world, as it known, ontology is fundamental for a paradigm (Scott & Usher, 2004). Ontological assumptions are interpretivism and positivism that commonly inform educational research. The positivist ontological assumption does not accept the perception of reality depended on the understandings of people within a specific community (Gergen, 2003). But the reality in interpretivist ontological assumptions is depended on the shared interpretations created by people within a community (Crotty, 1988). According to Lodico et al. (2006), 'different persons may bring different conceptual frameworks to a situation based on their experiences, and this will influence what they perceive in a particular situation' (p. 8).

The researcher of this study adopted interpretivist ontological view because she attempts to form a detailed description EFL academic writing process from Turkish undergraduates' perspectives. It is, thus, clear that such a description cannot be specified without them who are in the center of this study, and it is dependent on their relativist reality and specific subjective. In this study, mixed method research was conducted employing semi-structured interviews, document analysis and observations both to obtain related insights and perspectives and track

the EFL academic writing process the students experience. The variety of the participants' insights and perceptions depicts the basis of multiple subjective realities on EFL academic writing process. Moreover, it refers that they are socially constructed, which accords with the researcher's aim 'to understand the subjective world of human experience' (Cohen et al., 2000, p. 22).

Epistemological Assumptions

Crotty (1988) defines epistemology as "a way understanding and explaining how we know what we know" (p.3). It supports "the nature of the relationship between the knower and would-be known" (Guba & Lincoln, 1994, p. 108). In addition, Pring (2004) underlined that epistemology in educational research is viewed as a notion permitting the researcher to adopt various logical approaches to examine and explain of different aspects of reality.

Crotty (1998) emphasized the presence of a variety of epistemologies including objectivist, constructivist, and subjectivist. The objectivist epistemology supplies a "view of 'what it means to know', understanding and values are considered to be objectified in the people we are studying and, if we go about it in the right way, we can discover the objective truth" (Crotty, 1988, p. 8). However, this view is rejected by the constructed epistemology because its claim is that meaningful reality "comes into existence in and out of our engagement with the realities in our world" (Crotty, 1998, p. 8). Even if the subjective epistemology admits the obvious subjective feature of reality, it refuses the idea that meaning appears an interaction between object and subject but rather it defends that the object does not provide any contribution to the production of the meaning.

In this respect, the researcher of the study adopted socio-constructionism as the epistemological stance. Social constructivism, used in educational research to study knowledge acquisition and the learning process embraces 'the subjective, social, and discursive texture of human experience, practice and artifacts' (Marechal, 2009 as cited in Dullien, 2016, p. 14). Having adopted socio-constructivism as the periphery for the epistemological approach, it can be said that the main goal of the study was to supply a suitable context and final output or product for which the EFL students would have to interact amongst them and their writing instructor. The researcher agrees that such an epistemological approach is paramount and beneficial for teachers wanting to adopt more student-centered pedagogies respecting the input of the individual and supporting social constructivist learning by giving a voice to the students and also supporting reflection of a community of learners. In the case of this study, more particularly, the researcher tried to construct meaning concerning the perceptions and approaches, experience, and challenges of Turkish EFL students on the EFL writing process

rather than discovering. The researcher collected them via focus-group interviews with semi-structured questions, reflection papers, and text analysis, thereby providing rich insights into students' learning EFL academic writing process. Thus, a constructivist epistemology sustains the researcher to answer the research questions and to process the insights and views emerging from the data collection process as well as enabling to present these insights and views easier within their specific socio-cultural context.

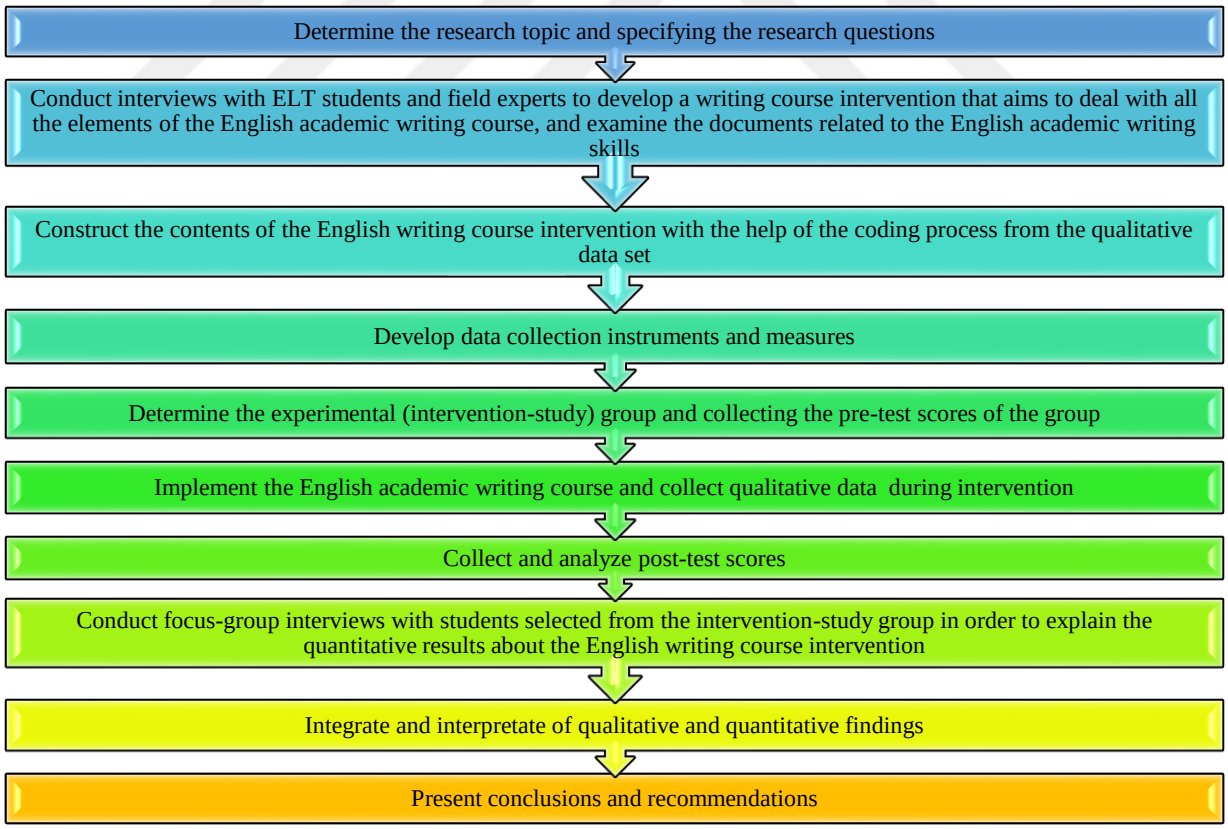
Method

In this section, the research process, research design, multi-stage mixed method sample, first qualitative (program development), first quantitative (pre-test), second quantitative (post-test), second qualitative (during intervention) and third qualitative (evaluation of academic writing education practice) dimensions of the research, qualitative and quantitative data integration, intervention, and researcher role are presented.

Research Process

The research process including basic procedures is presented in Figure 11.

Figure 11. *Flowchart of the Basic Procedures in the Research*



Research Design

Researchers tend to determine the research method according to the world view they adopt because scientific research is based on certain philosophical assumptions. (Lincoln & Guba, 2000). In recent years, the most adopted views are pragmatism, dialectical pluralism, transformationalism, and critical reality, which are associated with mixed method research. Therefore, this study was conducted as a fully integrated mixed method research which is a mixed methods research approach in which there is a tendency to mix or integrate the qualitative and quantitative dimensions of research at each stage or stages of the research process (Creamer, 2018/2020). Fully integrated mixed methods research requires that quantitative and qualitative approaches mix in interaction with each other (Creamer, 2018/2020; Mertens, 2019; Onwuegbuzie & Johnson, 2006; Tashakkori & Teddlie, 2010). *Mixing is* expressed as the common name of the process of associating, combining, or embedding quantitative and qualitative dimensions in mixed methods research (Creamer, 2018/2020, p.7). Mixing also means that strategies are used to combine or integrate qualitative and quantitative methods throughout each of the five phases of a research: planning and design, sampling, data collection, analysis, and meta-inference (Creamer, 2018/2020).

Mixed methods research has six significant aspects including; compensates for the weaknesses of quantitative and qualitative research; offers more than qualitative or quantitative approach while investigating a research problem; helps to answer research problems that cannot be explained by the qualitative or quantitative method alone; integrates divergences as a result of competition between researchers who adopt a quantitative or qualitative worldview; encourages the use of multiple worldviews and paradigms rather than just a quantitative or qualitative perspective; practical in that it uses all available methods together to solve the research problem (Christensen et al., 2015; Cohen et al., 2007; Creswell, 2012; Creswell & Plano Clark, 2011; Fraenkel et al., 2012).

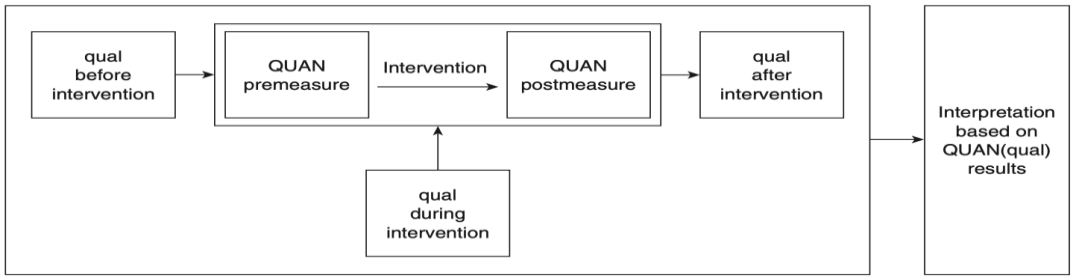
It is emphasized that it must have five basic qualities in order for research to be considered a mixed method research. The first of all is the detailed collection and analysis of the quantitative and qualitative research data set in line with the research questions. The second is data integration, which involves collation, association, or cross-case comparison of two different types of data. The third is to prioritize the mixing over research emphasis. The fourth is to show the philosophical view and methodological principles in the five stages of research. The fifth and last is that these processes are carried out according to mixed research planning and conducting processes (Creamer, 2018/2020; Creswell, 2012). Accordingly, a mixing point

was constructed in the stages of determining the purpose and research questions of this research, selecting the sample, data collection and data analysis processes, and conclusion and discussion.

Embedded experimental design, which is one of the advanced mixed approaches, was used in this study. Embedded experimental design is a research approach that incorporates quantitative and qualitative data at certain stages, usually to develop a treatment, to support and test experimental research or to examine the process of an intervention (Christensen et al., 2015; Cohen et al., 2007; Creswell, 2014; Creswell & Plano Clark, 2011/2015; Fraenkel et al., 2012; Johnson & Christensen, 2014). In embedded experimental model used in the research, quantitative and qualitative data can be collected sequentially, concurrently, or both. In this design, a data type is embedded within another data type (for example, qualitative data before and during an experimental study or qualitative interview data in a longitudinal correlational design) (see Figure 12)

The purpose of using the embedded design in this research is the necessity of answering different questions and the need to use different data sets together for these answers (Creswell & Plano Clark, 2018, p. 98). Another purpose for the selection of this pattern is to provide an opportunity to study the research problem more deeply by adding secondary data (qualitative data) to the research process at certain times in order to design, conduct and test an experiment or intervention program (Creswell, 2019, p.43).

Figure 12. *Embedded Experimental Model (Creswell & Plano Clark, 2007, p. 68)*



In this study, this model was used because qualitative data would be used in the development and testing of English academic writing course based on the process-based language education and in the explanation of the quantitative findings obtained as a result of the experimental intervention, and because the qualitative dimensions were embedded in the quantitative dimensions considering the objectives in the research process. By including qualitative data in the experimental process, the researcher gains advantages in terms of improving the research process, expressing the experimental process better and explaining the test results better (Creswell, 2019, p.43; Teddlie & Tashakkori, 2015, p.189). Correspondingly, it can be said that this study has three main purposes from the typology presented by Greene, Caracelli and Graham (1989) to classify different purposes in using mixed methods:

> ‘development *which involves the sequential use of qualitative and quantitative methods, where the first method is used to help inform the development of the second;* complementarity *in which qualitative and quantitative methods are used to measure overlapping but also different facets of a phenomenon, yielding an enriched, elaborated understanding of that phenomenon and* expansion *which is commonly illustrated by the use of qualitative methods to assess program processes and by quantitative methods to assess program outcomes’* (Greene, Caracelli & Graham, 1989, pp. 258, 260).

In this study, thereby, *development* was adopted in order to develop the writing course intervention with the qualitative data obtained from the documents, experts and students and use in the quantitative research process. Moreover, *complementarity* was given because the findings obtained with the qualitative approach detail, explain and exemplify the quantitative data in order to understand the similar and different aspects of the phenomenon of academic writing in English. Finally, *evaluation* was also given to assess the processes and effectiveness of the writing course intervention on English academic writing skills for ELT preparatory students.

In mixed method research, it is stated that it is important to specify whether the chosen design is *fixed* or *dynamic* by emerging in the process, and that the researcher is aware of the approach used (Creswell & Plano Clark, 2018, p. 62). The embedded mixed pattern chosen in this study has a fixed feature and how and where the qualitative and quantitative methods will be used has been determined beforehand.

There are some key points that researchers should consider in the selection of patterns. First, it should be stated whether the qualitative and quantitative stages of the design chosen by the researcher are sequential or interactive (Creswell & Plano Clark, 2018, p. 72). In the embedded mixed design chosen in this study, the relationship in the qualitative and quantitative stages was designed interactively. This interaction was associated with the results obtained at different times of the research process and in different ways, and one stage was demonstrated by applying it within the framework of the other type of stage. Second, it is necessary to reveal the different priority or weight of the qualitative and quantitative methods. Priority or weight indicates the relative importance of quantitative and qualitative methods in answering research questions in the selected mixed method design (Plano-Clark & Ivankova, 2018, p. 41). Embedded mixed design chosen in this research has equal priority, which is one of the three different priority situations of mixed method designs. With equal priority, quantitative and qualitative data types played an equally important role in answering the research questions in the research process. The third one to be taken into account in pattern selection is to express whether simultaneous, sequential or multi-stage timing will be adopted in pattern design. In this research, a multi-stage timing study was carried out, including both concurrent and sequential

timing with the use of embedded mixed patterns. Another point to be took into account while selecting the pattern is to determine how and where to combine quantitative and qualitative data. In this research, based on the embedded mixed pattern logic, qualitative data were combined with quantitative data in order to explain the results of the quantitative data and to support the quantitative data of the experimental study.

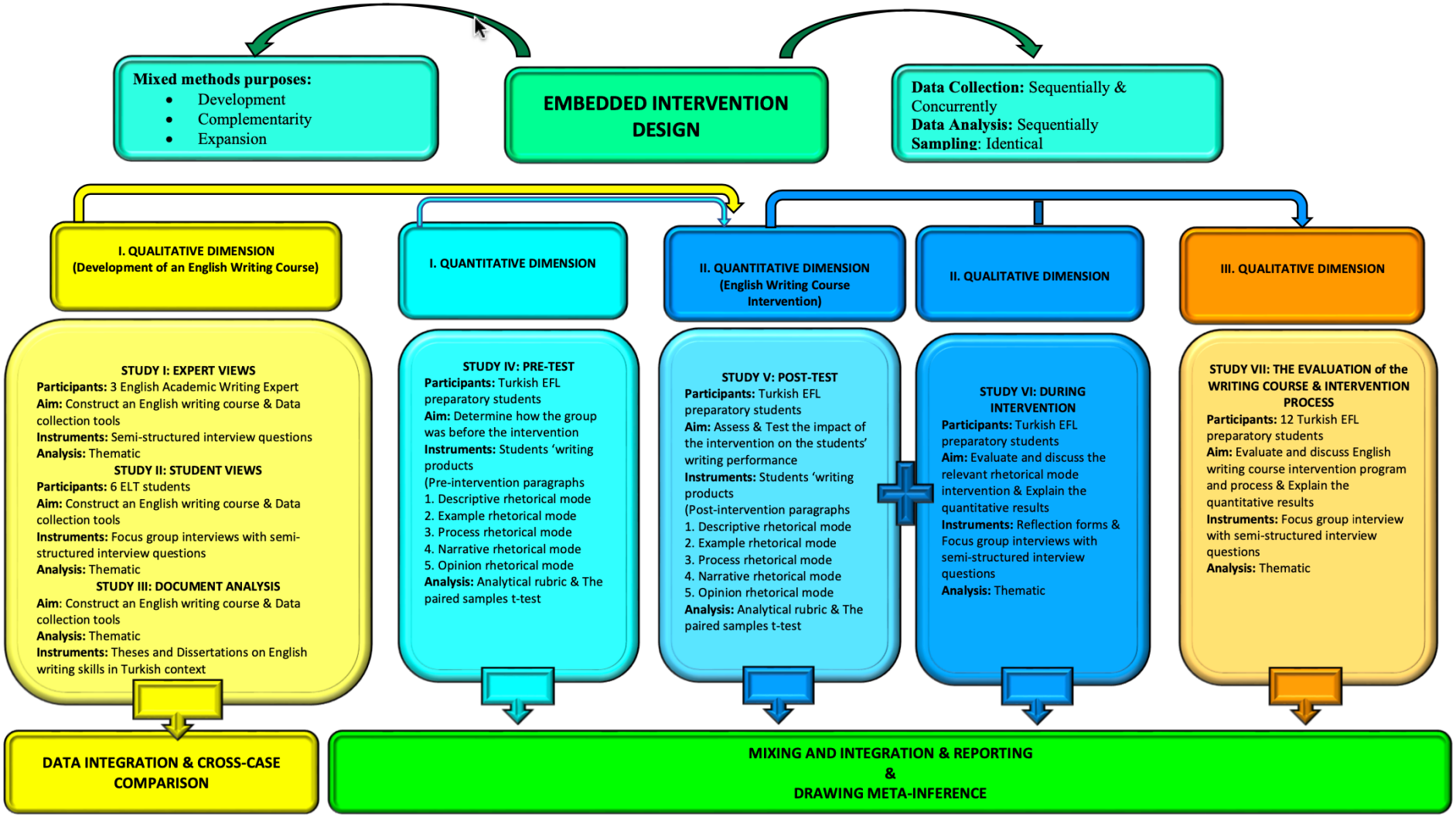
In mixed method research, it has been stated that it is a significant requirement to have mixing points in each part of the study (Cremear, 2020). At certain stages of this study, which aims to investigate the effectiveness of a program on pedagogically enriched process-based writing education in the Turkish EFL context and to reveal how the findings to be obtained as a result of interviews and observations explain the results to be obtained from the quantitative analysis, the mixing was employed according to the logic of the mixed method. There are mixing points in five parts of this study:

- The purpose of the study,
- In research problems,
- In the method of the study,
- In the results,
- In the discussion.

The current study was carried out by nesting three different qualitative dimensions before, during and after the intervention process. The qualitative data were collected to explore what kind of an English academic writing intervention program was needed before the intervention. Thereby, three qualitative data sources, namely document analysis of theses on English academic writing education, student and expert opinions, were used to determine and develop the content of the relevant writing education program. In addition, reflection and interview questions to be used during and after the intervention were constructed in the light of the first qualitative data sources besides the researcher' experience and intuitiveness. After the intervention, qualitative data were obtained through interviews in order to explain the effectiveness of the intervention program. The qualitative component at this stage aims to examine the variables in student experiences during the intervention of the program on English academic writing skills and to reveal the common points of these experiences.

In mixed method research, it is stated that it is noteworthy to use a methodological diagram (research model) in order to understand the research process more easily, to show the complex nature of the process, to visualize a lot of information in a simple way, and to be useful for readers (Creswell, 2019, p.53). Accordingly, a visualized diagram of the research process is presented below.

Figure 13. *The Embedded Intervention Mixed Methods Design*



The First Qualitative Dimension of the Research Design: The Development of Pedagogically Enriched Process-Based English Writing Course

In this study, pedagogically enriched English writing course was developed in order to evaluate the academic writing process with all its elements from the perspective of the student and the process. In the qualitative dimension of this research, phenomenology and document analysis, which are among the qualitative research designs, were used. The basic question of phenomenology is "What does the experienced phenomenon mean for those who experience this phenomenon, what is the essence and structure of this phenomenon?" (Patton, 2002, p. 104). The aim of the researcher in phenomenological research is to explain the perceptions and reactions of the participants about the phenomenon under investigation. The main data collection techniques in the phenomenology research are interview and the interaction, flexibility, and questions allow the case to be discussed in detail (Yıldırım & Şimşek, 2016, p. 71).

Phenomenological Study on the Views of the English Instructors in Developing Pedagogically Enriched Process-Based English Writing Course.

Participants: In the first qualitative dimension of the study, 3 English writing instructors determined by criterion sampling were interviewed to be used in the development process of an academic writing course. The logic of criterion sampling is to review and study all cases that meet some predetermined criterion of importance, a strategy common in quality assurance efforts (Patton, 2002, p. 238). The mentioned criterion or criteria can be created by the researcher, or a previously prepared criteria list can be used (Yıldırım & Şimşek, p. 140). This sampling was used in the research because it can provide detailed information and reach individuals who meet the same criteria. The English academic writing experts met the following criteria:

1. Having at least five years of experience on the teaching English writing skills
2. Having published on English writing skills

Data Collection: In the study, the data were collected with a semi-structured interview form developed by the researcher taking into consideration the related literature and previous studies and the researcher's personal experience. After developing the form, expert and peer opinions were consulted. This form was developed to reveal the views about the experiences, approaches, conventions, norms, methods, and processes to be considered in a program that can be applied for academic writing skills in English (Appendix 1).

Data Analysis: Thematic analysis, one of the qualitative data analysis types, was conducted to analyze the views of academic writing experts. Thematic analysis, which

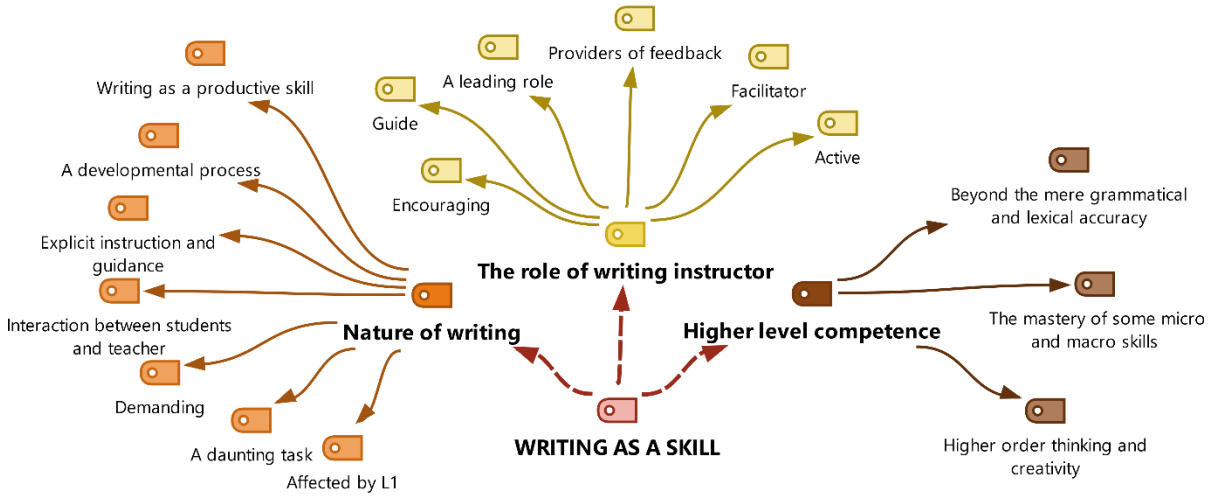
inductive and/or deductive coding is in question, aims to reach certain themes (Braun & Clarke, 2006) and allows for detailed research. In the analysis process, the researcher employed Maxqda 2022 software, which gives the opportunity to connect the codes to certain themes, analyze the findings of different participants together, and reach the result in a practical way (Creswell & Plano-Clark, 2011; Yıldırım & Şimşek, 2016). The researcher followed several stages to analyze the data. She firstly was familiar with the raw data and constructed the first codes. Afterwards, she reviewed the themes by identifying. In the final stage, the report was generated. During the research coding process, some precautions were taken to ensure reliability. First of all, interview contents and documents were collected electronically as raw data by the researcher. Afterwards, the second coder who was an expert in both qualitative research and the coding of the written data, independently analyzed and coded the data. Then, they, the researcher of the study and second coder, discussed each coding and theme with reason revising their decisions until they reached a full agreement. Concordantly, the results explained in themes.

Results: In the study, semi-structured interviews were conducted with English instructors in order to develop a pedagogically enriched writing course intervention for the preparatory class in ELT discourse. The data set was presented according to the themes that emerged in line with the research question.

Qualitative Research Question 1: What are the views of English instructors on the writing course for the preparatory class in ELT discourse, and how can the interview data obtained from these experts be used to develop a pedagogically enriched English writing course intervention?

The findings of the experts' views are presented under the themes respectively; writing as a skill, feedback, L1 use in L2 writing course, main deficiencies in students' writing performances, challenges and strategies to overcome, an ideal English writing course and suggestions and recommendations for an effective English writing course. The participants were asked to express their ideas on writing as a language skill and its characteristics distinguishing it from other language skills and their roles in writing skill course. The hierarchical code-subcode model for the first theme of *writing as a skill* that emerged from the insights of the writing instructors is given in Figure 14.

Figure 14. *The Hierarchical Code-Subcode Model on the Theme of Writing as a Skill in Interviews with Writing Experts*



As can be seen in Figure 14, academic writing experts shared their views on academic writing in the interviews and the analysis of main theme based on their statements resulted in three basic categories respectively: nature of writing, higher level of competence and the role of writing instructor. While emphasizing on the challenging and process-based nature of EFL writing, the importance of the interaction and communication between two significant parties of courses, teacher and student, in the first category, the writing experts underlined that EFL writing requires a high level of awareness and competence in the second category. These experts who have been experienced in teaching EFL writing for years also stated their roles in academic writing courses as seen in the third category. The statements of the EFL writing experts are presented in the following table.

Table 2. *The Views of the Writing Experts on the Theme of Writing as a Skill*

Codes	*Statements from the Interviews*
Writing as a productive skill	*(E2) Writing as a productive skill is considered the use of all language knowledge.*
A developmental process	*(E2) It is the language skills that include a developmental process because it is not possible for students to change into automatically proficient writers.*
Explicit instruction and guidance	*(E1) …it requires explicit instruction and guidance. Unlike speaking skills, you cannot easily learn writing especially academic level of writing.*
Interaction between students and teachers	*(E3) This skill requires permanent interaction between student and instructors and students need to spend much more time for the development of this skill.*
Demanding	*(E1) Writing is different from the other skills since it is demanding…*
A daunting task	*(E2) … sometimes it can be a more daunting task for them to acquire this skill.*
Affected by L1	*(E2) It also one of the skills which is more prone to be affected by students' L1.*

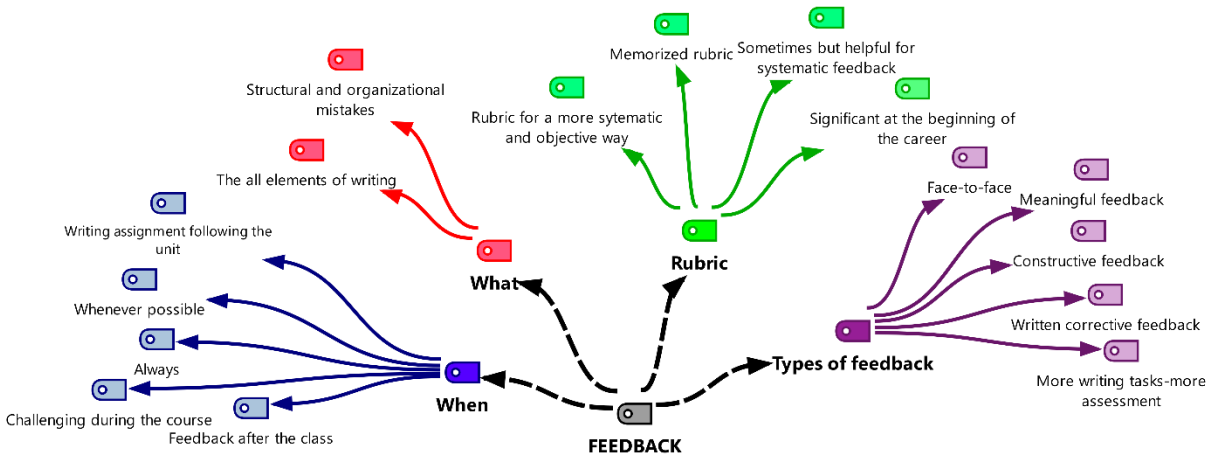
Table 2. *(Continued)*

Beyond the mere grammatical and lexical accuracy	*(E1) It is beyond the mere grammatical and lexical accuracy and appropriateness such as formality, clarity, and spelling. Because scholarly writing is different than commonly use free writing which has been.*
The mastery of some micro and macro skills	*(E3) For learners, it is by far the most difficult one to acquire since it necessitates the mastery of some micro and macro skills at the same time.*
Higher order thinking and creativity	*(E3) … when you're writing or speaking, you're producing a language. That's why writing is a productive skill which requires higher order thinking and creativity.*
Encouraging	*(E3) I encourage collaboration through peer editing activities.*
Guide	*(E2) I guide the students in all steps of writing because they feel more confident under the guidance of instructors, and it becomes more encouraging for them to write under this guidance.*
As a leading role	*(E1) Both theoretically and practicality teacher has a leading role.*
Providers of feedback	*(E2) …the most important point for me as an instructor is feedback. When students do not receive any feedback for the sentences they produce then it does not make any sense to write.*
	(E1) While teachers teach how to write accurately and appropriately, meanwhile they need to give feedback. Feedback is the inevitable part of teaching writing. This is another different feature of writing at the same time.
Facilitator	*(E3) As an instructor, I usually act like a facilitator and guide in the classroom.*
Active	*(E2) I need to be active during the course all the time.*

Examined above table, it can be seen that the codes and categories constructed based on the opinions of the participants are related to the writing as a skill. Since this theme was evaluated in terms of contributing to the development of English academic writing skill program, no further analysis was conducted at this stage.

The hierarchical code-subcode model for the feedback theme created based on the views of the writing instructors is given in Figure 15.

Figure 15. *The Hierarchical Code-Subcode Model on the Theme of Feedback in Interviews with EFL Writing Experts*



Considering this theme, four basic categories have been identified as a result of the thematic analysis from the views of the EFL writing experts: when to give feedback, what to focus on, rubric as a feedback tool and types of feedback. The EFL writing experts emphasized that feedback was the significant dimension of their writing courses despite the time- and class size-related difficulties and stated that each of them tried to feedback for their students' products during or after their class. As seen in the second category, the EFL writing experts gave feedback on commonly all the elements of writing regarding lexical, structural, mechanical, organizational, and content and they tried to present suggestions and corrections structural and organizational mistakes. The views of the participants on the use of rubric in the feedback stage were designated as a third category. Moreover, evidence of the instructors that commonly prefers 'teacher feedback' more, is shown in the fourth category as a result of the analysis of their views on feedback types. The statements of the EFL writing experts are presented in the following table.

Table 3. *The Views of the Writing Experts on the Theme of Writing Feedback*

Codes	*Statements from the Interviews*
Feedback after the class	*(E3) I sometimes evaluate their products after class.*
Challenging during the course	*(E2) If we have enough time, I try to give feedback during the course because students have so much to learn from each other's mistakes or writing. However, most of the time it is challenging to give feedback during the course.*
Always	*(E3) I always give feedback as I can do.*
Whenever possible	*(E1) As possible as I can, I give feedback to the students.*
Writing assignment following the unit	*(E1) I often give writing assignments following the introductions of the unit in my syllabus. I give assignment at the end of every week, and I try to give feedback for each paper.*
The all elements of writing	*(E1) Not only about accuracy but the meaning, coherence, connectedness and other norms and conventions as well.*
	(E2) There are various points I emphasize while giving feedback such as topic, organization of paragraphs or sentences, general vocabulary use, accuracy, spelling, and punctuation. I consider taking all these points into consideration for giving feedback since all the points contribute to the development of writing skill.
	(E3) I care about the general layout of the paper, mechanics, organization, and content.
Structural and organizational mistakes	*(E1) I show the mistakes both structural and organizational and content mistakes and as a whole some general recommendations are given.*
Rubric for a systematic and objective way	*(E3) I always use a predetermined rubric to perform my feedback practices in a more systematic and objective way. Rubrics help us evaluate student papers according to specified criteria, which makes grading and ranking simpler, more transparent, and fairer.*
Memorized rubric	*(E1) In the course of time, you begin to memorize the rubric's items. It is in my mind now.*
	(E2) Most of the time I have on my mind the points I emphasize while giving feedback.

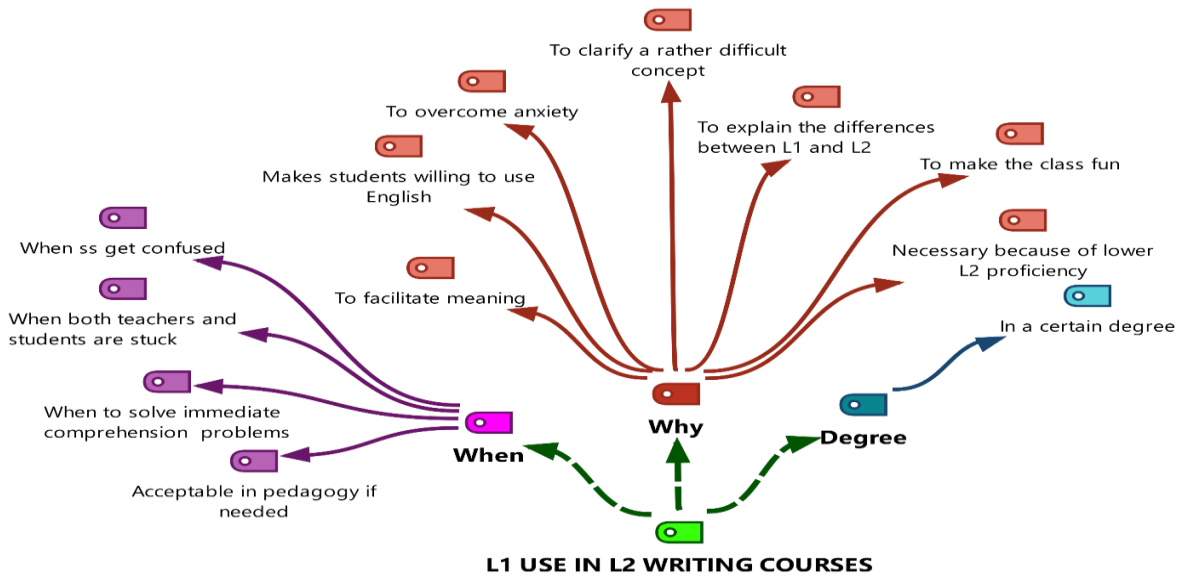
Table 3. *(Continued)*

Sometimes but helpful for systematic feedback	*(E2) I sometimes use rubric while giving feedback. it is certain that using rubric can help give more systematic feedback.*
Significant at the beginning of the career	*(E1) Rubric is significant but at the very beginning of my career I used to use rubrics.*
More writing tasks-more assessment	*(E3) Assessing more their development often with more writing tasks.*
Written corrective feedback	*(E2) I give written corrective feedback.*
Constructive feedback	*(E3) I try to focus on all aspects of writing while giving constructive feedback – from content to organization, grammar, vocabulary, and mechanics.*
Meaningful feedback	*(E2) I try to give meaningful feedback that is giving feedback should contribute to the development of students' writing process.*
Face-to-face	*(E2) I consider giving face to face feedback; however, it is not always possible to have enough time for face – to face feedback.*

The codes and related statements of the participants on feedback are presented in Table 3. Since this theme was evaluated in terms of contributing to the development of English academic writing skill program, no further analysis was conducted at this stage.

Grasping whether or not L1 should be used in English writing course is one of the main points in designing a L2 writing program. The hierarchical code-subcode model for L1 use in L2 writing course theme created based on the views of the writing instructors is given in Figure 16.

Figure 16. *The Hierarchical Code-Subcode Model on the Theme of L1 use in L2 writing course in Interviews with EFL Writing Experts*



Three significant categories were created under this theme, when and why to use L1 in L2 writing course and the amount of using L1 during courses. The codes in the first categories show the time writing instructors use L1 at changing times they need it. In the second category,

it can be understood that instructors commonly prefer to use students' mother language to give linguistic information; to provide more clear understanding for students at the pre-stage of writing and to motivate them during learning process. The last category is related to the amount of L1 use during L2 writing courses. It is considered that a certain degree rather than during whole course is acceptable. Table 4 displays the statements of the writing experts' views on their usage of L1 during English writing courses.

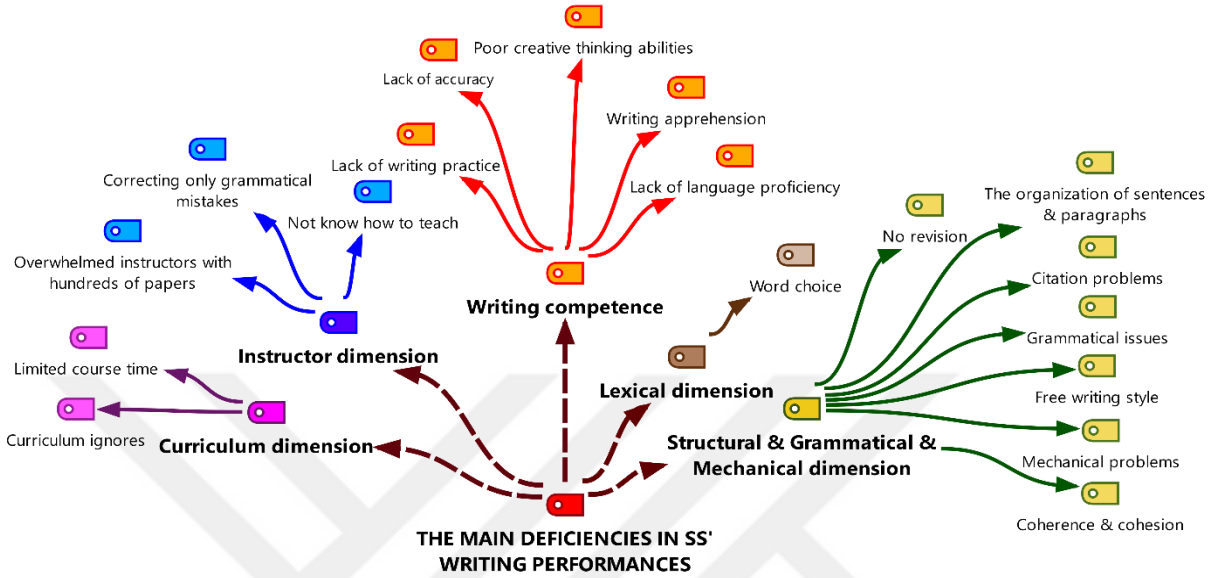
Table 4. *The views of the Writing Experts on the Theme of L1 use in L2 Writing Course*

Codes	*Statements from the interviews*
Acceptable in pedagogy if needed	*(E1) Using mother tongue in needed times is acceptable in pedagogy. But after meeting the need I switch into the target language immediately.*
When to solve immediate comprehension problems	*(E1) In many cases I have read that using L1 when immediate comprehension problems occur, … L1 can be used.*
When both teacher and students are stuck	*(E1) Use L1 when both teachers and students are stuck some breaks happen, we can use L1 then we should switch into L2.*
When ss get confused	*(E2) When students get confused, L1 should be used. However, that does not mean we need to use L1 during the whole course. The course should not give the impression that the language of the course is L1 That means us of L1 should not go beyond the use of L2.*
To facilitate meaning	*(E1) When to facilitate the meaning, L1can be used*
Makes students willing to use English	*(E3) With careful use of L1 learners may become willing to experiment and take risks with English.*
To overcome anxiety	*(E1) In this case both teachers and students can overcome anxiety and immediate understanding impediments.* *(E3) L1 use allows students to minimize the stress they may feel in EFL classrooms*
To clarify a rather difficult concept	*(E3) I use the L1 of my students to a certain extent when for clarifying a rather difficult concept.*
To explain the differences between L1 and L2	*(E3) If students have little or no knowledge of the target language, L1 can be used to introduce the major differences between L1 and L2.*
To make the class fun	*(E3) I also use L1 while adding some humor to the lesson.*
Necessary because of lower L2 proficiency	*(E2) L1 should be used in courses because particularly if students' L2 proficiency is not advanced, it can be confusing for students when L2 is all the time in the course particularly for explaining the components of writing. In fact, this is directly related to the L2 proficiency.* *(E3) L1 is most useful at beginning and low levels. I support the use of mother tongue especially with lower-level classes.*
In a certain degree	*(E3) Using L1 to a certain degree gives a sense of security and acknowledges the learner's identity. The excessive use of L1, especially translation, will exacerbate the problems of first-language interference.*

The codes and related statements of the participants on L1 use in L2 writing classroom are presented in Table 4. Since this theme was evaluated in terms of contributing to the development of English academic writing skill program, no further analysis was conducted at this stage.

The fourth theme is 'the main deficiencies in students' writing performances. In the following figure, the comments of the writing instructors on the principal problems they have experienced in the students' writing products and their causes are displayed.

Figure 17. *The Hierarchical Code-Subcode Model on the Theme of L1 Use in L2 writing Course in Interviews with EFL Writing Experts*



Five main categories including several codes are created as results of thematic analysis: curriculum dimension, instructor dimension, writing competence, lexical dimension, and structural, grammatical and mechanical dimension. In the first category, the writing instructors emphasized that sufficient lesson hours and importance have not been given for the development of EFL writing skills in the writing course curriculum. The codes determined in the second category were that the class size was large and therefore there were many student products that needed to be given feedback by the teacher, and that teachers were both confused about what they should teach in the writing lesson and focused only on grammar points while giving feedback. The third, fourth and fifth categories include the codes related to particular weaknesses on students' writing products they have tracked. Following table displays the statements of writing experts' views on the main deficiencies in students' writing performances.

Table 5. *The Views of the Writing Experts on the Theme of the Main Deficiencies in ss Writing Performances*

Codes	*Statements from the interviews*
Curriculum ignores	*(E1) Curriculum ignores writing.*
Limited course time	*(E1) The credit of the writing courses is also limited the number of the writing course should be increased.*
Overwhelmed instructors with hundreds of papers	*(E1) They have to examine check and provide feedback hundreds of papers without assistants. And they give up and become bored among these papers.*
Correcting only grammatical mistakes	*(E1) Correcting only grammatical mistakes is not writing instruction.*

Table 5. *(Continued)*

Not know how to teach	*(E1) Teachers do not know how to teach and what to care in writing classes.*
Lack of writing practice	*(E2) There appear to main reasons for these deficiencies, lack of language proficiency and lack of writing practice in their L1. They do not have the practice of writing in their L1 and that also makes it difficult to produce writing in L2.*
Lack of accuracy	*(E2) In fact, lack of accuracy is one of the main deficiencies in students' performances.*
Poor creative thinking abilities	*(E3) They also have a limited vocabulary knowledge and poor creative thinking abilities.*
Writing apprehension	*(E3) Because of their writing apprehension, they have a hard time getting started and feel overwhelmed by the task.*
Lack of language proficiency	*(E2) There appear to main reasons for these deficiencies, lack of language proficiency…*
Word choice	*(E2) The use of appropriate vocabulary is also very problematic in papers.*
Coherence & cohesion	*(E1) Coherence and cohesion are often violated.* *(E2) The papers do not include the elements of connectedness including coherence and cohesion.*
Mechanical problems	*(E3) They also have problems in conventions like spelling, capitalization, and punctuation.*
Free writing style	*(E1) Free writing style is resisted without source of knowledge.*
Grammatical issues	*(E2) Some of the students do not have the necessary grammar knowledge and vocabulary knowledge to construct sentence. … there appear considerable problems related to issues grammatical issues such as subject- verb agreement, article use, passive/ active structures and etc.*
Citation problems	*(E1) Citation is widely ignored.*
The organization of sentences & paragraphs	*(E1) They lack organization: students do not plan from undergraduate level to high level of scholarly writing among academics.* *(E2) On the other hand, problems related to the organization of sentences or paragraphs also appear. For example, the paragraphs students write does not include topic sentence, supporting sentences or concluding sentence…*
No revision	*(E1) Students do not revise their texts (Revision is not editing.).*

The codes and related statements of the participants on the theme of the main deficiencies in ss writing performances are displayed in Table 5. No further analysis was conducted at this stage because this theme was evaluated in terms of contributing to the development of English academic writing skill program.

Another theme that was designated is challenges with writing course the writing experts experienced and their strategies to overcome. The following figure shows the categories and codes regarding the related theme.

Figure 18. *The Hierarchical Code-Subcode Model on the Theme of Challenges of Writing Instructors About Writing Course and Their Strategies to Overcome*

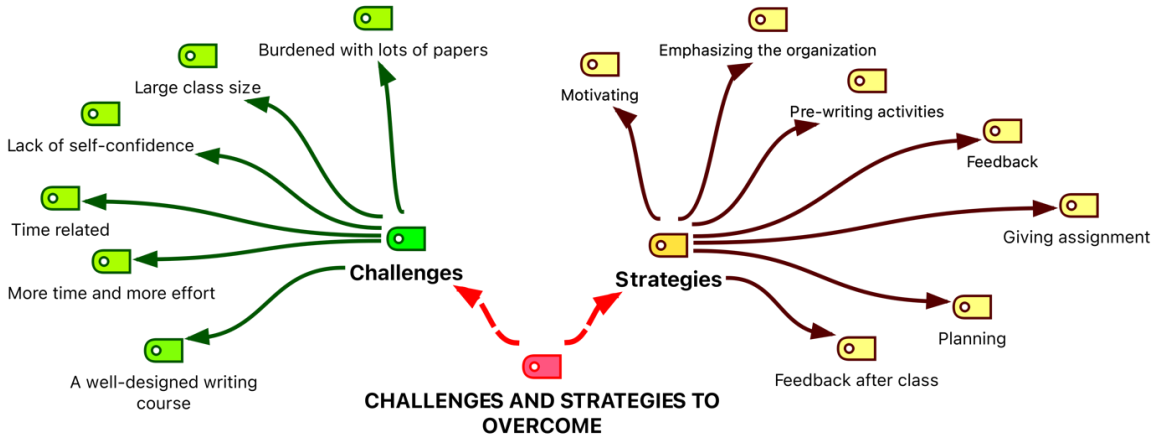


Figure 18 displays the categories and codes related to the challenges English writing instructors have experienced in their writing courses and their strategies to cope with. The writing experts stated that writing courses requires more time and more effort underlining the challenging nature of teaching English writing. It was mentioned that the main challenges on writing courses stem from not only limited course hours but also crowded classrooms and thereby, a great number of students products awaiting teacher feedback. Additionally, the fact that the students' lack of self-confidence about writing was also cited as one of the reasons that made the writing course difficult. The writing experts uttered to have developed and implemented strategies in their own way to overcome these difficulties. Encouraging or motivating students in writing and emphasizing the importance of planning while writing was among strategies. It was also stated that they preferred pre-writing activities to facilitate learning the process and writing. As in the previous themes, the experts also focused feedback on this theme. They stated that they tried to overcome the difficulties related to the writing course by giving feedback either during or after the lesson or written corrective feedback. The statements of the writing experts regarding the codes in the figure are shown in the table below.

Table 6. *The Views of the Writing Experts on the Theme of the Challenges and Strategies in English Writing Course*

Codes	*Statements from the interviews*
A well-designed writing course	*(E2) Planning a well- designed writing course is not an easy attempt.*
More time and more effort	*(E2) On the contrary of other language skills, writing skill requires more time and effort.*
Time related	*(E3) The main problem is that only 2 hours per week is allocated for this course in the school curriculum. This is never enough for a proper training.*
Lack of self-confidence	*(E1) Students do not have self-confidence that they may write well.*
Large class size	*(E2) Furthermore, time is one of the main challenges particularly in crowded classes.* *(E3) Another constraint is related to the large class sizes which creates a huge burden on our shoulders when it comes to providing written corrective feedback to student writing.*

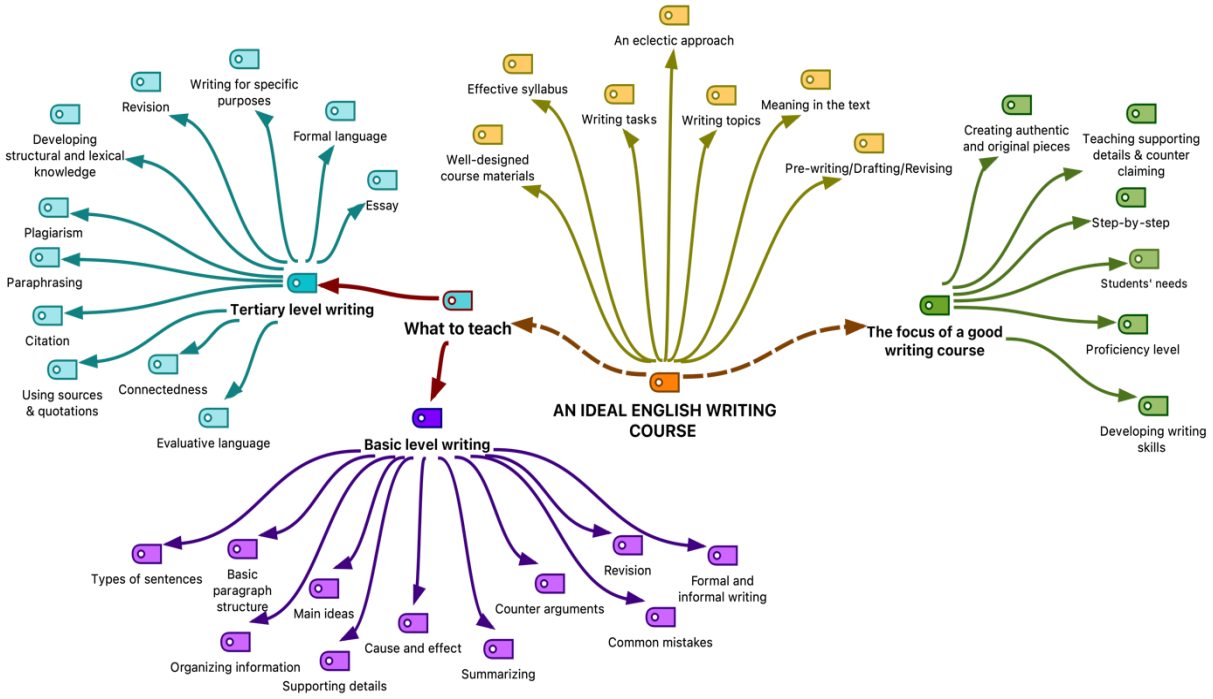
Table 6. *(Continued)*

Burdened with lots of papers	*(E1) Feedback needs to be given to considerable number of papers.*
Motivating	*(E1) I try to motivate them to be able to write well.*
Emphasizing the organization	*(E1) I emphasize the importance of organization.*
Pre-writing activities	*(E2) I also prepare prewriting activities for which students should be ready in advance.*
Feedback	*(E1) As possible as I can try to give feedback.*
Giving assignment	*(E3) I try to save limited classroom time by giving writing assignments and evaluating them after class. The strategy that I use for packed classes is that I give group assignments to minimize the number of papers to assess.*
Planning	*(E2) I pay consider attention to plan the course. Everything should be ready so that I do not waste the time during the course.*
Feedback after class	*(E3) I try to save limited classroom time by giving writing assignments and evaluating them after class.*

The codes and related statements of the participants on the challenges English writing instructors have experienced in their writing courses and their strategies to overcome are demonstrated in Table 6. Since this theme was evaluated in terms of contributing to the development of English academic writing skill program, no further analysis was conducted at this stage.

Another theme was formed on the ideas of writing experts about how an English writing course should be. Figure 19 displays the categories, subcategories, and codes of the relevant theme.

Figure 19. *The Hierarchical Code-Subcode Model on the Theme of an Ideal English Writing Course*



Considering this theme, the English experts as participants proposed their views about must-haves of an ideal English writing course and thus, several significant indexes were

created. The experts underlined the writing skills in both basic level and tertiary level to be taught as well as the focus point of the course. According to the experts, it is essential to use an effective syllabus designed with eclectic approaches, which can use different course resources, and which includes applying the writing stages. Related statements of the experts are presented in the table below.

Table 7. *The Views of the Writing Experts on the Theme of an Ideal English Writing Course*

Codes	*Statements from the interviews*
Types of sentences	*(E3) Sentence types should be given at the beginning of the course.*
Basic paragraph structure *Organizing information* *Main ideas* *Supporting details* *Cause and effect* *Summarizing* *Counter arguments*	*(E2) The course should include writing skills such as descriptive language; main ideas, details, summarizing, supporting opinions, organizing information, describing a process, cause and effect, counter arguments, supporting a thesis statement…*
	(E3) Students will learn how to summarize information from the other works.
Revision	*(E1) Revision, … should be given more emphasis and be established around these features.*
Common mistakes	*(E3) Common writing mistakes should be shown as don'ts.*
Formal and informal writing	*(E3) Differences between formal and informal writing styles are significant points to be included in a good writing course.*
Evaluative language	*(E2) The course should include writing skills such as … using evaluative language,*
Connectedness	*(E1) … connectedness as well as formatting are the cores of my writing classes*
Using sources & quotations	
Citation	*(E1) Revision, meaning in the text and formatting should be given more emphasis and be established around these features.*
Paraphrasing	*(E3) Students will learn how to conduct academic research, combine their own ideas and arguments with sources, and how to quote, paraphrase.*
Plagiarism	*(E3) Special attention will be paid to proper referencing of sources and avoiding plagiarism.*
Developing structural and lexical knowledge	*(E2) Each part of the course also serves to develop grammar and vocabulary knowledge.*
Writing for specific purposes	*(E3) One of the skills I do include in my writing course is writing for specific purposes.*
Formal language	*(E1) Formal language should be given emphasis.*
Essay	*(E3) Essay writing to be included.*
Well-designed course materials	*(E2) Moreover, the course plan should be designed following the synthesis of various books because there is not a perfect book covering all components of writing. However, students should also have a main course book.*
Effective syllabus	*(E2) First of all, there should be an effective syllabus for the course. Everything that will be conducted during the course should be clear beginning from the first week of the course.*
Writing tasks	*(E2) There should be pre class and in class tasks for students.*
An eclectic approach	*(E3) To create a well-designed writing course, an eclectic approach (such as process-genre approach) could be followed.*

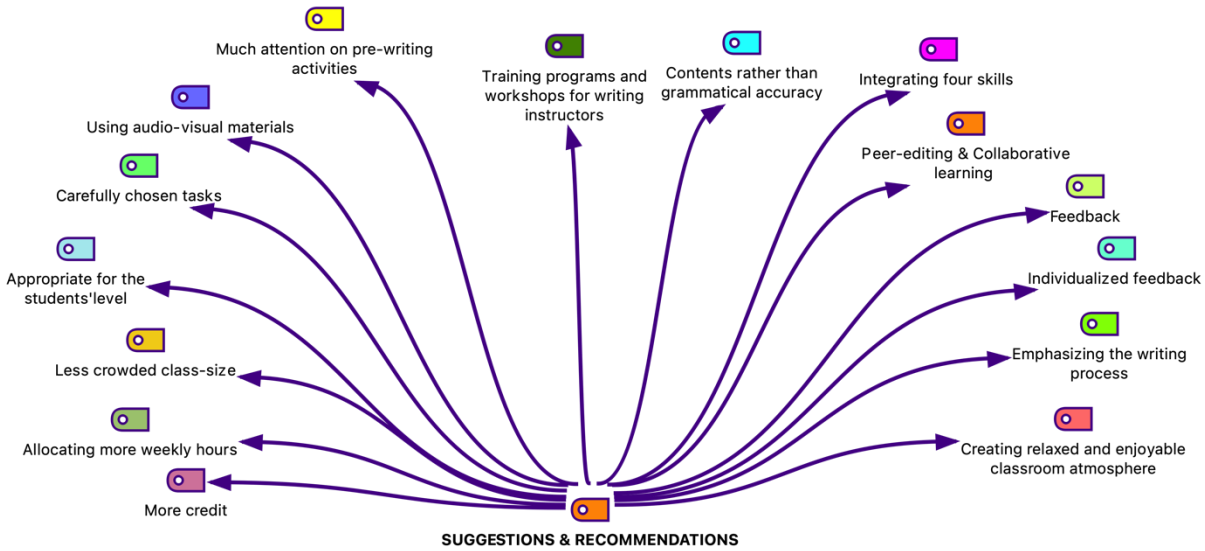
Table 7. *(Continued)*

Writing topics	*(E1) I pay attention … the writing topics (money, love, cities are not academic topics). … Academic level writing is more than free writing about childish topics with minimum organization, and citation.*
Meaning in the text	*(E1) … meaning in the text and formatting should be given more emphasis and be established around these features.*
Prewriting/Drafting/Revising	*(E3) Writing should be divided into manageable chunks such as pre-wiring, drafting and revising, yet some aspects of the genre approach could be used to prevent the time-consuming nature of the process approach.*
Creating authentic and original pieces	*(E3) the focus of writing course to create authentic and original pieces of writing by following certain rules and conventions.*
Teaching supporting details& counter claiming	*(E2) … my students should learn to develop their paragraphs such as supporting facts or using counter claiming.*
Step-by-step	*(E2) Everything should advance step by step in accordance with the level of my students.*
Students' needs	*(E3) I pay attention my students' needs, time constraints, learning objectives and materials to be used.*
Proficiency level	*(E3) I take into consideration proficiency level of my students.*
Developing writing skills	*(E2) The main focus of my writing courses is to develop my students' writing skills regarding the organization of paragraphs at the first step.*

The codes and related statements from the interviews with the experts on views related their ideal English writing course are exhibited in Table 7. Since this theme was assessed in terms of contributing to the development of English academic writing skill program, no further analysis was conducted at this stage.

The last theme related to the experts' views is suggestions and recommendations to design an English writing course. The following figure presents the hierarchical code-subcode model the related theme.

Figure 20. *The Hierarchical Code-Subcode Model on the Theme of Suggestions and Recommendations for an Effective English Writing Course*



As can be seen in Figure 20, the theme of suggestions and recommendations based on the views of the English writing experts is presented in the form of a hierarchical code subcode

model. They were asked what their suggestions would be in designing an effective writing course and the codes in the figure above were created as a result of the analysis. The instructors emphasized that the writing skills course should have more credits and more course hours as well as less class size. In addition, while creating the content of the course, they suggested that attention should be paid to student levels and that different types of materials, carefully determined tasks and pre-writing activities should be used by including all four language skills in the process. It is also recommended to be encourage students collaborative learning in groups or peers during the writing process. One of the English writing instructors, moreover, recommended short-term trainings or workshops should be given to the instructors who teach writing in English. Feedback and feedback types were the most emphasized during the interview. The related statements from the interviews are displayed in Table 8 as follows.

Table 8. *The Views of the Writing Experts on the Theme of Suggestions and Recommendations for an Effective English Writing Course*

Codes	*Statements from the interviews*
More credit	*(E1) More credit should be assigned to writing.*
Allocating more weekly hours	*(E3) More weekly hours should be allocated for this course.*
Less crowded class size	*(E3) Class sizes should be fewer.*
Appropriate for the students' level	*(E2) The course should be appropriate for the students' level.*
Carefully chosen tasks	*(E2) The tasks chosen for the course should be carefully evaluated. Each task should have the quality to contribute to the students' writing skills. Each task should have the quality to contribute to the students' writing skills.*
Using audio-visual materials	*(E3) Audio-visual aids should be used to make the classes more interactive.*
Much attention on pre-writing activities	*(E3) Much attention should be given to pre-writing activities.*
Training programs and workshops for writing instructors	*(E3) Writing teachers should participate in-service training programs and workshops.*
Contents rather than grammatical accuracy	*(E1) Contents of the products should be prioritized rather than grammatical accuracy.*
Integrating four skills	*(E3) Other three skills should be integrated into the writing course.*
Peer-editing & collaborative learning	*(E3) Peer-editing should be encouraged for collaborative learning.*
Feedback	*(E1) Feedback should be emphasized.*
	(E2) … feedback continues the main point of writing course. Peer feedback can also be benefitted to some extent in the courses.
Individualized feedback	*(E3) One-on-one conferences should be applied as an individualized feedback practice.*
Emphasizing the writing process	*(E3) Rather than focusing on an error-free product, we should emphasize the writing process.*
Creating relaxed and enjoyable classroom atmosphere	*(E3) We should create a relaxed and enjoyable classroom atmosphere to prevent stress and anxiety.*

The codes and related statements of writing the experts on views on suggestions and recommendations for an effective English writing course are presented in Table 8. No further

analysis was conducted at this stage because the current theme was evaluated in terms of contributing to the development of English academic writing skill program.

Phenomenological Study on the Views of ELT Students in Developing Pedagogically Enriched English Writing Course

Participants: In the first qualitative dimension of the research, the second study was conducted with 6 ELT students, who took English academic writing course before, with convenience sampling method during the development process of the pedagogically enriched English writing program. Convenience sampling is a widely used by the researchers because it provides practicality, efficiency, and accessibility to collect samples that are readily available and conveniently located around. This sampling was used in the current study because 'the primary purpose of the research may not be to generalize but to better understand relationships that may exist' (McMillan & Schumacher, 2014, p. 151).

Data Collection: In the second phenomenological study, the data were collected with 2 focus group interviews with semi-structured interview questions constructed by the researcher taking into consideration the related literature and the researcher's personal experience and intuitiveness. After developing the focus group interview questions, expert and peer opinions were consulted as in the first phenomenological study. 'Compared to individual interviews, it is possible to reach deeper and richer information about the problems of the research through focus group interviews due to the dynamism, interaction and creativity of group processes.' (Krueger & Casey, 2000 as cited in Yıldırım & Şimşek, 2013, p. 191). Therefore, the purpose of conducting these focus-group interviews was to deeply understand ELT students' views about English writing course and their expectations from writing course to be considered in a program that can be applied for English academic writing skills (Appendix 2).

Data analysis: Thematic analysis which allows for a detailed analysis was employed to analyze the relevant data. The researcher employing thematic analysis had a purpose to identify significant and different themes and patterns in the data by interpreting and making sense of them rather than simply summarizing. Accordingly, the researcher employed Maxqda 2022 software and followed Braun and Clarke's (2006) framework while doing thematic analysis; becoming familiar with the data, constructing first codes, searching themes, reviewing, and defining themes and generating report. The relevant data was also independently analyzed by a second coder. Afterwards, both of the coders reached an agreement reviewing and discussing each coding and theme. Consequently, the results explained in themes.

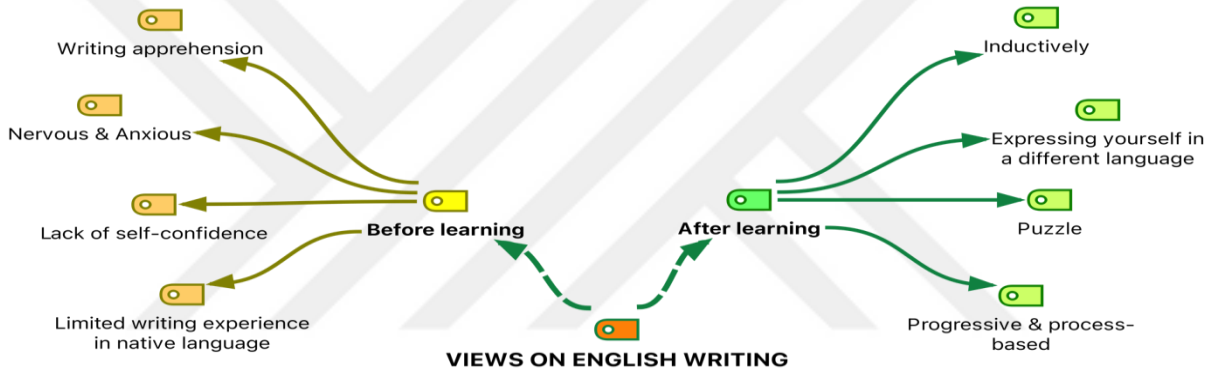
Findings: In the study, semi-structured interviews were conducted with ELT in order to develop a pedagogically enriched writing course for the preparatory class in ELT discourse.

The data set was presented according to the themes that emerged in line with the research question.

Qualitative Research Question 2: What are the views of ELT students on English writing course for the preparatory class in ELT discourse, and how can the interview data obtained from these students be used to develop a pedagogically enriched writing course intervention?

The findings of the ELT students 'views are presented under the themes respectively, views on English writing and expectations from writing course. The hierarchical code-subcode model for the first theme of *views on English writing course* that emerged from the insights of the students is given in Figure 21.

Figure 21. *The Hierarchical Code-Subcode Model on the Theme of Views on English Writing in Interviews with ELT Students*



The theme of students' views on English writing is displayed in the form of a hierarchical code subcode model. Students were asked what they think about English writing and two main categories, and several codes were constructed as a result of data analysis. The first category shows the students' views on English writing before learning how to write. As can be understood from the related codes, the students had commonly desperate feelings on English writing. They mentioned the negative effects of having limited writing experience and knowledge in their native language writing on their English writing performance. Thereby, they had writing apprehension as well as being nervous and anxious as a result of fear of making mistakes, lack of feedback from their instructors and writing inadequacy. However, as can be seen in the second category of the figure above, their negative attitudes to English writing were mentioned to moderately changed after having writing experience in English and taking English writing course for a while. What they generally focused on in the relevant category was that the acquisition of writing skill required a process and included stages complement each other. The related statements from the interviews are displayed in Table 9 as follows.

Table 9. *The Views of ELT Students on the Theme of Views on English Writing*

Codes	*Statements from the Interviews*
Limited writing experience in native language	*(S4) If a little more emphasis was placed on Turkish compositions, academic writings in middle school or high school, or if the introduction and development sections were taught in a good way and then we received feedback, maybe we would write better articles.*
Lack of self-confidence	*(S6) I was not able to write in English because I didn't know how to write. I really couldn't overcome, and I didn't believe I could do it.*
Nervous & Anxiety	*(S4) I was very biased before writing course. I was very worried. There was a concern. I said to myself, "We can't write in Turkish, therefore, we can't in English.".*
Writing apprehension	*(S5) I was nervous. I had writing apprehension. In the first writing course, I said 'Oh, my Gosh! What are these?'. A chill ran down my back.*
Progressive & Process-based	*(S1) I can say that there are certain stages, that you need to be comfortable. And everything settles in slowly. A certain process is required. So, we can write at the end.*
	(S2) Of course, as I have already mentioned, it is something that requires a long process. First of all, we have to do many activities that we call exercises.
Puzzle	*(S3) After I learned it, I realized that it was nothing to worry. Because the important thing is to really put the rules in place. There is nothing else. Putting the pieces in place and writing is like a puzzle.*
Expressing yourself in a different language	*(S1) You learn a foreign language and you start to express your feelings and thoughts in this language. This is great. Expressing yourself in another language is a wonderful thing.*
Inductively	*(S2) Sentence structures are the basis of paragraph formation. Our paragraphs are also a whole made up of sentences. You know, it was effective to go back to the paragraph slowly in the next seven weeks after the first seven weeks were on sentences, I think it was effective not to start directly from the paragraph, but to start from the small and go from the specific to the general.*
	(S3) But as you say, "Better to start with the paragraph." Because one by one and part by part. From topic sentence to concluding sentence. For example, the formation of four or five paragraphs is an essay. So, since it is, it was better to start from the beginning.

Examined Table 9, it is understood that the codes and categories created based on the opinions of the participants are related to the views on writing theme. Since the theme was evaluated in terms of contributing to the development of the writing program, no further analysis was conducted at this stage.

The hierarchical code-subcode model for the expectations from English writing course theme created based on the views of the students is given in Figure 22.

Figure 22. *The Hierarchical Code-Subcode Model on the Theme of Expectations from English Writing Course in Interviews with ELT Students*

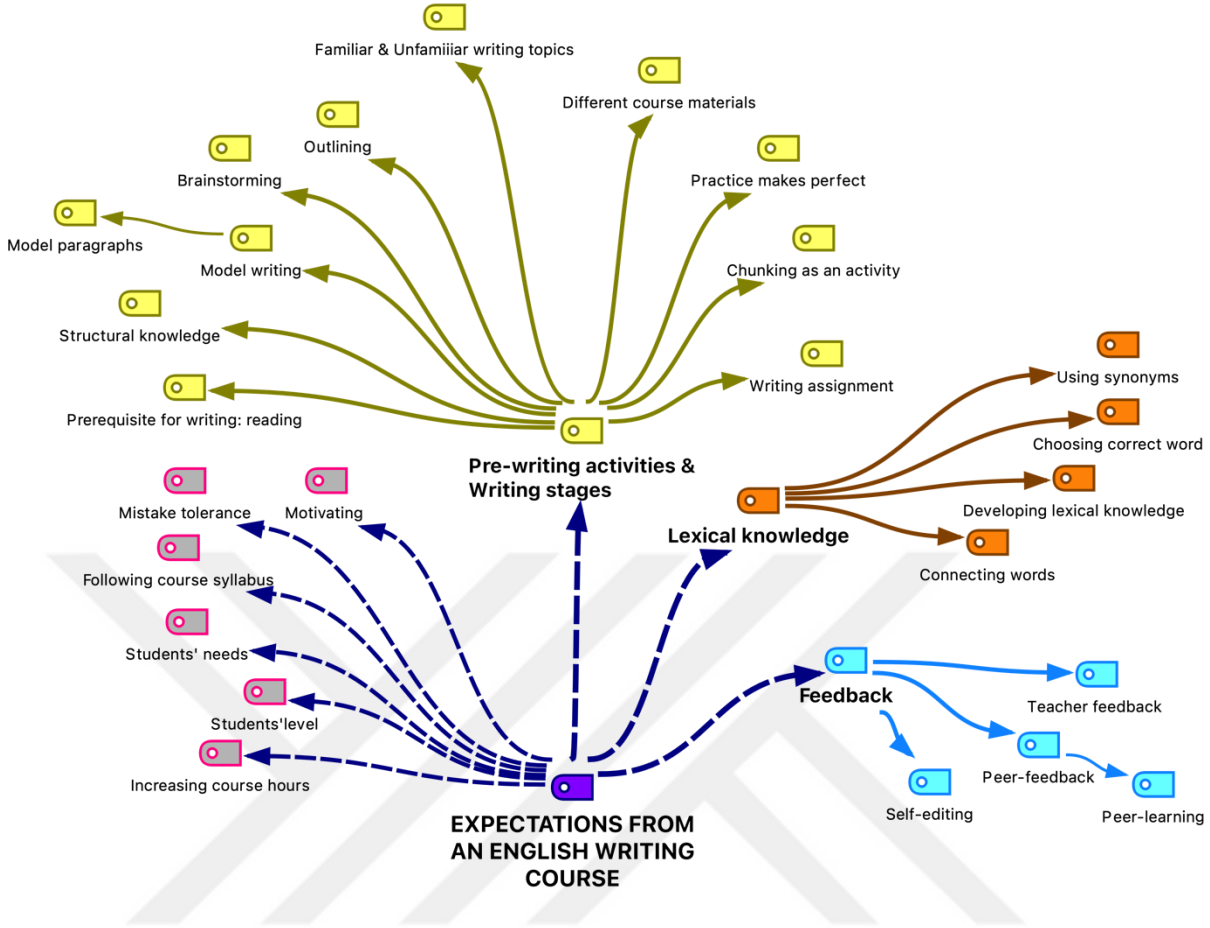


Figure 22 exhibits ELT students' expectations from an English writing course. The students stated that the current English writing course hours were limited and thus, the course hours should be increased. Besides, it was underlined that the students' needs, and levels should be considered while constructing the content of the course. Moreover, the student-participants mentioned the significant role of course syllabus in their learning because of outlining students' responsibilities for success as well as regulating the content of course. They also expressed their expectations about the pre-writing and writing stages. They considered reading and researching about writing topic as a prerequisite or pre-stage for writing. They, furthermore, asserted model writing facilitates their learning and helps them acquire the skill aimed to be taught. It was also emphasized that good writing skills were associated with lexical knowledge. Particularly, it was stated that the correct word choice affects their writing performance. As in the results obtained from the expert interviews, the students also said that feedback and feedback types should be applied in the writing lesson. The statements of the students-participants about the relevant theme are presented following table.

Table 10. *The Views of ELT Students on the Theme of Views on Expectations from an English Writing Course*

Codes	*Statements from the Interviews*
Increasing course hours	*(S1) I think it should be two more hours. After all, writing is not something easy. It should be given more time to writing course.*
	(S4) The duration of the lesson was very short, and we were crowded. It should be increased.
Students' level	*(S4) Now, of course, the level of the class must first be determined. But we need to categorize these levels.*
Students' needs	*(S6) It may be necessary to be considered the individual needs of students. I don't know how much is possible in this crowded university class, but something can be done to determine their needs in the first lesson or in the first week.*
	(S2) Each student has different learning needs. So, these needs should be taken into consideration at first.
Following course syllabus	*(S4) Our syllabus is really ninety percent of the classes. This is because I know what to do. What will I do this week, what activities will I do, what should I work on? For example, I was going on a visa holiday to see my family. When I went, I had my shortcomings. Of course, I could close these deficiencies very easily by looking at course syllabus. By seeing what I'm going to do.*
Mistake tolerance	*(S1) Students can make mistakes while writing. Because no one can write without mistakes at first. I mean, it's a good thing not to tell mistakes directly to your face. I think it should be positive, so a teacher can really affect a student's life.*
Motivating	*(S1) Maybe it shouldn't be punitive. If you don't do it, you shouldn't get higher grade. Rather, students should be rewarded and motivated. If you do that, I'll give you five points extra; I'll give you ten points extra. Students should not be threatened with taking lower grade, they should be motivated.*
	(S5) I guess we need to create a more process-oriented motivation environment.
Pre-requisite for writing: reading	*(S1) Reading first... You know, sir, of course, as we said, there are stages in writing. Familiar sentences help if they read before writing.*
	(S2) It is necessary to read before writing to get new knowledge.
	(S3) We need to know about a topic. We cannot write a topic that we are not familiar with, so our words are limited. The sentences we can use are limited and this is very challenging. That's why I think it's necessary to read.
Structural knowledge	*(S4) Grammar will probably guide the student correctly. I recommend teaching correct grammar use.*
	(S5) Everything is fine in writing the time learning grammatical structures.
Model writing: model paragraphs	*(S1) If they read before writing, the sentences they are familiar with, that is, this structure here is the -to do- structure. This structure would be better here. For example, making someone happy. I make, ... for example, make me happy… You see this pattern somewhere. Then it comes to mind while writing. I think it is so effective. Maybe, by first giving sample texts to my students in this process...*
	(S2) We see how the sample paragraphs are written. Then we become familiar. later, when we write it ourselves, we compare the sample paragraph with what we wrote. For example, how did it happen, is it similar to its structures? In short, I think it is better to see the sample paragraph beforehand.
Brainstorming	*(S1) The first thing we do in the writing stages is what we call as brainstorming. Everything that comes to our mind, whatever we are going to write. First, we write the words that come to our minds on which topic to write. It can be any word that comes to mind. Then we can choose which ones to use.*
	(S2) After writing the stages of brainstorming, outlining, which we call the stages of writing, we move on to writing paragraphs.
Outlining	*(S1) After that, we create the outline part that we call this outlining. How can I make an entry? Then to give details in the development part called supporting sentences. When we identify such stages, it is easier for us to write our paragraph. How do I end my paragraph at the end? Generally, we do it by restating the introductory sentence that we call the topic sentence, which is what I usually do.*

Table 10. *(Continued)*

Familiar & unfamiliar writing topics	*(S1) For example, when I am asked something about my own culture, I can write it in more detail, in a better way, since I'm familiar with it. But I can't write about things that I have no idea about. Therefore, I do research for hours on the internet and books. Or I don't know which word to use in which context. That's why I'm having so much trouble.*
	(S3) We need to know about a topic. We cannot write a topic that we are not familiar with, so our words are limited. The sentences we can use are limited and this is very challenging.
	(Ss) Familiar writing topics make us relaxed while writing.
Different course materials	*(S3) I wonder if it's possible. You know that everyone doesn't like reading. In general, they like watching or a voice record. For example, if you watch a movie and look at which sentence structures from that, which ones do you think can contribute to your writing? Could it be this way?*
Practice makes perfect	*(S5) Then this will improve by practicing, but you don't have to be afraid. It's a little bit difficult at first, though.*
Chunking as an activity	*(S1) Chunking a paragraph is definitely a significant activity. Because it sets an example when creating our own outlining. I think that I can use it in my own outlining in the same way.*
	(S6) So I can say it's more concrete and splitting the model text into chunks makes it much easier to learn to write.
Writing assignment	*(S1) So although it is challenging, homework is absolutely necessary, so I think it teaches.*
	(S4) Our lesson time is very limited; I have to give it. I mean, it is homework that has to be given in a limited time. Homework is necessary for me. In general, students do not want to study without an assignment. Although they are eager to learn, I don't think they will go and repeat it. Of course, there are those who do, but there are not many who do it. When it's homework, all our friends will do it. So, they will learn.
	(S6) I think the homework helps a lot in learning to write because you have to read a lot of homework texts. There are questions about the reading passages. We find words from homework or something.
Connecting words	*(S1) It is necessary to learn and use conjunctions while writing*
Developing lexical knowledge	*(S5) Firstly, my students need to learn more words about a writing topic. I want my students to memorize all the words, for example, about that war and peace beforehand. And I'll do a quiz them to see if they know those words. After that, I have them write a paragraph about those words, so that both their lexical knowledge and writing skills will improve.*
Choosing correct word	*(S1) Choosing correct word is crucial.*
	(S2) The meaning of words in the text changes a lot. In order to choose correct meaning, we need to choose correct word.
Using synonyms	*(S5) I think the usage of synonyms are significant because we use same word several times.*
Self-editing	*(S1) …When I re-read these sentences while correcting them later, I see that I have made a mistake. Especially if it disrupts the fluency or something like that. I think I'm used to reading, writing, and writing at the same time. When I write a paragraph, I read it and I remove or add something.*
	(S2) I'm definitely checking my first draft because I can't see my mistakes when I do it at first. When I look back later, I check what kind of mistakes I have.
Peer-feedback	*(S1) For example, my friend may have better knowledge of something that I do not know. So I ask him or I can know what he doesn't know. That's why I think it's reasonable to ask my friends about it.*
	(S2) Our friend's contribution is as follows. I can't see my own simple mistake in the paragraph. Despite reading it over and over, I can't see that simple mistake. But when my friend reads and shows thee mistake, "Oh!" ,I say, "How can I do that?" It definitely helps. We discuss the sentences with my friend. We try to say what to write better.
	(S5) I think we are inadequate sometimes and we cannot express what we want at that moment. Or we get stuck in that moment, you know, while expressing that. "How do you think I can do this; how can I continue?" We always consult a friend.
	(S6) Because my friend learns by seeing the mistakes, and maybe he also learns good expressions or something that he thought he could not do on his own. I think peer-feedback could be a good method.

Table 10. *(Continued)*

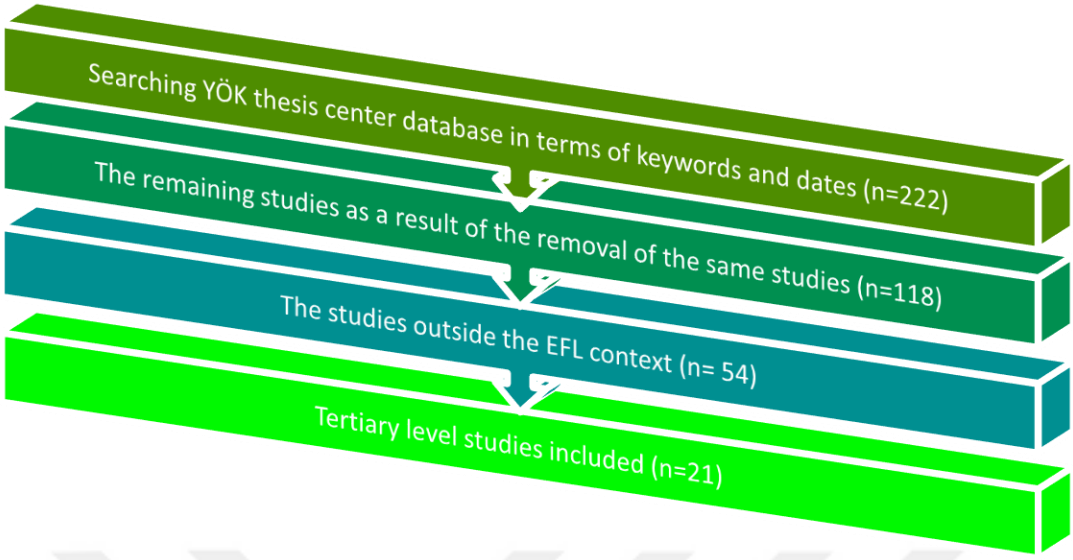
Teacher feedback	*(S1) There should definitely be teacher feedback. Above all, s/he is an educated person. You trust unconditionally and have higher level knowledge than you. This is indisputable. When teacher gives me feedback, I take it more seriously and say, "Yeah. That's how it was. Let me find out." I say frankly.*
	(S3) I feel more comfortable when I ask the teacher. Because my friend and I are involuntarily saying the same thing. Because we are both at the same level. But when I ask the teacher, I get a more logical answer. You know, "Yes. That's it." I can say. But I remember very well that sometimes I was still in a dilemma when I had an argument with my friend. That's when I go and talk to the teacher.

The codes and related statements of ELT students on views on expectations for an effective English writing course are presented in Table 10. No further analysis was conducted at this stage because the current theme was evaluated in terms of contributing to the development of English academic writing course.

The Study of Document Analysis in Developing Pedagogically Enriched English Writing Course

Data collection: Document analysis was conducted in this study in order to develop pedagogically enriched English writing course. Document analysis includes the analysis of written or visual content that contains data about the cases to be investigated (Yıldırım & Şimşek, 2016). Based on the suggestions of Yıldırım and Şimşek (2016), the analysis phase was started after the originality, credibility and representativeness criteria of the document were met in order to reveal the concepts related to English academic writing education. In this respect, some key terms were searched on the YOK Thesis Center search page between 2013-2017. The academic dissertations reached as a result of the searches have been limited by considering the inclusion and exclusion criteria given below. Studies outside this limitation were not included in the study. Thereby, a document analysis of totally 21 master's and doctoral theses, which are accessible from the YÖK Thesis Center database, was conducted. Detailed information (code, study name, research type, study group, data sources, key concepts, and general findings) about theses and dissertations were included in the document analysis. The selection and evaluation steps of dissertations for document analysis are presented in Figure 23.

Figure 23. *The Flow Chart with Steps for Selection and Evaluation of Theses and Dissertations for Document Analysis*



As seen in Figure 23, as a result of the stages including the selection and evaluation processes and the inclusion and exclusion criteria of the review made in the relevant databases, 21 master theses and doctoral dissertations that met the criteria out of 222 theses were included in the study. Additionally, the imprint information regarding the theses and dissertations included in the document analysis can be seen in Appendix 3.

Data Analysis: Thematic analysis, which is a qualitative data analysis method that organizes the data set in the smallest dimensions, provides in-depth description and reveals the patterns in the data, (Braun & Clarke, 2019; Creswell, 2012) was used to analyze the relevant data. After being familiar with the raw data, the first codes were created, and themes were searched. Next, the themes were reviewed, and identification and naming studies were carried out. At the last stage, the report was prepared (Braun & Clarke, 2019).

Findings: In the study, a document analysis of the related master and doctoral theses published in the context of Turkish EFL tertiary level in the last five years was conducted in order to develop pedagogically enriched English writing program for EFL students. The data set was presented according to the themes that emerged in line with the research question.

Qualitative Research Question 3: What are the published theses and dissertations on English writing course in Turkish context and how can the data obtained from these studies be used to develop pedagogically enriched English writing course?

The findings of the document analysis are presented under the themes respectively, EFL writing-related dimensions and implications and suggestions. The hierarchical code-subcode

model for the first theme of *the focus of EFL writing* that emerged from the analysis of dissertations is given in Figure 24.

Figure 24. *The Hierarchical Code-Subcode Model on the Theme of EFL Writing-Related Dimensions*

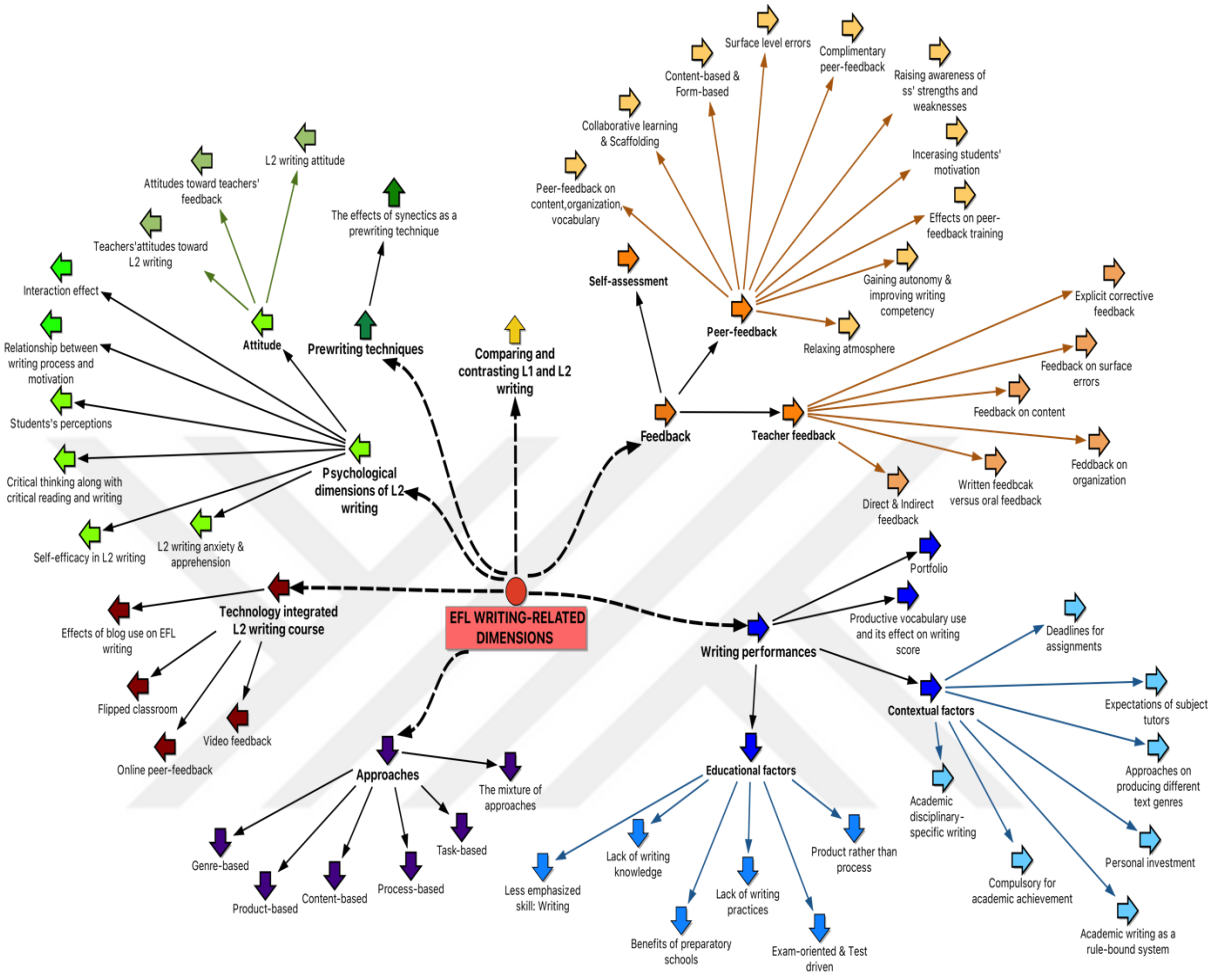
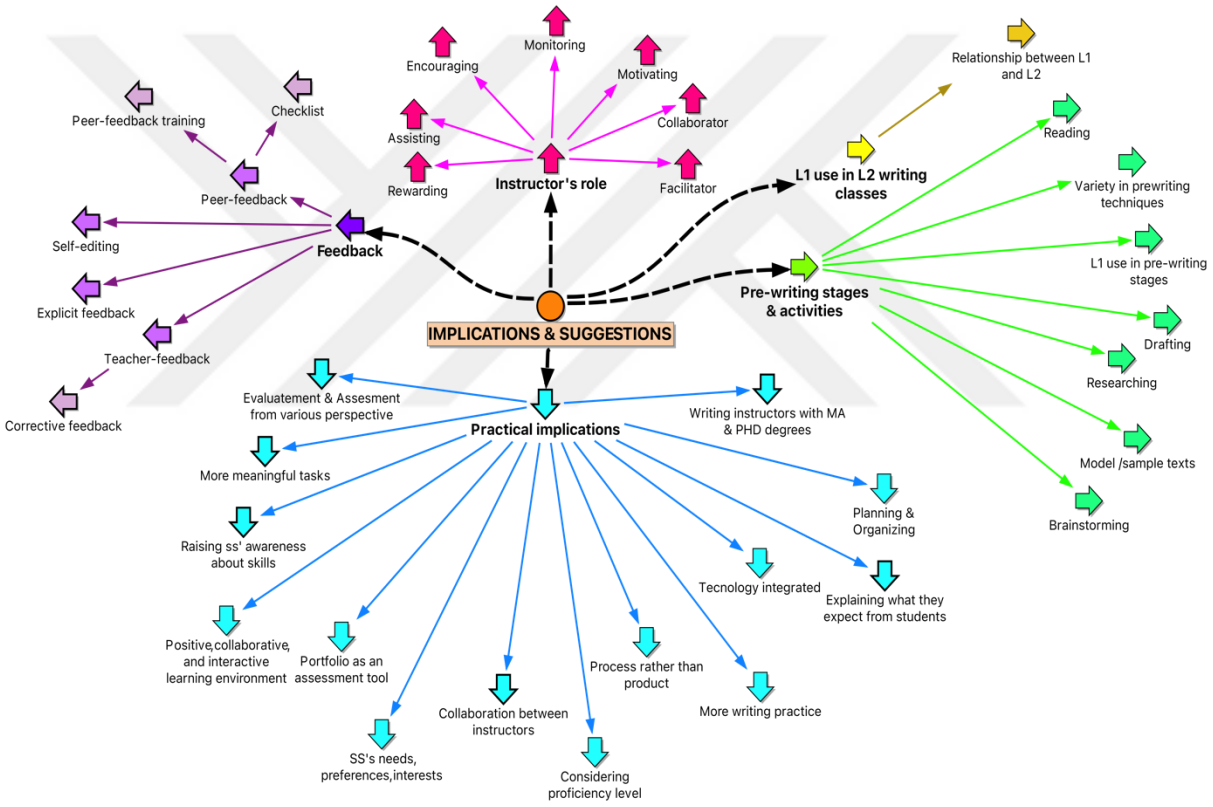


Figure 24 presents EFL writing-related dimensions in the theses and dissertations conducted in Turkish context. In other words, the figure shows the topics constructing the focus of the EFL writing dissertations published between predetermined dates. As a results of the document analysis, *approaches, writing performances, technology integrated L2 writing course, psychological dimensions of L2 writing, pre-writing techniques, comparing and contrasting L1 and L2 writing, and feedback* are identified as main categories in the theme. The category of approaches connected to the related theme includes the language teaching approaches generally applied to teach EFL writing in the studies. As well as the studies aiming to gain writing skills with a single approach, there are also studies that underline the effectiveness of using more than one approach together. However, the approach that has been consistently emphasized and adopted has been process-oriented. Psychological dimensions or variables including writing attitudes, anxiety, self-efficacy, motivation etc. that affect students' writing skills were also discussed. Educational and contextual factors affecting the writing

performance and academic achievement of EFL students are among the dimensions examined. As the most basic element in writing instruction, furthermore, feedback was underlined in each study. Specifically, teacher and peer feedback have been identified as the most important dimensions of writing education, both individually and together. Besides, the use of technology in writing instruction was also among the ones studied. In particular, the researchers investigated the effect of feedback integrated with technology on writing skill.

In developing a pedagogically enriched EFL writing education, the implications and suggestions of the dissertations conducted in Turkish context were also examined in the document analysis and the following results were revealed in the Figure 25.

Figure 25. *The Hierarchical Code-Subcode Model on the Theme of Implications and Suggestions for both Writing Instructors and Program Developers*



As can be seen in the Figure 25, the dissertations that were analyzed offered a number of suggestions and implications about all the elements generating a substantial EFL writing course.

Considering this theme, five basic categories have been identified as a result of the document analysis: feedback, instructor's role, practical implications, L1 use in L2 classrooms and pre-writing stages and activities. In the category *feedback*, the use of rubrics or checklists is underlined as well as emphasizing the necessity of feedback and its types. The roles assigned to the teacher in the writing lesson are shown in the second category. It is also possible to see

that L1 can be used at a certain level in L2 writing courses. It is especially recommended to be used in explaining difficult theoretical points, idea generation, process management and in pre-writing stages. As a result of the analysis, it was also revealed that the multiplicity of pre-writing stages and variety of pre-writing activities and their successful implementation are critical in developing the text generation skills of the students and in facilitating the learning process. The elements from planning the writing lesson to evaluating the writing performances and process were determined as the codes of the last category, *practical implications*.

Integration of Data Obtained with Interviews and Document Analysis

Data Analysis: In order to develop pedagogically enriched EFL writing course in the research, the data obtained from 3 EFL writing experts and 6 EFL students through semi-structured interview forms and the data obtained from 21 theses dissertations were used for further analysis. Cross-case comparison, one of the mixed-method analytical strategies, was preferred in order to mix in the research. Cross-case comparison is to test and expand the quantitative or qualitative data reached for the purpose of mixing, and to combine them by creating holistic and internally consistent profiles or themes in order to reveal consistency or differences (Creamer, 2018/2020, p. 124). With cross-case comparison, connections between cases/data can be clarified, and new information can be discovered as a result of similarities and differences. In this respect, cross-case comparison requires the use of conceptualization and visualization to create meaningful connections and reveal the richness and uniqueness of the situation (Khan & VanWynsberghe, 2008).

Findings: In the research, an integration study was carried out with the data obtained from 3 EFL writing experts and 6 EFL students through semi-structured interview forms and the data obtained from 21 theses. When the three data sets are evaluated together, it is understood that the approaches to the writing lesson, their difficulties and needs of EFL students; the field experts' the experiences, difficulties and suggestions in conducting the effective writing lesson, and the contribution of the documents in developing an effective EFL writing course are equally important. The views of EFL writing experts on the challenges, strategies, and suggestions about teaching to write are a resource to use in developing and conducting an effective EFL writing course. Accordingly, when the results from three different data sources were correlated and integrated, the main elements of the content of the pedagogically enriched EFL writing course emerged. Thereby, the general similarities and differences of the main elements, the relevant data sources and their explanations are summarized in Table 11.

Table 11. *General Similarities and Differences Between the Views of EFL Students and Field Experts and Document Review Data Sources*

Common Similarities	*Explanation*	*Data Sources*
Feedback	Self-editing Peer-feedback Teacher feedback The use of rubric/checklist Face-to-face	The views of field experts The views of EFL students Document review
Curriculum	Limited course time	The views of field experts The views of EFL students
Challenges	Limited course time Large class size	The views of field experts The views of EFL students
The Use of L1 in L2 writing Course	To facilitate meaning To explain the differences between L1 and L2	The views of field experts Document Review
The role of writing instructor	Guiding Facilitating Encouraging Assisting Motivating	The views of field experts The views of EFL students Document review
Collaboration & Interaction	Collaboration between students Collaboration between students & teachers, Interaction between students Interaction between students & teachers	The views of field experts Document review
Psychological Dimensions	Writing apprehension Writing anxiety	The views of EFL students Document review
Suggestions & Expectations	More weekly hours Students' needs and proficiency levels Well-designed syllabus Planning & Organizing Eclectic approach Feedback (Self-editing, peer feedback, teacher feedback) Writing topics Pre-writing stages/ strategies More practice Model paragraphs The use of rubric/checklist	The views of field experts The views of EFL students Document review
Common Differences	*Explanation*	*Data Sources*
Portfolio	Process assessment	Document Review
Technology integrated	Video feedback Online feedback Audio-visual materials	The views of field experts Document review

As a result of the cross-case comparison, it was seen that the opinions of the field experts and EFL students and the content of the themes created as a result of the document review coincided. A profile was created as a result of cross-case comparison by determining the connections, similarities and differences between the themes in three different data sets. Accordingly, when the findings obtained from three different data sources were integrated, the contents of the weekly EFL writing program were created as the following.

Table 12. *EFL Prep Class Writing Course Syllabus*

Course Materials	Hogue, A. & Oshima, A. (2006) *Writing Academic English (Level 4).* USA: Pearson Longman Savage, A.&Shafiei, *A.* (2012) *Effective Academic Writing.* New York: Oxford University Press Lee, L.& Gundersen, E. *Select Readings Intermediate Student Book.* Oxford University Press
Proficiency level	B2 (Upper-intermediate)
Curriculum pedagogy	From the eclectic perspective to process-based (portfolio assessment), task-based (the rhetoric of paragraphs), and content-based (the standards and basis of academic reading and writing) and inductive & deductive & collaborative learning
Assessment procedures	Portfolio assessment
Hours per week	5
Content of instruction	Sentence structure Mechanics Paragraph structure Stages of process writing Five main rhetorical modes: Descriptive, example, process, narrative, opinion
DESCRIPTIVE RHETORICAL MODE	Week 5 Out-of class* *Before coming to the course* - Write a descriptive paragraph on your favorite place by caring punctuation rules -Prepare your assignment as a word document and self-editing worksheets; and send to courseinformation25@gmail.com In-class -Study how a descriptive paragraph is organized on Unit 2 – To learn about descriptive organization – To learn to used related transitions and linkers – To develop self-editing skills -Do the exercises on Unit 2 Week 6 Out-of class -Choose one of the topics on page 52 -Search the topic on the web -Bring texts/articles you have found on your topic on the web -Bring brainstorming you did -Bring outline you prepared -Bring a self-editing worksheet. -Bring a peer-editing worksheet. In-class -By following the instructions (brainstorming, outlining, writing) on page 50 in the descriptive paragraph unit, write a descriptive paragraph of your topic by caring punctuation rules (You may follow the rules in your other writing book on pages 280-290). -Self-edit with worksheet -Receive peer-feedback with worksheet -Write second draft -Receive teacher-feedback Out-of-class -Write final draft & Collect it in portfolio file

Table 12. *(Continued)*

EXAMPLE RHETORICAL MODE	Week 7 Out-of class* *Before coming to the course* - Write an example paragraph on your ideal English teacher by caring punctuation rules -Prepare your assignment as a word document and self-editing worksheets; and send to courseinformation25@gmail.com In-class -Study how a descriptive paragraph is organized on Unit 3 – To learn about example organization – To learn to used related transitions and linkers – To develop self-editing skills -Do the exercises on Unit 3 Week 8- MID-TERM Week 9 Out-of class *Before coming to the course* -Choose one of the topics on page 76 -Search the topic on the web -Bring texts/articles you have found on your topic on the web -Bring brainstorming you did -Bring outline you prepared -Bring a self-editing worksheet. -Bring a peer-editing worksheet. In-class -By following the instructions (brainstorming, outlining, writing) on page 74 in the example paragraph unit, write an example paragraph of your topic by caring punctuation rules (You may follow the rules in your other writing book on pages 280-290). -Self-edit with worksheet -Receive peer-feedback with worksheet -Write second draft -Receive teacher-feedback Out-of-class -Write final draft & Collect it in portfolio file
PROCESS RHETORICAL MODE	Week 10 Out-of class* *Before coming to the course* - Write a process paragraph on the steps for choosing an important gift by caring punctuation rules -Prepare your assignment as a word document and self-editing worksheets; and send to courseinformation25@gmail.com In-class -Study how a process paragraph is organized on Unit 4 – To learn about process organization – To learn to used related transitions and linkers – To develop self-editing skills -Do the exercises on Unit 4 Week 11 Out-of class -Choose one of the topics on page 102 -Search the topic on the web -Bring texts/articles you have found on your topic on the web -Bring brainstorming you did -Bring outline you prepared -Bring a self-editing worksheet.

Table 12. *(Continued)*

PROCESS RHETORICAL MODE	-Bring a peer-editing worksheet. In-class -By following the instructions (brainstorming, outlining, writing) on page 100 in the process paragraph unit, write process paragraph of your topic by caring punctuation rules (You may follow the rules in your other writing book on pages 280-290). -Self-edit with worksheet -Receive peer-feedback with worksheet -Write second draft -Receive teacher-feedback Out-of-class -Write final draft & Collect it in portfolio file
NARRATIVE RHETORICAL MODE	Week 12 Out-of class* *Before coming to the course* - Write a narrative paragraph on something that happened to you during a trip by caring punctuation rules -Prepare your assignment as a word document and self-editing worksheets; and send to courseinformation25@gmail.com In-class -Study how a narrative is organized on Unit 5 – To learn about narrative organization – To learn to used related transitions and linkers – To develop self-editing skills -Do the exercises on Unit 5 Week 13 Out-of class -Choose one of the topics on page 130 -Search the topic on the web -Bring texts/articles you have found on your topic on the web -Bring brainstorming you did -Bring outline you prepared -Bring a self-editing worksheet. -Bring a peer-editing worksheet. In-class -By following the instructions (brainstorming, outlining, writing) on page 128 in the narrative paragraph unit, write narrative paragraph of your topic by caring punctuation rules (You may follow the rules in your other writing book on pages 280-290). -Self-edit with worksheet -Receive peer-feedback with worksheet -Write second draft -Receive teacher-feedback Out-of-class -Write final draft & Collect it in portfolio file

Table 12. *(Continued)*

OPINION RHETORICAL MODE	Week 14 Out-of class* *Before coming to the course* - Write an opinion paragraph on an age that you support for marriage by caring punctuation rules -Prepare your assignment as a word document and self-editing worksheets; and send to courseinformation25@gmail.com In-class -Study how an opinion paragraph is organized on Unit 6 – To learn about opinion organization – To learn to use related transitions and linkers – To develop self-editing skills -Do the exercises on Unit 6 Week 15 Out-of class -Choose one of the topics on page 152 -Search the topic on the web -Bring texts/articles you have found on your topic on the web -Bring brainstorming you did -Bring outline you prepared -Bring a self-editing worksheet. -Bring a peer-editing worksheet. In-class -By following the instructions (brainstorming, outlining, writing) on page 151in the opinion paragraph unit, write opinion paragraph of your topic by caring punctuation rules (You may follow the rules in your other writing book on pages 280-290). -Self-edit with worksheet -Receive peer-feedback with worksheet -Write second draft -Receive teacher-feedback Out-of-class -Write final draft & Collect it in portfolio file *-Please do not send your assignment after the deadline* *-The assignments, which will be sent after the deadline, will not be assessed.* *-In assessment, Turnitin Programme will be used in case of plagiarism, so please form up your paragraphs with your own sentences; or your works will not be assessed any more.*

*: One week before intervention

While developing the pedagogically enriched writing course, the researcher took into account the joint results of the analysis of the three data sets. It was crucial to state that this program was also compatible with the main purpose of the study- to track the writing instruction context through a holistic view with a focus on the reflections and writing products of Turkish EFL learners within a preparatory-class discourse in order to make evaluative judgements about the interactive units and relevant dimensions of the context, and thus, to highlight how and why these units might be integrated into the frame of writing instruction. Specifically, the writing program, thereby the thesis, moves on a comprehensive understanding of the units from an eclectic perspective– process-based module; product-based module; content-based module; task-based module (genre); L1 use as module of the context; feedback as module of context; instructor as module of context.

As can be seen from the Table 12, the developed instruction is not limited to only the classroom setting. It is also transferred to outside the classroom. It is also not limited in terms of assigned time for each paragraph type: two weeks for one paragraph. Particularly, paragraph development processes were impressed and managed through the aim of integrating the process, product and content approaches to writing. Additionally, the self-editing and peer-feedback where the students were supposed to develop their editing or revising skills, were chosen to emphasize on the fact that writing is a process. As a pre-task activity, brainstorming is included in order to provide opportunity for students to different points of ideas as well as helping them in generating their ideas. Based on the theory of social constructivism, the significant role of feedback in increasing teacher-student and student-student interaction was considered in the intervention course. Therefore, peer-feedback was included in the relevant course where students are expected to develop their collaboration, cooperation and communication skills and where the teacher is not only feedback source. In addition, teacher feedback was put into the course where the teacher is expected to assist and facilitate students' learning process as well as providing that teacher and student can develop their communication and interaction. Briefly, learning to write was scaffolded with step-by-step guidance provided in each section of writing instruction process.

The Quantitative Dimensions of the Research Design

Quantitative research methods are briefly classified as experimental and non-experimental research. Experimental designs are divided into pre-experimental designs, quasi-experiments, true experiments, and single-subject designs (Creswell, 2014; Fraenkel et al., 2012; Johnson & Christensen, 2014; McMillan & Schumacher, 2014). In this study, single group pre-test-post-test design, which is one of the pre-experimental methods, was used (Creswell, 2014; Fraenkel et al., 2012; Johnson & Christensen, 2014; McMillan & Schumacher, 2014). In the single-group pre-test-post-test design, researcher employs with a single group of subjects and conducts the pre-test, an intervention, and then the post-test on it (McMillan & Schumacher, 2014). Whereas the pre-test is used to determine how the group was before the intervention, the post-test indicates the changes in the group after the intervention. This seems a true experiment, but there is not any control group in the pre-experimental design. There are three basic steps to be used in single-group pre-test and post-test design as the following:

1. Conducting a pre-test measuring the dependent variable
2. Giving the experimental intervention to the subjects
3. Conducting a pos-test measuring the dependent variable

Differences after conducting the experimental intervention are assessed by comparing the pretest and posttest scores. The researcher used this kind of research design in the study because she wanted to examine and describe the effectiveness of pedagogically enriched English writing program toward EFL students' writing skill achievement by comparing between their scores before and after being taught by using an explicit writing instruction.

Variable is a concept or a noun that stands for variation within a class of objects, such as chair, weight, gender, color, size, shape, achievement, motivation (Fraenkel et al., 2012 p. 77). There are two variables in this study: the dependent variable as attribute or characteristic that is dependent on or influenced by the independent variable and the independent variable as is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2012, p. 115). Accordingly, the dependent variable in this study is the students' paragraph writing products and the independent variable is the intervention of the pedagogically enriched English academic writing program. Following table illustrates the single group pre-test- post-test design conducted in the study.

Table 13. *The Illustration of Single Group Pre-test and Post-test Design*

Sampling	Group	Pre-test paragraph tasks (The dependent variable)	Intervention (The independent variable)	Post-test paragraph tasks (The dependent variable)
Identical	A	Descriptive paragraph task	Instruction on how to write a descriptive paragraph	Descriptive paragraph task
		Example paragraph task	Instruction on how to write an example paragraph	Example paragraph task
		Process paragraph task	Instruction on how to write a process paragraph	Process paragraph task
		Narrative paragraph task	Instruction on how to write a narrative paragraph	Narrative paragraph task
		Opinion paragraph task	Instruction on how to write an opinion paragraph	Opinion paragraph task

The First Quantitative Dimension of the Study: Pre-test Paragraph Writing. Pre-test is conducted before the treatments or interventions in the experimental studies. Referring back to the aims of the study, the primary goal was to investigate the influence of the writing course on the students' paragraph writing performances. Pre-test was given to the EFL preparatory class students in order to determine the students' paragraph writing performances. Particularly, in order to able to investigate the effect if any, the student-participants were needed to write paragraphs about on the topics which was specified by the researcher before the implementation of the weekly writing course. The students sent their paragraphs and self-editing worksheets via e-mail before coming to the course. There are five different kinds of pre-test paragraph products that the students required respectively: descriptive, example, process,

narrative and opinion. Correspondingly, students' paragraphs before the intervention of the program consisted of the data of pre-test of the study.

The Second Quantitative Dimension of the Study: The Implementation of the Writing Course and Post-test Paragraph Writing. Allocated time for each paragraph type was two weeks. In other words, the instruction session including how to write a (descriptive, example, process, narrative and opinion) paragraph; while-writing activities (filling the blanks, matching, choosing appropriate topic/ supporting/ concluding sentence(s), ordering or re-writing sentence(s), crossing out irrelevant sentence); pre-writing tasks or activities (brainstorming and outlining); post-writing activities (constructing drafts, self-editing, peer- and teacher-feedback) for one paragraph was completed in two weeks. Through these activities, students were expected to develop their writing skills such as generating and organizing ideas, editing their own writing with self-edit worksheet (see Appendix 7) and editing their peers' writing through the peer-editing worksheet (see Appendix 8) and the skills on language use, content, organization and mechanical accuracy.

Therefore, the participants were, at first, instructed how to write the paragraphs following the specific stages and rules of relevant paragraphs covered in the writing course during the explicit instruction.

Post-test paragraph performances were collected in the second week. Creswell (2012) defines post-test as a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (p. 297). The type of post-test was the same as the pre-test: students' paragraph products. But they were created in the class after the intervention. The aim of collecting post-tests of the students was to measure the effect of the relevant of program on students' paragraph writing performances after implementing the writing instruction. As for the other details concerning the writing tasks, the student-participants were required to be follow several steps for the constructing their post-test paragraph products. Initially, they were asked to choose a topic of interest from the list of topics on the relevant paragraph type in their course book so that they could complete their writing tasks more willingly and to make some research on it and to construct their brainstorming and outlining before coming to the class. These assignments were planned to act as a bridge or link between out-of-class and in-class learning expected to be connected learning environment. In the class, the students were given approximately 40 minutes to construct their paragraphs based on their pre-tasks. Then, they evaluated their peers' writing products after self-editing. Subsequently, they created their second drafts and face-to-face teacher-feedback was given the students' writing products by the

researcher and the supervisor of the dissertation as well as the practitioner of the program. The final drafts created after teacher-feedback consisted of the data of pre-test of the study.

Setting and Participants. The participants of the study comprised of prep-class students studying on the ELT department of a state university in Turkey. There were several reasons for choosing the study group from individuals studying in the English preparatory class and for implementing of the study in this setting. Firstly, it was convenient for the researcher pursuing her doctoral studies in the same department of the same university. Thus, it was more straightforward to adjust the suitable conditions and time for the implementation of the study. Another reason was that it seemed more reasonable and convenient to implement the writing course intervention developed for this study with the students whose intermediate language level and experience on taking a basic level writing skill instruction. Moreover, the reason why to select prep-class students as a study group was that they had a writing course offering more allocated weekly course hours. Concisely, this setting and sample providing the researcher with all the convenient conditions for the study to be conducted was selected because of all these reasons mentioned above.

Mixed method sampling procedures use various ways of combining traditional qualitative and quantitative sampling methods (Creamer, 2020, p. 101). It has been stated that there are sequential, simultaneous, nested, identical and multistage sampling strategies as sampling strategies in mixed method research (Creamer, 2020). Within the scope of this study, the identical sampling in which the researcher collects data in the second stage from the group from which she collected data in the first part was employed. According to Baley (2006), the use of identical samples in both quantitative and qualitative dimensions of a study is a natural requirement of mixed research methods (as cited in Creamer, 2020, p. 103). Correspondingly, the participants in quantitative dimensions and qualitative dimensions will be detailed below.

Participants for the Quantitative Dimensions. The participants for the quantitative dimensions of the study consisted of prep-class students studying on the ELT department of a Turkish state university. In fact, 95 students were enrolled in the class in which the study was conducted. Out of 95, 6 students failed because of absence. Moreover, it was necessary to employ the writing products of the same students for both pre-text and post-text in each rhetorical mode. In other words, the data gathered from the students who did not generate any writing product for one of pre-test and post-test was excluded. Because the exclusion was made separately, the number of female and male participants varies in each rhetorical mode. The distribution of the participants in each rhetorical mode is shown in Table 14. The participant-

students whose ages ranged between 18-24 years were native speakers of Turkish. The researcher collected consent form from each participant before the implementation of the study.

Table 14. *The Distribution of the Participants in the Quantitative Dimensions*

Rhetorical Mode	Female	Male	Total
Descriptive Rhetorical Mode	52	17	69
Example Rhetorical Mode	47	9	56
Process Rhetorical Mode	40	16	56
Narrative Rhetorical Mode	43	14	57
Opinion Rhetorical Mode	43	14	57
Total			295

Data Analysis for the Quantitative Data. The analysis for the quantitative data consisting of pre-test and post-test paragraph products were conducted in two stages. The first stage which was the assessments of the students' products. The researcher preferred to employ rubric as a scoring guide for the writing assessment. The use of rubric is both important and useful for assessing writing performance and more commonly used in writing class when particularly the process-based approach is conducted. Because it "represents, implicitly or explicitly, the theoretical basis upon which [a] test is founded" (Weigle, 2002, p. 109).

There are three types of rubrics: Primary trait, holistic and analytic" (Weigle, 2002, p. 109). The rubric employed in this study was analytic in nature. An analytic rubric has a few writing components including content, organization, cohesion, accuracy, appropriateness of language conventions and register (Weigle, 2002). These components are scored separately. The researcher chose this type of rubric because it allows raters to concentrate on different aspects or elements of an individual's writing. However, the reliability of scoring usually developed when raters employ this rubric, is one of the most significant advantages. Therefore, it has been found that the use of analytic scoring ensures the considerable chance for validity and reliability within and between raters, especially in large-scale assessments (East & Young, 2007; Knoch, 2009; Weigle, 2002). Moreover, it was preferred for the assessment of students' pre-test and post-test writing products including five rhetorical modes because analytic rubric is generalizable for different writing tasks (Weigle, 2002).

Before starting the assessment, the researcher separately transferred the pen-paper-based writing products of the students to the office word program to provide easy readability and so that the student's handwriting does not affect the scoring. Students' texts were analytically scored by two raters, one is researcher of the study and the other is an experienced English writing instructor, in accordance with the analytic rubric (see Appendix 9). The raters scored each rhetorical mode both separately and sequentially. For example, they individually

assessed pre-test writing products of descriptive paragraph and then post-tests and continued to score respectively the other rhetorical modes. After completing the scoring process, the coders discussed on the differences by comparing the scores. So, the final scores were retouched in a consensus.

The scores for pre-test and post-test of each rhetorical modes collected and analyzed through SPSS software in the second phase of the quantitative data analysis. The method of the quantitative dimension of the writing course intervention of this research is the pretest-posttest single-group pre-experimental design. The quantitative data obtained from pre and post-test paragraphs were analyzed with paired samples t-test to see.

Validity and Reliability of the Writing Course Intervention Study. It is emphasized that researchers should keep threats to internal and external validity under control in pre-experimental designs. (Büyüköztürk, 2011a; Creswell, 2014; Fraenkel et al., 2012; Johnson & Christensen, 2014; McMillian & Schumacher, 2014). Internal and external validity refers that researchers need to take precautions when determining a design before starting research. Validity is divided into two as internal and external.

Internal validity is explained as the ability to explain the changes in the dependent variable with the independent variable and to make inferences depending on the cause-effect relationship (Creswell, 2014; Creswell & Plano Clark, 2011/2015). The criteria that require internal validity and the strategies that are considered to be implemented in this single group pre-test-post-test study are given below.

a) History: Principally, the longer a study sustains, the more probably an unpredictable event may occur. Historical effects on the results can be decreased limiting the length of follow-up. Therefore, in this study, the pre-test and post-test data for each rhetorical mode were collected within two weeks.

b) Maturation: Time between the pre-test and the post-test for each rhetorical mode is quite short (one week) in this study. Therefore, maturation is not probably a threat. During a week, it is not thought that there will be a significant change other than natural factors that will affect the results.

c) Instrumentation and Testing: Threat to change might take place due to pretesting or being measured twice through the same questionnaire. However, different contents and steps were followed in the pre-test and post-test paragraphs created by students in this study. For example, in the pre-test, the topic of the paragraph was determined by the instructor, while in the post-test, the topic selection was left to the student by offering alternatives. On the other

hand, it is thought that the content and administration between pre-test and post-test might keep consistency that is, it might reduce the instrumentation threat. But it can be thought that internal validity may be limited due to the increase in students' awareness and knowledge about paragraph writing towards the end of the intervention. The researcher thinks that she might prevent this threat by using five different rhetorical modes.

External validity is explained as the generalizability of the cause-effect relationship to other people, environments, measurements, and the universe (Creswell, 2014; Creswell & Plano Clark, 2011/2015). The criteria that require external validity and the strategies that are considered to be implemented in this single group pre-test-post-test study are given below.

a) Interaction of selection and intervention: The study group of the research was determined through convenience sampling. It can be stated that the results can be generalized to EFL students with similar characteristics. In addition, other researchers can apply this writing instruction program.

b) Interaction of setting and intervention: The intervention program has the ability to be implemented or adapted in different settings.

c) Interaction of time and intervention: A pilot study was conducted in order to eliminate the problems related to time. The intervention program used in the study is not only specific to the time in which it was implemented. Therefore, it can be thought that the same or similar results may be received in a future setting as well.

d) Multiple intervention threat: During the study, the study group did not participate in any other explicit writing instruction focusing on the EFL rhetorical mode.

Qualitative Dimensions of the Research Design: Evaluation of the Sessions of the Intervention Course

Qualitative research, today, has also taken on the role of supporting quantitative research and providing rich sources of information on their own (Büyüköztürk et al., 2018; Creswell, 2012/2017; Patton, 2018). Unlike quantitative research designs, qualitative designs can vary significantly, depending on the theoretical framework, philosophy, assumptions about the nature of knowledge, and field of study (e.g., sociology, anthropology, psychology, or education) (McMillian & Schumacher, 2014, p. 344).

Qualitative research is discussed within the framework of seven basic feature. These are, respectively, being sensitive to the natural environment, revealing perceptions, inductive analysis, participant role of the researcher, flexibility in the research design, a holistic perspective and realistic qualitative data presentation. These features also distinguish

qualitative research from quantitative research. Qualitative research focus on subjective reality and aims to arrive at some propositions with an inductive point of view. In social sciences and educational sciences, qualitative methods are emphasized depending on the personal needs of individuals and their perception of the world. For example, the principle of providing education according to individual differences in the education system can provide more research opportunities with qualitative research (Büyüköztürk et al., 2018; Creswell, 2012/2017; Patton, 2002/2018).

There are six different types of qualitative research including ethnographic, grounded theory, hermeneutic, narrative, case study, action research and phenomenology. In the qualitative aspect of this study, the interpretative phenomenology model, which is frequently used in the fields of educational sciences and social sciences, was conducted. Phenomenological research effectively explains the experiences and perceptions of individuals from their own perspectives and thus challenges normative or structural assumptions exhibiting a flexible and dynamic structure. Adding an interpretive dimension to phenomenological research, enabling it to be used as the basis for practical theory, allows it to inform, support or challenge policy and action (Lester, 1999, p. 1). The interpretive phenomenology method, accordingly, is expressed as a research model that deals with the meanings attributed to facts and situations according to personal experiences and experiences (Akturan & Esen, 2013; Özdemir, 2010). The aim of the researcher is to explain the participants' perceptions of the world and their reactions. Interview is frequently conducted as a data collection technique because of the interaction, probing questions, flexibility and allowing for an in-depth study of the phenomenon in the interpretive phenomenology. The interpretative phenomenology pattern adopted in the study is given in Table 15.

Table 15. *The Interpretative Phenomenology Pattern Adopted in the Study*

Participants	Data Collection	Purpose
12 EFL students	Focus group interview with semi-structured interview questions	1. Explore / Evaluate and discuss the post-test experiences and insights on each rhetorical mode in depth 2. Evaluate and discuss the process of English writing course intervention in depth 3. Explain the quantitative results
All the students attending each post-test intervention	Reflection papers with semi-structured interview questions	Briefly self-evaluate the post-test experiences on each rhetorical mode

In the study, it was tried to understand how EFL preparatory class students perceived the phenomenon of academic writing based on their subjective experiences; how they approached to writing instruction in rhetorical mode, how they viewed the elements involving the context of EFL writing, what kind of experiences they had during writing course

intervention and how they interpreted it. Therefore, semi-structured focus group interviews and reflection papers as session evaluation forms were conducted to evaluate the writing course after the intervention.

Participants for Qualitative Dimensions of the Research Design. For the qualitative dimensions of the study, the participants were determined in two ways. Firstly, the criterion sampling method, which is one of the purposive sampling types, was used to select the participants in the focus group interviews. Purposeful sampling is defined as the selection of rich sources of information in order to conduct research in depth and in detail depending on the purpose of the research (Patton, 2002/2018; Yıldırım & Şimşek, 2016, p. 118). Criterion sampling refers to include the participants in the research according to a series of criteria (Patton, 2002/2018, p. 238; Yıldırım & Şimşek, 2016, p. 122). While determining the participants, criteria such as active participation in the writing intervention program, having at least moderate communication skills, completing the assigned homework on time, and expressing their feelings and thoughts clearly were taken into consideration. For the participant selection process, it was also asked the writing instructor who taught to write in fall term to same group to recommend 12 students: 4 who were below-average level, 4 who were average level and 4 who were above-average level in terms of their writing performance. Therefore, 12 EFL prep class students in ELT department were selected as the participants for the focus-group interviews conducted during and after the intervention program. Out of 12 students, whose ages were between 18 and 20, only 4 were male. These students were also the participants of the quantitative data. Participation in the interviews was completely voluntary and the consent forms were collected before starting the focus group interviews.

The reflection forms including a metaphor question were collected from all students who participated in intervention program session on each rhetorical mode. The number of the students accepting to fill the reflection form in each rhetorical mode were changeable in terms of voluntary participation (respectively 68 in descriptive mode, 41 in example mode, 35 narrative mode, 49 in process mode and 39 in opinion mode).

Data Collection Procedure for the Qualitative Dimensions. It is recommended to use different data collection instruments called data triangulation in the phenomenology design (Creswell, 2014). Triangulation, which is mostly associated with data collection methods, can also be used in different dimensions such as triangulation in sample and triangulation in analysis (Yıldırım & Şimşek, 2013, p103). Therefore, in the study, the qualitative data were collected with both semi-structured interview form for the focus group interviews, and semi-structured reflection form developed. Semi-structured interview is a type of interview that can provide

in-depth information on the focused subject, as well as giving answers with fixed options (Büyüköztürk et al., 2018; Yıldırım & Şimşek, 2013).

The researcher developed a semi-structured interview forms (both for during-intervention focus-group interviews and after-intervention focus group interview) and reflection form (during-intervention) in order to understand how the qualitative findings explain the quantitative findings and to evaluate the intervention program process. While developing the forms, the views of two field experts, one of them was the supervisor of this study, were considered. Field experts suggested that some questions should be written more concretely; simple or brief and understandable questions should be preferred; probing questions should be included; questions that include guiding and conditional expressions should be removed; and questions that limit the student should be avoided. According to these feedbacks from the field experts, it was re-arranged. Interviews and reflection paper were conducted with the latest form (see Appendix 4, Appendix 5, and Appendix 6).

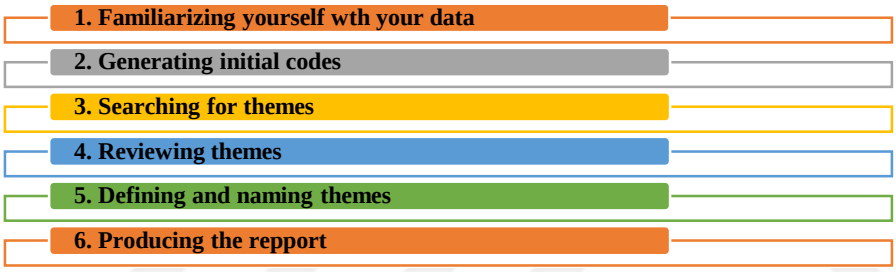
The semi-structured interview questions include the elements that make up the context of writing education, as well as the questions to evaluate the education about each rhetorical mode. Qualitative data were collected in several stages. Weekly focus-group interviews were conducted during intervention of each rhetorical mode. At the end of the intervention, one focus-group interview was also employed to evaluate the intervention program and the process of explicit writing instruction on five rhetorical modes. The researcher preferred to employ focus-group interview because, according to Krueper and Casey, 2000, it is possible to reach deeper and richer information about the problems of the research through focus group interviews due to the dynamism and creativity of group processes compared to individual interviews (Yıldırım & Şimşek, 2013, p. 191). Consequently, 6 focus-group interviews were totally conducted.

Reflection form composes of four self-evaluative questions and a metaphor question collected after completing the instruction on each rhetorical mode. Metaphors can be used to provide structure to the data; to understand a familiar process in a new light; to identify situation-specific interventions; and to evoke emotion (Carpenter, 2008, p. 274). Written reflection forms were collected during intervention during intervention of each rhetorical mode. The student-participants voluntarily answered the reflection questions. Both focus-group interviews and reflection forms were carried out to facilitate the clarification of quantitative data after the intervention program and to reveal the definitions, evaluations, perspectives and perceptions of EFL students about explicit English writing instruction. Thus, it is aimed to obtain rich and in-depth data on research questions.

Qualitative Data Analysis

Depending on the variety of qualitative research designs in the literature, different data analysis methods emerge. The method of the qualitative dimension of this research is the phenomenology design. In this design, the types of qualitative data analysis suggested are descriptive analysis, thematic analysis and content analysis. In this study, thematic analysis was carried out. (Braun & Clarke, 2019). Thematic analysis is a qualitative data analysis method that organizes the data set in the smallest dimensions, provides in-depth description and reveals patterns in the data (Braun & Clarke, 2019; Creswell, 2012/2017). Qualitative data analysis was carried out using the MAXQDA 2022 package program. This program provides the opportunity to connect the codes to certain themes, analyze the findings of different participants together, and reach the result in a practical way (Creswell & Plano Clark, 2011/2015; Yıldırım & Şimşek, 2016). The thematic analysis phases are given in Figure ...

Figure 26. *The Thematic Analysis Phases (Braun & Clarke, 2006, p. 87)*



As can be seen in Figure 26, the thematic analysis consists of six stages. Accordingly, a six-stage analysis path was followed according to the suggestions of Braun and Clarke (2006). First of all, records and documents were organized as raw data (transcripts) and first views were noted. Pseudonyms were preferred for interviewees' names instead of using their real names. Secondly, the features that could be associated with all data set were systematically gathered together. Thirdly, codes were created with the interpretive in-context coding method and tried to be collected under the themes. Interpretive in-context coding approach is an advanced coding application to be able to define and interpret qualitative and quantitative variables more effectively based on the discourse format used in the data set (Creamer, 2018/2020, p. 108). Then, thematic map was created by reviewing the compatibility with the data items coded with the themes and the data set. Additionally, naming and identification processes were carried out in order to simplify the features of each theme. Finally, the process of selecting proving citation examples, associating them with the research question and the literature, and reporting them with the language of qualitative discourse was carried out. The analysis was performed individually by two coders, one of them was researcher of the study. During the analysis and coding, compatibility was sought between the two coders by discussing on different codes.

Validity and Reliability for the Qualitative Data Analysis. The terms credibility, transferability, verifiability and consistency can be used for validity and reliability in the qualitative research. However, in this study, which was constructed with an embedded intervention design, one of the mixed method designs, the concepts of validity and reliability were used in both titles in line with the suggestions of Creswell and Plano Clark (2011/2015, p. 253). Creswell and Plano Clark (2011/2015, p. 254) emphasize that there may be potential threats to validity and reliability related to data collection, data analysis and interpretation stages in mixed studies. These threats and possible coping strategies are given in detail under the quantitative dimension.

It is emphasized that the issue of validity and reliability in qualitative research models is an indispensable element of the research (Creswell, 2014; Merriam, 2009/2016). One of the important strategies used to ensure validity and reliability in qualitative research is data triangulation (Merriam, 2009/2015; Yıldırım & Şimşek, 2013). The validity and reliability criteria that should be provided in the qualitative dimension in the study and the strategies that are considered to be implemented are given below.

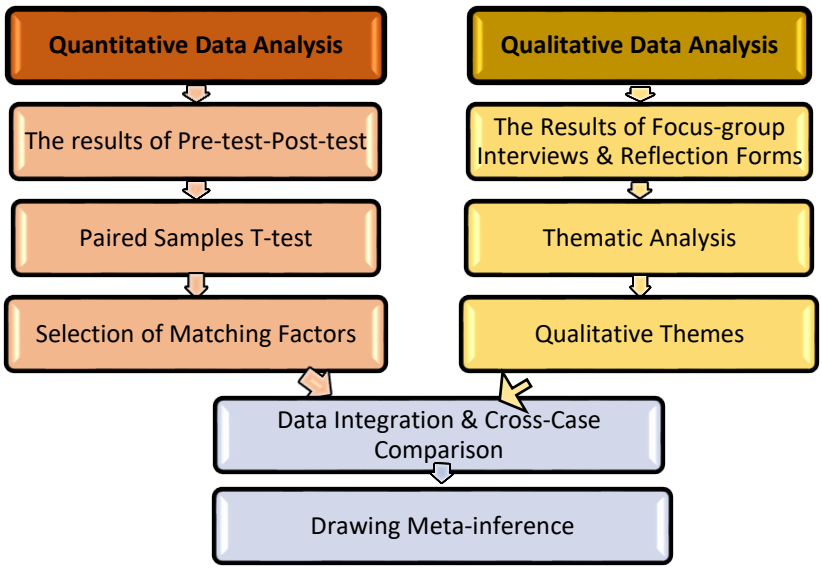
a) External Validity (Transferability): Detailed descriptions were made by frequently using direct quotations from interviews and document analysis. Participants were determined by the criterion sampling method, one of the purposive sampling types. How this selection was made is explained in detail. The content, management, time and other conditions of the intervention process are described in detail.
b) Internal Validity (Credibility): Interaction of approximately ten weeks was established during the intervention procedures. After the interview, the transcripts were reviewed with the participants in order to test the accuracy of the information. During the research process, two members of the dissertation monitoring committee were asked to make an expert review. In the research, the roles of the researcher as trainer, participant, consultant and observer were explained in detail and the bias of the researcher was tried to be prevented.
c) External Reliability (Verifiability): In order to confirm the results obtained, the raw data obtained from the data collection tools were kept by the researcher. In addition, qualitative data such as interview data, audio recordings, document data and coding system were recorded in the Maxqda 2022 program. The role of the researcher is explained in detail in the next section.
d) Internal Reliability (Consistency): Interviews were conducted at a place and time where the participants felt comfortable and safe. A researcher who is an expert in

the field of qualitative research took part in the coding processes throughout the process. The sample texts of the interview recordings were coded by two different researchers. By comparing these coding systems, common themes were tried to be reached. In the research, mixed method was used in order to ensure integrity and enrich it methodically.

The Integration of Qualitative and Quantitative Data

Mixed Data Analysis. Since this study was designed with an embedded intervention design, one of the mixed method designs, the data obtained were sequentially analyzed. Sequential data analysis includes the collection of quantitative data after the qualitative data collection process used in mixed designs or the collection of qualitative data after the quantitative data collection process (Creamer, 2018/2020; Creswell & Plano Clark, 2011/2015). The mixed intervention method data analysis process is given in Figure 27.

Figure 27. *The Mixed Intervention Method Data Analysis Process*



Mixed research question of the study, “How do the qualitative data obtained with the focus-group interviews and reflection forms during and after the intervention program explain the quantitative findings?” In order to analyze the question, cross-case comparison and meta-inference methods from mixed research strategies were employed. While cross-case comparison involves constructing coherent profiles in terms of qualitative themes or quantitative dimensions, meta-inference is inference that connects and integrates qualitative themes or outputs of quantitative dimensions and explains by revealing the contradictions between different data (Creamer, 2018/2020; Creswell & Plano Clark, 2011).

The conversion of quantitative and qualitative data obtained in a mixed study can be done by associating with each other, supporting each other, comparing and integrating with

each other. Therefore, integrating and associating, supporting and comparing quantitative data with qualitative data were applied. The qualitative data to be obtained after the quantitative stage were used in the quantitative data explanation models. In order to conduct mixed method data analysis in the research, the seven-stage method proposed by Onwuegbuzie and Teddie (cited in Creswell & Plano-Clark, 2011) was followed, *data reduction, data representation, data transformation, data association, data support, data comparison and data integration.* Firstly, the data were analyzed qualitatively and quantitatively and then visualized through tables and figures. Afterwards, the data were integrated by supporting and comparing with collation and cross-case comparison methods.

Validity and Reliability for Mixed Data Analysis. It is thought that mixed validity should be taken into account because mixed studies require the use of closely related qualitative and quantitative approaches (Johnson & Christensen, 2014, p.273). Therefore, the validity and reliability criteria that should be provided in the mixed dimension in the study and the strategies that are considered to be implemented are given below.

a) Internal and external validity: Evaluations between pre-test and post-test measures may not be sufficient to reveal in detail the subjective experiences and perceptions of participants regarding the process of English writing instruction. It might cause a significant limitation affecting internal and external validity. Therefore, it was aimed to produce more valid and reliable results by using qualitative sources as well as quantitative data and evaluating the data by blending them (Creamer, 2018/2020).
b) Co-Measurable Mixed Validity: Beyond the qualitative and quantitative research perspective, a perspective towards producing meta-inference was displayed in the research. Therefore, the meta-inferences were created in the findings section of the study.
c) Sequential Validity: In the research, qualitative research approaches were adopted to develop the English academic writing course, quantitative and qualitative to carry out the intervention course, and qualitative research approaches to evaluate the intervention course.
d) Validity to Reduce the Weaknesses: The strengths of both designs were revealed by integrating the points that the participants had from the paragraphs they produced in the quantitative dimension and the interpretation styles in the interviews in the qualitative dimension.

Briefly, a methodologically transparent, explainable and repeatable research was planned within the scope of mixed validity and reliability dimension.

Research Permission and Ethical Considerations

Researcher obtained the permission to conduct the study in January of 2018. The approval letter from Education Faculty of Ataturk University is located in Appendix 10. The study was situated in university-level context and all participants were at or over the age of eighteen. Therefore, some ethical considerations regarding consent, coercion and confidentiality brought about at the beginning of the study.

Before beginning the study, the participants were informed about the purposes, description and the process of the study. To reduce the effect of coercion, all the student-participants were explained that participation was voluntary and there would be no negative effect if withdrawing at any point in time of the study. Then, the consent forms explaining the students' rights for voluntary participation were delivered to the participants and signed and returned by hand.

The concern of confidentiality was handled by preserving anonymity for all participants in the study. Researcher-chosen pseudonyms were used during the analysis of semi-structured interviews and numeric coding was used for the pre-test and post-test paragraph products of the students and reflection papers. All of them was digitally stored and will be discarded after five years.

The Role of Researcher

The paradigms on which this study is based, and the nature of the research have given the researcher some stances and roles. According to Carr and Kemmis (1986), the researcher does not stand above or outside, but is a participant-observer in the interpretive approach (p. 88). The interpretive paradigm gave the researcher an instructor a role as reflective practitioners in building a deep understanding on the worlds of her participatory students within their social settings. Therefore, the researcher of the study actively engaged in the students' writing process and discerned the meanings of actions within specific social contexts. Thus, the researcher adopted an interactional and inter-subjective stance towards the reality she was studying. The participants constructed their own knowledge within the social-cultural context influenced by their both prior and current knowledge and understanding in the context of this study. Accordingly, the researcher situated herself as a researcher within the parameters of a constructivist discourse.

In this study, the socially constructed nature of reality was emphasized, therefore, the learning environment was constructed in such a manner that there was intimate and friendly relationship between researcher and what was being investigating, and learners could describe their individual experiences in the process. This research environment supplied the researcher to investigate, observe and understand the learning process and then, document and collect the students' experiences through various written texts, the participant observation, face-to-face focus-group interviews in a cultural and social context in which the learning occurred.

The researcher adopted some active and participatory roles throughout the various phases of quantitative and qualitative in this mixed method research. The researcher showed unbiased attitude in writing course development and in the development of data collection tools before the intervention phase. She had a participatory role because she wanted to follow the process from the perceptions of the participants, to obtain in-depth data and to find instant solutions to potential problems. She also had an observer role, so she could explore the non-verbal feelings and thoughts of the participants and review the consistence of their verbal and non-verbal expressions. In addition, she was an instructor who provided examples to the participants, gave feedback, collaborated and evaluated the process.

CHAPTER FOUR

Results

In this chapter, the findings obtained during the research process were presented sequentially according to mixed method research procedures. In this regard, the data obtained were analyzed according to the order of their collection in the direction of mixed method research. The first three sub-questions related to the development of a pedagogically enriched process-based English writing program used in the research process and the findings related to these questions are presented under the title of program development in the Method section. According to the seven-stage mixed method data analysis proposed by Onwuegbuzie and Teddie (Creswell & Plano Clark, 2011/2015), the data were analyzed separately both quantitatively and qualitatively. Quantitative and qualitative results are visualized through tables and figures. Then, quantitative data were qualified and both data sets were associated through the tables. Afterwards, the data were integrated by making an explanation and comparison with the mixing and cross-case comparison methods. Finally, meta-inferences for each rhetorical mode were constructed.

The Findings of the Quantitative and the Qualitative Data Obtained on the Intervention of the Pedagogically Enriched Process-based English Writing Course

Results from the Intervention of the Descriptive Rhetorical Mode

Quantitative Results from the Intervention of the Descriptive Rhetorical Mode.

Quantitative Research Question: Is there a significant difference in the pre-test and post-test descriptive paragraph writing performance scores of higher education EFL preparatory class students?

One of the aims of the study was to investigate the impact of the intervention of the pedagogically enriched process-based English writing course on higher education EFL preparatory students' paragraph writing performances. Therefore, pre-test and post-test scores of descriptive paragraph writing performance were analyzed by paired samples t-test. Since the data were found to normally distributed, paired samples t-test was employed to find the significant difference between the pre-test and post-test scores of the EFL students. Table 16 shows the EFL preparatory students' overall scores on the pre-test and post-test descriptive rhetorical mode writing performance.

Table 16. *Results of Paired Samples t-test for the Students' Pre-test and Post-test Descriptive Paragraph Writing Performance*

	N	Mean	Ss	t	p
Descriptive pre-test	69	8.23	3.07	-8.23	.000
Descriptive post-test	69	11.59	2.52		

According to the results of the paired samples t-test used to determine the impact of the intervention of descriptive paragraph writing, the post-test scores differ significantly from the pre-test scores (t_{68}= -8.23, p.<.00). When the t value in Table 16 is examined, it is seen t= -8.23 and p=.000. It is also seen that the pre-test arithmetic mean of EFL students is $\bar{x}$=8.23 and the post-test arithmetic mean is $\bar{x}$=11.59. This shows that the students' post-test scores are better than their pre-test scores. Based on the results, it can be concluded that the intervention of descriptive paragraph writing was effective in improving EFL preparatory students' descriptive paragraph writing skills.

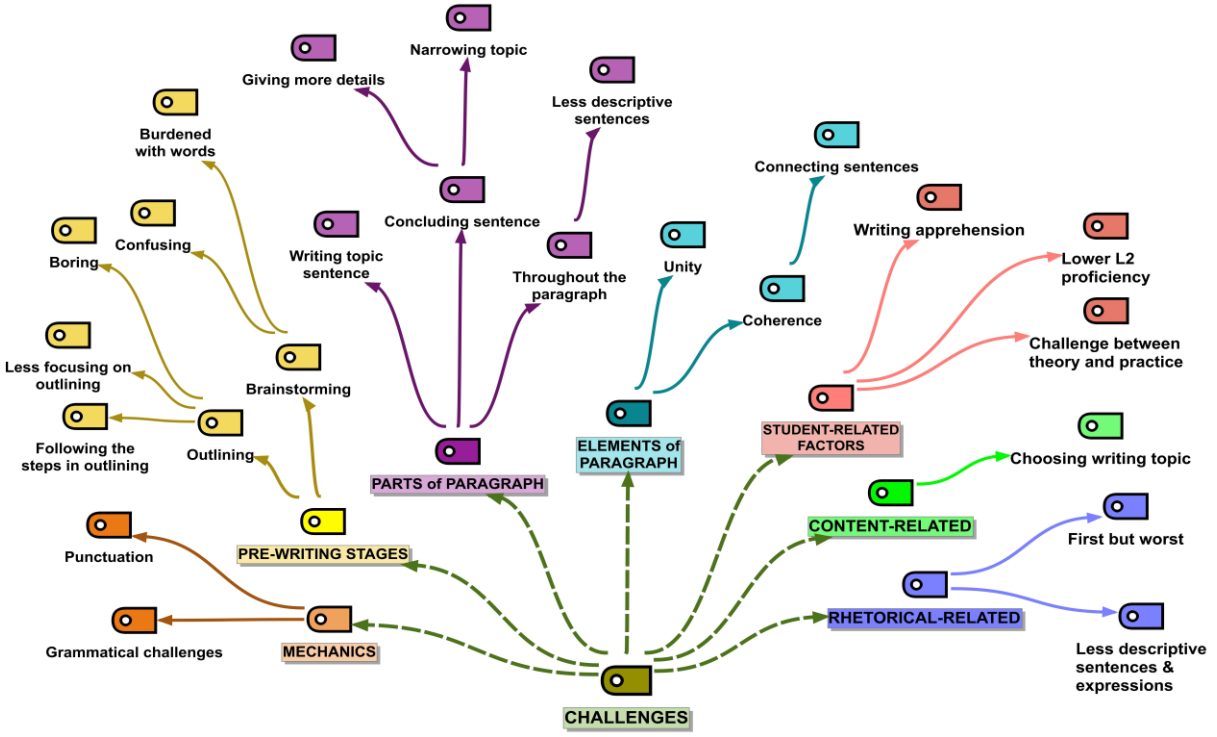
Qualitative Results from the Intervention of the Descriptive Rhetorical Mode. Reflection forms and semi-structured focus group interviews with the participants were employed to demonstrate the effectiveness of the pedagogically enriched process-based English writing program carried out in the experimental stage of the study and to explain the results obtained from the quantitative stage. The items in the data set are presented according to the themes that emerged depending on the research question. The presentation of the results obtained from the reflection forms and focus-group interviews was displayed as integrated each other by comparing and contrasting the similarities and differences. Then the data obtained from both data sets were compared and integrated with quantitative results.

Results from Reflection Forms and Focus-Group Interview.

Qualitative Research Question: How do higher education EFL preparatory class students who participated in the intervention of pedagogically enriched process-based English writing course evaluate the effectiveness of the descriptive paragraph intervention?

Written reflection forms with a metaphor question and focus-group interview were conducted after completing the intervention of descriptive paragraph writing. The data was thematically analyzed by MAXQDA 2022 package program, and the findings are presented under the themes respectively, the students' challenges in the descriptive paragraph writing, the contributions of the intervention on students' descriptive paragraph writing performances, and metaphors for descriptive rhetorical mode. The hierarchical code-subcode model for the first theme of *challenges in students' descriptive paragraph writing* that emerged from the insights of the students is given in Figure 28.

Figure 28. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Descriptive Rhetorical Mode*



The theme of students' challenges in descriptive paragraph writing is displayed in the form of a hierarchical code-subcode model. Seven main categories and several codes were constructed as a result of data analysis. The first category '*mechanics*' shows that students had difficulties constructing error-free descriptive products in terms of grammar and punctuation. Students commonly stated that they had difficulties in using correct tenses and conjunctions or transition signals while creating their paragraphs. Some stated that they could not connect their sentences because of the insufficient use of conjunctions, while others stated that they did not use them at all. In the second category, the pre-writing stages were seen as challenging factors for the participants. The students were asked to construct brainstorming and outlining for their post-intervention descriptive paragraphs. Although they were taught how to construct brainstorming and outlining and they practiced during the intervention, some of the students found these two writing steps complicated and boring. One of the participants expressed a problem with choosing words or having many words in mind. Outlining is often considered the next step after brainstorming and the map of paragraph presenting what information a paragraph will include and in what order. However, a few students stated that they focused more on brainstorming because they found outlining difficult. In the third category, it can be seen that the participatory students had challenges in writing a topic sentence or concluding sentence due to the difficulty in narrowing the writing topic and giving much detail. A participant thought that she had completely failed throughout the descriptive paragraph due to using less descriptive expressions. The writing ideas in a logical order and sudden jumps to the next sentence were

also underlined as a difficulty encountered in descriptive rhetorical mode. Writing apprehension was another point expressed by the participants. Three of the focus group interview participants pointed out that they were afraid of failure because of a lack of writing experience. Besides, their language proficiency was another challenge both in the processes of composing ideas and reflecting implicitly them in their target language. There were also some participants who said that the topic they chose affected their writing performance as well as underlining the rhetorical challenges in the process. Following table presents the participants' sample statements on the challenges collected during the intervention with the reflection forms and focus group interview.

Table 17. *The Statements of the Students on the Theme of Challenges During the Intervention of Descriptive Rhetorical Mode*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
Mechanics	10	2	*"Actually, I could write better paragraphs if I didn't make grammatical and punctuation mistakes in my sentences. But I have trouble using especially conjunctions." (RF*)* *"I was quite bad at using tenses correctly in my paragraph." (RF)* *"I became unsuccessful on using transition signals because of lack of writing experience." (RF)* *"I had difficulties with grammar and punctuation." (FGI*)*
Pre-writing Stages	19	4	*"My least successful activity was brainstorming. Because I had too many words in my mind. It was difficult for me to narrow them down; I couldn't choose words that were relevant to the topic." (RF)* *"Outlining was difficult for me because I could not write what I wrote in outlining in a paragraph. I did brainstorm again, and I used all the ideas from brainstorming in my paragraph." (RF)* "*At first, I had difficulty in creating the outlining." (FGI)*
Parts of a Paragraph	30	-	*"I was trouble with writing topic and concluding sentence in the paragraph. I had many ideas to write. But I believe that it will better soon after more practice."* *"Since I used less descriptive expressions or sentences throughout the paragraph, I was unsuccessful. Therefore, I thought that writing descriptive paragraph was demanding for me." (FGI)*
Elements of a Paragraph	10	1	*"One of the mistakes I made in the paragraph was that I had sudden jumps among ideas and sentences, therefore the sentences did not flow smoothly." (RF)* *"What I was least successful in descriptive paragraph was to provide unity because I had sentences with poor flow of sentences affecting the paragraph unity." (RF)* *"I wrote about an artist in my paragraph. I wrote about the private life of the artist. After that, I described him and then mentioned his private life again. It was wrong." (FGI)*

Table 17. *(Continued)*

Student-related Factors	-	7	*"I don't have writing skill. When it was said that we were going to write paragraphs, I got worried. I said we couldn't write for sure. Now, I could but I'm still anxious while writing.". (FGI)* *"I want to explain it in a literary way, I want to write it, but I can't give that exact feeling with those sentences. I want to write it in a simpler way. But my English is not good to write such that." (FGI)* *"In fact, you understand in general, but when you move from theory to practice, you see that it is too difficult. This becomes very complex in our minds." (FGI)*
Content-related Factors	-	6	*"Because at first, I had difficulty in choosing to describe someone in the paragraph we had wrote in the lesson. Cause, it's really hard to describe someone I had never seen." (FGI)* *"I chose to write a famous historical character for my descriptive paragraph. But I failed although I researched about him because there wasn't much to descriptively write about him. I wish I had chosen a different writing topic."(FGI)*
Rhetorical-related Factors	-	6	*"We started to write paragraph with descriptive paragraph. I think descriptive paragraph is more difficult paragraph genre." (FGI)* *"But I noticed that when I was writing the descriptive paragraph at first, I wrote too many informative sentences. So, I was completely out of descriptive paragraph." (FGI)* *"This was the first paragraph writing experience in English for me. But it was worst." (FGI)*

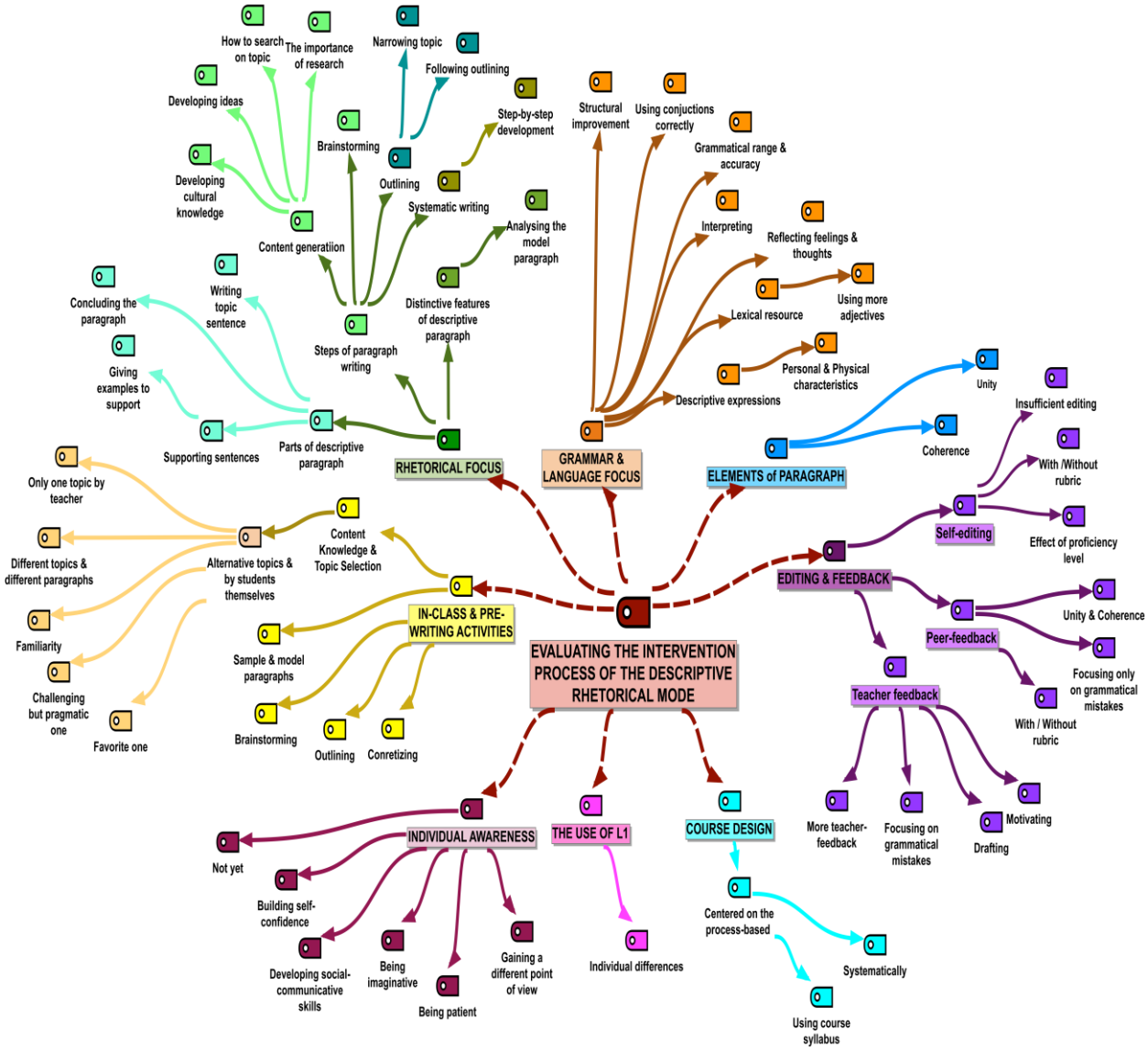
RF: Reflection forms
FGI: Focus-Group Interview

The Table 17 includes the statements of the students who participated in the intervention of descriptive rhetorical mode about the difficulties they experienced in this process. Based on the opinions of the students, it can be deduced that the students had the challenges of how to put the strategies and stages in descriptive paragraph writing because of their lack of previous writing experience. Considering that writing is a demanding skill to develop which requires a cognitive process and the intervention of the descriptive paragraph was the first paragraph writing experience that students produced in an academic sense, it can be concluded that these kinds of challenges expressed by students are usual. Furthermore, these challenges do not really mean that the intervention on descriptive rhetorical mode was not effective to teach descriptive paragraph writing. On the contrary, it can be inferred that difficulties are also a part of the process.

Another theme designated as a results of the analysis focuses on the impact of the descriptive rhetorical intervention on the students' descriptive paragraph writing performances.

The hierarchical code-subcode model for the impact of the descriptive rhetorical intervention theme created based on the views of the EFL participatory students is given in Figure 29.

Figure 29. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Descriptive Rhetorical Mode Intervention*



Considering this theme, eight main categories including many codes have been designated as a result of thematic analysis of the reflection forms and focus-group interview: *in-class and pre-writing activities, rhetorical focus, language focus and grammar focus, elements of paragraph, editing and feedback, course design, the use of L1* and *individual awareness*. As seen in the first category, the students mentioned the descriptive paragraph instruction process and talked about the contributions of the activities they did in the lesson. While some of the students stated that they had never heard of brainstorming and outlining, before the intervention course, most of them stated that they created these for the first time in this course. Moreover, they highlighted that examining the model paragraphs in the course made their comprehension of the features of a descriptive paragraph easier. Topic selection was another issue that increased students' performance and motivation. The students stated that a single teacher-designated topic for the pre-test paragraph was familiar in terms of content but,

they had difficulties writing on it because of their insufficient knowledge and writing experience. Nevertheless, there were also those who said that they had difficulty choosing a suitable one among the optional topics for the post-test paragraph. Therefore, the students stated that the content has a very important effect on their paragraph performance, and that's why they chose those which would contribute to them and those which were familiar with while choosing a writing topic.

Rhetorical focus most emphasized by the students is designated as the third category including three sub-categories and several codes. Descriptive rhetorical mode was the first intervention paragraph for the students. Therefore, the students declared that they learned what the parts of the descriptive paragraph were and the content and functions of these parts. Particularly, most of the students also stated that they learned how to write a topic sentence and a concluding sentence in a paragraph. Some of the participants mentioned that they analyzed the descriptive model paragraphs during the intervention, and thus, they could grasp well the distinctive features of the descriptive rhetorical mode. Another sub-category of rhetorical focus is related to the contributions of the intervention on the steps of paragraph writing. Comparing their previous writing experiences, students commented that learning the paragraph writing steps made their work much easier. It was also expressed that following the stages of paragraph writing provided to write systematically. Moreover, they declared that doing research on the writing topic before brainstorming and outlining helped them to develop their research skills and cultural knowledge.

In a descriptive paragraph, the writer needs to use vivid and descriptive language. As can be seen in the third category, the participants stated that they learned to use descriptive language by various kinds of adjectives and thus, they underlined that they could successfully paint a picture or an event for both them and their readers. During the intervention, students were aware of the necessity of using various adjectives and adverbs to describe well the sensations felt by senses and they tended to use more sensory words. Thus, it was commonly stated that expanding descriptive vocabulary was one of the contributions of the descriptive paragraph.

After the intervention, five different alternative topics were presented to the students, and they were asked to write a descriptive paragraph about one of these topics. Since most of the students chose "describing a famous historical figure" as the writing topic, they focused more on personal and physical descriptions. Therefore, these students reported that they learned how to describe personal and physical characteristics concisely and adequately. In the third category, the students also affirmed that the intervention also contributed to using grammatical

structures correctly. Furthermore, the students also stated that both training and practices were effective in connecting ideas and sentences by using transition signals correctly.

Besides, the awareness of unity and coherence was among the contributions mostly emphasized by the participants. They mentioned that they tried to write one main idea from beginning to end.

The benefits of feedback, which were a part of the intervention, were mostly emphasized by the students participating in focus group interviews. Some of the students commonly reported that they acquired editing and feedback skills during the intervention and thus, they could discover both their mistakes and their peer's mistakes easily. That taking immediate feedback provided better comprehension of the descriptive paragraph was also highlighted. However, the students commonly expressed their disapproval of the using rubric with short answer questions in self-editing and peer-feedback. They stated that it would be more beneficial to use a rubric consisting of guiding open-ended questions. Moreover, they added that they tried to evaluate descriptive paragraphs in terms of both grammar and unity and coherence even if they did not consider themselves linguistically competent to properly evaluate their own and their friends' paragraphs. Additionally, they said that they had difficulty in recognizing their mistakes while evaluating their own paragraphs, and therefore they completed the self-editing and peer feedback phases as soon as possible, especially in order to receive feedback from the teacher.

Meanwhile, the students in focus-group interview claimed that the planned and systematic course adopting a process-oriented approach rather than an exam-oriented approach enabled them to adapt to the process and encourage them to write better. Due to both insufficient language proficiency and the aim of better comprehension of the points during teacher feedback, five students who participated in the focus-group interview stated that they supported the use of their native language in parallel with English in the course and thus they learned better.

As for the last category, the intervention process provided the students with individual awareness in some aspects. Some of the participants said that the process helped them to have higher self-confidence in paragraph writing. However, one of the students mentioned that she did not feel successful in writing a well-structured descriptive paragraph yet because this type of paragraph was her first experience. Finally, one of the participants, referring to peer and teacher feedback, stated that the intervention process improved their social communication skills. Following table presents sample statements of the participants from the reflection forms and focus-group interview collected during the intervention.

Table 18. *The Statements of the Students on the Theme of Impact of Descriptive Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
In-class &Pre-writing Activities	11	41	*"Model paragraph 'Sari of the Gods' which we analyzed in class helped me comprehend the distinctive features of descriptive paragraph. Model paragraphs are best activities to learn write a paragraph, I think." (RF)* *"When writing a paragraph before the lesson, I used to repeat the same idea in the same way because there was no plan. I was dealing with the same aspects of the topic. Thanks to brainstorming and outlining taught to us, I could construct well-planned paragraph and I could develop the main idea.". (RF)* *"In lesson, we learned the difference between parts of the paragraph. Because we didn't know before what topic sentence and concluding sentence are." (FGI)* *"In the last paragraph, different topics were given, and we chose from among them. it was very good. I think we write better paragraphs if the topic has alternatives instead of one topic." (FGI)* *"When I become an English teacher, I will do as you have done. We learned better when you made the subject concrete. You gave us familiar and daily examples by using materials." (FGI)*
Rhetorical Focus	78	25	*"I have learnt how to write a well-structured descriptive paragraph. I have learnt how to support a main idea with descriptive details." (RF)* *"I have learned the importance of research before writing a paragraph. If you don't have enough knowledge, you can't write well." (RF)* *"... I liked outlining more because it both narrows the writing topic and plans our paragraph." (RF)* *"Previously, when writing paragraphs, I used to write in mixed order. Now I will write by creating the outlining and following the order in the outlining. It is planned." (FGI)* *"I learned that the paragraph I wrote before the lesson was not a descriptive paragraph. Before the lesson, I wrote an informative paragraph. The features of the descriptive paragraph are different, and I learned." (FGI)*
Grammar& Language Focus	50	19	*""In this process, I have understood the importance of using adjectives in my paragraph. And I have tried to use different words to describe what in my mind. Finally, my vocabulary knowledge has developed." (RF)* *"My descriptive writing skills have improved. Now, I think I am successful in describing a person's physical and personal characteristics." (RF)* *"I have learnt different sentence structures and started to use them in my paragraphs." (RF)* *"I think I'm good at transition between sentences. Because I could use correct conjunction in a correct way." (RF)* "*Before the lesson, we could write informally. But, in the course we learned to write by using academic language. (FGI)* *"I have learned to use descriptive expressions effectively; I can better reflect my feelings and thoughts to the reader." (FGI)* *"I learned to use different words, conjunctions and structures. Now I can form sentences in different structures with different words." (FGI)*

Table 18. *(Continued)*

Elements of a Paragraph	11	11	*"I have learned to convey the flow of sentences throughout the paragraph without deviating from the main idea, and to hold sentences together." (RF)* *"Unity and harmony in paragraph are necessary. Not passing from an idea to another idea. It was difficult to do this while writing. But I learned its importance and I'll write so in next paragraph lesson." (FGI)* *"While writing a paragraph, I've comprehended well in the lesson that the sentences with the same meaning and ideas must flow each other and must be written in unity." (FGI)*
Editing &Feedback	17	31	*""Taking immediate feedback after writing my paragraph allowed me to better understand the paragraph as well as seeing my mistakes." (RF)* *"I was successful in peer-feedback. I think I evaluated my friend's paragraph well. Because I did it after my teacher gave me feedback. I could see the mistakes easily." (RF).* *"We as a students have insufficient knowledge to evaluate paragraph well. Thus, sometimes self-editing and peer-feedback can't be useful because we did it as only procedure." (FGI)* *"It's definitely great for us that a teacher deals with us directly and says that you have a mistake here or you are perfect on writing this bla bla bla… We take immediate feedback for all writing activities during the course. It motivates us to write better." (FGI)* *"We use rubrics for both self-editing and peer-feedback. In fact, I don't like to-do-list in these because they include yes/no questions. And I think these are not enough, just formality. Therefore, there should be open-ended questions in rubrics. It would be better." (FGI)*
Course Design	1	5	*"When I saw the lesson plan, I was very happy because there are no exams. Sometimes we can't prove ourselves in the exam, but if it is spread over time, we more opportunities. Also, since there are no exams, we study with a focus on learning." (FGI)* *"There is a very systematic course in general. Everything is written in the syllabus. For example, this week, we will do this. When we first came to school, we knew that we would do in the second week. It is impossible to miss the lesson." (FGI)* *"Writing can't be learned in a week or in a lesson. So, process-based course design is better for writing course than exam-based. Both for teachers and for us as students." (RF)*
The Use of L1	-	5	*"You speak English first, then Turkish. This is useful. Because everyone doesn't know every word in English. For example, it may be a word that someone does not know, an important word. If he can't understand it, he can't understand the sentence either. The subject may be difficult, and the descriptive paragraph was difficult. In this respect, it is not always good to use English throughout lesson. I think this current method is good. English first. Then explaining in Turkish. This is something useful." (FGI)* *"Particularly using Turkish during feedback is very useful. Thus, we can understand our mistakes better." (FGI)*
Individual Awareness	10	-	*"I have gained a lot during this process…. Paragraph learning process also helped us develop our social communication skills very well. We talked about our paragraphs with our friends and you." (RF)* *"It is too early to talk about success. Because it was the first paragraph writing experience for me. I need to time to develop my writing skills." (RF)* *"I gained a different perspective on writing than in high school." (RF)* *"When I saw that I can write, I felt myself very confident to write more." (RF)*

RF: Reflection forms
FGI: Focus-Group Interview

In Table 18, there are statements of the student participants regarding the effect of the descriptive paragraph writing intervention on the students' writing performances. From the statements, it can be concluded that the students grasped that the intervention process was based on understanding the nature and logic of the descriptive paragraph, practicing what they learned, and evaluating both their own performance and their peers. They mostly focused on the outputs they had at the end of the intervention process. Accordingly, it can be also deduced that the first intervention on descriptive rhetorical mode has positive effects on the students' both performances and awareness.

Considering the two themes above, all of the students who participated in the reflection forms and focus-group interviews stated that this program was effective, there was no opinion that it was not effective. Since this rhetorical mode was their first paragraph writing experience at academic level, they had some challenges in the intervention, particularly in implementing their theoretical knowledge into the practice. But it can be seen from the results that the intervention process gained more than challenges. Consequently, this study was designed to develop and monitor the descriptive paragraph writing skills of Turkish EFL preparatory class students, and it can be deduced that this study has achieved its purpose and yielded efficiency.

Students Metaphors for the Descriptive Rhetorical Mode

A metaphor question was asked to the participants in reflection form so as to analyze the process of the intervention from a creative perspective and thus to describe students' cognition and understanding of their descriptive paragraph writing performances. Following figure presents the descriptive paragraph-related metaphors.

Figure 30. *EFL Students' Metaphors for Descriptive Rhetorical Mode*



As can be seen in Figure 30, the students wrote various metaphors representing their perceptions of descriptive paragraph writing. *Painting* and *painter* were mostly emphasized metaphors. The following statement clearly shows that students use this metaphor inspired by the nature of the descriptive paragraph: "*Writing a descriptive paragraph resembles the painting a person or an object. And the writer of descriptive paragraph is a painter exhibiting*

the person or the object in detail.". Similarly, another participant also regarded the descriptive paragraph writing as a painting: "A *very harmonious painting with mixed colors because I need to write many different ideas in a descriptive paragraph in a short, meaningful and coherent way*.". Likewise, the metaphors such as *photo, lens, glasses, telling a dream/tale, story, and watching a movie* are also metaphors associated with the nature of the descriptive paragraph. Moreover, some metaphors of the students such as *colorful houses, strong feelings, perfume,* and *candy jar* were presented because of the necessity of giving vivid and sensory details as descriptive paragraph characteristics. Following statement exemplifies as: "*Gourmet. Because a successful descriptive paragraph provides the reader taste and feel everything when she reads.*" Besides, several participants also stated that writing a descriptive paragraph is like a *jigsaw-puzzle* referring to the importance of unity in a paragraph. One of them:

> *"It like a 1000 pieces puzzle because you try to find harmony by bringing the right pieces together (coherence) and if you put the wrong pieces together, you're off topic (not following brainstorming and outlining). Finally, you ruin the picture (missing the unity of paragraph)."*

One of the similar metaphors with an emphasis on unity was the *Russian dolls*. A few participants also perceived the relevant paragraph as *a long journey*, probably because of the difficulties they experienced in the paragraph writing process. One of them stated: "*While writing the descriptive paragraph, I felt like I was on a long journey. It seemed like the journey would never end*.". Other relevant metaphors that participants associated with the difficulties they had experienced are *incomplete dialogue, keyboard with missing keys, nightmare, and indescribable feelings*.

As a result, it can be inferred that the participants generally have similar perceptions about the descriptive paragraph process. Although there are metaphors that exemplify the difficulties they experienced in the process, they also presented metaphors that they understood the logic and nature of the relevant paragraph and even emphasized the importance of unity and coherence in a descriptive paragraph.

The Integration of Data Obtained with Different Methods Related to the Intervention of the Descriptive Rhetorical Mode. The findings obtained from the quantitative and qualitative dimensions of this study, which was carried out in the embedded design, are presented separately according to the order of their collection. In line with the mixed methods analysis suggestions (cited by Onwuegbuzie, & Teddie, Creswell & Plano Clark, 2011/2015), the procedures consisting of qualifying the quantitative data, displaying the quantitative and qualitative data together with the tables and figures, blending both data sets and integrating meta-inference were carried out.

Mixed Methods Research Question: How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the descriptive rhetorical mode explain the quantitative findings?

Depending on this research question, quantitative and qualitative data were compared in Table 19. Then, meta-inference was obtained by associating and integrating the data after comparison.

Table 19. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of Descriptive Rhetorical Mode*

Rhetorical Mode	Quantitative Findings	Qualitative Findings
Descriptive Rhetorical Mode	It was determined by paired samples t-test analysis that the intervention of the descriptive rhetorical mode was an effective program in increasing the descriptive paragraph writing performance of the EFL preparatory students (p.<.00).	The qualitative findings obtained from the reflection forms and focus-group interviews to evaluate of the effectiveness of the intervention of descriptive rhetorical mode are of an explanatory nature to the quantitative findings. Accordingly, it was seen that the students who participated in the intervention of descriptive rhetorical mode positively experienced the relevant intervention process despite some challenges. It was also observed that the challenges experienced by the participants were related to their insufficient previous writing experiences and to writing paragraphs at an academic level for the first time. It can be said that these findings coincide with the quantitative findings.
Meta-Inference		
In accordance with the findings obtained from the pre-test and post-test analyses which were conducted to improve the descriptive paragraph writing skills of the higher education EFL preparatory class students and the findings with the reflection forms and focus group interview on the evaluation intervention of the descriptive rhetorical mode, it can be said that the writing intervention of the process-based descriptive rhetorical mode is effective in increasing the awareness and skills of EFL preparatory class students on the writing of descriptive rhetorical mode.		

Results from the Intervention of the Example Rhetorical Mode

Quantitative Research Question: Is there a significant difference in the pre-test and post-test example paragraph writing performance scores of higher education EFL preparatory class students?

Pre-test and post-test scores of example paragraph writing performance were analyzed by paired samples t-test. Since the data were found to be normally distributed, paired samples t-test was employed to find the significant difference between the pre-test and post-test sores of the EFL students. Table 20 shows the EFL preparatory students' overall scores of the pre-test and post-test example paragraph writing performance.

Table 20. *Results of Paired Samples t-test for the Students' Pre-test and Post-test Example Paragraph Writing Performance*

	N	Mean	Ss	t	p
Example pre-test	56	8.71	3.71	-7.98	.000
Example post-test	56	12.00	3.05		

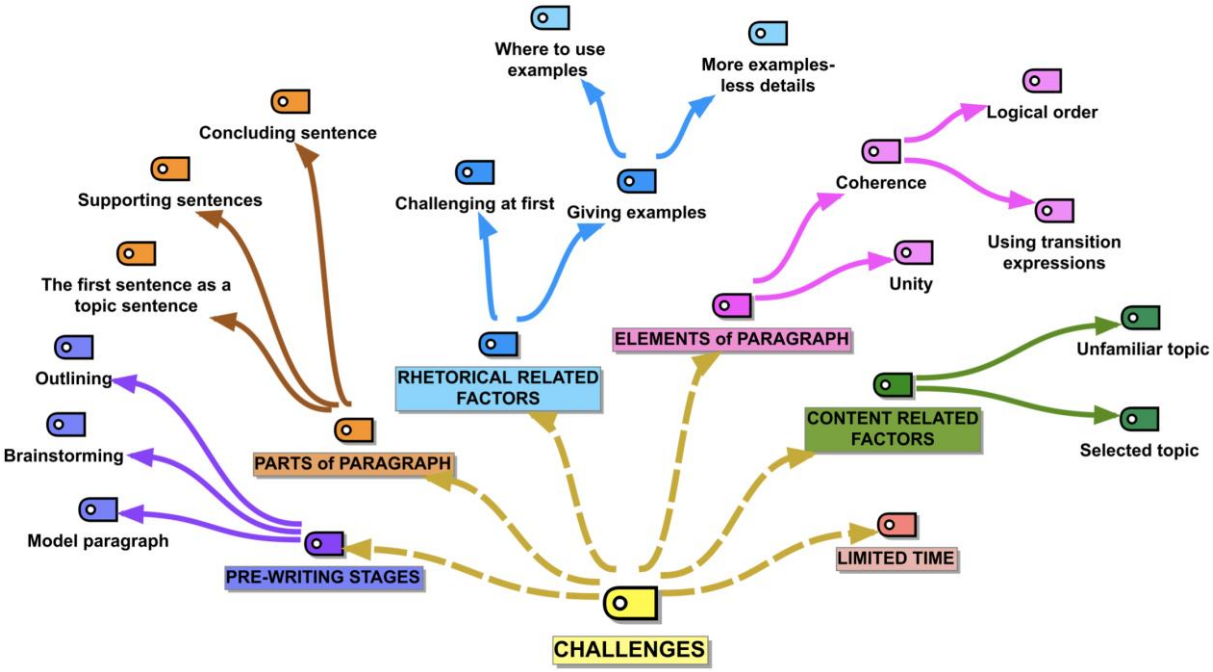
As can be seen above table, the post-test scores of EFL undergraduates' example paragraph writing differ significantly from the pre-test scores (t_{55}= -7.98, p.<.00). It is also seen that the pre-test arithmetic mean of EFL students is $\bar{x}$=8.71 and the post-test arithmetic mean is $\bar{x}$=12.00. This shows that the students' post-test scores are better than their pre-test scores. Based on the results, it can be commented that the intervention of example paragraph writing was effective in improving EFL preparatory students' example paragraph writing skills.

Qualitative Results from the Intervention of the Example Rhetorical Mode.

Qualitative Research Question: How do higher education EFL preparatory class students who participated in the intervention of pedagogically enriched process-based English writing evaluate the effectiveness of the example paragraph intervention?

Results from Reflection Forms and Focus-Group Interview. Written reflection forms with a metaphor question and focus-group interview were conducted after completing the intervention of example paragraph writing. The data were thematically analyzed by MAXQDA 2022 package program, and the findings are presented under the themes respectively, the challenges in students' example paragraph writing, evaluating the intervention process of the example rhetorical mode, and metaphors for the example rhetorical mode. The hierarchical code-subcode model for the first theme of *the challenges in students' example paragraph writing* that emerged from the insights of the students is given in Figure 31.

Figure 31. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Example Paragraph Writing*



The theme of the participants' challenges in example paragraph writing is demonstrated in Figure 31. As result of the thematic data analysis, six main categories and several codes were created. The first category indicates the challenges in pre-writing stages which are the steping stone for the paragraph writing by which the students collect all information that they will use. Some of the students mentioned that they had challenges in comprehending and constructing the brainstorming and outlining of the model paragraphs they examined in the intervention course. Correspondingly, these students had also difficulties in implementing the brainstorming and outlining in their own paragraphs. It can be concluded that they only built these pre-writing strategies in order to complete their assignments, thus, they were not able to make correct associations with their paragraphs and brainstorming and outlining.

As can be seen in the second category, *the parts of paragraph*, some of the participants had difficulties in writing topic and supporting sentences as well as concluding sentence. These students were stuck when they began to write their topic idea, and they were confused to write the thesis statement that can be in both in the first and last sentence of the paragraph. There were also those who felt unsuccessful because they gave only examples as supporting details without any explanations and found writing the supporting details including examples challenging.

The third category indicates the rhetorical challenges of the students. Few students underlined that they found the example rhetorical mode demanding at first because they had no previous knowledge and writing experience. It was a difficulty that could arise from the anxiety of learning a new and unknown paragraph type. Besides, few students also reflected on their views about the confusion on comprehending the distinctive features of the example rhetorical mode due to the comparing the features of the descriptive paragraph.

As another challenging issue, the students expressed that they found it difficult to construct convincing and acceptable paragraphs because they either misused the transition expressions or produced disconnected sentences. Likewise, they explained that they wrote their sentences in a random order, thus their paragraph lacked coherence and unity.

It was also determined that content knowledge was another issue affecting the students' writing performance. The students who did not have any knowledge and experience with the topics to write about mentioned to have difficulty in both planning and writing example paragraph. They stated that choosing the topic which they could write better when they were presented with alternative ones was also challenging for them. They underlined that familiar topics gave advantages them to produce well-structured and coherent paragraph. Besides, only one student found the allocated time to write paragraph limited. Following table presents the

participants' sample statements on the challenges collected during the intervention with the reflection forms and focus group interview.

Table 21. *The Statements of the Students on the Theme of Challenges During Example Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
Pre-writing Stages	8	-	*"The model paragraph, Nelson Mandela was challenging. I couldn't form its outlining." (RF)* *"I had problems implementing outlining and brainstorming in my paragraph. My paragraph was irrelevant to them." (RF)*
Parts of a Paragraph	10	1	*"Creating an introductory sentence and topic sentence is always very important, it should always be consistent with the other parts of the paragraph. But it is difficult to write a well-structured topic sentence as introductory sentence of the paragraph." (FGI)* *"The part of supporting sentences is where I had the most difficulty because I didn't know why I didn't become successful in giving examples and detailing." (RF)* *"Concluding sentence… Because it is difficult to summarize the whole paragraph in a sentence." (RF)*
Rhetorical Related Factors	3	3	*"At first, I thought that writing in a different paragraph type would be difficult. We learned to write descriptive paragraph. but this is new." (RF)* *"I could write more examples, but I didn't. Because I missed the general idea of the paragraph." (RF)* *"The structure of outlining was different for me. We were giving descriptive details, for example, in the descriptive paragraph. There were examples in this. We explained those examples. We gave examples about it, and it confused me a little more, but when I wrote it later, I got it." (FGI)*
Elements of a Paragraph	8	2	*"It was difficult to connect sentences each other." (RF)* *"I had difficulty in the flow of paragraph. Using correct conjunctions was challenging. Both choosing and using." (FGI)* *"There was no unity and coherence in my paragraph." (RF)* *"There was an inconsistency between topic and concluding sentences." (RF)*
Content Related Factors	1	3	*"It is difficult to write a paragraph on a topic that I do not have enough knowledge about." (RF)* *"I had difficulty in choosing a topic. I think that familiar topic makes writing easy while unfamilar one doesn't. In teacher feedback, the teacher said the same. My topic was demanding one." (FGI)*
Limited Time	1	-	*"The time to write our post-test example paragraph was short for me. I wasn't able to finish in time. "(RF)*

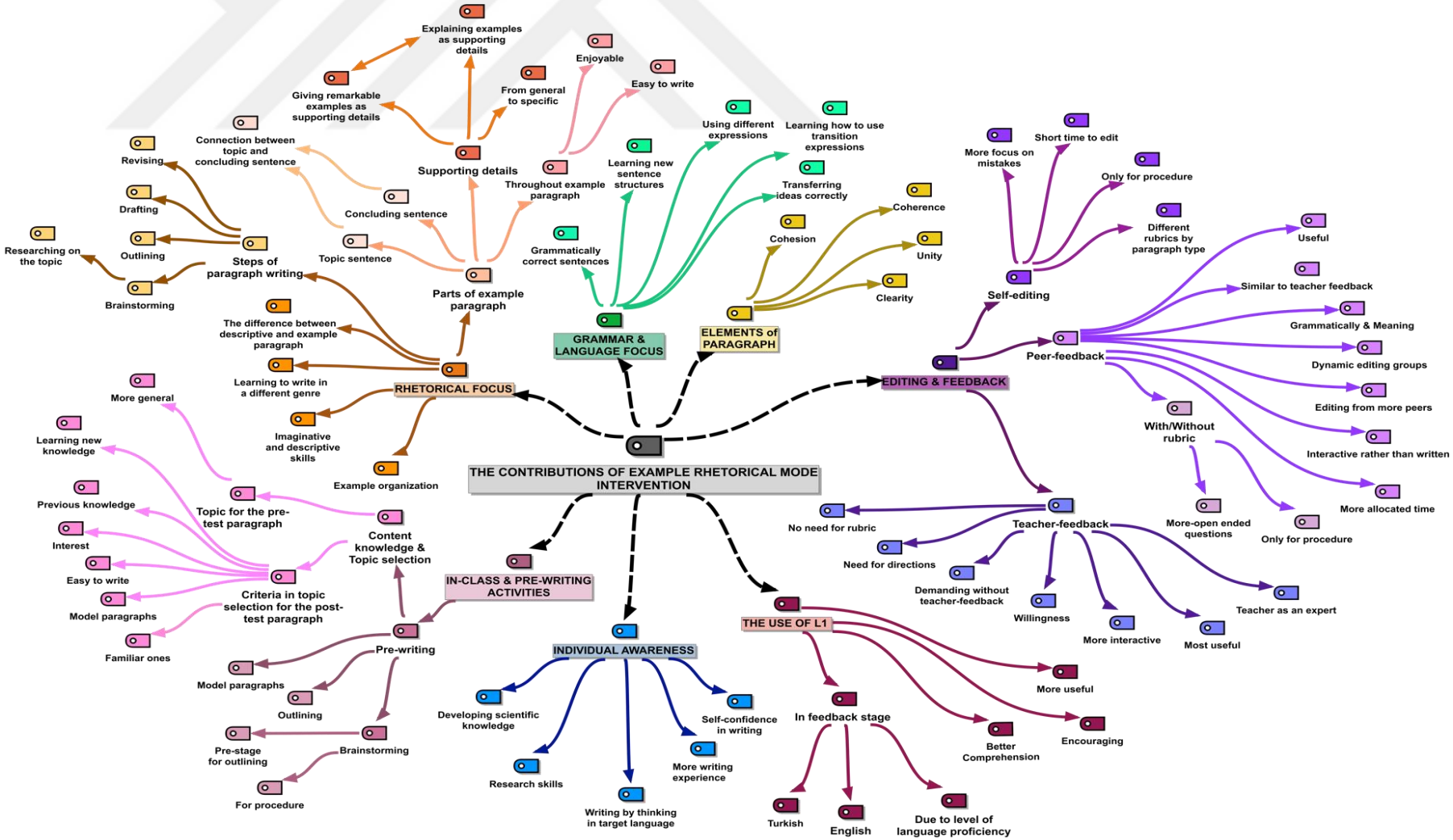
RF: Reflection forms
FGI: Focus-Group Interview

The table includes sample statements of the students who participated in the intervention of example rhetorical mode about the difficulties they experienced in this process and indicates the factors that adversely affected their example rhetorical mode performance. Based on the views of the students, it can be seen that the students faced issues that commonly arose from incompetence in idea expansion, content selection, rhetorical conventions, coherence, and organization including main parts of a paragraph. Lack of writing experience and awareness of genre in writing, some cognitive and psychological factors were the reason for these difficulties. As can be seen from the sample statements, however, they struggled with these challenges to perform better.

Another theme identified as a result of the analysis focuses on the impact of the example rhetorical intervention on the students' example paragraph writing performances.

The hierarchical code-subcode model for the impact of the example rhetorical intervention theme created based on the views of the EFL participatory students is given in Figure 32.

Figure 32. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Example Rhetorical Mode Intervention*



As displayed in Figure 32, seven main categories including many sub-categories and codes have been specified as results of thematic analysis of the reflection forms and focus-group interview: *in-class and pre-writing activities, rhetorical focus, grammar, and language focus, elements of paragraph, editing and feedback, the use of L1* and *individual awareness*. The first category reflects the students' views on pre-writing activities and topic selection on example paragraph intervention. As in the intervention of descriptive paragraph, the students were taught how to do brainstorming and outlining before writing an example paragraph. Therefore, the students were aware that these activities were a useful procedure in the pre-writing process. Moreover, the data showed that the students had positive perceptions towards the implementation of brainstorming and outlining as pre-writing stages. Besides, the students underlined the importance of examining sample paragraphs by doing brainstorming and outlining and they accepted its contribution to comprehending the distinctive features of the example rhetorical mode. As to topic selection and content generation, the participants in the focus-group interview uttered their criteria of choosing one from writing topics presented five different options for post-intervention example paragraph. They stated that they preferred topics that were similar to the sample paragraphs they examined in the course, and were familiar, thus, they performed better. They added that although a single topic was given for the paragraph they wrote before the intervention, this topic was general and not challenging to write, but they were less successful because they wrote before the intervention. Besides, they thought that the writing topic had a significant effect on content generation and their writing performance.

Rhetorical focus is another issue identified as the second category. When asked the students what they had learned during the process, the students commonly answered that they had learned the rhetorical features of the example paragraph. Furthermore, the answers of the participants indicated that the students comprehended that each genre necessitates different rhetorical choices, but they also combined their previous knowledge of descriptive rhetorical mode with newly acquired knowledge on example paragraph writing. With regard to form and content, the data also showed the development or changes on the participants' knowledge of paragraph structure including topic, supporting and concluding sentences, the knowledge of logical organization, their example rhetorical consciousness as well as the contributions of gradually drafting and revising on their example paragraph products. It is also seen that they used the pre-writing steps they had learned before while creating their example paragraphs.

In the third category, it can be noticed that the knowledge about rhetorical grammar and language as a meaning-making resource was one of the focus of the intervention. Unlike the traditional approaches on the notion of grammar in the writing course, the data showed that the

students conceived the grammar, in fact, rhetorical grammar, as a tool for shaping or constructing and crafting written texts and language. Students emphasized that they learned different sentence structures, expressions, and appropriate transition signals in a relevant rhetorical style, both by examining model paragraphs and using them in their own products. In other words, the related intervention enabled the students to understand example rhetorical grammar and connect to their previous knowledge and add new ones.

Another category includes four important principles in an example paragraph: cohesion and coherence, unity and clarity. From their statements, it can be seen that the students tried to compose cohesive and clear paragraphs. Some of them particularly highlighted that they were able to save the main idea and the flow of thoughts, ideas and sentences although they presented examples and explanations to support the ideas.

The feedback process in the intervention was the mostly underlined issue by the students participating in focus-group interview. Because they experienced peer-feedback and teacher feedback in the previous intervention on the descriptive rhetorical mode and noticed the benefits, the students mentioned that they quickly completed the self-editing process in order to pass the other feedback stages. Although they said that they completed it in a short time and saw it as a step to move on to the next feedback stages, they stated that self-editing was useful in correcting their micro-level errors. When asked about the using self-editing worksheet during the self-editing stage, the students commonly suggested to use different rubrics by each paragraph type instead of using the same one. As for peer-feedback, the students found it more helpful and useful than self-editing. There were students who said that they had evaluated their friends' papers by being inspired by teacher feedback they received for their descriptive paragraph products. Additionally, it can be seen that peer-feedback stage in the intervention of the example rhetorical mode gave the chance for negotiation and interaction among the participants. Moreover, it helped them to develop writing competence through mutual scaffolding because they read, evaluated and critiqued by providing feedback to their peers' paragraphs. However, the students also expressed their critiques of using rubric with short answer questions in peer-feedback. They stated that it would be more beneficial to use a rubric consisting of guiding open-ended questions. Besides, the students mostly found teacher feedback more beneficial compared to self-editing and peer-feedback since they saw the instructor as an expert who knows better and is more experienced in writing. They emphasized that they always needed for teacher's guideline or directions in every stage of paragraph writing. That the teacher-feedback provided more interaction between student-teacher was another underlined issue.

As can be seen in the sixth category, some of the students participating in the focus group interview reported positive views regarding the use of L1 use in L2 writing course in order not to miss any key points during the course due to their lower level of language proficiency. In particular, they explained that using only the target language during the feedback phase would cause problems, and that's why they support the use of both languages.

From the results of the data, it can be noticed that the intervention process also provided the students with individual awareness. Students who stated that they did not have self-confidence in writing before the intervention and that they had writing apprehension, pointed out that they felt more self-confident in producing written texts after intervention. Moreover, they started to write directly by thinking in English without translation from Turkish in their minds. One of the contributions of the example rhetorical intervention was the development of the students' research skills since they needed to make research for the content generation. The research topics they carried out also enabled the students to get an idea about scientific knowledge. Following table presents sample statements of the participants from the reflection papers collected during the intervention.

Table 22. *The Statements of the Students on the Theme of impact of Example Rhetorical Mode Intervention*

	The Frequency of Each Category of Reflection Forms or Focus Group Interview		
Categories	*Reflection Forms*	*Focus-Group Interview*	*Sample Statements*
In-class &Pre-writing Activities	11	64	*"I realized that brainstorming is a procedure for each paragraph. Because we did it in the descriptive paragraph and we did it in the example paragraph. (RF)* *"If outlining is the draft of the building as you said, then the brainstorming is those metal plates, bricks and planks. By using them, outlining can be written as we want. It's still brainstorming for me in this paragraph as well. How can I write outlining without brainstorming?" (FGI)* *"It is a good idea to examine the sample paragraphs in class. It makes it incredibly easy for us to understand. In this paragraph, we have examined sample paragraphs again. Good activity." (RF)* *"The writing topic for our paragraph task before the lesson is too general. You choose good topic, but we don't know the rules." (FGI)* *"For post-paragraph, we have five optional topics. While choosing one, I always try to choose most familiar one or most easy one." (FGI)* *"I choose one of the topics that will give me new information to write my paragraph." (FGI)* *"I learnt how to make outlining in example paragraph." (RF)*

Table 22. *(Continued)*

Rhetorical Focus	63	42	*"We have learnt how to organize an example paragraph." (RF)* *"The details of example paragraph…" (RF)* *"Writing before has always felt like the same thing. Whatever we write seems to be written the same way. But, both in the last lesson and in this lesson, I saw that the genres are written differently. So, I am happy to learn to write in a different genre." (FGI)* *"If they had told me to write a descriptive and example paragraph beforehand, I would have written the same thing. Both were the same. Now I know the differences of both." (FGI)* *"I like to make brainstorming for an example paragraph, and I think I'm good at it." (RF)* *"We can now do the first and second draft on our own. For example, I can finish in a week what I can do in two weeks. We almost revise. Finally, our final draft becomes better." (FGI)* *"My controlling idea in my example paragraph was great. I succeeded in writing it." (RF)* *"I was good at writing concluding sentence of my example paragraph 'cause it was easier to summarize the paragraph." (RF)* *"The topic and the concluding sentence are similar. In concluding sentence, we summarize. I got it." (FGI)* *"I think that I was successful in doing the good research for the most appropriate examples for the topic and writing them in the most appropriate order." (RF)* *"The examples I gave were very clear and understandable. Because I explained them in detail" (RF)* *"It was a type of paragraph that I wrote with pleasure. It was easier to write than the descriptive paragraph." (FGI)*
Grammar& Language Focus	15	9	*"I always used the same conjunctions in the descriptive paragraph. Like 'and'. But I was able to use conjunctions such as moreover, furthermore in the example paragraph." (FGI)* *"I think I am successful in using conjunctions and transitions." (RF)* *"While examining model paragraph for this course, I noticed different sentence structures. Those are the new ones for me. Then, I tried to use them in my example paragraph. And I was good." (FGI)* *"I could write my ideas in a correct and appropriate way in terms of grammar." (RF)*
Elements of a Paragraph	9	15	*"In my paragraph, both sentences and examples connected each other." (FGI)* *"I could write my ideas and examples in a logical order." (RF)* *"Clarity… I wrote in a way that everyone could easily understand." (RF)* *"Throughout the example paragraph, I built a strong topic sentence as the skeleton of my paragraph and then I developed it with supporting details without changing main idea and I finished it in concluding sentence. In other words, there was one main idea, and I could save it." (FGI)* *"I can give various examples without straying from the main idea." (RF)*

Table 22. *(Continued)*

Editing &Feedback	9	64	*"In self-editing, I focused only my mistakes. I just changed them." (FGI)* *"I think self-editing is a procedure. I quickly complete this stage to pass another stage. Particularly, teacher feedback." (FGI)* *"We used the same rubric for self-editing in example and descriptive paragraph. It can be… We did but we could use different rubric including open-ended questions." (FGI)* *"We usually do peer-feedback by talking to each other, not by writing. It's more useful. Because writing takes time. People can express themselves more easily by speaking." (FGI)* *"I can easily correct grammatical errors in my friends' papers." (RF)* *"I imitated your feedback style and I tried to make corrections as you did. We are learning to give feedback from you." (FGI)* *"We focus on grammatical errors a little more. But there are times when we look at the whole paragraph and meaning, but more grammatically." (FGI)* *"We have a friend group and during peer-feedback we share our papers each other. Everyone says something about paper. Then we correct or revise. It is good." (FGI)* *"Time is enough, in fact. But more time can be allocated. Why not?" (FGI)* *"Rubric for peer-feedback is not always good idea if it doesn't include any detailed question or direction. We talked each other about paragraphs. I think it's better." (FG)* *"You as our instructor are of course know writing and rules better than us. Thus, We look forward to receiving teacher feedback from you." (FGI)* *"To be frank, when I edit my last paragraph after taking teacher feedback, it feels like I'm writing a new paragraph. It is more useful than elf-editing and peer-feedback." (FGI)* *"We would never learn well without teacher feedback. Because we reinforce what we have learned. We learn and correct our mistakes. We learn other things too." (FGI)* *"No, I think there is no need any rubric or worksheet for teacher feedback. The teacher knows better." (FGI)*
The Use of L1	-	14	*"Using Turkish in course is very useful." (FGI)* *"When we learn everything without missing any important point, it makes us motivated." (FGI)* *"I find it (L1) useful during feedback. We make peer-feedback in Turkish. But, in teacher-feedback, using English makes comprehension our mistakes difficult. Therefore, using English and Turkish together is better." (FGI)* *"Our English level is different and sometimes someone cannot understand. So, using both language is great, I think. "(FGI)* *"For example, when giving feedback to paragraphs, you usually speak English and say what we need to write in English. If we don't understand, you explain in Turkish. We comprehend." (FGI)*
Individual Awareness	7	19	*"Our research skills have developed. I read both Turkish and English sources about my topic." (FGI)* *"Without translating in my brain, I can write directly in English." (FGI)* *"In this process, I also learned scientific information about the topic I wrote about 'health' and its importance." (RF)* *"We have written four paragraphs so far. We have been experienced in writing English day by day, from paragraph to paragraph." (FGI)* *"I feel more self-confident when I notice that I can write better." (FGI)*

RF: Reflection forms
FGI: Focus-Group Interview

Table 22 presents the statements of the students regarding the contributions of the example rhetorical mode intervention on the students' writing performance. It is seen that the views of the students were mostly concentrated on pre-writing stages, rhetorical focus and editing-feedback categories as they relatively less emphasized the other categories including grammar-language focus, elements of paragraph. However, it can be deduced from the statements that the participants experienced the relevant intervention process positively. The intervention on example paragraph writing made significant contributions to both their rhetorical-based writing and their cognitive awareness about the example rhetorical mode increased. In addition to the grasping the distinctive nature and organization of the example paragraph, they could achieve to control and monitor their own learning.

Considering the two themes above, all of the students who participated in the reflection forms and focus-group interview stated that the intervention was effective although they had some challenges. The reason why the students experienced these challenges may be the demanding nature of writing in a different language and may be that it is not a rapidly developing skill. Additionally, some students named the mistakes they made in their written products as challenges. However, it is known well that making mistakes is a part of the development. Therefore, the awareness of mistakes also provides the students contributions to their writing performance in the long term. As well as supporting the development of their academic writing skills based on rhetorical modes, the intervention process helped the students be socially interacted and negotiated with their peers and instructor during each stage of the writing in the course. They showed significant interest in working with their peers and instructor. As a consequence, this study was designed to develop and monitor the example paragraph writing skills of Turkish EFL preparatory class students, and in line with the statements mentioned above, it can be said that the relevant intervention contributed to students' writing skills on the example rhetorical mode and more.

Students Metaphors for the Example Rhetorical Mode. The analyses of the metaphor question asked in reflection form of the example rhetorical mode showed that the participants used various English writing metaphors. Following figure presents the example paragraph related metaphors.

Figure 33. *EFL Students' Metaphors for Example Rhetorical Mode*



As demonstrated in Figure 33, the students presented different metaphors representing their perceptions and experiences on the process of example rhetorical mode intervention. *Cooking* and *tree-branch* were mostly highlighted metaphors. They associated the unity of the paragraph to *cooking* because they thought that the combination of harmonious elements while writing a paragraph, as in cooking, makes the product successful. The following statement clearly shows that the students used this metaphor inspired by the unity as an element of a paragraph: *The example paragraph is like doing 'cooking' because it will be nice if we put compatible ingredients and flavors into the meal we cook. But, if we don't, it won't."* Another student likened with putting the ingredients into a meal to adding examples to an example paragraph and referred nature of the example rhetorical mode as:

"*Cooking because the meal hasn't any form when we start to cook but it forms and tastes delicious when putting the ingredients into. Likewise, the example paragraph hasn't any form when starting to write. But it takes forms and meaning as we write examples*.

Besides, another metaphor submitted with emphasis on unity was *furniture*. The participants expressed her view: "*It is like furniture in a home because a house has unity with furniture in it and the furniture makes home good*."

They also mostly likened the *trunk and branch* to the structure and parts of the example paragraph. While some of the students described the trunk itself as the writing topic and its branches as examples supporting the topic, others associated the trunk with the topic sentence. One of them:

> *"A tree and its branches. Topic sentence in an example paragraph is like a trunk. First of all, topic sentence as a trunk must be strong for its branches which are the supporting details including examples. But if we cut one of the branches or it is not well-structured, it won't be a part of the tree. In other words, our paragraph will be deficient and unsuccessful if we don't support the topic sentence with the correct examples."*

Similarly, the metaphors such as *salad, teacher, Japanese plum, snowflake, fractal in geometry* are also ones associated with the necessity of giving examples to support the main idea as the key characteristic of the example rhetorical mode. Moreover, the metaphors including *dressmaking* and *knitting* were represented as the ones describing the process of constructing an example paragraph. In both metaphors, there is an emphasis on the necessity of giving examples and their details, but *dressmaking* underlines the importance of the content knowledge as well as giving examples as:

> *"I think it is like dressmaking. To sew a dress, we need fabric, thread, needle, sewing machine. It isn't easy to sew clothe without one of these. Moreover, we need to have knowledge to do it as well as sufficient materials such as fabric, thread etc. The example paragraph is something like that. We must have sufficient content knowledge about the topic that we write so that we can present enough examples as supporting details."*

There are also metaphors that reflect the students' negative experiences and performances and difficulties during the example paragraph intervention such as *walking blindingly, hose* and *jigsaw puzzle*. One of the participants, who realized that she had a deficiency after receiving teacher feedback for her example paragraph, reflected on this deficiency in her metaphor as: "*Like a jigsaw-puzzle. Actually, it is like a jigsaw puzzle with missing part because I had also some drawbacks in my example paragraph*.". Another relevant metaphor that one of the participants associated with the difficulties he had experienced is *hose.* He demonstrated his feeling as: "*A hose because it draws people in and suffocates them.*".

Considering all metaphors, it can be deduced that the participants have common perceptions regarding the intervention process of the example rhetorical mode. The results showed that they grasped the main characteristics of the example paragraph and they tried to apply them in their paragraphs. With various metaphors, many of them underlined the importance of giving examples as supporting details. Compared with the metaphors about the necessity of giving examples, a few students emphasized the metaphors related to difficulties and metaphors related to unity.

The Integration of Data Obtained with Different Methods Related to the Intervention of the Example Rhetorical Mode. The findings from the quantitative and qualitative dimensions of this study, which was conducted in the embedded design, are presented separately according to the order of their acquisition. In this section, these findings are integrated. In line with the mixed method analysis suggestions (cited by Onwuegbuzie, & Teddie, Creswell & Plano Clark, 2011/2015), the procedures consisting of qualifying the quantitative data, displaying the quantitative and qualitative data together with the tables and figures, blending both data sets and integrating meta-inference were carried out.

Mixed Methods Research Question: How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the example rhetorical mode explain the quantitative findings?

Depending on this research question, quantitative and qualitative data were compared in Table 23. Then, meta-inference was obtained by associating and integrating the data after comparison.

Table 23. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of the Example Rhetorical Mode*

Rhetorical Mode	Quantitative Findings	Qualitative Findings
Example Rhetorical Mode	It was determined by paired samples t-test analysis that the intervention of the descriptive rhetorical mode was an effective program in increasing the example paragraph writing performance of the EFL preparatory students (p.<.00).	The findings obtained from focus-group interview and reflection forms to evaluate the effectiveness of the example rhetorical mode intervention showed that the quantitative results were supported and explained. Accordingly, this intervention was found to be effective in improving EFL preparatory students' writing skills on the example rhetorical mode. Therefore, it can be said that these findings coincide with the quantitative results.
Meta-Inference		
In line with the findings obtained from the pre-test and post-test analyzes which were conducted to improve the example paragraph writing skills of the higher education EFL preparatory class students and the findings with the reflection forms and focus group interview on the evaluation intervention of the example rhetorical mode, it can be said that the writing intervention of the process-based example rhetorical mode is effective in increasing the awareness and skills of EFL preparatory class students on the writing of the example rhetorical mode.		

Results from the Intervention of the Process Rhetorical Mode

Quantitative Research Question: Is there a significant difference in the pre-test and post-test process paragraph writing performance scores of higher education EFL preparatory class students?

A paired samples t-test was adopted to find out whether there is any difference between the pre-test and post-test scores of process paragraph writing performance of EFL preparatory students. Table 24 displays the results related to the process paragraph writing performance.

Table 24. *Results of Paired Samples t-test for the Students' Pre-test and Post-test Process Paragraph Writing Performance*

	N	Mean	Ss	t	p
Process pre-test	56	9.01	3.03	-9.92	.000
Process post-test	56	12.35	3.14		

The paired samples t-test indicates that there was a statistically significant difference between pre-test and post-test scores on EFL students' process paragraph writing performance which suggests that the intervention of process rhetorical mode was significantly effective on process paragraph writing skills (t_{55}=-9.92, p.<.00). While the mean score of the pre-test score

was $\bar{x}$= 9.01, the mean score of the post-test score was $\bar{x}$= 12.35. These results suggest that the intervention of process paragraph writing was effective on students' paragraph writing skills.

Qualitative Results from the Intervention of the Process Rhetorical Mode.

Qualitative Research Question: How do higher education EFL preparatory class students who participated in the intervention of pedagogically enriched process-based English writing course evaluate the effectiveness of the process paragraph intervention?

Results from Reflection Forms and Focus-Group Interview. The data collected with focus-group interview and written reflection forms including a metaphor question after the intervention of process paragraph writing was thematically analyzed by MAXQDA 2022 package program, and the findings are presented under the themes respectively, the challenges in students' process paragraph writing, evaluating the intervention of the process rhetorical mode, and metaphors for the process rhetorical mode. The hierarchical code-subcode model for the first theme of *the challenges in students' process paragraph writing* that emerged from the insights of the students is given in Figure 34.

Figure 34. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Process Paragraph Writing*

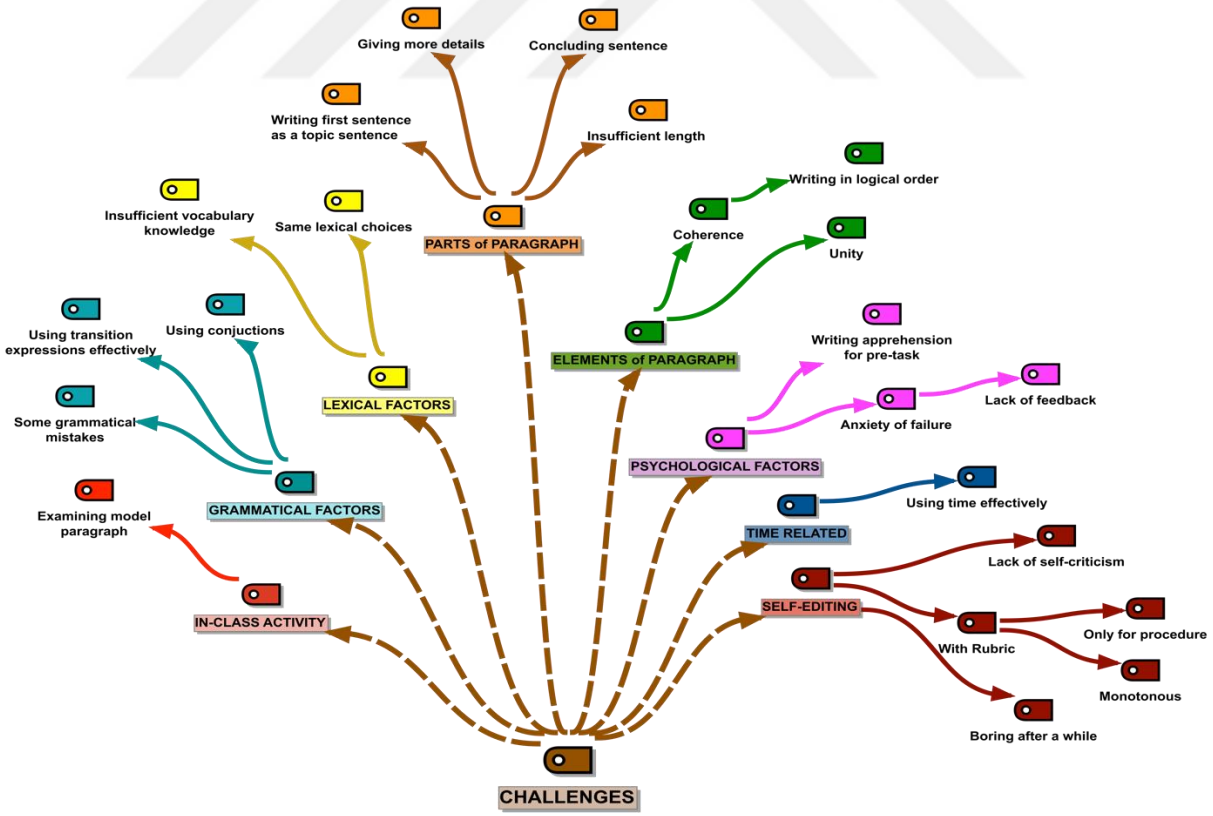


Figure 34 demonstrates the theme of the participants' challenges in the process rhetorical mode intervention. From the data analysis, eight main categories comprising of

several codes were generated. It can be seen that there is only one code as challenge designated in the first category. Two participatory students mentioned the difficulty they had while analyzing the sample paragraph in the intervention course. They found the details of the phases or stages forming the content of the model process paragraph lengthy. The second category presents the grammatical challenges. Some students saw their grammatical mistakes as one of the challenges. Besides, most of the students who had difficulties in terms of grammar emphasized on the use of transition expressions and conjunctions inappropriately. They were not sure about using transitions between steps or stages in the paragraph and they were not to be able to separate the next step from the previous ones by using transition signals.

Lexical challenge is the third category created and only two students expressed their lexical challenges based on insufficient lexical knowledge. On the other hand, challenges students mostly expressed was related to parts of the paragraph, as seen in the table below. The controlling idea which is usually the first sentence of paragraph states the main of idea of the whole paragraph. The findings revealed that the students were aware of it but, they were unable to start with an effective statement presenting their opinion as well as the topic. Correspondingly, the students struggled with writing clear and well-structured supporting sentences of the respective controlling sentence since they did not have a good topic sentence in the paragraph. They explained that they either wrote more and more details and their paragraphs no or hardly used examples, directions or guidelines to support the points, or they produced texts in insufficient length. Moreover, most of the students stating their challenges on parts of paragraph expressed the problem in constructing the concluding sentence in their paragraph. Their concluding sentences either deviated from the topic of the paragraph or finished abruptly while explaining the phases or process without summarizing the paragraph.

As can be seen from the figure, there were also some problems in writing unified and coherently by the participants. Dealing with unity, it was indicated that the problem was related to both missing transitional expressions and unclear support points. One of the students cleared out that the uncertainty of submitting ideas broke the unity of her process paragraph. Regarding coherence, there was a missing link between the sentences and ideas of the paragraph and an inappropriate and missing use of logical order.

The category of psychological factors also comprises of the issues related to the paragraph that the students wrote prior to the intervention on the process rhetorical mode. Lack of knowledge, anxiety about making mistakes, and stress of being disapproved by the teacher were the reason for difficulties derived from students' statements about this process. For the pre-test paragraphs, they believed that they might have poor writing performance because of

their lack of knowledge and lack of teacher feedback. As for the seventh category, only two students stated that they could not use time efficiently while creating their paragraphs and they had difficulty completing their paragraphs on time. The last category includes both the difficulties of the students regarding self-editing and their criticism of the rubric they used in the self-editing. While some of the students said that they could not be objective while evaluating their own paragraphs and therefore they missed their mistakes, the others mentioned that they found the self-editing rubric insufficient to edit their works and therefore, they used it only as per procedure

Sample statements of students about the challenges they experienced during the intervention of the process rhetorical mode are shown in the table below.

Table 25. *The Statements of the Students on the Theme of Challenges During Process Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
In-class activity	2	-	*"My least successful activity was the paragraph 'The Secret to a Successful Vacation'. Because the descriptions of the steps were too long." (RF)*
Grammatical Factors	8	-	*"I make grammatical mistakes in every paragraph, but I think I will over time." (RF)* *"I had difficulty in transitioning between sentences." (RF)* *"When there are so many steps to write, the conjunctions I know can be limited." (RF)*
Lexical Factors	2	-	*"Sometimes I get stuck because of the few words I know." (RF)* *"I think I always write using the same words." (RF)*
Parts of Paragraph	16	-	*"It was difficult to write the first sentence in this paragraph. So, I feel less successful." (RF)* *"I wrote so many details that I couldn't give a direction or an example." (RF)* *"Writing a concluding sentence because it is difficult to conclude the topic." (RF)* *"The process paragraph was short. I couldn't write long." (RF)*
Elements of a Paragraph	4	-	*"In the transitions between sentences and ideas." (RF)* *"I had difficulty in explaining the process. I couldn't decide what to write first." (RF)* *"I failed a bit to ensure paragraph unity." (RF)*

Table 22. *(Continued)*

Psychological Factors	1	5	*"First paragraph before the course makes us worried because we have lack of knowledge in that paragraph type. So, we commonly procrastinate to write it until deadline." (FGI.* *"We wonder how we should write, you know, is it true or not, we have a lot of concerns." (FGI)* *"Worry about over-detailing the topic and writing a boring and unsuccessful paragraph." (RF)*
Time Related	2	3	*"I did not use the time well. I finished the paragraph late." (RF)* *"I didn't complete paragraph in allocated time." (FGI)*
Self-editing	-	12	*"As my friend said, I cannot be objective while evaluating my own paragraph." (FGI)* *"Likewise, sir. It sounds so regular when we read it, and when we write it ourselves, you know, "Okay, that's the sentence. It makes sense." we write. You know when we read it again, "Oh, that didn't happen there!" There is no or little chance to say... I can't say it myself. A friend of mine needs to see it." (FGI)* *"If I do self-editing myself, I can focus on where I went wrong or how it could be better without paper, but when there is only paper, there is a little more formality." (FGI)* *"it's starting to get boring. I think it was absolutely necessary the first time we did it. It's like we need to pay attention to the following." (FGI)*

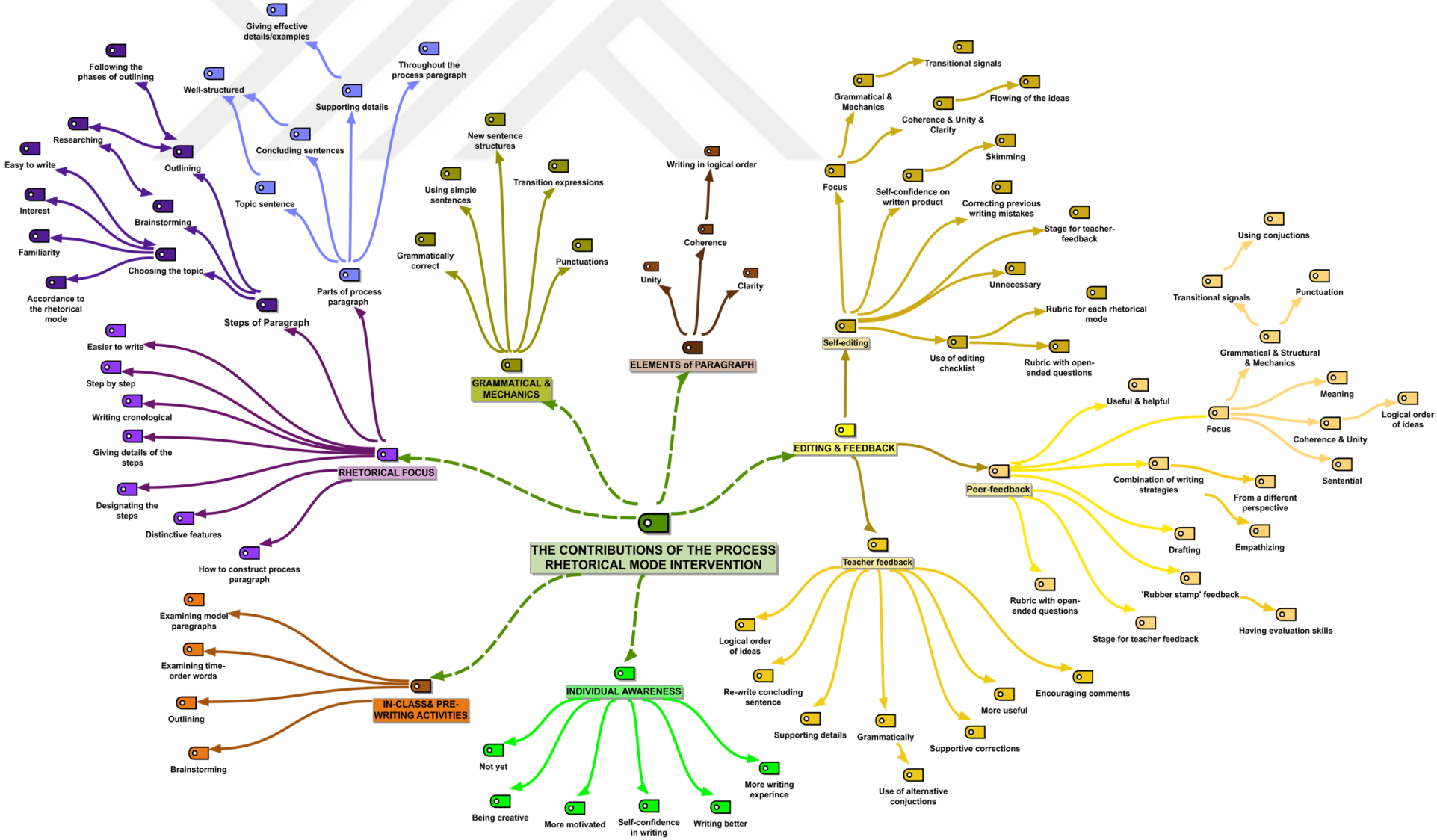
RF: Reflection forms
FGI: Focus-Group Interview

The table 22 includes sample statements of the students who participated in the intervention of the process rhetorical mode about the challenges they experienced. Based on the views, the students stated that they had more problems with paragraph organization in terms of writing topic, supporting, and concluding sentences. While the students did not mention any challenge about rhetorical distinctions, they also relatively more addressed grammatical difficulties than the other categories. As can also be seen from the students' statements, the students classified some of the mistakes they made in their paragraphs as difficulties.

Another theme identified as a result of the analysis focuses on the impact of the process rhetorical intervention on the students' process paragraph writing performances.

The hierarchical code-subcode model for the impact of the process rhetorical intervention theme based on the views of the EFL participatory students is given in Figure 35.

Figure 35. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Process Rhetorical Mode Intervention*



As displayed in Figure 35, six main categories including many sub-categories and codes have been specified as a result of thematic analysis of the reflection forms and focus-group interview: *in-class and pre-writing activities, rhetorical focus, grammatical and mechanics, elements of paragraph, editing and feedback and individual awareness*. The first category describes the initial introduction and practical steps in the process paragraph intervention. As in the previous rhetorical intervention, students were introduced to the distinctive features of the process rhetorical mode and practiced the brainstorming and outlining stages of sample process paragraphs. The analysis of the data revealed that the students expressed positive opinions that they obtained theoretical knowledge by examining the related paragraph type in detail and doing various activities before proceeding to the individual stage. In this category, students' emphasis is on the pre-writing phases of the process paragraph and the contribution of their activities at this stage, while in the second category, there are positive experiences of writing a different type of paragraph. The students commonly underlined that they learned the organization of a process paragraph and reinforced their theoretical knowledge by creating their own paragraph. Furthermore, they declared that they noticed the rhetorical characteristics of the process paragraph and they were able to break the process down into separate parts or steps. They also found themselves successful in giving details to explain the process. Likewise, many of them expressed that they were able to write the steps in chronological order since the gradual or hierarchical nature of process paragraph made their writing performance easier. The students also mentioned the stages they followed while creating their paragraphs. When choosing one of the five alternative topics presented to write about, they had some individual criteria such as familiarity, their interest and accordance with the relevant rhetorical mode and easiness to write. Many students stated that the topic they chose and the research they carried out played an important role in successfully constructing brainstorming and outlining, which are the stages of the next pre-writing. The pre-writing stages in which the students found themselves most successful were doing research on the writing topic and creating outlining. As for process organization, the participants explained that they wrote a well-structured topic sentence that clearly introduced their paragraph's purpose and a well-structured concluding sentence restating the topic sentence with different words. They also achieved to write supporting details containing description a sequence of steps as well as detailed information about each stage. There were also three students stating that they felt successful in writing each part of the process paragraph, because it was most easy paragraph type when compared to the previous ones they had learned.

The third category, grammatical and mechanics, indicates the contributions of the intervention on the EFL participants' structural knowledge. They expressed that they were able

to construct their paragraphs without or with few grammatical errors. As in previous post-paragraph types, the students said they used new sentence structures in their post-process paragraph. One participant, who said that she made more grammatical mistakes while trying to write more complex sentences, stated that she learned to use simple but clearer sentence patterns in this paragraph type, and thus she wrote a more understandable paragraph. The correct use of transitional signals and punctuation to make the flow of sentences smooth was another focus.

The fourth category is related to the elements of a paragraph: unity, coherence and clarity. The results of the data analysis indicated that several students emphasized trying to write well-unified and coherent paragraphs in their post-process paragraph task. They uttered that they achieved writing their paragraphs following the idea mentioned in the topic sentence without deviating and made a clear logical progression of the idea from one sentence to the next. In order to provide a smooth flow of ideas or steps, they tried to exploit transitional signals in an effective way in addition to ordering steps or ideas in numerical sequence. One of the participants said that he was able to write more clear process paragraph because of producing simpler sentence structures rather than complex ones.

The fifth category that reflects the participants' responses is on editing and feedback. The students participating in focus-group interview mostly emphasized feedback process and their experiences. Students who saw themselves as inadequate in self-editing in the previous paragraphs and found the self-editing phase ineffective because they could not evaluate and criticize their own writing products objectively, mentioned to revise their writing performances by making use of their previous experiences while doing self-editing in this paragraph type. They stated that they comprehended what they should focus on while doing self-editing thanks to previous feedback processes and therefore they self-corrected by focusing more on certain issues such as grammar, punctuation, the use of transitional expressions, unity, coherence and clarity. Some students expressed that they wrote a successful paragraph because the process paragraph type was easy to write, so they completed self-editing phase only by skimming or they saw unnecessary to do. There were also students who generally saw self-editing as a preliminary step for teacher feedback. Besides, they suggested using different rubrics containing directive open-ended questions by each paragraph type instead of using the same one for self-editing.

Regarding peer-feedback stage, the students found it more helpful and useful than self-editing. It was observed that the students gave feedback on different points while evaluating each other's paragraphs. They said that they also assessed their peers' paragraphs in terms of semantics in addition to the points they focused during self-editing. In addition, although they

had the same level of language proficiency, it was also revealed that they were influenced by each other's writing techniques, the words they chose and the sentence patterns they used during peer-feedback. They evaluated this feedback phase as effective in terms of seeing the mistakes they could not see while doing self-editing before the teacher-feedback and then editing their texts again. The teacher feedback they received in both descriptive and example rhetorical modes not only corrected the mistakes in their paragraphs, but also helped them gain editing and evaluation skills. In other words, the students started to evaluate their peers' texts by imitating their instructor's feedback style or in terms of her point of view. As they approached self-editing, they also considered peer-feedback as a stepping-stone to obtain teacher feedback. However, the students suggested that it would be more beneficial to use a rubric consisting of guiding open-ended questions.

Teacher feedback was considered most effective and beneficial for them in developing paragraph writing skills when compared self-editing and peer-feedback. As mentioned above, students improved their editing skills through teacher-feedback. Moreover, it helped them improve their content, organization and ideas. The interview results also indicated that positive and encouraging teacher feedback enhanced their grammar improvement, especially in terms of using various conjunctions and transitional expressions. Additionally, they had a high level of interest in teacher feedback and were satisfied with the comments and evaluation by their instructors. They thought that these supportive comments and corrections fostered their motivation to write better and helped them have positive attitudes toward EFL writing.

The results also indicated that the participants had some individual awareness during the intervention on the process rhetorical mode. They stated that since process paragraph was the third type of paragraph they produced, they had more writing experience and the more they wrote, the better they gained writing skills. Correspondingly, learning a new rhetorical mode and completing the writing task on it boosted their self-confidence and motivation to learn to write the next one. While one of the students said that she discovered her creative side while developing the thoughts in her paragraph, another participant stated that he had not specialized in writing yet but would become a strong writer when all process was completed. Following table presents sample statements of the participants from the reflection papers collected during the intervention.

Table 26. *The Statements of the Students on the Theme of Impact of Process Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
In-class &Pre-writing Activities	17	15	*"I have learned how to organize brainstorming and outlining in process paragraph." (RF)* *"Before writing our paragraph, we examined the stages of the process paragraph separately. While creating the outlining part, we separated the sentences as the first event, the second event etc. separately, and then saw that unity ourselves." (FGI)*
Rhetorical Focus	70	63	*"I learned how to write a process paragraph. It was good experience." (RF)* *"I realized that the process paragraph is written differently than the other paragraphs." (RF)* *"I could identify the steps easily and correctly." (FGI)* *"I think that I explained the steps of my topic well because I understood how to give details about steps." (FGI)* *"It is very important to give the steps in a chronological way. I've learned how to sequence a process and I think I'm good." (RF)* *"For me it was the simplest of all paragraph types. As my friend said, everything was clear because it was gradual anyway. So, it was easy to write it. We just organized the phases and wrote step-by-step. We also used conjunctions and the paragraph was formed." (FGI)* *"I am a very stressed person indeed. Like my friends, I chose the one that was both interesting and easy." (FGI)* *"Research was very important for this paragraph. We constructed our brainstorming and wrote outlining accordingly" (FGI)* *"I am quite successful in writing well-structured topic and conclusion sentence in this paragraph. I associated them each other." (RF)* *"I gave examples according to the steps and explained in detail." (RF)* *"I felt successful throughout the paragraph because I had no difficulty. It was easy to write." (RF)*
Grammar& Language Focus	8	10	*"I wrote my paragraph in accordance with the grammar rules." (RF)* *"I like to write complex sentences. But there are many mistakes if I write complex. So, I tried to write simple, and my teacher said to me that my paragraph was very clear and understandable." (FGI)* *"We learned to use new sentence structures as well as new paragraph type. (RF)* *"I understood the rules of process paragraph very well and I used transition signals to pass between sentences and used appropriately." (FGI)* *"What I was most successful at were punctuation and..." (RF)*
Elements of a Paragraph	17	8	*"Writing the paragraph in a clear and coherent manner by having unity of the topic…" (RF)* *"While creating the paragraph, I compose the sentences according to the flow with transitions and write the stages in order." (FGI)* *"Putting the sentences in logical order…" (RF)*

Table 26. *(Continued)*

Editing &Feedback	8	46	*"In fact, in every paragraph type, self-editing and peer-editing proceed at almost the same stage. It was the same way in the process paragraph, in the same way. First I looked at my grammatical mistakes, then how I provided the transitions, how can I make the flow of sentences smooth. I looked at them." (FGI)* *"…Like my friend, I was self-confident on my own paragraph because there was a definite and easy scheme." (FGI)* *"I started to correct the mistakes I made in other paragraph types." (RF)* *"I did it in order to taking feedback from the teacher as soon as possible." (FGI)* *"I didn't need self-editing because it was too easy to write. There was no mistake." (FGI)* *"I wish I had a different self-editing worksheet for each paragraph type." (FGI)* *"I always found it useful. For example, we wrote about stress with my fiend. She had looked at it from a purely physical point of view. I looked at it from a psychological point of view. I never thought, for example, if I could add something physically. I wrote psychologically. We noticed different perspective." (FGI)* *"While correcting my friend's paragraph, I generally look at all of them. I try to look at grammar, meaning, coherence and unity." (RF)* *"My friend usually looks at sentence structures, rather than punctuation or grammar. Sentence structures. "Do you write that sentence like this or that way?"" (FGI)* *"In other words, we started to apply what we saw from the teacher to the paragraphs of our friends. That's why it helps so much now. So, it is." (FGI)* *"This was my most successful paragraph. Our teacher made very good comments about my paragraph. I felt very happy." (FGI)* *"I compare it with self-editing and peer-feedback, it is more useful for us. Because we can grasp the reasons of our mistakes and learn new things." (FGI)*
Individual Awareness	7	19	*"Now I've started to have more control over writing paragraphs. Therefore, the process paragraph was easier for me, but yes, in all paragraph types, it has to be a topic sentence, it has to be a supporting details, it has to be a concluding sentence. But they differ from each other in content." (FGI)* *"When we look at it as a whole, we get feedback after every paragraph we write in class. That paragraph ends, we move on to another paragraph type, and as a result, we create a paragraph in our own. Even though we wrote badly, we got feedback at first. We created a new one and made a new paragraph. We move on to the next paragraph with the self-confidence this experience gives." (FGI)* *"Sir, we are improving ourselves more and more with each paragraph. The more we develop, the easier it becomes to write a new paragraph." (FGI)* *"I realized my productive and creative side." (RF)* *"I have learned many thing and I noticed that this was a long journey. I'm good but I will be better in next. Not yet." (RF)*

RF: Reflection Forms
FGI: Focus-Group Interview

Table 26 indicates the statements of the students concerning the contributions of the process rhetorical mode intervention on the students' writing performance. It is seen that the opinions of the students were mostly centered on rhetorical focus and editing-feedback categories while they less emphasized grammar-language focus. The positive remarks of the students concerning the rhetorical focus supported that the intervention of the process rhetorical mode had significant contributions on both increasing their rhetorical awareness and

developing their writing skills by practicing a different type of text. Moreover, it can be noticed from editing and feedback-related statements that the intervention process helped the participants improve explicit awareness of their and their peers' writing quality by examining from a reader's perspective. Thanks to previous experiences with teacher-feedback, the students learned and applied which points they should consider when evaluating both their own paragraphs and the paragraphs of their peers. Although they stated that they had difficulty in evaluating their own paragraphs objectively, the comments showed that they navigated their learning experience individually and identified their weaknesses and strengths related to the intervention process.

All the comments including all categories on the theme of contributions of the process rhetorical mode intervention supported the satisfaction of the students with the process of the intervention and practices from the teaching to the production stage.

Considering the two themes above, all of the students who participated in the reflection forms and focus-group interview stated that the intervention was effective although they had some challenges. The intervention of the process rhetorical mode had a twin effect: the first one was enhancing the Turkish EFL students' rhetorical-based writing as well as developing their overall writing quality and the second was improving their revision skills.

Students Metaphors for the Process Rhetorical Mode. The analyses of the metaphor question asked in reflection form of the process rhetorical mode showed that the participants used various English writing metaphors. Following figure presents the process paragraph related metaphors.

Figure 36. *EFL Students' Metaphors for the Process Rhetorical Mode*



Figure 36 presents various metaphors developed by the students and based on their perceptions and experiences on the rhetorical mode intervention. Among the metaphors, *stairs* received the highest frequency (n=7). That is, 7 of the participants believe that writing a process paragraph is like a stair which contain phases to be followed. The following statement clearly indicates that the students generated this metaphor because of the hierarchic and progressive

nature of process paragraph: "*Process paragraph is definitely like stairs. Each phase we write for supporting details in the process paragraph definitely represents a stair*." Likewise, the *recipe* and *life* are the metaphors secondly most emphasized and inspired by the distinctive features of the process paragraph (n=6). While one of the participants using the metaphor 'recipe' stated: "It *is like a recipe because the recipe also tells you how to make it step by step*.", another participation about 'life' as metaphor said: "*I think it is like human life. Events are hierarchical and follow each other*.". Similarly, various metaphors such as *diet, climbing, water flow in heating pipe, digestive system* have been presented emphasizing that the process paragraph contains steps and stages. Besides, some participants also stated that writing a process paragraph is like *growing plant, cooking, making a cake* referring the importance of unity, cohesion and coherence by using transition signals in a paragraph as well as its feature related time and process. Following statement presents the explanation the metaphor 'growing plant' as: "*Like growing plants. It contains stages to be followed. When you use transition expressions correctly while writing these stages, you will be successful in your process paragraph in terms of both meaning and unity as well as coherence*.". Moreover, some metaphors generated by the participants such as *dibbling, constructing a building, chess,* and *walking* were associated with the knowledge on the organization of the process paragraph and paragraph writing process. Following statement on dibbling explains the importance of theoretical knowledge on how to organize a process paragraph as: "*It is like dibbling because you need to know the rules and steps while dibbling. We need to know how to do while writing a process paragraph*.". Another participant, who likened the process paragraph to *constructing a building,* expressed the importance of having content knowledge and explaining the stages with appropriate examples in supporting details:

> *"Constructing a building. The foundation of the construction must be durable, and each floor must be done carefully so that the building can look strong and aesthetic when the construction is finished as in process paragraph. The process paragraph is like it; you need to have content knowledge on the writing topic and support your steps with appropriate and well-structured examples and explanations.".*

Two participants created the metaphor *toddler* have a different point of view. As one of them associated toddler as a metaphor for the nature of process paragraph containing phases, the other one associated it with having success with perseverance despite the difficulties as the following: "*Toddler because it comes hell or high water*.".

A few participants also perceived the relevant paragraph as an *endless way* and *missing-page book,* probably because of the challenges they experienced in the paragraph writing process. One of them stated: "*Like an endless way. There are many details to explain the steps.*

It seemed like the journey would never end.". Another participant referring to the unity problem in her paragraph regarded the process paragraph as a missing page book: "*I think, like a missing-page book because I failed in paragraph unity*.".

From all metaphors generated by the students, it can be concluded that the participants generally have similar perceptions about the process paragraph. Although there are metaphors that exemplify the difficulties they experienced in the process, they also presented metaphors that they understood the logic and nature of the relevant paragraph and even emphasized the importance of unity and coherence in the process rhetorical mode.

The Integration of Data Obtained with Different Methods Related to the Intervention of the Process Rhetorical Mode. In accordance with the mixed methods analysis suggestions (cited by Onwuegbuzie, & Teddie, Creswell & Plano Clark, 2011/2015), the procedures consisting of qualifying the quantitative data, displaying the quantitative and qualitative data together with the tables and figures, blending both data sets and integrating meta-inference were carried out.

Mixed Methods Research Question: How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the process rhetorical mode explain the quantitative findings?

Depending on this research question, quantitative and qualitative data were compared in Table 27. Then, meta-inference was obtained by associating and integrating the data after comparison.

Table 27. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of Process Rhetorical Mode*

Rhetorical Mode	Quantitative Findings	Qualitative Findings
Process Rhetorical Mode	It was determined by paired samples t-test analysis that the intervention of the process rhetorical mode was an effective program in increasing the process paragraph writing performance of the EFL preparatory students (p.<.00).	The qualitative findings obtained from the reflection forms and focus-group interview to evaluate of the effectiveness of the intervention of process rhetorical mode are of an explanatory and supportive nature to the quantitative findings. Accordingly, it was seen that the students who participated in the intervention of the process rhetorical mode positively experienced the relevant intervention process despite few challenges. It can be said that these findings coincide with the quantitative findings.
Meta-Inference		
In accordance with the findings obtained from the analyzes of the pre-test and post-test which were conducted to improve the process paragraph writing skills of the higher education EFL preparatory class students and the findings with the reflection forms and focus group interview on the evaluation intervention of the process rhetorical mode, it can be said that the writing intervention of the process rhetorical mode is effective in increasing the rhetorical awareness and skills of EFL preparatory class students on the writing of process rhetorical mode.		

Results from the Intervention of the Narrative Rhetorical Mode

Quantitative Research Question: Is there a significant difference in the pre-test and post-test narrative paragraph writing performance scores of higher education EFL preparatory class students?

The paired samples t-test was adopted in order to analyze the difference between the EFL students' pre-test and post-test narrative paragraph writing performances. The results are presented in Table 28 below.

Table 28. *Results of Paired Sample t-test for the Students' Pre-test and post-test Narrative Paragraph Writing Performance*

	N	Mean	Ss	t	p
Narrative pre-test	57	9.78	2.61	-7.36	.000
Narrative post-test	57	12.94	3.11		

As presented in Table 28, the paired samples t-test indicated that there is significant difference in terms of the participants' narrative paragraph writing performances in the pre-test and post-test (t_{56}=-7.36, p.<.00). The mean score of pre-test is $\bar{x}$= 9.78, while the mean score of post-test is $\bar{x}$=12.94. Therefore, the test certified that the narrative paragraph writing performances of the EFL preparatory students significantly improved after the intervention.

Qualitative Results from the Intervention of the Narrative Rhetorical Mode.

Qualitative Research Question: How do higher education EFL preparatory class students who participated in the intervention of pedagogically enriched process-based English writing course evaluate the effectiveness of the narrative paragraph intervention?

Results from Reflection Forms and Focus-Group Interview. Written reflection forms with a metaphor question and focus-group interview were conducted after completing the intervention of narrative paragraph writing. The data were thematically analyzed by MAXQDA 2022 package program, and the findings are presented under the themes respectively, the challenges in students' example paragraph writing, The contributions of the narrative rhetorical mode intervention, and metaphors for narrative rhetorical mode. The hierarchical code-subcode model for the first theme of *the challenges in students' narrative paragraph writing* that emerged from the insights of the students is given in Figure 37.

Figure 37. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Narrative Paragraph Writing*

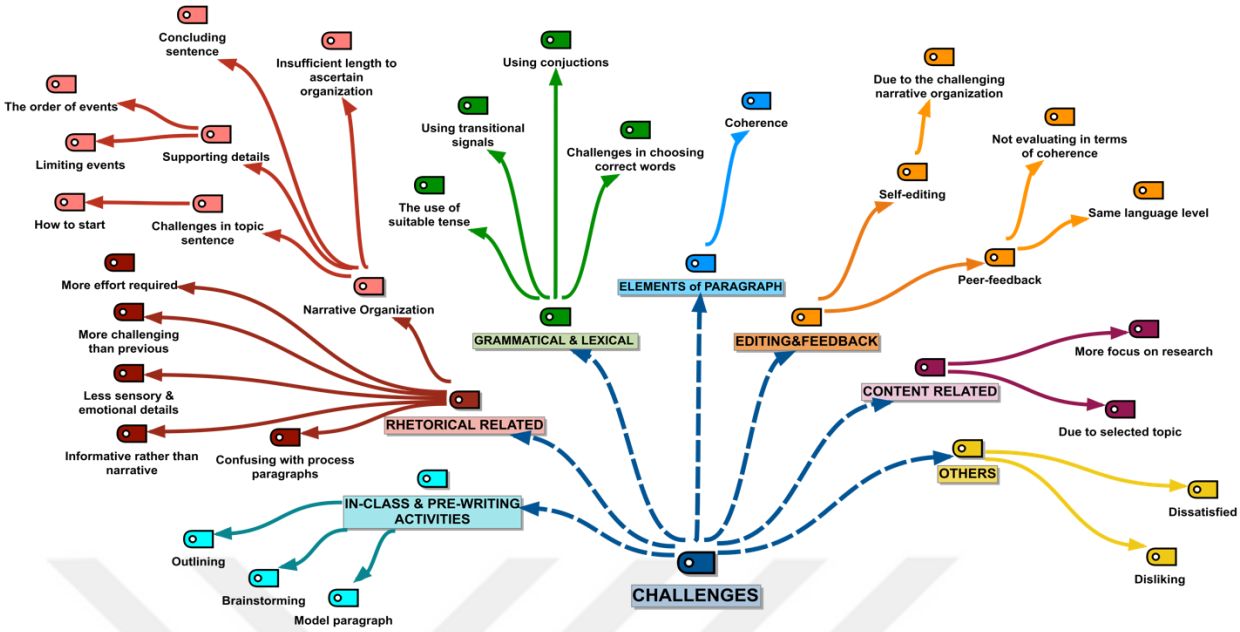


Figure 37 displays the theme of the participants' challenges in the narrative rhetorical mode intervention. Seven main categories comprising of several codes were generated as results of the data analysis. The first category is related to the challenges that the students experienced in the activities they did during the introduction of the narrative paragraph. Few students shared their opinions with pre-writing challenges, and five of them stated that the model paragraphs they examined made it difficult for them to understand because of their structure and content.

Compared with the other challenges, the rhetorical related factors complicating the students' narrative paragraph writing performances were most emphasized. While some students confused the narrative paragraph with the process paragraph because of its chronological nature, the others mentioned that they used more informative sentences rather than narrative generic ones. Additionally, three of the students underlined the problems on the use of sensory language in their narrative works. Students also stated that they had difficulties in creating paragraph parts. How to start while writing the topic sentence, the difficulties experienced in limiting the events for the supporting details, and wrapping the concluding sentence up were the most frequently mentioned difficulties.

In the third category, grammatical challenges, one of the students mentioned the poor performance of use of appropriate tense and consequently, her narrative product seemed ambiguous and unclear. Transitions between sentences and the use of adequate and appropriate conjunctions were among the difficulties mentioned in this paragraph type, as in other rhetorical paragraphs. Moreover, there was also difficulty in using descriptive or sensory words to reflect emotions to the reader. Coherence-related problem in paragraph and content-related difficulties

were the least emphasized by students. While few students mentioned that they had difficulties in choosing a topic and that the topic they chose negatively affected their performance, only two students uttered coherence-related problem among the sentences in their works.

As can be seen in the category of editing and feedback, one of the four students stated that he had difficulty in self-editing because he could not fully grasp the nature of the narrative paragraph and that he could not correct his mistakes even if he noticed, while two of them expressed that their peer-feedback were insufficient, and they were hesitant on their evaluation because of having the same or lower-level language proficiency.

In the last category, the students emphasized their dissatisfaction with their performance. In addition to four students disliking the narrative rhetorical mode because they felt less successful than the previous paragraph types, there were only two students who said they failed because they did not like this paragraph type. Sample statements of students about the challenges they experienced during the intervention of the narrative rhetorical mode are shown in the table below.

Table 29. *The Statements of the Students on the Theme of Challenges During the Narrative Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
In-class & Pre-writing activities	7	-	*"The most unsuccessful activity was the model paragraph in our course book, the best sandwich of my life. I missed some points while the instructor was teaching. Therefore, didn't grasp its outlining and the events and emotions" (RF)* *"Brainstorming because I used the features of descriptive paragraph." (RF)* *"Doing outlining was challenging, I think." (RF)*
Rhetorical Related	6	23	*"Actually, I had problems at first because I confused narrative and process paragraphs a little bit. So, when I was doing the outlining, brainstorming in class, it was like I was doing in the process paragraph." (FGI)* *"There were informative sentences rather than narrative ones." (FGI)* *"The process was very simple. We immediately learned, comprehended and wrote. But then a completely different paragraph. That's why I struggled a bit." (FGI)* *"I didn't know how to start describing the events and what details to write." (RF)* *"There were many events and many details to write. I didn't know how to limit." (RF)* *"Writing the concluding sentence because it was challenging to wrap up the topic." (RF)* *"I didn't want to write long story. But it was too short for a paragraph." (RF)*

Table 29. *(Continued)*

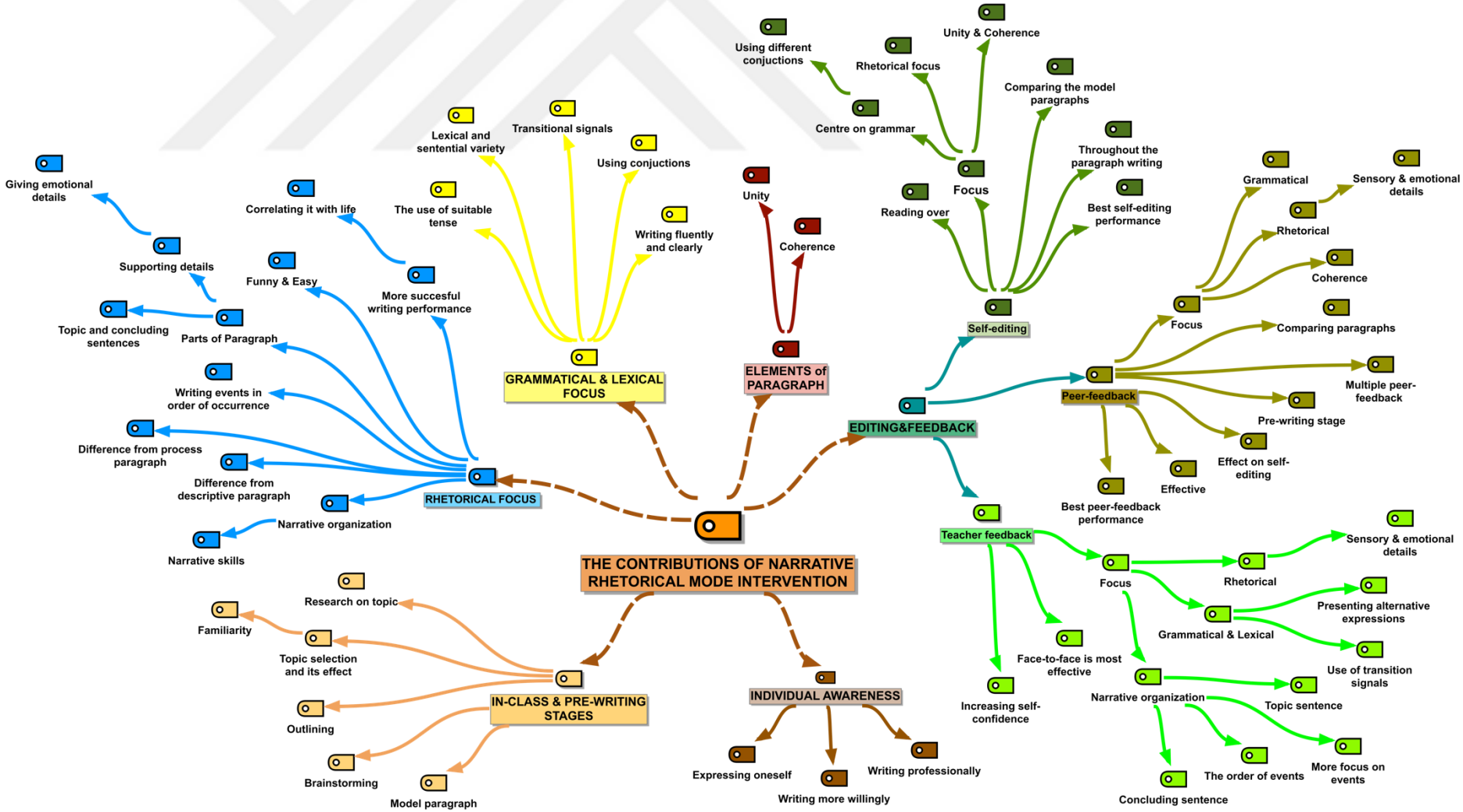
Grammatical & Lexical	7	1	*"I used transition signals less in this paragraph type. I used the simple present tense and the past tense. I was confused in the use of time." (RF)* *"The use of conjunction. It is necessary to use of many conjunctions if there are many events to write. It makes me confused." (RF)* *"Explaining the emotions. I can't be sure whether I use the correct words." (RF)* *"I forgot to use the transition signals when I wrote this. I tried to add in between sentences after I finished. It didn't work." (FGI)*
Elements of a Paragraph	2	1	*"I don't think that I was successful in making connections between sentences." (RF)* *"I had no idea on the flow of sentences in my friend paragraph. I didn't understand the reason." (FGI)*
Editing & Feedback	-	4	*"I could not evaluate my paragraph; I did not understand its logic exactly. I read, there were few emotional details, it had some mistakes. I didn't know how to do it. I had trouble with that." (FGI)* *"We couldn't evaluate well because we were all on the same level. Well, maybe it's wrong." (FGI)*
Content-related	-	3	*"It was because of our research. Focusing on research can change our writing performance according to paragraph types. Sometimes it is very positive. Sometimes, it has a negative effect as in this paragraph type." (FGI)* *"I had a little trouble choosing one of the five subjects. I did some research. I did one of them and it didn't work, I did the other and it didn't work. The topic impacted my writing performance." (FGI)*
Others	2	4	*"It was actually a paragraph that I thought I was good at because I really like storytelling. There are emotional details in all my paragraphs. Literary things, emotional things, but I don't know why, but I wasn't able to write as in my other paragraphs. I think I was more successful in my previous works." (FGI)* *"I didn't enjoy this paragraph, so I wasn't successful." (RF)*

RF: Reflection Forms
FGI: Focus-Group Interview

Table 29 includes sample statements of the participant-students about the challenges they experienced during the narrative rhetorical mode intervention. As can be seen, the students mostly emphasized the problems related to rhetorical factors. From the statements, it can be concluded that the students had difficulties with the generic structure and language features of the narrative paragraph. They confused the rhetorical characteristics of the narrative paragraph with the ones of process, descriptive, and informative. They confused the non-fictional narrative referring to a story of person's real-life with process paragraph or descriptive paragraph features. In fact, the necessity of using sensory language and the writing events in chronological order had a confusing impact on their narrative performances while the research they did for content generation caused them to write more informative sentences rather than narrative. Moreover, it can be deduced from the statements that the students had also difficulties in transitioning between sentences, flow of sentences and using conjunctions in this rhetorical mode as in previous ones.

Another theme identified as a result of the analysis focuses on the impact of the narrative rhetorical intervention on the students' narrative paragraph writing performances. The hierarchical code-subcode model for the impact of the narrative rhetorical intervention theme based on the views of the EFL participatory students is given in Figure 37.

Figure 38. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Narrative Rhetorical Mode Intervention*



As displayed in Figure 38, six main categories including many sub-categories and codes have been designated as a result of thematic analysis of the reflection forms and focus-group interview: *in-class and pre-writing activities, rhetorical focus, grammatical and lexical focus, elements of paragraph, editing and feedback and individual awareness*. As in the previous rhetorical mode interventions, the students were taught the distinctive features of the narrative rhetorical mode. The first category presents the codes related to the contributions of the activities and pre-writing activities that students did in the first stage of narrative paragraph intervention. The students stated that they comprehended the features of narrative rhetorical mode more clearly by using model paragraphs and thus they created the pre-writing stages more easily. Some students rated examining sample narrative paragraphs as their most successful activity, while others felt very successful in creating the brainstorming and outlining these paragraphs. The codes related to the self-selection of topics for the post-test paragraphs and the research they did on the selected topic are also included in the first category. The results showed the important role of content knowledge on both their writing performances and their self-satisfaction about their performance. Some of the students underlined that they were entertained while making research and reading on their self-selected topic and they evaluated their research topic as their successful pre-writing activity.

The second category includes the sub-categories and codes related to the rhetorical contributions of the intervention. When the students were asked of the outcomes about the narrative intervention process, a few students answered that they learned how to create a narrative paragraph and thus gained narrative writing skills. Since the narrative paragraph contains descriptive elements to give sensory and emotional details, and the events are presented in chronological order, the students were reminded of the rhetorical features of the descriptive and process paragraphs, and they associated the narrative paragraph with these paragraph types they had previously learned. Four of the students mentioned that they comprehended the distinctive nature of the narrative rhetorical mode from descriptive and process paragraph during the intervention. Moreover, many students said that achieved presenting the sequence of the events they intended to tell in chronological order. As for the parts of the paragraph, one of the findings obtained from the qualitative data analysis is that the students were successful in writing by starting their paragraphs with an effective and remarkable topic sentence and associating the concluding sentence with the topic sentence. Regarding the ability to write supporting sentences, many students stated that they saw themselves successful in supporting their topics with imaginary, sensory and emotional expressions. Furthermore, a few students added that they used sensory and emotional details so sufficiently and appropriately that they were able to convey the emotions into their sentences,

thus producing paragraphs that could affect the reader. In addition, they emphasized that they found each stage of the relevant paragraph intervention including introduction, pre-writing activities, and the process of creating their own narrative products, fun and easy, and therefore it was the most successful one for them among the previous three rhetorical interventions.

Grammatical and lexical focus is another category designated as one of the contributions of the narrative rhetorical intervention. Only a few students shared their opinions on the advantages of the intervention in terms of grammar and lexis. One of the students uttered that he could use different sentence structures by supporting his sentences with different expressions and words in this paragraph type while another participant declared that she successfully employed correct tense, past or present, in composing her narrative paragraph. As in previous rhetorical interventions, the participants underlined the use of adequate and effective transition signals and conjunctions to provide the flow of events in the narrative rhetoric intervention. Only two students shared their strengths about unity and coherence and expressed that they were successful in maintaining the unity of the paragraph and ensuring the flow and coherence between sentences while creating paragraph in this paragraph type.

The feedback process in the intervention was the mostly emphasized issue by the students participating in focus-group interview. In the intervention, the students gradually completed the editing process as in the previous interventions. After creating their paragraphs, they were given time to do self-editing first, then peer-feedback and afterwards teacher feedback was conducted.

When asked their self-editing experience for their narrative works, the students commonly said that reading their paragraph over and over until they noticed mistakes or shortcomings was their first step in self-editing. While correcting their paragraphs, they said that they commonly made corrections in terms of grammar, especially the use of conjunctions and correct tense, rhetoric, including descriptive and figurative expressions, and the unity of the paragraph and the coherence among sentences. Besides, they used sample narrative paragraphs during self-editing and they either added the expressions they liked to their own paragraphs or completely changed their lexical choice with the ones from the sample paragraphs. There were also some who said that they completed all the stages of the paragraph by self-editing. They did self-editing not only in the time allocated to them for self-editing, but also from the topic selection to the final draft of the paragraph. By comparing with the self-editing processes of the rhetorical interventions so far, they also underlined that they had the most successful performance in the narrative paragraph because of funny and daily nature of narrative rhetorical mode and the impact of the topics they selected.

Regarding the peer-feedback stage, the students mentioned evaluating their peers' narrative works in terms of the points they paid attention to during self-editing. While the students said that they evaluated it mostly in terms of grammar, there were some shared their opinions in terms of sensory and emotional details that were used insufficiently. Furthermore, while doing peer review, they compared their paragraphs to each other and afterwards, they noted the differences they saw in their paragraphs. These differences comprised of the use of a different conjunction, sometimes the use of narrative expressions or evaluating the same subject from a different perspective. Besides, some of the students reported that they both gave and took more than one peer-feedback with their friends. They needed different perspectives from time to time. They used peer-editing not only after writing, but also before writing, especially in choosing a topic. They decided by discussing on the writing topic they chose. In addition, they added that they had the most successful peer-feedback performance by pointing out the benefits of it on their performance.

Teacher feedback was the type of feedback that students mostly paid attention to and that they expressed its great contribution to their work. Although the same elements such as grammar and rhetoric in self and peer-feedback were emphasized, they emphasized that their paragraphs took their final shape after teacher feedback, as they thought it was a more professional approach, and it contributed to their writing performance. In addition to correcting mistakes in paragraphs, the suggestions on alternative conjunctions and expressions contributed to their general writing skills. The results also indicated that the corrections and comments of teacher feedback centered on the organization of the narrative rhetorical mode. Since some students could not complete their paragraphs in the allocated time for narrative intervention, the teacher feedback was provided to these students in written form at first, then face-to-face. Therefore, these students considered face-to-face teacher feedback more effective. Those who received generally positive and supportive teacher feedback stated that this process increased their self-confidence in writing.

The last category indicates that the narrative intervention process helped the students improve their academic writing skills and they felt more motivated to write in English overcoming their previous writing apprehension. Following table indicates sample statements of the participants from the reflection papers and focus-group interview collected after the intervention.

Table 30. *The Statements of the Students on the Theme of Impact of Process Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
In-class &Pre-writing Activities	13	10	*"The best sandwich of my life. Because events are given in order and emotions are given effectively." (RF)* *"My success was to create a good brainstorming." (RF)* *"Outlining because it comprises of the sequence of events and therefore, I could write successfully." (FGI)* *"I found a topic that I love very much to write. It was a volcanic eruption. There's a band called Pink Floyd, everyone knows for sure. A clip of Pink Floyd's song was shot in Pompeii. It was taken at the Pompeii Amphitheater and there were a few images from the Vesuvius volcano on this subject. After listening to this song, I did a lot of research about Vesuvius and I really fell in love with that volcano. I was successful because I wrote a subject that I love and know." (FGI)* *"I'm good at searching on the writing topic."(RF)*
Rhetorical Focus	52	15	*"I understood the characteristics of the narrative paragraph type and how to write." (RF)* *"It helped me improve my narrative writing skills. I think I have an intriguing writing style." (RF)* *"I can now distinguish between the descriptive paragraph and narrative paragraph." (RF)* *"I learned the difference between the two because narrative paragraph looked like the process paragraph before." (RF)* *"I was successful in writing the events in a smooth flow." (RF)* *"I was very good at writing introductory and concluding sentences." (RF)* *"I understood key features of the narrative paragraph type. For example, the chronological order is important when describing events, and it is important to reflect emotions when describing details. I learned that a person could reflect her own feelings and thoughts in the paragraph, and I successfully implemented it in my own paragraph." (FGI)* *"I didn't have any problem. While I was writing my paragraph, I conducted the research, brainstorming, outlining, and the paragraphs we studied in class, all in such harmony. This is the best paragraph I've ever written." (FGI)* *"I wrote the Narrative paragraph very comfortably, so it was the type of paragraph I was most successful in." (RF)* *"Because we already use the narrative paragraph type in our daily life, it was easier to write.*
Grammar& Language Focus	6	8	*"I learned which tense to use while writing the paragraph. So, there must be a timeline. The sentences cannot be formed in both past and present tense. Needs time alignment." (FGI)* *"In this paragraph type, I was able to construct sentences in different structures with different words." (RF)* *"I learned the importance of transitional signals in the narrative paragraph. Transition between sentences is very important." (RF)* *"I was able to use conjunctions actively and appropriately to ensure coherence of meaning." (FGI)* *"I think I'm good at paragraphs that are mostly about describing thoughts and events. Because I can write my sentences more clearly and fluently." (RF)*

Table 30. *(Continued)*

			"Presenting the event as unity in sentences." (RF)
Elements of a Paragraph	5	2	*"I was able to use conjunctions actively and appropriately to ensure coherence of meaning." (FGI)*
Editing &Feedback	7	54	*"I did the self-editing in this paragraph as follows: I read it many times, deleted it several times as I read it. I wrote again. I wrote again. I'm reading, I say it was a little informative, or something else. I'm correcting again." (FGI)* *"I examined my grammar mistakes." (FGI)* *"In addition, I have now tried to use different conjunctions because they are our last paragraphs. So, I used different conjunctions." (FGI)* *"I had almost no emotional expressions. In this way, I realized that I was writing almost a process paragraph by going step by step, not using any emotional expressions at all. That's why I tried to add more emotion and sensory details when I edited it again." (FGI)* *"I tried to evaluate it in terms of unity and coherence. Again, I had difficulties in maintaining the flow, as usual. So, I read it several times." (FGI)* *"Actually, I read the paragraphs in the book. There were words like "awesome" in some sentences. It specifically underlined them. But my paragraph didn't have. Considering it, I used them to a certain degree in my paragraph. (FGI)* *"Because it was a subject that interested me immensely and I researched it too much. ... Then I prepared everything and came to school. That's why I made a lot of edits to myself in terms of transition signals and sentence structures, the unity of paragraph and it was the best self-editing performance for me." (FGI)* *"I corrected the grammatical mistakes in my friend's paragraph well." (RF)* *"He said the same thing in the feedback given to me. "There's very little emotion. It's like this scientific text."" (FGI)* *"While peer-editing, I wondered if she wrote correctly or me. I used what I liked in her paragraph in my paragraph." (FGI)* *"There is a feedback environment. A few people are reading my paragraph. Of course, I read theirs, too." (FGI)* *"Peer-feedback will continue to be one of our favorite activities then. It will guide us." (FGI)* *"Actually, I did my best self-editing and peer-editing in this paragraph." (FGI)* "*I wrote simply. We made them more beautiful. You suggested me different words and conjunctions to make it better*." *"You said that there were mistakes in the order of events and sentences, but you liked my paragraph in general. It was good in terms of meaning. I did not use any informative sentence. I also added my feelings to some sentences. There was just a problem with the order. You corrected it*." (*FGI)* "*I couldn't finish my paragraph on time because I came to class late. That's why I didn't get written feedback from you. I couldn't understand some points. Then you told me again in your office. I think face-to-face feedback is much more effective." (FGI)* *"It was a very good teacher feedback process for me, and it increased my self-confidence about paragraphs." (FGI)*
Individual Awareness	8	3	*"Now that we are becoming more and more professional about writing paragraphs, it has become easier to research and write. I can express myself much more clearly and understandably in my paragraph. Thanks to the feedback I received, I started not to make mistakes in my paragraph." (RF)* *"I started to write more willingly." (RF)* *"I can now express myself writing." (FGI)*

RF: Reflection Forms
FGI: Focus-Group Interview

Table 30 contains sample statements related to the contributions of the narrative rhetorical intervention. Although the students shared more opinions in the rhetoric and feedback categories, they also provided positive remarks about the intervention process in other categories. The quotations show that the students grasped the rhetorical features of the narrative paragraph and performed well in general. The students considered themselves successful in fictional narrative referring to imaginary sentences or events that happened in an imaginary world. Both the writing topic they chose to write about and the fact that they associated narrative writing with daily life as if they were telling a story or a memory, and the intervention process enabled students to present positive opinions. Regarding their statements on editing and feedback in the intervention of the narrative rhetorical mode, the students' statements show that they are now more successful in self-editing and peer review and have acquired editing skills. In other words, through self-editing, the students monitored their learning experience individually and they learned how to self-evaluate their writing performance through a more systematic recognition of their own weaknesses and strengths and consequently, they reflected their editing experience on editing peers' works and they interactively compared to each other's performances. Therefore, it can be deduced from the students' statements that the writing process they went through until this paragraph type contributed to the development of their self-confidence by overcoming their writing apprehension, as well as improving their academic writing skills and editing skills.

Considering the two themes above, all of the students who participated in the reflection forms and focus-group interview stated that the intervention on narrative rhetorical mode was effective despite some challenges. The rhetorical awareness of the participants not only improved their writing practice but also assisted them to obtain a more practical awareness of how English is used in a real life. Moreover, it was noticed that editing and feedback had a significant effect on L2 learners' grammar, language and rhetorical writing development because it made acquisition processes easier as well as promoting learner autonomy.

Students Metaphors for the Narrative Rhetorical Mode. After the narrative paragraph intervention, 35 reflection forms were collected, and the opinions of the students were analyzed. The analyses of the metaphor question asked in reflection form of the narrative rhetorical mode showed that 30 out of 35 students answered the question about metaphor. Following figure presents the narrative paragraph related metaphors.

Figure 39. *EFL Students' Metaphors for the Narrative Rhetorical Mode*



Figure 39 displays various metaphors developed by the students and based on their perceptions and experiences on the narrative rhetorical mode intervention. *Life* and *storyteller* were most emphasized metaphor by the students. (n=6). Two of the students, who likened the narrative paragraph to life, stated that they preferred this metaphor because of its rhetorical features. That is, the narrative rhetorical mode consists of the sequence of events in just the same way as life including the flow of events and time. The following statement exemplifies related metaphor as: "*It is like a life because in human life, events occur according to a certain flow and time*."

Another participant presenting life as a metaphor also underlined chronological order and sequence of events which are from the distinctive features of narrative rhetorical mode as: "*I liken it to a person's life from birth to death. Everything is in order and chronological.*". Similarly, various metaphors such as *memory, one's life flashes before his eyes*, *diary* have been presented emphasizing that the narrative paragraph contains a sequence of events. Likewise, the *storyteller* is another metaphor that is most emphasized and inspired by the distinguishing features of the narrative paragraph. The following statement clearly shows that the students generated this metaphor due to the necessity of using sensory and emotional details in narrative rhetorical mode: "*I think it is like those who told us fairy tales when we were little. Because in this type of paragraph, we describe the emotions we felt at that moment and what happened, as they did.*". Moreover, *documentary narrator* and *commentator* are the metaphors that were presented because they emphasize especially on reflecting emotional details. While the participant using the metaphor 'documentary narrator' stated: "*Like a documentary narrator. Because it makes us feel excitement and emotion*.", another participant about 'commentator' as a metaphor said: "It *is like a commentator because it tells the events excitedly and emotionally*.". Similarly, the *novel* is a metaphor referring to the fictional feature of the related paragraph type as well. Besides, various metaphors such as *laying flagstone, computer games* and *universe* have been presented by referring on writing stages, rules and organization of a narrative paragraph. Following statement presents the explanation the metaphor 'computer games' as:

"*Like computer games such as Candy Crush and Super Mario. At each stage, there are rules and things to be done to move to the next level. When you do these, you move to the next stage*.". One of the participants underlined the paragraph organization with the metaphor 'universe*'* as: "*I think it is like universe. Because it must have an organization for a universe to be a universe. An organization is also required when writing this paragraph type*.".

Two of the participants regarded the narrative paragraph like *descriptive* and *process paragraph* probably because it contains sensory details as in the descriptive paragraph and the events are described sequentially as in the process paragraph the necessity of using sensory language and the writing events in chronological order. The participant presenting 'extensive process paragraph' as a metaphor explained that the narrative paragraph is an extended version of the process paragraph and there is a sequence of events, and these events are described in detail with descriptive elements.

In addition to metaphors with positive meanings, negative ones were also presented by the participants. For example, using *life* as metaphor, a student said by probably referring that she had difficulty with how to start a paragraph: "*Like life, especially my own life. There is so much to tell but I don't know where to start*.". Likewise, another participant regarded the narrative paragraph as an *unfinished story* because of her writing performance in relevant rhetorical mode: "*It is like an unfinished story because I still have my shortcomings and haven't grasped it completely*.".

From all metaphors generated by the students, it can be deduced that the participants generally have similar perceptions about the narrative paragraph. There are only two metaphors that exemplify the difficulties experienced in the process. Almost all of the students from whom reflection forms were collected presented metaphors that they understood logic and imaginary and fictional nature of the relevant paragraph.

The Integration of Data Obtained with Different Methods Related to the Intervention of the Narrative Rhetorical Mode. In accordance with the mixed methods analysis suggestions (cited by Onwuegbuzie, & Teddie, Creswell & Plano Clark, 2011/2015), the procedures consisting of qualifying the quantitative data, displaying the quantitative and qualitative data together with the tables and figures, blending both data sets and integrating meta-inference were carried out.

Mixed Methods Research Question: How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the narrative rhetorical mode explain the quantitative findings?

Depending on this research question, quantitative and qualitative data were compared in Table 31. Then, meta-inference was obtained by associating and integrating the data after comparison.

Table 31. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of the Narrative Rhetorical Mode*

Rhetorical Mode	Quantitative Findings	Qualitative Findings
Narrative Rhetorical Mode	It was determined by paired samples t-test analysis that the intervention of the narrative rhetorical mode was an effective program in increasing the narrative paragraph writing performance of the EFL preparatory students (p.<.00).	The qualitative findings obtained from the reflection forms and focus-group interview to evaluate of the effectiveness of the intervention of narrative rhetorical mode are of an explanatory and supportive nature to the quantitative findings. Respectively, it was seen that the students who participated in the intervention of the narrative rhetorical mode had successful experience in the relevant intervention process despite few challenges. Consequently, it can be said that these findings coincide with the quantitative findings.
Meta-Inference		
In accordance with the findings obtained from the analyzes of the pre-test and post-test which were conducted to improve the narrative paragraph writing skills of the higher education EFL preparatory class students and the findings with the reflection forms and focus group interview on the evaluation intervention of the narrative rhetorical mode, it can be said that the writing intervention of the narrative rhetorical mode is effective in increasing the rhetorical awareness and skills of EFL preparatory class students on the writing of the narrative rhetorical mode.		

Results from the Intervention of the Opinion Rhetorical Mode

Quantitative Research Question: Is there a significant difference in the pre-test and post-test opinion paragraph writing performance scores of higher education EFL preparatory class students?

The paired samples t-test was conducted to see the opinion paragraph writing improvement of the participants after the intervention on the related rhetorical mode. Following table describes the results are presented in Table 32 below.

Table 32. *Results of the Paired Samples t-test for the Students' Pre-test and Post-test Narrative Paragraph Writing Performance*

	N	Mean	Ss	t	p
Opinion pre-test	57	11.92	3.50	-4.71	.000
Opinion post-test	57	13.75	2.71		

As can be seen Table 32, the participants produced greater marks for their post-test opinion paragraph writing ($\bar{x}$=13.75) while their pre-test showed $\bar{x}$=11.92. It shows a significant difference between the two test scores in related rhetorical mode (t_{56}= -4.71, p.<.00). Based on the results, it can be concluded that the participants' opinion paragraph writing figures after the intervention surpassed the values of the pre-test which suggests that the intervention was effective on their related rhetorical mode performances.

Qualitative Results from the Intervention of the Opinion Rhetorical Mode.

Qualitative Research Question: How do higher education EFL preparatory class students who participated in the intervention of pedagogically enriched process-based English writing course evaluate the effectiveness of the narrative paragraph intervention?

Results from Reflection Forms and Focus-Group Interview. The data collected with focus-group interview and written reflection forms including a metaphor question after the intervention of opinion paragraph writing was thematically analyzed by MAXQDA 2022 package program, and the findings are presented under the themes respectively, the challenges in students' opinion paragraph writing, the contributions of the opinion rhetorical mode intervention, and metaphors for the opinion rhetorical mode. The hierarchical code-subcode model for the first theme of *the challenges in students' opinion paragraph writing* that emerged from the insights of the students is given in Figure 40.

Figure 40. *The Hierarchical Code-Subcode Model on the Theme of Challenges in Students' Opinion Paragraph Writing*

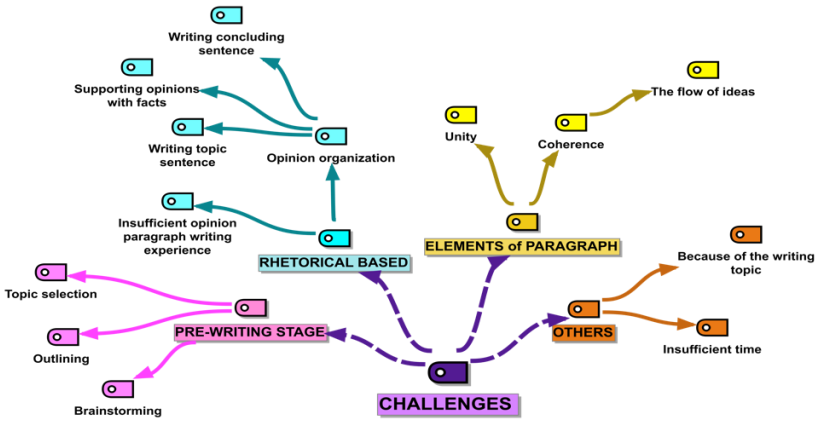


Figure 40 indicates the theme of the participants' challenges in the opinion rhetorical mode intervention. From the data analysis, only four main categories comprising of several codes were generated: *pre-writing stage*, *rhetorical factors*, *elements of paragraph* and *others*. In the first category, only five students shared the challenges they experienced in the pre-writing stage and stated that they had problems choosing the writing as well as constructing brainstorming and outlining. One of the participants, who said that she had difficulty in

outlining, stated that she had difficulty in adding her ideas to outlining. Regarding the opinion rhetorical challenges, the students mostly emphasized their shortcomings related to the narrative organization. There were some had problems with how to start the opinion paragraph, as well as those who were not satisfied with the topic sentence, they wrote in their opinion works. In addition, the results from the reflection forms demonstrated that the students commonly had a problem with writing the supporting sentences in terms of adding facts or personal experiences to support their opinions. Moreover, constructing the concluding sentence was also problematic for the students because they could not write a satisfying conclusion for their opinion products.

A few students also had problems in writing a unified and coherent paragraph. While one of the students stated that he broke the unity of his opinion paragraph while writing the concluding sentence due to the challenge of restating the topic, another student underlined her shortcoming in maintaining smooth flow of sentences.

In the last category, the students' difficulty in using time effectively in constructing opinion paragraph and the negative effects of their chosen writing topic on their writing performance are presented. One of the students participating in the focus-group interview stated that she could not complete writing her opinion work in the allocated time due to the writing topic she chose.

The other students sharing their experiences about the topic selection also stated that they chose the wrong topic and therefore had difficulty in creating their opinion paragraphs. Sample statements of students about the challenges they experienced during the intervention of the opinion rhetorical mode are shown in the table below.

Table 33. *The Statements of the Students on the Theme of Challenges During the Opinion Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
Pre-writing-stage	5	-	*"The stage of brainstorming. I wasn't able to understand exactly what words to use." (RF)* *"It was difficult to construct outlining because it was necessary to add my opinions." (RF)* *"Selection of the writing topic was challenging for me." (RF)*

Table 33. *(Continued)*

Rhetorical Based	17	-	*"I need to write more opinion paragraphs. I had no experience before." (RF)* *"I don't think that I could write successful and impressive topic sentence in this paragraph." (RF)* *"It was difficult to add my own ideas when using real scientific statements." (RF)* *"Supporting with facts my opinions. Because I think writing facts is always more difficult than writing opinion." (RF)* *"Concluding sentence because it was difficult to summarize both knowledge and my own opinions in one sentence." (RF)*
Elements of a Paragraph	5	-	*"It was difficult to connect with opinions and sentences each other." (RF)* *"I couldn't save the unity while writing the concluding sentence because I wasn't able to wrap the writing topic up." (RF)* *"I sometimes confuse with how to provide the flow of sentences." (RF)*
Others	-	5	*"I couldn't write during that time, as I mentioned, it was probably due to the wrong choice of topic. It was very disorganized; I couldn't even write my paragraph that day. I wrote it the next day, even when I came back to class. That's why I only had this time problem in the opinion paragraph." (FGI)* *"Actually, the topics were easy, but I chose the wrong topic. Whether or not animal testing should be applied. I don't think it should be applied, but when I did research, I found so much that it should be applied that I involuntarily defended it. That's why I conflicted. I couldn't write a paragraph as I wanted." (FGI)*

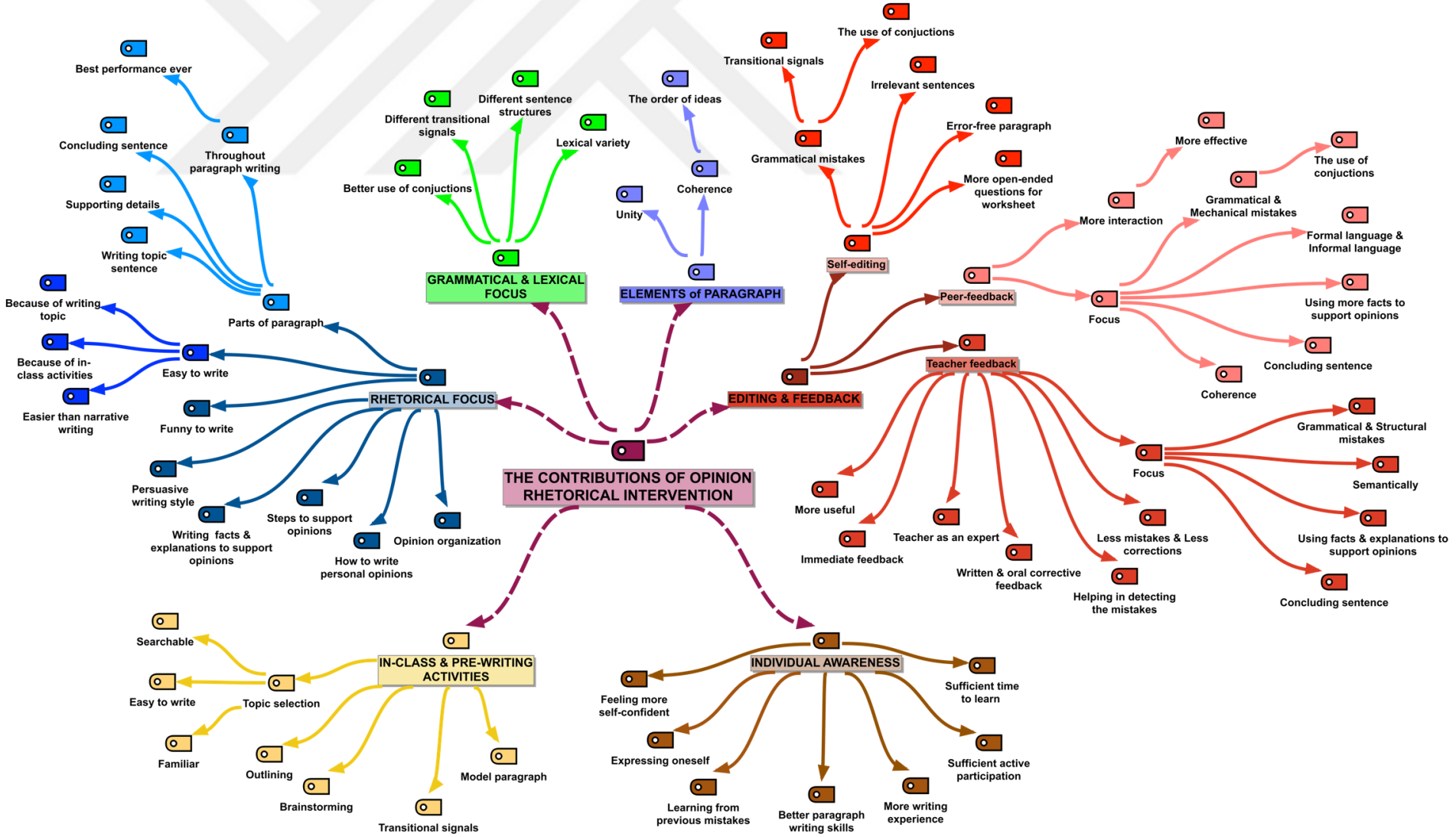
RF: Reflection forms
FGI: Focus-Group Interview

As seen in the table above, the difficulties experienced by the students in the opinion paragraph intervention in all categories except the *others* category were obtained from the analysis of the reflection forms.

The students stated that they had the most problems with opinion rhetorical aspect, particularly with the organization of the opinion paragraph. Correspondingly, what they commonly underlined was the difficulty related to providing facts or explanations to support their opinions. Five students who participated in the focus-group interview only shared their experiences about the challenges mentioned in the '*others*' category. Although these difficulties are presented as two separate codes, they are basically the same difficulties whose reason is the negative impact of students' selected topic on their writing performance in the opinion rhetorical mode.

Another theme identified as a result of the analysis focuses on the impact of the process rhetorical intervention on the students' opinion paragraph writing performances. The hierarchical code-subcode model for the contributions of the opinion rhetorical intervention theme based on the views of the EFL participatory students is given in Figure 41.

Figure 41. *The Hierarchical Code-Subcode Model on the Theme of the Impact of the Opinion Rhetorical Mode Intervention*



As displayed in Figure 41, six main categories including many sub-categories and codes have been identified as a result of thematic analysis of the reflection forms and focus-group interview: *in-class and pre-writing activities, rhetorical focus, grammatical and lexical focus, elements of paragraph, editing and feedback and others*. The first category includes the students' views about the activities they did in the intervention process and the selection of the topic for their opinion paragraph. While some of the students stated that they benefited from the model paragraphs they examined in the opinion paragraph, as in other rhetorical modes, many of them emphasized the contribution of the introduction of transitional signals used in the opinion paragraph to their paragraph performance. There were also students who found themselves successful in the pre-writing stages of brainstorming and outlining. Students were presented five different paragraph topics and were asked to choose and write about one of them for their post-tests of opinion paragraph. The students participating in the focus group interview talked about the strategies and criteria they used when choosing their topics. While nine out of 12 students stated that they chose familiar topics, only two of them stated that they preferred topics that were easy to research. However, the common views of all of them was that all of the writing topics presented to them were in accordance with the opinion rhetorical mode and therefore had a positive effect on their writing works.

The second category presents the views of the students on the rhetorical contributions of the opinion paragraph intervention. As a result of the thematic analysis, it was found that the students understood the distinctive features of the opinion paragraph, its specific writing rules, and its structure. The students stated that they learned how to write an opinion paragraph and what kind of elements it contains. They emphasized that it is quite easy to write rhetorically because it is a paragraph in which they present or convey their personal thoughts. They emphasized that they learned that they could support the ideas they defend with facts, explanations or examples and that they could apply them in their own paragraphs. Moreover, students generally considered writing this type of paragraph as funny because they did not have the anxiety of being evaluated as wrong since they wrote their own thoughts, and they could support their own thoughts with their own experiences as well as the facts. In addition, comparing the rhetorical features of the previous paragraph, narrative, the students rated opinion paragraph as easier to write thanks to the writing topics and the pre-writing activities they did before writing their own paragraphs. Although the opinion paragraph has a general skeleton that includes basic components such as a topic sentence, supporting details, and concluding sentence like other paragraph types, they expressed how the introductory sentence of an opinion paragraph should be, how they support their thoughts, and how they conclude their paragraphs, by emphasizing the specifications of the opinion paragraph. Furthermore,

while some students found themselves successful in creating the topic sentence or supporting details of their opinion works, some of them said that they could write the concluding sentence the best. There were also participants who said that they were successful at every stage of the opinion paragraph, including the pre-writing stages. Some of them underlined that the opinion paragraph type was the paragraph they performed best.

Grammatical and lexical focus is the third category designated as one of the contributions of the opinion rhetorical intervention. As in previous rhetorical interventions, in this paragraph type, what the students emphasized in terms of grammar were commonly conjunctions and transition expressions. However, the students explained that they used the conjunctions better in the opinion paragraph, which is the last paragraph intervention, and that they learned and used different transition expressions especially used in the opinion paragraph. Only two students stated that they learned and used different sentence structures and different words in the related paragraph type.

Regarding the fourth category, only six students shared their strengths about unity and coherence and expressed that they were successful in maintaining the unity of the paragraph and ensuring the flow and coherence between sentences while creating paragraphs in this paragraph type.

The students who participated in the focus-group interview made evaluations about the editing and feedback process. In addition to those who said that they had some mistakes in terms of grammar and in the transition between sentences and in the use of conjunctions, only one student stated that he noticed a sentence that was irrelevant to his paragraph while doing self-editing. Additionally, two of the participants boasted that their paragraphs contained little or no errors. Talking about the rubric they should use while self-editing, the students suggested that more guiding open-ended questions should be included in it.

Regarding the peer-feedback stage, the students stated at which points they made corrections while giving and receiving feedback from their friends. In addition to the grammatical corrections involving the use of conjunctions, they also contributed to each other in terms of rhetoric. Specifically, one of the participants emphasized that she was conflicted about whether the opinions should support the explanations and facts or that the opinions should be supported by facts or explanations, but that she was able to correct the flow and order thanks to peer-feedback. In addition, one of the students declared that he considered his friend's paragraph incorrect in terms of academic language and warned him to use formal language rather than informal. Communication and interaction were the most emphasized in the views about peer-feedback. Moreover, even if the students used rubrics, they stated that they made

the most constructive and effective comments by speaking to each other during peer-feedback and thus benefitted more from it.

Regarding teacher feedback, the students stated that teacher feedback contributed to their writing products both structurally, semantically and rhetorically. There were some who stated that as they gained more experience with each paragraph type, they made fewer mistakes and therefore received fewer corrections in teacher feedback. Since the opinion paragraph is the fifth and last rhetorical mode intervention, the students pointed out that they could improve themselves both in terms of writing performance and in terms of editing or giving feedback. In addition, they stated that self-editing and peer-feedback are more limited compared to teacher-feedback, and they understood some points better after taking the teacher feedback. As the reason for this, they considered the teacher as more equipped and expert than themselves. Although the feedback phases before the teacher feedback were successful and effective, they relied more on teacher feedback to be able to correct their mistakes and create better opinion paragraph. Moreover, they also added their satisfaction with the fact that the teacher feedback was both written and oral as well as immediate rather than delayed feedback.

In the last category, individual awareness that the students gained and realized during the process are presented. From the opinions of the students, it was found that the time allocated for the instruction and writing practices were sufficient for learning, besides their active participation in the course was ensured. More writing experience in English also improved students' paragraph writing skills. They gained awareness, knowledge, and experience, especially in writing different rhetorical modes. The results also indicated that the students gained the skill to write and defend their own opinions or ideas and thus to express themselves well thanks to the opinion rhetorical intervention. Students considered themselves more motivated and more confident in writing. Following table indicates sample statements of the participants from the reflection papers and focus-group interview collected after the intervention.

Table 34. *The Statements of the Students on the Theme of Impact of Opinion Rhetorical Mode Intervention*

Categories	*The Frequency of Each Category of Reflection Forms or Focus Group Interview*		*Sample Statements*
	Reflection Forms	*Focus-Group Interview*	
			"A Healthy City. I was most successful in examining model paragraph." (RF)
			"Especially the worksheet with the transition expressions used in the opinion paragraph was very useful. You said to use them actively to

Table 34. *(Continued)*

In-class &Pre-writing Activities	8	37	*write clearer and more fluent. I used them actively and, as you said, I noticed that my paragraph was more fluent. If you ask me which one, I benefited from the most, it is the worksheet you gave as well as the outlining." (FGI)* *"I think I was successful at the paragraph that I constructed for my paragraph. Because I used all the words from brainstorming relatedly each other in my paragraph. (RF)* *"Preparing the outlining in the pre-writing phase helped me a lot in creating my paragraph." (FGI)* *"Exactly. topics that are constantly debated and constantly researched. So, it's pretty well researched. Resources can be found on them. Apart from that, we can also benefit from our own ideas. So good writing topics." (FGI)* *"I chose the easy topic. "Why do we lie?" It's actually a familiar topic. A person can write this without research, but I needed some research, so it's about the reasons. Apart from that, I was able to include my own thoughts very well, so they were very familiar topics." (FGI)*
Rhetorical Focus	56	17	*"I learned that opinion paragraphs are thought-oriented and can be written with three main features. These are facts, experiences and examples. Besides, I learned that since it is an opinion paragraph, it should contain subjectivity." (RF)* *"I've learned to express my own opinions better." (RF)* *"Writing a paragraph by strengthening my knowledge and understanding by doing research so that an idea I am defending has a basis and credibility." (RF)* *"I successfully wrote explanations, examples and facts that support my opinion." (RF)* *"If I were to evaluate the opinion paragraph, you know that you can present both experience and facts. You can strengthen your ideas with your experiences. Then you can give the information and then write about your experience. It is funny paragraph to write." (FGI)* *"If I compare with narrative paragraph, the opinion paragraph is easier." (FGI)* *"I didn't have much difficulty in this paragraph, we already did a lot of activities in the class." (FGI)* *"Since it is an easy paragraph, I think it was easy to understand and I think it was a type of paragraph that I was very successful in. We wrote a very good paragraph, paying attention to what you said. Considering the transition signals worksheet, you gave us; we wrote it very well." (FGI)* *"I wrote topic sentence in the opinion paragraph very successfully." (RF)* *"Each phase of the paragraph came easy to me. I chose the topic 'Lying'. Like everyone. I did research to support my opinion. I created an outline. I gave Pinocchio as an example." (FGI)*
Grammar& Lexical Focus	11	1	*"I use conjunctions better and correctly now." (RF)* *"I used same or similar transition signals in other paragraphs. But I learned and used the ones that can be used when writing an opinion paragraph." (FGI)* *"I learned more and different sentence structures." (RF)* *"My vocabulary knowledge has improved." (RF)*
Elements of a Paragraph	6	-	*"I was able to maintain the unity of the topic and paragraph." (RF)* *"I wrote logical, non-contradictory and coherent sentences." (RF)* *"I learned how to keep the flow while writing my opinions." (RF)*

Table 34. *(Continued)*

			"I made some changes in terms of grammar." (FGI)
			"I tried to write in accordance with the opinion paragraph. I tried to use conjunctions as much as possible according to the type of paragraph. I changed some conjunctions, and I had some transition errors in some parts." (FGI)
			"Some sentences were irrelevant to the paragraph. It had to be removed." (FGI)
			"And there was almost no mistake in my paragraph." (FGI)
			"There must be more open-ended questions in self-editing worksheet. Thus, we can evaluate ourselves in a better way." (FGI)
			"Also, in peer-editing, I think it is more productive to actually talk to each other rather than writing. For example, we talk first and write later, for example, our corrections or suggestions. In other words, I can explain better by talking and I get better efficiency from the person in front of me... I think peer-editing is more productive by talking to each other." (RF)
			"I also had a few punctuation and grammatical errors. My friend corrected them." (FGI)
			"While giving feedback to my friend, I realized that he wrote in spoken language rather than written language. I warned him." (FGI)
			"I mostly looked to see if she supported her opinions with facts after writing them." (FGI)
Editing &Feedback	-	40	*"My last sentence was also contradictory. While I was trying to add my opinion, I went beyond what I was defending. "You'd better write it like this." said. We corrected it together." (FGI)*
			"At first, I had given the information or fact, then I had added my own opinion. After peer-feedback, I gave my own opinion at first and then gave the fact. So, we made corrections." (FGI)
			"I used some English words that I thought were the Turkish equivalent. But they weren't exact meaning of what I wanted to convey in English. There was a semantic difference. This was particularly emphasized in teacher feedback." (FGI)
			"I didn't have many mistakes. Only the two conjunctions were changed, and some different conjunctions were suggested. The more experience we gained in paragraph writing, the less corrections were suggested. Yes, some changes are still needed. But we have reached the specified level." (FGI)
			"We cannot detect some errors neither in self-editing nor in peer-feedback. After receiving teacher feedback, I noticed my mistakes and easily understood and how to correct them. Without it, it sometimes impossible to see my mistakes." (FGI)
			"When giving feedback, you write corrective notes or suggestions at the end of the paper. It works so well when I'm writing the final draft. Maybe it wouldn't be as effective if you just explained it. Because sometimes we forget, or we get distracted. Even if you only give written feedback, it will not be as effective." (FGI)
			"My friend says me to use that conjunction. And I say this conjunction is better. But it becomes clear when we talk to you. We are not sure of each other. You know better than us." (FGI)
			"There are points where we are not sure while and after writing our paragraph. As M.. said, we forget after a few days. What will I ask? What was I not sure about? Therefore, receiving immediate feedback after completing our works is very effective." (FGI)
			"The most productive for me is teacher-feedback. As M.. said, even if we look at ourselves for hours, we do not see our mistakes. Therefore, it was better for us to receive teacher-feedback."

Table 34. *(Continued)*

			"I think that sufficient time has been allocated for this paragraph as in the other paragraphs. The lesson is already well planned. We come to class after completing brainstorming and outlining after researching the topic of our paragraph. For writing the paragraph, for the feedback stages, the time is certain and sufficient for everything." (FGI)
Others	4	11	*"We did the activities in the classroom together. In general, we actively participated in the lesson. So, it was effective and not boring." (FGI)*
			"My experience with the paragraphs we have written so far has an effect on my opinion paragraph performance." (FGI)
			"In fact, I think I've improved even more since it's the last paragraph. With my experience from previous paragraphs and mistakes" (FGI)
			"I can now express myself better in writing." (RF)

RF: Reflection Forms
FGI: Focus-Group Interview

Table 34 contains sample statements related to the contributions of the opinion rhetorical intervention. As can be seen from the table, the students shared more positive remarks in the in-class and pre-writing activities, rhetoric and feedback categories about the intervention process. The statements show that the intervention of the opinion paragraph is effective in helping the students comprehend the rhetorical features of the relevant paragraph and perform well. Furthermore, they were more willing and receptive to learn the opinion rhetorical mode because the paragraphs they created were based on their own personal opinions and they were glad to learn how to express their own ideas. Besides, the findings indicated the significant role of content knowledge and students' self-selection of writing topics on the writing process and their writing performance. Although they were successful in self-editing and peer-feedback, all of the students participating focus-group interview stated their higher level of interest in receiving teacher feedback and they felt satisfied with teacher feedback since it fostered their motivation and self-confidence to write better.

Considering the two themes above, all of the students who participated in the reflection forms and focus-group interview stated that the intervention on the opinion rhetorical mode was effective despite a few challenges. The results from both reflection forms and the focus-group interview supplemented each other. Each data collection method revealed one aspect of reality. Thus, it can be concluded that the challenges students experienced were familiar problems that may occur all the time and are reflected in both their writing performance and the actual classroom situation in writing. Consequently, it can be said that the opinion rhetorical intervention is effective in the development of students' rhetorical awareness as well as their writing skills.

Students' Metaphors for the Opinion Rhetorical Mode. The analyses of the metaphor question asked in reflection form of the opinion rhetorical mode showed that the participants

used various English writing metaphors. Following figure presents the opinion paragraph related metaphors.

Figure 42. *EFL Students' Metaphors for the Opinion Rhetorical Mode*



The Figure 42 shows the various metaphors of the students about the opinion rhetorical mode. *Job interview*, *3D painting*, *looking at scenery*, *discussion* and *dressmaking* were more emphasized metaphors when compared the others (n=2 for each). The students regarded the opinion rhetorical mode as 'job interview, 3D painting, looking at the scenery and discussion because of its rhetorical features such as using facts, explanations, or experiences to convince their readers. One of the students using *job interview* as metaphor explained the reason as the following: "*I think it is like a job interview because I need to convince the boss and prove myself. While doing this, I need to use my experiences to support my opinions and convince him*.". The participants' explanations of the reason why they used 3D painting and *looking at scenery* as metaphors had a similar point of view. For example, while one of the students using 3D painting stated, "*Everyone can look at 3D painting from a different angle because everyone's opinion, and approach can be different*.", one of the students using *looking at the scenery* referred as: "*Like looking at the scenery. Everyone has a different perspective on the landscape*.". Two participants presenting the *discussion* as a metaphor underlined the rhetorical features of the opinion paragraph and one of them mentioned as: "*I think it is like a discussion. Two groups with different opinions try to convince each other by presenting certain facts and explanations*.". Likewise, various metaphors such as *salesman, article, jury, commenting* and *counterview* were presented emphasizing that the opinion paragraph contains convincing sentences with relevant facts, concrete details or explanations. Besides, as mentioned above, *dressmaking* is one of the metaphors more emphasized. One of the participants using this metaphor said referring to the components that constitute the opinion paragraph the following: "*Like dressmaking. When sewing a dress, you need needle, thread, sewing machine, scissors, fabric. In the same way, there are things you need when writing an opinion paragraph such as appropriate words, conjunctions, facts or explanations to support your opinions*.". The

metaphor *3 in 1 coffee* presented by another participant has a similar perspective with dressmaking emphasizing the elements of an opinion paragraph as: "*An opinion paragraph is like 3 in 1 coffee. It contains opinions, facts, and explanations*.".

Besides, two of the participants used *my garden* and *drawing* as metaphors by referring to write their opinions in their paragraphs. The student presenting *my garden* explained the reason why she preferred this metaphor as: "*My garden because we can use the garden as we want because it belongs to us. Since the opinion paragraph belongs to us in the same way, we can freely express our opinions we want*.". The other metaphor, *drawing,* emphasized the ownership about opinions in the paragraph as: "*Like drawing because I had the brush*.".

From a different perspective, one of the participants using *endless road* as a metaphor stated that while writing an opinion paragraph, it is necessary to limit the opinions and supporting facts: "*Like an endless road. Because you have to use only one idea in a paragraph. If you have a lot of knowledge about it, there is no limit to what you can write, but then it won't a paragraph*.".

From all metaphors generated by the students, it can be deduced that the participants commonly have similar perceptions about the opinion paragraph. There is no metaphor that exemplifies the difficulties experienced in the relevant intervention process. Therefore, it can be concluded that the intervention on opinion rhetorical mode was effective for the students to comprehend the distinctive features of this type of paragraph, to understand and to practice it.

The Integration of Data Obtained with Different Methods Related to the Intervention of the Opinion Rhetorical Mode. In line with the mixed methods analysis suggestions (cited by Onwuegbuzie, & Teddie, Creswell & Plano Clark, 2011/2015), the procedures consisting of qualifying the quantitative data, displaying the quantitative and qualitative data together with the tables and figures, blending both data sets and integrating meta-inference were carried out.

Mixed Methods Research Question: How do the qualitative data obtained from the reflection forms and focus-group interview with the higher education EFL preparatory students after the intervention on the opinion rhetorical mode explain the quantitative findings?

Depending on this research question, quantitative and qualitative data were compared in Table 35. Then, meta-inference was obtained by associating and integrating the data after comparison.

Table 35. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of the Opinion Rhetorical Mode*

Rhetorical Mode	Quantitative Findings	Qualitative Findings
Opinion Rhetorical Mode	It was determined by paired samples t-test analysis that the intervention of the opinion rhetorical mode was an effective program in increasing the opinion paragraph writing performance of the EFL preparatory students (p.<.00).	The qualitative findings obtained from the reflection forms and focus-group interview to evaluate of the effectiveness of the intervention of opinion rhetorical mode are of an explanatory and supportive nature to the quantitative findings. Respectively, it was seen that the students who participated in the intervention of the opinion rhetorical mode had successful experience in the relevant intervention process despite few challenges. Consequently, it can be said that the reflection papers and focus-group interview supplemented the quantitative results.
Meta-Inference		
In line with the findings gathered from the analyzes of the pre-test and post-test which were conducted to improve the opinion paragraph writing skills of the higher education EFL preparatory class students and the findings with the reflection forms and focus group interview on the evaluation intervention of the opinion rhetorical mode, it can be said that the writing intervention of the opinion rhetorical mode is effective in increasing the rhetorical awareness and skills of EFL preparatory class students on the writing of the opinion rhetorical mode.		

The Phenomenological Study on the Views of EFL Undergraduates on Overall Evaluation of the Pedagogically Enriched Process-Based English Writing Course

Qualitative Research Question: How do the participants evaluate the effectiveness of the pedagogically enriched process-based English writing course?

In this study, which is the third and last qualitative dimension, it was attempted to find out how EFL preparatory class students approached to the writing intervention based on process-based approach and rhetorical mode, what kind of experiences they had during the related intervention and how they interpreted the whole process. Therefore, semi-structured focus group interview with 12 EFL undergraduates was conducted to evaluate the instruction program after the intervention. The data obtained were thematically analyzed with MAXQDA 2022 package program and three main categories under a theme were designated as *the effectiveness of the pedagogically enriched English writing course, the qualities of the pedagogically enriched English writing course* and *the recommendations for improving the related program.* The figure below presents the theme for students' overall evaluation of the course.

Figure 43. *The Theme for the Overall Evaluation of the Pedagogically Enriched English Writing Course of the EFL Undergraduate Students*



In the focus group interview with 12 participants selected from the students who participated in the EFL writing course intervention, the students were asked whether they thought the intervention was effective or not. All of the students compared their perceptions of the EFL writing course before and after the intervention and declared that their apprehension, prejudices, and negative perspectives toward EFL writing disappeared after the intervention. Lack of previous writing experience was the main source of their writing concerns. There were some students that considered the class boring and challenging as well as some were interested in EFL writing. Because they did not trust their grammatical and structural knowledge, they were anxious about producing faulty English texts and thus failing. However, it was emphasized

that the EFL writing intervention was quite effective in increasing their interest towards EFL writing and in eliminating their writing apprehension to a great extent as the following:

> *"I was really worried how to write a paragraph at first, but now I can easily write in English." (P7)*

> *"At first, I thought it would be the most difficult course in this term. Because as A.. said, we had always studied grammar in high school, there was no writing. We hadn't written any paragraph. Actually, I didn't think I would be successful. But we practiced every paragraph we learned during the course, and now I can easily write paragraphs and I'm not worried to write. I am successful." (P11)*

> *"Actually, I didn't have much of an interest in writing. It wasn't my favorite lesson. I didn't even think on it before. I had no idea anyway. Now it is my favorite lesson." (P3)*

The students who participated in the focus group interview also stated that they gained awareness about EFL writing skills after the intervention. The students said that they approached EFL writing as only a course before the intervention, and they considered only knowing some grammatical rules was sufficient for the writing course. Thanks to the intervention course, they grasped that the writing course is basically based on skills and even consists of key components such as grammatical and mechanical skills, compositional or organization skill and domain knowledge:

> *"I didn't think that writing is a skill before. Only a lesson like history. I used to think that you can write if you know grammar and words. In other words, the combination of words and grammatical rules. But during this course, I realized that writing is a skill that can be developed. In order to gain and develop this skill, there must be other skills besides vocabulary and grammar. For example, paragraph organization or essay organization. I have acquired English writing skill in terms of paragraph, and I could improve it." (P1)*

The students also mentioned the contribution of the course in learning the stages of writing. They did not know the concepts of brainstorming, and outlining before EFL writing course intervention and therefore, they were not able to construct them in the placement exam for the English preparatory class. The students stated that the pre-writing stages were introduced and practiced before moving on to the paragraph writing stage, and they realized that these stages are not only classroom activities but also significant stages that can be used when writing both paragraphs and other texts. Creating the same pre-writing stages in each rhetorical mode, but creating in each rhetorical mode with different content, made it easier for them to write the paragraphs, besides they both enjoyed and succeeded in creating these stages. The following statements exemplify that the EFL writing intervention course contributed to the students to understanding of the logic of using brainstorming and outlining as pre-writing stages and that they were guided in creating their paragraphs and they were among activities they liked:

"I firstly heard of brainstorming and outlining in the preparatory exam but I didn't have any idea. I learned how to build them in this course. I have noticed that I do brainstorming or outlining routinely whenever I write something in English. It makes my performance easier." (P9)

"For me, outlining was more guiding. That's why my favorite prewriting phase was outlining. It designates my writing way." (P2).

"For me, outlining was more beneficial. We use more explicit expressions. I can see what I will use in the paragraph more clearly in outlining. It is more useful for me." (P5)

In line with the opinions presented above, it can be evaluated that the students had a perception that learning pre-writing stages and the practice increased their writing success and made their writing process easier and funny. As well as brainstorming and outlining, researching writing topics were also emphasized by the students. Having content knowledge on the topic was the initial stage for content generation. Thus, the students highlighted that they researched the topics before brainstorming and outlining and research as a pre-writing stage contributed to the development of their research skills. Correspondingly, it can be said that the research they had to do as homework on the topic they had chosen to write their paragraphs before coming to the course during the practice weeks had a significant role in this development. Some of the students' views on research as a pre-writing stage and on the acquisition of the research skill during the intervention are presented below:

"I think the process has gained me a lot. My research skills have also improved." (P12)

"Directing of the student to research... I think it is effective both in writing paragraph well and in developing research skills." (P7)

Editing and giving feedback were among the practices and writing stages in the intervention program. Therefore, while the students talked about the contributions of the writing stages in the intervention program, they also expressed their opinions about these processes. Although they had difficulties in self-editing and peer-feedback in the descriptive paragraph, which was the first rhetorical mode they learned, and they found their editing performance to be limited due to their lack of experience and lower level of language knowledge, it was emphasized that performing these writing stages in each paragraph and especially the corrections, directions and suggestions they received from teacher feedback contributed significantly to the development of these skills. Following statements present the views of the students on both editing and giving feedback as both writing stage and academic skill providing them in improving their paragraph writing performance:

"I wrote. I wrote constantly and gave great importance to teacher feedback and peer feedback. You know, who wants me to use what, where and it would be better what I use here, bla bla bla... I was very careful to take everyone's thoughts and

come up with a common idea and then benefit from them in correcting my mistakes and re-writing my paragraph." (P1)

"As the paragraph writing process progressed, as I wrote different paragraphs and received feedback from you and my friends, I started to think a little more clearly. As I received feedback on my conjunctions and word choice, I took off the blinders and started to look at my paragraph objectively, and at that stage, I really started to use the variety of words and conjunctions. For example, I started to use a lot of idioms in the paragraphs. So, I developed my own paragraph and was able to make useful comments on my friends' paragraphs." (P8)

"At the beginning of the term, when you said that we would evaluate our friends' paragraphs and would find their mistakes, I thought how we could do that. Our grammar and language competence were insufficient to do it. Not everyone was at the same level, but our levels were similar as a result. I thought it wouldn't be useful. However, I compared my own paragraphs with my friends while editing and feedback. I'm sure they did the same. Yes, we did, didn't we? Of course, we benefited from this. What should we pay attention to when editing a paragraph? We learned professional editing from the feedback we received from you. We edited and gave and received feedback by imitating you." (P3)

According to the students, editing, and feedback, which are the writing stages, contributed to the learning and production processes, and especially helped to improve their editing skills. It is understood from the results that the students constantly updated their paragraph works through editing. That is, they commonly completed the drafting process effectively. Another result that emerged from the students' opinions is that the editing and feedback process positively affected the self-confidence of the students. While the students did not trust themselves and their friends to edit in their first rhetorical mode interventions, practicing the same stages in each rhetorical mode increased their experience and knowledge and therefore increased their self-confidence in editing and giving feedback. However, they underlined that teacher-feedback played a significant impact in improving their editing skills and increasing their self-confidence in giving feedback because they were affected by the comments from the teacher, and they started to edit their peers' works through a teacher strategy.

Most of the students who participated in the interview also stated that their academic achievements improved and therefore what they acquired in the process affected their other language skills, courses and even their writing skills in L1. Their academic success was based on comprehension and practice. Furthermore, the students expressed that the relevant intervention also improved their thinking skills in English in addition to contributing to their speaking and reading skills. The students conveyed the knowledge and experiences they acquired during the intervention in other courses. Some of the students' views on the contribution of the program to their academic success and other language skills are presented as:

"As I said before, it had a great impact on other courses. Even if I read something informal right now, I can understand it immediately. I had to think on it a lot to comprehend beforehand. But now it is like reading in Turkish. So, as soon as I read it, it forms in my head directly." (P2)

"In fact, I think it triggered all of our other lessons. For example, since we have seen and used various sentence structures and while translating, I can now translate sentences with conjunctions more easily. Before, for example, if there was 'that' or something in a sentence, I could get confused. I was also confused how to use conjunctions in a sentence. But I started to apply what I learned in this course in the translation lesson. Many things matched with the grammar course anyway. It has affected on them all. All the courses we have. It was very helpful." (P4)

"As we wrote, it also had an effect on speaking skill because of words, sentence structures we used in this course. We used them in speaking course while speaking about something." (P11)

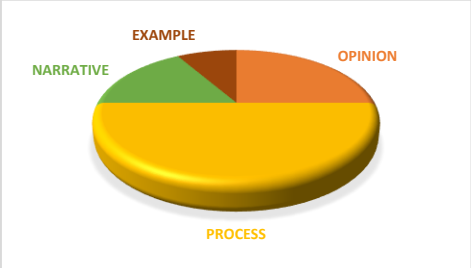
"It gave me more English thinking skills. Whether it's writing a paragraph or composing a sentence, I don't know. I focused myself to stop thinking completely in Turkish and think in English and write that way." (P8)

"After I started writing paragraphs in English, my skill to write paragraphs in Turkish was mostly affected." (P6)

As can be understood from the students' opinions above, the pedagogically enriched EFL preparatory class writing program contributed to students' perceptions and approaches on EFL writing, writing skills and performances and other language skills.

However, it was also asked the students to put the five rhetorical modes in order from the most demanding to the least demanding by considering their performances and experiences. The Rhetorical modes that the students considered the easiest and that the most successful writing performance they had are presented in the following figure:

Figure 44. *The Easiest Rhetorical Modes*

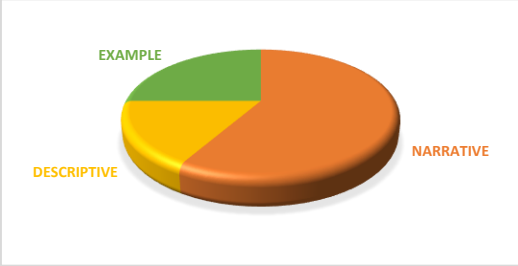


As can be seen in Figure 44, the students found the process paragraph easier than other paragraphs (f=6). Students stated that they found the process paragraph easier due to its rhetorical nature that requires to be presented the sentence or ideas step-by-step or in chronological order. One of the students explained the reason why she regarded the process rhetorical mode in the simplest and most successful one by underlining that she was able to save the flow of the sentence order: "*The reason why the process is the easiest I had no difficulty*

in providing the flow because it went in a planned order. That's why it's the easiest for me." (P5). Only one student found the example rhetorical mode the easiest one when compared the others. However, this student stated that the process and example paragraphs were similar in terms of their rhetorical features and showed the process paragraph as the second easiest paragraph. 3 out of 12 students considered the opinion paragraph that was the last rhetorical mode of the intervention as the easiest paragraph because of their writing experience as well as its rhetorical feature. One of them explained emphasizing the writing experience she had during the process: "*Opinion was the easiest for me, so I wrote it most easily. I wrote it mostly with accumulated experience from the other paragraphs and it made even easier."* (P9). Additionally, according to two of the students, narrative rhetorical mode was the easiest because of the writing topic and telling a fictional or nonfictional event. One of the students highlighted that entertained while writing the narrative paragraph: "*I really enjoyed the Narrative. I mean, there was an event to tell while describing the process. It was very enjoyable to tell the story*." (P10).

The students also declared their opinions about as most challenging rhetorical modes. The following figure displays the most difficult paragraphs presented by the students.

Figure 45. *The Most Challenging Rhetorical Modes*



It can be seen in the Figure 45 that the narrative rhetorical mode was regarded most challenging by the students (f=7). The common reason why these students found this paragraph type difficult was the effect of topic selection on their performance. One of the students explain it as: "*For me, the narrative was the hardest. Because I chose the wrong topic and there were many mistakes in my paragraph*." (P1). In addition, some students found the narrative paragraph type to be the most difficult because they found it difficult to tell a story. One of the students explained that her paragraph was impacted by the sequential or chronological features of the process paragraph they were instructed before the narrative paragraph and therefore she created her paragraph as a process paragraph rather than a narrative one as: "*Most difficult was narrative. Because I couldn't turn it into a story, either. I wrote almost like a process paragraph. I think we wrote the narrative after the process. The influence of the process paragraph*." (P12). Besides, 3 of 12 students found the example paragraph as most challenging because of the topic

selection and constructing outlining as pre-writing stage. One of them stated that she had difficulty in the example paragraph because she made a mistake in outlining as follows: "*I had the most difficulty in writing an example paragraph. Then, I realized the mistakes I had already made. I made a mistake while constructing the outlining. That's why I had a hard time*." (P9). In addition, only two students considered the descriptive paragraph to be the most difficult one. Their reasons were related to related to being the first rhetorical mode to have been taught, topic selection and giving descriptive details as a rhetorical feature. The following excerpt explains the difficulty with the descriptive paragraph as follows: "*The most difficult for me was the descriptive paragraph both because it was the first paragraph to have been taught and I didn't use descriptive details as well as wrong topic selection*." (P8).

Considering the students' explanations about the paragraphs they considered the easiest and the most difficult, it can be seen that topic selection, writing experience, and rhetorical characteristics had a significant impact on students' writing performance, and this effect enabled students to qualify paragraphs as easy or difficult.

Regarding the qualities of the writing course intervention, the students evaluated some features of the pedagogically enriched EFL preparatory writing course outstanding and expressed that these features contributed to the quality of the course. What the first and most important feature of the course was to be adopted a process-oriented approach.

All the students underlined the positive effects of process-based writing education on both their psychological and academic aspects. They mentioned that through approach, they eliminated exam and grade anxiety in the course and thus, they focused more on learning rather than passing an exam. According to them, the central of this course was also learning rather than teaching, student' needs and students' expectations from the course rather than teacher's expectations from the students. The following statements exemplify the students' views on the process-based nature of the course:

> *"I think it is very good that it is not exam oriented. We didn't have exam anxiety. That's why we studied to learn, not for the exam." (P1)*
>
> *"For example, I didn't have any stress or anxiety about passing the course because actually, we had five rights with five paragraphs. The course guided us to study regularly and continuously because it was process-oriented. So, we got good results." (P8)*
>
> *"It is really good that it is not exam-oriented. Because if it was not process-oriented, we would study for the purpose of saving the day without learning. … I think so because there was no process that worried us, on the contrary, we can say that there was an encouraging and guiding process. When the course is process-oriented, everything is clear about the plan, the program. The process-oriented course is like chain links, that is, it consists of them. If we don't do a*

stage, we break the chain. We tried to complete each stage in order not to break the chain in this process-based course." (P3)

"I wish every lesson was process-based. It was very useful." (P9)

As can be seen from the above statements, the students were quite satisfied with a process-based writing education. Another reason why they considered the process-based writing instruction adopted in the intervention program as an effective and best approach was that the teaching and learning process is gradual, systematical, and organized. Therefore, it can be deduced that this approach enabled students to have positive perceptions about the EFL writing course and EFL writing process and increased their intrinsic motivation about producing better writing performance during the process.

In addition, in the interview, the students also emphasized the syllabus among the prominent qualities of the pedagogically enriched process-based writing course. The students considered the syllabus as the most crucial component of an EFL writing course since it made following the learning process easier and played a significant role in monitoring their development. Moreover, knowing what they would gain after completing the learning process of each rhetorical mode and finally completing the term during which the intervention program was implemented made students more focused on the process and encouraged them to perform better. Likewise, it was stated that the syllabus not only helped the students make up for missing topics in the courses they could not participated in, but also encouraged them to preliminary before the course, thus facilitated to comprehend the rhetorical modes. The statements of some students about the syllabus used in the intervention course as the following:

"Syllabus, of course. I have never seen a course so well planned before. Very good." (P6)

"The syllabus was the best for me, too. When we had a certain plan, we knew what we were going to do in that lesson and thus we went to course prepared. Therefore, we could better understand what the teacher taught us because we had some knowledge beforehand. That's why it was the most important element." (P11)

"But after looking at each week in the syllabus and after getting through that week, I felt relieved. I could see for myself what kind of progress I had made, what kind of change I had, and how I had progressed." (P12)

"The syllabus has made a great contribution substantially. Our roadmap is clear for every week. Even if we don't participate a course of a week, we know where to continue next week. Therefore, determining the syllabus of the course was one of the most important factors. It also motivated us. Because we know... You don't get lost during the process. I think that the curriculum of the lesson was something that we could take and look at that map in our hand and find our way when we faltered." (P9)

"I prepared for the lesson before coming. I felt more comfortable, and I understood more easily." (P2)

The students continued to emphasize the elements that made the pedagogically enriched writing program effective. For example, the students saw the instructor as another important element that enabled the course to be effective. According to the students, the teaching style of the instructor during the intervention was quite competent in understanding the rhetorical modes. The teacher's ability to concretize the rhetorical modes that might be difficult for students made both the teacher and the teaching process successful. Furthermore, it was emphasized that individual differences among the students in the course were taken into consideration as well as their proficiency level, learning skills and styles and thus almost all of the students participating in the course were addressed. Additionally, the students expressed that the facilitator and guiding role of the teacher encouraged and motivated them to produce better writing works than before. On the other hand, the students who found the materials used in the course sufficient uttered that these materials, especially the coursebook and model paragraphs to be examined, increased the effectiveness of the course. Although the courses for each rhetorical mode were intensive, classroom activities made the process funny and interactive. Consequently, the courses were conducted in a welcoming, supportive, and positive classroom atmosphere and the students tried to complete the process eagerly and successfully. The related sample statements from the students are as:

> *"It was a very intensive, but funny and productive process. Sometimes we were worried that we would not be able to complete it, sometimes we thought that we could not. But the course was progressing so dynamically that there was no giving up." (P3)*
>
> *"I understood that the more comfortable the teacher of a lesson is, the more friendly he is with his students, the better the student learns the lesson. This makes the classroom environment better. In this respect, I think that you as teacher are very good at motivating us. Maybe that's why we produced successfully paragraphs." (P7)*
>
> *"You tried to follow a stimulating role. You tried to encourage us to the lesson, that is, you tried to increase our enthusiasm for learning and creating. You did. When I become a teacher, I'll do as you." (P12)*
>
> *"I benefited from sample paragraphs. I was impressed by them. As I write, there are some patterns in my mind. I use them." (P10)*

The writing course intervention aimed to teach five different rhetorical modes and two weeks were allocated for each one. Moreover, this two-week process consisted of writing stages that should be completed individually and with their peers and teachers such as researching the writing topic, brainstorming, outlining, editing, and drafting. The students claimed that creating their writing products by following these stages in each one of the five different rhetorical mode gave them more writing experience. Hence, their writing performance from the first rhetorical modes to the last one improved and they were able to produce better texts. Because the writing

process of the rhetorical modes enabled the students to revise over time and convey their experiences to the next, their paragraphs transformed into much better than both their first draft and first rhetorical modes. Therefore, the students highlighted the gradual and progressive nature of the intervention program as one of the significant qualities and remarked that it provided them to learn permanently.

However, there were also some criticisms apart from the positive opinions about the writing course intervention. The students complained that it took a long time to get teacher-feedback because the class size was crowded. Moreover, there were also students who stated that the rubrics they used in self-editing and per-feedback were insufficient or limited. They reported that these rubrics were insufficient to evaluate their friends or themselves because of including only close-ended questions, and therefore they used them only as a part of formal procedure of the course. Thus, they suggested the use of different rubrics including guiding open-ended questions for each rhetorical mode. When asked to share any other recommendations to improve the program, they suggested that videos can be used as supporting materials as well as more worksheets including more activities. The opinions of the students about the criticism and suggestions are presented below:

> *"Sometimes we had to wait for a long time in line to get feedback from you because class is crowded. The one who finished his paragraph earlier got a feedback immediately, but the one who finished a little later waited. Bored while waiting. In order not to wait, we quickly wrote our paragraph and quickly completed the self-editing and peer-feedback stages. However, there were a lot of mistakes in our paragraph. In my opinion, the number of students in the writing class should be less or the number of people who will give feedback should be increased." (P1)*
>
> *"For example, a separate worksheet for each paragraph, such as self-editing, brainstorming, etc. to prepare them..." (P9)*
>
> *"Maybe the lesson should be supported with videos or something." (P12)*
>
> *"I am not satisfied with the rubrics we have used for self-editing and peer-feedback. There are some questions whose answers are only yes or no. We did it because we all had to. It was obviously of no use. Only in the first descriptive paragraph, we used for self-editing and peer-feedback carefully because we did not know what to do. But then we answered quickly, and we finished." (P6)*
>
> *"I would use a separate rubric for each paragraph type if I were you. I would also prefer rubrics with more guiding and thought-provoking questions rather than such yes-no questions." (P4)*

Considering all opinions of the students about the process and the program, it was seen that the intervention process was successful, and the program was effective in both improving their writing skills and strengthening the students' positive perceptions about writing.

The Integration of Data Obtained with Different Methods Related to the Intervention of Pedagogically-Enriched EFL Writing Course.

Mixed Methods Research Question: How do the qualitative data obtained from the focus-group interview with the undergraduate EFL preparatory students after the intervention on the pedagogically enriched writing course explain the quantitative findings?

Depending on this research question, quantitative and qualitative data were compared in Table 36. Then, meta-inference was obtained by associating and integrating the data after comparison.

Table 36. *The Comparison of Qualitative and Quantitative Findings and Meta-Inference on the Intervention of Pedagogically Enriched Process-Based EFL Writing Course*

Quantitative Findings	Qualitative Findings
Significant differences were found between the pre-test and post-test scores of each of the five rhetorical modes the students produced (respectively Descriptive: p.<.00; Example: p.<.00; Process: p.<.00; Narrative: p.<.00; Opinion: p.<.00). Therefore, it can be concluded that the intervention of the pedagogically-enriched EFL writing course was an effective in increasing the paragraph writing performance of the undergraduate EFL preparatory students.	The qualitative findings obtained from focus-group interview to evaluate of the effectiveness of the intervention of the pedagogically-enriched EFL writing course are of an explanatory nature to the quantitative findings. Correspondingly, it was seen that the pedagogically enriched EFL preparatory class writing course contributed to students' perceptions and approaches on EFL writing, writing skills and performances and other language skills. Consequently, it can be said that the qualitative results obtained through focus group interview to evaluate the effectiveness of the pedagogically enriched EFL preparatory class writing course supplemented the quantitative results.
Meta-Inference	
In accordance with the findings obtained from the pre-test and post-test analyzes which were conducted to improve paragraph writing skills of the EFL undergraduate preparatory class students and focus group interview on the evaluation the effectiveness of the pedagogically enriched EFL preparatory class writing course, it can be said that the relevant intervention writing course is effective in increasing the awareness and in developing paragraph writing skills of EFL undergraduate preparatory class students as well as writing related skills such as, researching, planning, editing, drafting, and grammatical skills.	

CHAPTER FIVE

Discussion and Conclusion

Discussion

This study aimed to evaluate a pedagogically enriched process-oriented writing course in terms of its processes, (i.e., instruction and evaluation) and students' perspectives, and to test the effectiveness of this course approach at a Turkish ELT undergraduate writing classroom on the basis of students' writing products. This study also tried to monitor the EFL undergraduates' writing development and their reflection on their learning experience during the intervention course. In accordance with this purpose, the following main research question of the study was sought to answer:

Mixed Methods Research Question: How do the qualitative data obtained from the focus-group interviews and reflection forms with ELT undergraduates after the intervention on the pedagogically enriched writing course explain the quantitative findings?

In the research process, the effect of the pedagogically enriched process-oriented writing course on the English writing performance of Turkish ELT students, in line with the main problem of the research mentioned above, was examined with a mixed method research. The findings obtained with two different methods (quantitative/experimental method and qualitative/focus-group interview & reflection forms) were tested from the perspective of mixed methods research. The findings of the study show that the qualitative data support the quantitative data. Therefore, it was triangulated the quantitative findings with the qualitative findings while discussing in line with the relevant literature. This process provided for a more in-depth discussion.

The quantitative analysis of the data drawn from the Turkish ELT undergraduates' pre-test and post-test rhetorical mode writing products indicated that the intervention of the pedagogically-enriched EFL writing course was effective in increasing the paragraph writing performance of the undergraduate EFL preparatory students. Regarding the qualitative findings, it was seen that the relevant intervention program contributed to the students to acquire knowledge and experience in L2 writing and helped them change their previous negative perceptions and approaches to writing course and skills.

Some important components of the intervention course and its process that emerged with qualitative analysis are required to be discussed in detail. One of them is related to the instruction and types of writing tasks, specifically pedagogical tasks used to stimulate discrete skills, such as improving pre-writing abilities, composing skills, and comprehending of rhetorical forms. In focus-group interviews and reflection forms, it was found from the students' statements that they had no idea about what brainstorming and outlining were and why they were used before the intervention course, however, after the intervention, they became aware of their role and necessity in the stages of composing texts. Before creating their own paragraph products at the instruction stage of the writing course intervention, the students examined the model or sample paragraphs from the course materials in terms of key grammatical, lexical, and rhetorical features and constructed their brainstorming and outlining. From their views, it is understood that the use of model or sample texts stimulated and supported writing by replicating their features as well as increasing the students' awareness of the structural organization and purpose of the rhetorical texts. This result supports the research advocating the use of the model texts as pedagogical materials to improve writing skills and emphasizing the effectiveness and usage of them in the L2 context (Angelova & Riazantseva, 1999; Hayland, 2003, 2004; Machbeth, 2010; Peloghitis & Ferreica, 2018; Yang & Zhang, 2010). Besides, the students said that they also benefited from model paragraphs by considering and replicating their lexical and grammatical features especially while self-editing their texts although model or sample paragraphs were adopted and used as a pre-writing activity. From this result aligned with the previous studies which have provided evidence of the possible benefit of usage model texts during editing (Çepni & Demirel, 2016; Hanaoka, 2007; Kang, 2020, Mayo & Labandibar, 2017; Yang & Zang, 2010; Wingate, 2012), it is understood that model paragraphs were also used as an editing or feedback tool in the study. Correspondingly, it can be deduced that the use of model paragraph in the writing course intervention provided potential benefits for novice writers of the study and contributed to various aspects of writing such as adopting rhetorical conventions, language familiarization, increasing awareness of the text organization, and editing process and their writing performance. This result, thus, adds to support the quantitative results.

In the current study, during the instruction, brainstorming and outlining from pre-writing or planning strategies, both through model paragraphs and separately, were employed to provide the students to understand the features of the relevant rhetorical mode and to have students acquire pre-writing skills and habits. In the weeks when students created their paragraphs, these activities transformed as the pre-writing stages they were required to complete before coming to the course. Therefore, the impact of pre-writing strategies on writing

performance was frequently emphasized by the students who undertook the reflection forms and focus-group interview after each rhetorical mode intervention. They highlighted that these stages made their composing process easier and contributed to writing better. Moreover, they noticed that pre-writing stages played a key role in their paragraph writing performances. Although this finding conflicts with the findings of Hashempour et. al. (2015) who found that there is no significant relationship between learners' writing performance and brainstorming as a pre-writing strategy, it corroborates with the findings of a number of previous studies (e.g., Amoush, 2015; Hashempour et al., 2015; Inal, 2014; Manouchehry et al., 2014; Mehr et al., 2016; Omidvari & Abedianpour, 2018; Rahmavati, 2022; Rao, 2007) that found brainstorming developed learners' writing performance and writing abilities. The benefit of outlining as well as brainstorming was emphasized in the study. Some students considered outlining more useful in composing their texts and mentioned that it made them producing better paragraphs easier in terms of content and organization. These findings align with the previous studies explaining significant improvement in students' paragraph writing performance by using outlining (Murtiningsih, 2019; Ramzan & Hafeez, 2021; Tazky, 2018). On the other hand, it was also among the findings that research on the writing topic or reading, which can be called the sub-strategy or preliminary stage of brainstorming and outlining, improved the students' research skills and correspondingly their reading skills. According to Flower and Hayes (1980, 1981), planning is one of the key components of the writing process and the overall results regarding pre-writing strategies indicated that the participants comprehended its importance while composing their paragraphs. Correspondingly, it is seen that these qualitative results add to support the quantitative results of the study.

Another point that deserves attention is the impact of the topic on the students' writing performance and the quality of writing. In the study, the writing topics for each rhetorical mode were teacher-initiated, but there was only one teacher-assigned topic for pre-tests while there were several alternatives for post-test paragraphs. The results of the focus-group interviews indicated that the topics for pre-test paragraphs were found more familiar than the ones of post-test paragraphs. However, the students stated that they had more difficulty and poor performance despite the familiarity with the topics because they wrote before the intervention course. Besides, the students stated that they selected the easier and more familiar ones among the alternative topics presented to them for post-test paragraphs. It was founded that familiar topics increased both the quality of writing and motivation to write better. When compared the previous research related to the impact of familiar topics on writing quality and writing performance (e.g., Hayland, 2003; McDonough & Crawford, 2020; Yuli & Halimi, 2020), it can be deduced from this result that familiar topic alone is insufficient, but if it is supported by

language knowledge, it will have a significant impact on both writing performance and quality. This findings shares similar viewpoint with the study by Read (2005) claiming that the students can be more-qualified to write if appropriate instruction on writing skills is given and they select their topics on their own (p.44). Besides, they also thought that teacher-assigned topics and want topics had the same effect on writing performance, as long as there were familiar topics. However, it was found that the self-selection of the topic also provided students to have a sense of ownership that directly impacted their writing performances. The previous related qualitative and quantitative studies by Bonyadi and Zeinalpur (2013), Leblanc and Fujieda (2012) and Wolf (2013) which indicated that self-selected topics significantly affected EFL students' writing performances are in line with this finding.

One of the main foci of the study was to teach different rhetorical modes in a combined process-genre orientation and raise the rhetorical consciousness of the students. Hence, the intervention course supported genre pedagogies with process-based strategies including planning, drafting, and revising the students' paragraph products. In the current study, this approach allowed the students to comprehend how texts are written differently by exposing them to the structure, organization, and language used in the texts and thus they went through a process of multiple drafts. Accordingly, our findings gathered from the participants' interviews, reflection forms, and writing products completed each other and revealed a significant effect of process-genre oriented intervention course on the participants' writing performance including three writing components: organization, grammar, and vocabulary. This study, therefore, confirmed the theory by Badger and White (2000), Harmer (2004), and Hyland (2004) that suggests a combination or a synthesis of some approaches to an effective writing methodology for writing courses. The findings which support the study of Frith (2016) also revealed that the synthesis concept of approaches developed students in uniting all writing aspects. Moreover, the findings from qualitative data explored that the genre awareness and knowledge of the students improved at the end of the intervention as well as their writing quality. The students could notice similarities and differences in the rhetorical modes, and they reached the competence to evaluate their strengths and weaknesses according to the genres at the end of the intervention course. In addition, the editing process containing the interaction and negotiation with their peers, teachers, and products helped the students acquire editing and evaluating skills. They acquired evaluation skills through peer-editing processes. As for the consistency of these results with the previous ones, the studies by Agesta and Cahyono (2017), Maolida and Al-Azhar (2019), Nguyen (2018), and Reonal (2015) found that process-genre approach improved the students' writing achievement in terms of the writing process, genre knowledge, and feedback from peers and teachers. However, these results contradict with a

study by Herawati (2015). In her study, Herawati compared the impact of the process-genre approach and the conventional approach on students' writing performances and found that there was no significant difference because of the students' insufficient knowledge about the texts as a possible factor affecting the results.

While developing a pedagogically enriched writing course, TBLT and the basic components of tasks to be used were also taken into account. Therefore, the tasks and activities also have goals of use. These goals have psychological and educational underpinnings that take into account the needs of the student and the environment. Therefore, the explicitly stated goal of the pre and post writing tasks to be used in the course was to improve students' rhetorical writing skills as improving their interactional skills is one of the implicit goals of writing tasks. On the other hand, inputs during the intervention of the writing course were provided by the instructors, written materials and the participant-students in both teaching and completing stages of tasks. Therefore, the students have gained convenience opportunities to engage with these materials both inside and outside the classroom. Moreover, procedures as another component composed of pre- and post-writing tasks that the students interactively and communicatively did with input/materials. These procedures also emphasized fluency, accuracy and complexity in the rhetoric modes that students created. The roles of the students and instructors were clearly designated during the writing course intervention. The instructors acted as facilitator and observer while EFL students were active and took responsibility for their own learning. The students also developed skills and autonomy in learning how to learn. Furthermore, the students were grouped physically in different ways during learning to write. They performed brainstorming and outlining activities as a whole class; they also worked individually in production stage; and editing and feedback stages were completed with group or pair work activities.

Our study aimed to answer the research problems addressing the extent to of the students' writing development, achievement, and writing skill in five rhetorical modes which are assessed through students' writing scores, reflection forms, and focus-group interviews. Therefore, the interventions on five rhetorical modes and their effect deserve to be separately discussed. The first paragraph type that students learned in the intervention class was the descriptive rhetorical mode, which was also the first paragraph writing experience in their academic life. As a result of the scoring and statistical analysis of student products, a significant difference was found in the students' pre-test and post-test descriptive paragraphs, revealing the effectiveness of the descriptive paragraph intervention on the students' writing performance. From the focus-group interviews and reflection forms, it is seen that the

intervention process improved the students' writing performance considerably as well as increasing their awareness of both English writing and the use of descriptive language. This finding conforms to the previous studies that investigated the teaching of descriptive paragraph writing through similar components such as process approach, peer-feedback, pre-writing stages, and clustering as an alternative brainstorming activity and that proved students' improvement in descriptive paragraph writing (Ayu & Zuraida, 2020; Amalia et al., 2020; Hariati, 2020; Ismail, 2016; Sari & Wahyuni, 2018).

The second rhetorical mode the participants were trained in was example paragraph. The statistical analysis of the pre-tests and post-test paragraph writing scores of the EFL undergraduates indicated that the intervention of the descriptive rhetorical mode was an effective program in increasing the example paragraph writing performance of the students. The qualitative results supporting the quantitative result discovered that the intervention on example paragraph writing made significant contributions to both their rhetorical-based writing and their cognitive awareness about the example rhetorical mode increased. In addition to grasping the distinctive nature and organization of the example paragraph, they could achieve to control and monitor their own learning by comparing their previous writing performance in the descriptive rhetorical mode. Although each paragraph has similar pre-writing stages and organization, they were able to comprehend the difference in the points where they differed rhetorically. In addition, one of the most important outputs of this process was the experience of writing more paragraphs, and the editing skills of the students began to develop thanks to the feedback they received from both their peers and teachers.

The process rhetorical mode was another paragraph type that the EFL undergraduates learned and practiced. While the quantitative results statistically showed the improvement of the process paragraph writing performance of the EFL preparatory students, the qualitative results confirmed that the intervention of the process rhetorical mode had significant contributions on both increasing their rhetorical awareness and developing their writing skills by practicing a different type of text. The findings also revealed the effectiveness of the process-based writing approach in teaching the process rhetorical mode because the characteristic of this approach presents the students writing stages containing, pre-writing, drafting, revising, and rewriting. Specifically, the students benefited greatly from the pre-writing stages, especially in outlining. Many students stated that they had no difficulty in writing the paragraph because they had well-structured outlining. The chronological or gradual nature of the process paragraph might make performing the writing stages easier. This finding corroborates with the suggestion for English teachers to implement the process-based writing approach while

teaching the process rhetorical mode (Ambawani, n.d.). Besides, the students' previous paragraph writing experiences and writing practices may have affected their performance in this paragraph type.

The fourth rhetorical mode was the narrative paragraph. The findings obtained from statistical analysis of pre-test and post-test paragraph scores indicated the effectiveness of the pedagogically enriched process-based writing intervention course in increasing the narrative paragraph writing performances of EFL undergraduates. The data from the focus-group interview and reflection forms indicated that participants' views align with pre-and post-test outcomes. As the qualitative data confirmed, the students grasped the rhetorical features of the narrative paragraph and produced well-structured narrative texts. Thanks to the intervention course, they increasingly became familiar with the distinctive features of rhetorical modes. Moreover, the intervention process provided more chances to practice writing and thus contributed to their writing-related skills. This result is in tune with previous studies that found significant improvement in participants' narrative writing ability through peer-assessment, brainstorming, and the integration of process and genre approach (Elfiyanto, 2019; Gultom & Gurning, 2016; Thoung et al., 2020).

The last rhetorical mode intervention was on opinion paragraph writing. The findings obtained from the quantitative results indicated a significant difference between pre-test ad post-test opinion paragraph writing performance of the EFL undergraduates. This finding means that the intervention course on the opinion rhetorical mode significantly improved the students' opinion paragraph writing achievements. The statements from the interviews and reflection forms supplemented the quantitative results and indicated that the intervention course provided the students with comprehension of the rhetorical features of opinion paragraph. The students evaluated the relevant paragraph as easy to write because of its rhetorical features and because they conveyed their individual ideas and views into the sentences. Moreover, the findings showed that the students felt more experienced in writing paragraphs through the relevant intervention course on opinion rhetorical mode and therefore they wrote their paragraphs more motivated.

Feedback, one of the key components in the pedagogically enriched process-oriented writing intervention course, has had a significant role in increasing the EFL undergraduates' writing performance. Writing comprises feedback on multiple drafts since writing is a nonlinear and recursive process according to the process-based writing approach, which is the main approach adopted in this study. Therefore, during the relevant intervention course, the feedback came from three different sources: self-editing, peer-feedback, and teacher feedback. Time was

allocated for each type of feedback and students were encouraged to use this time effectively and to benefit from the editing and feedback process as much as possible. Regarding the self-editing process, the findings drawn from interviews revealed that the undergraduates considered their self-editing performance insufficient because of a lack of self-criticism and previous editing experience, and insufficient language competence at the beginning of the intervention course. Therefore, their corrections centered on simple grammatical mistakes, and they did surface-level changes in their writing products. In fact, some students stated that they did not make any changes in their texts except completing the self-editing worksheet during the self-editing stage of the intervention course. However, during the process, their writing experience increased, and previous feedback experiences improved their self-editing skills. They were able to evaluate their texts in various aspects such as content, organization, punctuation and mechanics, unity and coherence as well as grammar and sentence structure, thus, it provided both better self-editing and writing performance. This finding helped to confirm in the literature pertaining to the impact of self-editing on improving writing skills and performance (e.g., Li & Hegelheimer, 2013; Winardo, 2018). Moreover, the writing activities the students' experienced developed their self-regulation skills as well as their writing skills and this result is in tune with the previous related studies on the relationship between self-regulation and writing skills (Dilber, 2014; Gouin, 2012; Yalçın & Karadeniz, 2016). Writing is a process in which students actively participate and manage by planning themselves (Sieben, 2013). Correspondingly, it can be said that the higher-quality writing products students may produce if a higher level of self-regulation skill they have (Yalçın & Karadeniz, 2016). The findings also indicated that the self-editing process provided the students with monitoring their learning experience unconsciously to some extent at the beginning of the intervention course, but they, then, could evaluate their writing performance and identify more systematically their weaknesses and strengths. They developed self-strategies like revising their writing products after comparing them with their peers. Besides, the students criticized the use of the self-editing worksheet because they considered it limited and suggested a worksheet with more guiding open-ended questions.

Furthermore, what is needed to be underlined regarding the effectiveness and evaluation of the intervention course is to peer-feedback during the drafting phase. The findings obtained from the focus-group interviews disclosed that the participants had difficulty evaluating their peer's paragraph during the intervention course, especially regarding the descriptive and example rhetorical mode. There were designated some reasons causing these challenges. First of all, the students did not take their peers' evaluations and corrections into account and considered them as insufficient due to being in the same language level. Thus, they were not

confident in giving and peer-feedback and they were dissatisfied with the peer-feedback. These findings were consistent with the results of some studies that found out dissatisfaction with peer-feedback and lack of self-confidence in giving feedback, and ignorance of the feedback from peers (Muamaroh & Pratiwi, 2022; Tahir 2012; Yangın-Ekşi, 2012; Wichmann et al., 2018). Secondly, they did not know how to do peer-feedback because they had neither any previous peer-feedback experience nor any training on peer-feedback. Therefore, they evaluated their first peer-editing performance as poor, and insufficient. Besides, they said that they overcame the difficulties with the worksheet, although they then found it to be limited. On the other hand, the findings drawn from the interview also revealed that the peer-feedback performance and quality of the students improved as they had experienced over the weeks. This finding is consistent with the study by Yangın Ekşi (2012) that revealed the same result. The processes of peer-feedback in each rhetorical mode intervention provided regular feedback practices, and experiences, and thus, the students gradually started to make deep-level corrections rather than surface-level changes. They transferred the corrections and comments from the previous teacher feedback experience to their performance in giving feedback. In other words, they reflected the teacher evaluations related to their texts on their peers' texts. Therefore, this reflection or transfer improved their awareness and knowledge of which points they should assess in their peers' paragraph. Furthermore, while giving peer assessment, students compared their partners' texts with theirs and transferred different expressions, words, or conjunctions into their texts. As for the consistency of the findings by Huisman et al. (2018), Khalil (2018), and Uymaz (2019), it was revealed that both receiving and providing peer-feedback had a significant effect on the students' writing performance, grammatical competence as well as their peer-feedback quality. Besides, the analysis of the interviews uncovered the facilitating and promoting effect of L1 usage during feedback, which is in alignment with the socio-cultural theory referring to language as the most important tool for the development of language with social interactions (Vygotsky, 1978). Furthermore, it can be said that the self-selection of peers played a partly important role in the success of peer-feedback process and activities in the current study. Because the students had more interactions with their self-selected partners in a more friendly peer-feedback atmosphere.

Additionally, what is needed to be concerned to be underlined concerning the evaluation of the intervention course is teacher feedback given to the participants for each rhetorical mode. The findings drawn from the focus-group interviews indicated that the students paid more attention to receiving feedback from the teacher than self-editing and peer-feedback. They regarded the instructor as an expert and teacher feedback as the most useful tool promoting their revisions and supporting the process of learning to write. Moreover, they considered that

they could correct their mistakes and constructed the final draft of their texts in the easiest way after receiving teacher feedback. Thus, they learned not to repeat the same errors in their ongoing writings. According to them, their writing ability and writing performance improved with regular teacher feedback and this finding is in line with the study in a Turkish context by Taskıran and Göksel (2022) underlining the effectiveness of regular teacher feedback compared to automated feedback. Besides, the students mentioned that receiving immediate and direct teacher feedback after completing their paragraph provided a better understanding of their errors. Eslami (2014) reports that teacher-feedback is more suitable for students who have lower language proficiency and who cannot self-edit or correct their errors. During teacher feedbacks, not only form-focused feedback was given, but also provided content-focused and rhetorical-focused feedback. Therefore, this type of feedback contributed to the persistence of knowledge, and increased genre-awareness as well as developing grammatical competence. In addition, the current study also corroborated that teacher-student conferencing had a pivotal role in improving undergraduates' writing performances. The students poured out their satisfaction with face-to-face conferencing during teacher-feedback stage because conferencing presented the chances of directly interacting and negotiating with their teacher about their strengths and weaknesses in their texts. Face-to-face conferencing built a strong relationship between teacher and students which had an impact on learning better and getting engaged in the writing process as Hyland and Hyland (2019) claimed. According to Williams (2002), writing conferencing is based on the *scaffolding* of the Vygotskian concept in which more a knowledgeable person provides a novice writer with developing his/her writing abilities as well as text (Hyland, 2004). Correspondingly, the instructor in this study as an expert scaffolded the undergraduates and novice writers and supported their learning to write process. At this point, this finding conforms to the one of findings in the study by Bijami et al. (2016) who investigated the relationship between teacher feedback and students' writing performance from a sociocultural perspective.

Although the intervention process was completed successfully and was effective in improving the students' paragraph writing performance, it was not without difficulties for the students because writing is considered as a demanding skill requiring much more effort to be acquired by the students. Students, especially those learning English as a foreign language, encounter many kinds of difficulties. Similarly, the students of our study also experienced difficulties during the writing intervention course in terms of mastering their composing skills even though not all participants experienced the same difficulties. The most common difficulties occurred due to insufficient writing knowledge and experience, psychological factors such as writing apprehension, lack of self-confidence in English writing, negative perceptions, and attitudes toward English writing. Specifically, when considering their

challenges with the writing intervention course, it can be seen that they were directly related to the grammar, and vocabulary, brainstorming, and outlining as pre-writing stages, the organization of the paragraphs, the elements of the paragraph such as coherence, and unity, rhetorical challenges, and ineffective, and insufficient self-editing and peer-feedback. Although the students' difficulties with the pre-writing stages varied in terms of rhetorical modes, it was found that they generally had challenges in constructing brainstorming and outlining. This result aligns well with the previous studies that revealed the pre-writing stage-related difficulties of the students (Afrilyasanti et al., 2017; Alemu, 2020; Ceylan, 2019; Supranto et al., 2022). Our students found generating ideas, constructing, and following outlining during writing their paragraphs difficult and they conveyed that this difficulty commonly stemmed from the characteristics of the rhetorical mode as well as writing topics, research on the topic, insufficient writing proficiency as in the study by Alemu (2020). However, a study by Karim et.al. (2017) that investigated paragraph writing challenges of tertiary-level EFL learners, found different results from our study. In their study, the participants found the writing stage more difficult than the planning and revising stages. But brainstorming was found to be the least difficult pre-writing stage. From the statements of the students in our study, it is seen that during the intervention process, their awareness of the pre-writing stages increased, and they grasped the necessity of them while composing. They also considered these strategies vital in promoting their competence in generating ideas and improving their writing skills.

Another challenging issue for the students was related to grammar and vocabulary. Using incorrect tense, inappropriate conjunctions, and word choices due to the limited vocabulary knowledge were commonly underlined challenges in almost each rhetorical mode. These findings are in line with the findings of Ahmed (2019), Saprina et al., (2021), Rash (2015), and Wirantaka (2016) studies in which they investigated EFL students' writing difficulties. As can be seen from the findings, these difficulties of the students tended to diminish towards the end of the writing intervention course.

On the other hand, paragraph organization was always problematic for the students. The qualitative analysis revealed that the student encountered problems with starting with an effective statement that introduces the topic. Moreover, since they did not start with a good opening sentence, it was demanding to write well-directed, coherent, and clear supporting sentences. They either added more and more content in their paragraphs, or they built unrelated supporting details to the respective topic sentence. Besides, the lack of or insufficient use of transitional signals impacted their supporting sentences. In addition, they had difficulty writing appropriate concluding sentences because they deviated from the general idea of the paragraph,

or its topic and they sometimes ended abruptly without a concluding sentence. Likewise, it was among the findings that the students who wanted to reflect the rhetorical features in their sentences experienced frustration.

The elements of paragraph designating the quality of a paragraph, unity, and coherence, were the other challenging issues stated by the students. The findings showed that they were aware of the importance of unity and coherence in a paragraph, but they found it difficult to achieve. They either could miss the main idea while adding supporting details or there was more than one main idea in the paragraphs because the students were influenced by their content knowledge. It was probably because they could not well-construct brainstorming, and outlining, and it made challenging to control the supporting details. Furthermore, insufficient use of transition signals and conjunctions was presented as the reason for relevant challenges. These results add to support the previous studies investigating the challenges EFL learners encountered during composing English texts (e.g., Mantra et al., 2021; Rash, 2015; Saprina et al., 2021). For example, Saprina et al., (2021) found similar writing difficulties. While composing coherent texts by connecting ideas in a correct way and paragraph organization were the most challenging issues students had and developing the main idea remained as a primary problem for the students.

Lack of writing experience and awareness of genre in writing, some cognitive and psychological factors were the reason for these difficulties. As can be seen from the sample statements, however, they struggled with these challenges to perform better. Consequently, each category designated under the themes of challenges in the five rhetorical modes revealed one aspect of reality meaning that these challenges may be possible problems that may always occur and part of the learning process. The results show that the difficulties the students experienced with the writing process were significantly reduced thanks to the improvement of their writing knowledge on paragraph writing, more writing experience as well as practice, revising, and drafting processes towards the end of the intervention course.

This study also employed metaphors to discover EFL students' conceptualizations and understandings of five different rhetorical modes writing. The findings showed that the metaphors produced by the participants uncovered their actual experiences and beliefs during the writing course intervention. Despite presenting different metaphors in each rhetorical mode, the students commonly emphasized were the progressive, demanding and time taking nature of writing with metaphors such as painting, drawing, long journey, stairs, cooking, and stairs. Accordingly, the concepts and metaphors designated in previous studies by Aydın and Baysan (2018), Dülger (2019) and Wan (2014) sounded some views close to the ones we identified in

our study. However, while these studies examined writing concepts and metaphors in general, our study dealt with metaphors related to writing on five different rhetorical modes.

To summarize, the study that attempted to develop a pedagogically enriched process-oriented EFL writing course for Turkish EFL preparatory undergraduates, focused on monitoring the EFL undergraduates' writing development and their reflections on their learning to write experiences and processes. The results showed that the findings of the study in tune with the previous literature concerning the effect of process-oriented writing instruction on the undergraduates' paragraph writing performance and ability as well as writing-related abilities. The current study also shares similar viewpoints with the previous literature concerning the challenges the undergraduates as novice writers experienced. However, it is considered that this study surpassed them by describing in depth an EFL writing course from the perspectives of the students, active agents of writing course, considering all the key components of the writing course which is based on their needs.

Conclusion

This study aimed to evaluate a pedagogically enriched process-oriented writing course in terms of its processes, (i.e., instruction and evaluation) and students' perspectives, and to test the effectiveness of this course approach at a Turkish ELT undergraduate writing classroom on the basis of students' writing products. This study also tried to monitor the ELT undergraduates' writing development and their reflection on their learning experiences during the intervention course. In accordance with this purpose, a pedagogically enriched process-oriented EFL writing course was developed. The qualitative and quantitative data were collected both to test the effectiveness of the developed writing course intervention and to evaluate this learning-to write process with its all elements through the lens of Turkish ELT undergraduates. The results, in a broader sense, found out that the intervention writing course was effective in increasing the awareness and developing writing skills of EFL undergraduates as well as writing-related skills such as researching, planning, editing, drafting, and structural skills. Based on the findings, the following conclusions can be drawn:

- It was supported that the process-oriented approach is one of the most effective approaches in the writing course once again. However, it was revealed that supplementing process-oriented pedagogies with other principal orientations such as genre and content is significant in increasing its effectiveness.
- Pedagogically enriched process-oriented writing course was effective in changing students' negative attitudes towards writing, such as writing apprehension. However, it may not still prevent the students from experiencing challenges in learning to write

and practice. Lack of previous writing experience both in L1 and L2, and insufficient language competence besides its demanding nature might cause these challenges.

- The students' awareness of the in-class components of the writing course increased. They comprehended that pre-writing stages facilitate their composing performances and processes. Regular practices enabled to improve their pre-writing strategy-related skills.
- The students noticed the recursive and non-linear nature of writing thanks to process-oriented writing instruction.
- The intervention course increased the students' genre awareness and knowledge that resulted in more informed lexico-grammatical, and rhetorical choices in their texts.
- Improvements in writing performance were perceived positively by the students because they were able to self-monitor. In accordance with this perception, there was found a statistically significant difference between pre-test and post-test paragraph writing outcomes, referring that their writing performances in each rhetorical mode developed after the intervention. Correspondingly, it can be deduced that the relevant intervention writing course significantly enhanced EFL undergraduates' writing performance in spite of an overly large class.
- A stimulating and friendly atmosphere prevailed in the classroom throughout the intervention writing course. The students collaboratively studied their paragraph products at each stage of composing. The feedback processes increased social interaction and negotiation between students. The teacher-student face-to-face conference increased the interaction between students, and instructor. Moreover, it improved students' feedback skills and they were gradually able to self-criticize their products and make deep-level changes in their partners' writings instead of surface-level changes.

Second language writing is a complex, and 'sociocognitive activity' (Hyland, 2003b, p.23) that needs to be studied from both cognitive and social dimensions because the writers require to use the knowledge of textual features, writing process, and social context to compose a well-structured text. Therefore, the awareness of both how to write and what to write in context is necessary (Tribble, 1996). Namely, the knowledge of rhetorical features related to the social contexts and the integration ability of rhetorical awareness into the writing process contribute to be generated a high-quality texts in L2. This theoretical view is supported by the findings of the current study from the pre-test and post-test paragraph products, semi-structured focus group interviews, and reflection forms containing metaphor questions, indicating the development in writing performance, and increase in rhetorical awareness. The triangulation of

the data has provided a more complete perspective of the impact of employing a process-oriented approach in developing Turkish undergraduates' L2 writing performance and rhetorical, that is, genre awareness.

Pedagogical Implications

This study has several practical implications for teaching English writing. To start with, considering the results of the study, it is seen that determining the levels and needs of the students and the aims of the context prior to the course plays a significant role in planning the process and content of the writing and providing an effective teaching. Therefore, ESL writing instructors should understand their students' levels and language abilities so that effective writing instruction and scaffolding can be developed to address their needs and weaknesses. But placement tests may be insufficient to identify the needs of writing skills for each student. Accordingly, the interviews can be conducted with students for depth understanding of their expectations and needs as well as approaches and challenges related to the writing activity and writing skill. Thus, it can be constructed and applied to an effective writing course to enhance the writing quality, particularly, of the EFL students with low-level proficiency in English writing as in this study.

In this study, a process-oriented approach was adopted as a principal pedagogy to teach writing in English to Turkish undergraduates enrolled in the preparatory class at a university-level. The results have indicated that the process-based approach constructs an effective instruction contributing to the development of L2 writing performance and competence. Therefore, a more focused process-based approach in L2 writing is pivotal not only because of enabling students to be able to plan and organize their L2 writing with more attention, but also providing an opportunity for students to discover the writing topic through the revising process by editing and drafting. Moreover, this study has shown that the feedback process has the potential to develop students' both writing and evaluating skills. Accordingly, the various types of editing and feedback should be integrated into teaching L2 writing classrooms. Therefore, students will cooperate, and negotiate with their counterparts and teachers, and they will observe each other and reflect their experiences on their writing skills. Consequently, it may provide more language awareness to develop. On the other hand, feedback training will increase the effectiveness of editing practices. Although the use of editing rubric or worksheet is controversial in related literature, a well-structured worksheet may facilitate the editing process by guiding how and what to edit. As suggested by the participants of this study, different rubrics for each different genre will be more effective to increase genre awareness and reinforce the language features.

Regarding writing stages, writing instructors should not teach these stages as a set of fixed steps. They should provide students to recognize the importance of writing stages in composing process that are the components of the dynamic and recursive nature of writing. "Therefore, students may benefit from having a range of planning, writing, and revising strategies to draw on." (Hayland, 2004, p. 27). The more students flow these stages, the better texts they construct. The study also suggests providing students with opportunities for more writing practices while employing writing stages and strategies. Moreover, writing instruction should enable students to write frequently to make the students more competent and skillful in writing. More writing experience the students have, the better writing performance they have and consequently better writing products they construct.

It is considered that blending pedagogical approaches 'in an imaginative and effective ways' (Hyland, 2004, p.23) increases the impact of a writing course because they might complement their weaknesses and support their strengths. Correspondingly, the process-oriented approach principally adopted in this study, was substantially supplemented by the genre-based pedagogies. The findings of the study show that a process-genre approach is an effective explicit instruction form both in developing L2 writing competence and increasing genre awareness. It provides textual features in connection to social context and presents guidance on how to employ genre awareness in the process of L2 writing. Therefore, it is suggested that an L2 writing classrooms can be a combination of more than one pedagogical orientation.

The findings also indicate that writing practices comprise of cognitive processes affected by the sociocultural practices. Therefore, the study supports the suggestion on a socio-cognitive approach for a writing instruction (Atkinson, 2002). Because social purposes and relationships, which function in specific writing situations, frame the writing task and it provides students to complete thorough the processes of writing, such as planning and revising, and drafting. Thus, socio-cognitive elements impacting Turkish students' writing processes should be understood and considered by both writing instructors and curriculum designers in an EFL instruction.

Recommendations for Further Research and Limitations of the Study

A number of significant issues have been highlighted by this mixed method study of Turkish EFL undergraduates' writing development and processes. However, several recommendations for further research have emerged. First of all, this study focused on EFL preparatory class students. Future research can investigate the writing processes and courses with EFL students of different levels. It will provide a comprehensive view of an EFL writing

course in Turkish context. Moreover, this study was basically based on process-oriented writing education and was blended substantially by genre pedagogies and to some extent by content pedagogies. Future research may re-examine the context of the writing with different approaches.

In this study, single group pre-test-post-test design, which is one of the pre-experimental methods, was used. Whereas the pre-test is used to determine how the group was before the intervention, the post-test indicates the changes in the group after the intervention. This seems a true experiment, but there was not any control group in this study. Therefore, true experimental studies can be conducted.

All students participating in this study were assumed to be at the same language level since they were already in the preparatory class. Although there was a statistically significant difference in the pre-test and post-test writing performances of all students after the intervention, some students' writing scores were higher than others. Therefore, the level of students can be determined with the proficiency exam before carrying out a similar study.

In this study, the context of writing was tried to be evaluated from the student's perspectives, in terms of process, and by taking into account their writing products. Further research can incorporate writing teachers' perspectives into their research besides students'. Thus, a wider perspective which describes the writing context in more detail can be obtained. Finally, the writing course intervention was conducted in a ten weeks-period. Moreover, future research with longer periods can obtain different results.

Besides, the study was conducted in an overly large class and thus, the time allocated to the teacher-feedback stage might be insufficient to deeply evaluate the students' products from different perspectives. Besides, a process-oriented writing course may be challenging for the instructors because it increases their workload in a crowded classroom.

REFERENCES

Abbasi, S. (2017). The effect of using task-based activities on narrative writing performance of EFL learners with different personality types. *Journal of Applied Linguistics and Language Research, 4*(3), 28-36.

Abdali, A., & Fatemipour, H. (2014). The impact of different writing tasks on intermediate EFL learners' writing performance. *Theory and Practice in Language Studies*, *4*(4), 730-735. https://doi.org/10.4304/tpls.4.4.730-735

Afrilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2017). Indonesian EFL students' perceptions on the implementation of flipped classroom model. *Journal of Language Teaching and Research*, *8*(3), 476–484. https://doi.org/10.17507/jltr.0803.05

Agesta, S., & Cahyono, B, Y. (2017). Effect of process-genre approach on the Indonesian EFL writing achievement across personality. *International Journal of English Language and Linguistics Research, 5*(3), 39-48. https://www.eajournals.org/wp-content/uploads/Effect-of-Process-Genre-Approach-on-the-Indonesian-EFL-Writing-Achievement-Across-Personality.pdf

Ahmed, P. H. (2019). Major writing challenges experienced by EFL learners in Soran University. *Journal of University of Human Development*, *5*(3), 120-126. https://doi.org/10.21928/juhd.v5n3y2019.pp120-126

Ahmed, R. Z., & Bidin, S. J. B. (2016). The effect of task-based language teaching on writing skills of EFL learners in Malaysia. *Open Journal of Modern Linguistics,* 6(3), 207. https://www.scirp.org/html/7-1640511_67180.htm

Akturan, U., & Esen, A. (2008). Fenomenoloji. T. Baş ve U. Akturan (Eds.), *Nitel araştırma yöntemleri* içinde (ss. 83-98). Seçkin Yayıncılık.

Akyel, A. (1994). First language use in EFL writing: Planning in Turkish vs. planning in English. *International Journal of Applied Linguistics, 4*(2), 169-196. https://doi.org/10.1111/j.1473-4192.1994.tb00062.x

Alemu, M. (2020). The Role of pre-writing strategies to enhance the students' ıdea generating abilities: The case of first-year computer science students of Haramaya University. International *Journal of Education and Literacy Studies, 8*(1), 40. https://doi.org/10.7575/aiac.ijels.v.8n.1p.40

Alharthi, K. M. (2012). *The impact of writing strategies on the written product of EFL Saudi male students at King Abdul-Aziz University* [Unpublished doctoral dissertation]. Newcastle University.

Alnufaie, M., & Grenfell, M. (2012). EFL students' writing strategies in Saudi Arabian ESP writing classes: Perspectives on learning strategies in self-access language learning. *Studies in Self-Access Learning Journal, 3*(4), 407-422.

Alodwan, T. A. A. & Ibnian, S. S. K. (2014). The effect of using the process approach to writing on developing university students' essay writing skills in EFL. *International Journal of Linguistics and Communication, 2*(2), 147-163.

Al-Sawalha, A., & Chow, T. (2012). The effects of proficiency on the writing process of Jordanian EFL university students. *Academic Research International, 3*(2), 379-388.

Alshammari, S. R. (2016). *Improving Saudi English learners' second-language acquisition in argumentative writing through self-regulated strategy development* [Unpublished Doctoral Dissertation]. University of Kansas.

Altınmakas, D., & Bayyurt, Y. (2019). An exploratory study on factors influencing undergraduate students' academic writing practices in Turkey. *Journal of English for Academic Purposes, 37,* 88-103. https://doi.org/10.1016/j.jeap.2018.11.006

Amalia, Q., Anasy, Z., & Dewi, R. (2020). The effect of using process approach on students' writing of descriptive text. In *Proceedings of the 5th International Conference on Education in Muslim Society, ICEMS 2019, 30 September-01 October 2019, Jakarta, Indonesia*.

Ambawani, S. (n.d.). *The implementation of process writing approach in teaching writing writing process analysis paragraph*. https://studylib.net/doc/8099353/introduction-process-analysis-paragraph-is-one-of-academic (Access Date March 28, 2023)

Amoush, K. H. (2015). The impact of employing brainstorming strategy on improving writing performance of English major students at Balqa Applied University in Jordan. *Journal of Education and Practice*, *6*(35), 88-92. https://files.eric.ed.gov/fulltext/EJ1086359.pdf

Anastasiadou, A. (2010). The impact of the application of a process writing component on the students' writing output in Eenglish as a foreign language. *Major Trends in Theoretical and Applied Linguistics 3,* 11-32. https://doi.org/10.2478/9788376560915.p2

Angelova, M., & Riazantseva, A. (1999). "If you don't tell me, How can I know?": A case study of four ınternational students learning to write the U.S. Way. *Written Communication*, *16*(4), 491–525. https://doi.org/10.1177/0741088399016004004

Ariza Martinez, A. V. (2005). The process-writing approach: An alternative to guide the students' composition. *Profile, 6,* 37–46. http://www.scielo.org.co/pdf/prf/n6/n6a04.pdf

Assagaf, H. T. (2016). A process-genre approach to teaching report writing to Arab EFL computer science students. *International Journal of English Linguistics, 6*(6), 9-18. http://dx.doi.org/10.5539/ijel.v6n6p8

Atay, D., & Kurt, G. (2006). Prospective teachers and L2 writing anxiety. *Asian EFL Journal*, *8 4(2006),* pp. 100-118.

Atkinson, D. (2002). Toward a sociocognitive approach to second language acquisition. *Modern Language Journal, 86*, 525–545. https://doi.org/10.1111/1540-4781.00159

Atkinson, D. (2003). L2 writing in the post-process era: Introduction. *Journal of Second Language Writing, 12,* 3-15. https://doi.org/10.1016/S1060-3743(02)00123-6

August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the national literacy panel on language minority children and youth*. Lawrence Erlbaum Associates

Aydin, G., & Baysan, S. (2018). Perceptions of postgraduate students on academic writing skills: A metaphor analysis study. *Journal of Language and Linguistic Studies*, 14(2), 212-239.

Ayu, M., & Zuraida, Z. (2020). Enhancing descriptive paragraph writing of secondary students through shared writing. *Journal of Research on Language Education*, *1*(1), 13-18.

Azizzadeh, L., & Dobakhti, L. (2014). The effect of task repetition on improving iranian high-intermediate efl learners' fluency in narrative writing performance. *Research Journal of English Language and Literature, 6*(4), 396-409. https://l24.im/1tql

Babalola, & Latinin, H. B. (2012). Effect of process-genre based approach on the written English perfomance of computer science students in a Nigerian Polytechnic. *Journal of Education and Practice, 3*(6), 1-7. https://www.iiste.org/Journals/index.php/JEP/article/view/1630/1583

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal, 54*(2). http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.862.951&rep=rep1&type=pdf

Badger, R., & White. G. (2000). A process genre approach to teaching writing. *ELT Journal, 54*(2), 153-160. http://doi.org/10.1093/elt/54.2.153

Bae, J. (2011). *Teaching process writing for ıntermediate/advanced learners in South Korea.* (Unpublished master thesis]. University of Wisconsin-River Falls.

Barnard, R., & Nguyen, G. V. (2010). Task-based language teaching (TBLT): A Vietnamese case study using narrative frames to elicit teachers' beliefs. *Language Education in Asia*, *1*(1), 77–86. https://doi.org/10.5746/leia/10/v1/a07/barnard_nguyen

Bayat, N. (2014). The effect of the process writing approach on writing success and anxiety. *Educational Sciences: Theory and Practice*, *14*(3), 1133-1141. https://files.eric.ed.gov/fulltext/EJ1034097.pdf

Benson, G. (1989). Becoming critical: Education, knowledge and action research, by W. Carr & S. Ke *The Journal of Educational Thought (JET) / Revue de La Pensée Éducative*, *23*(3), 209–216. http://www.jstor.org/stable/23768771

Bhatia, V. (1991). A genre-based approach to ESP materials development. *World Englishes, 10*(2), 1-14. https://doi.org/10.1111/j.1467-971X.1991.tb00148.x

Bijami, M., Pandian, A., & Singh, M. K. M. (2016). The Relationship between teacher's written feedback and student's' writing performance: Sociocultural perspective. *International Journal of Education and Literacy Studies*, *4*(1), 59-66. https://files.eric.ed.gov/fulltext/EJ1149116.pdf

Bitchener, J. (2012). Written corrective feedback for L2 development: Current knowledge and future research. *Tesol Quarterly, 64*(4), 855-860. https://www.jstor.org/stable/43267894?seq=1#metadata_info_tab_contents

Bitchener, J., & Knoch, U. (2009b). The contribution of written corrective feedback to language development: A ten month investigation. *Applied Linguistics, 31*(2), 193- 214. https://doi.org/10.1093/applin/amp016

Bonyadi, A. *(2014).* The effect of topic selection on EFL students' writing performance. *SAGE Open, 4*(3), 1-9. https://doi.org/10.1177/215824401454717

Bonyadi, A., & Zeinalpur, S. (2014). Perceptions of students towards self-selected and teacher-assigned topics in EFL writing. *Procedia-Social and Behavioral Sciences*, *98*, 385-391. https://doi.org/10.1016/j.sbspro.2014.03.430

Bosher, S. (1990). The Role of error correction in the process-oriented ESL composition classroom. *MinneTESOL Journal*, 8, 89-101. https://files.eric.ed.gov/fulltext/ED336987.pdf

Bosher, S. (1998). The composing processes of three Southeast Asian writers at thepost-secondary level: An exploratory study. *Journal of Seecond Language Writing*, 7(2), 205-241. https://doi.org/10.1016/S1060-3743(98)90013-3

Bourke, M. (2008). A rough guide to language awareness. *English Teaching Forum, 1*, 12−21. https://files.eric.ed.gov/fulltext/EJ1096306.pdf

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology, 3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Breen, M. (1987). Learner contribution to task design: In designing tasks for the communicative classroom. *Language Learning Tasks, 7*(1), 23-46.

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed). Pearson Education.

Bruffee, K. A. (1984). Collaborative learning and the "conversation of mankind". *College English, 46*(7), 635-652. https://doi.org/10.2307/376924

Bruffee, K. A. (1984). Peer tutoring and the 'conversation of mankind. In C. Murphy, & J. Law (Eds.) *Landmark essays on writing centers* (pp. 87-98). Routledge. https://l24.im/AoXhO

Bryman, A. (2001). *Social research methods*. Oxford University Press.

Carless, D. (2007). The suitability of task-based approaches for secondary schools: Perspectives from Hong Kong. *System*, *35*(4), 595–608. https://doi.org/10.1016/j.system.2007.09.003

Carpenter, J. (2008). Metaphors in qualitative research: Shedding light or casting shadows?. *Research in Nursing & Health*, *31* (3), 274-282. http://dx.doi.org/10.1002/nur.20253

Carr, W., & Kemmis, S. (1986). *Becoming critical*. Falmer.

Ceylan, T. (2016). *The effectiveness of task based instruction in improving students' writing and speaking skills* [Unpublished master's thesis]. Ufuk University, Ankara.

Ceylan, N. O. (2019). Student perceptions of difficulties in second language writing. *Journal of Language and Linguistic Studies, 15*(1), 151–157. https://dergipark.org.tr/en/download/article-file/685105

Çelik, S. (2008). Opening the door: An examination of mother tongue use in foreign language classrooms. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *34*, 75-85. https://l24.im/HNx69

Çepni, S. B., & Demirel, E. (2016). Impact of text-mining and imitating strategies on lexical richness, lexical diversity and general success in second language writing. *Turkish Online Journal of Educational Technology, 15*(4), 61-68. https://files.eric.ed.gov/fulltext/EJ1117632.pdf

Chen, Q., & Wright, C. (2017). Contextualization and authenticity in TBLT: Voices from Chinese classrooms. *Language Teaching Research, 21*(4), 517–538. https://doi.org/10.1177/1362168816639985

Choei, Y., & Lee, J. (2006). L1 use in L2 writing process of Korean EFL students. *Eeenglish Teaching,* 61(1), 205-225. http://journal.kate.or.kr/wp-content/uploads/2015/02/kate_61_1_10.pdf

Coe, R. M. (1994). An arousing and fulfillment of desires': The rhetoric of genre in the process era—and beyond. In A. Freedman, & P. Medway (Eds.), *Genre and the new rhetoric*, (pp. 181-190). Taylor & Francis. https://l24.im/wi6sL

Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in edu*cation (5th ed.). Routledge Falmer.

Creamer, E. G. (2020). *Tamamen bütünleştirilmiş karma yöntem araştırmalarına giriş* [An introduction to fully integrated mixed methods research]. (I. Seçer & S. Ulaş, Çev. Ed.). Vizetek. (Original work published in 2018)

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.

Creswell, J. W., & Plano-Clark, V. L. (2007). Choosing a mixed methods designs. In designing *and conducting mixed methods research.* Sage.

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

Crotty, M. (1998). *The Foundation of social research.* Sage.

Cumming, A. (1990). Expertise in evaluating second language composition. *Language Testing, 7*(1), 31-51. https://eric.ed.gov/?id=EJ415117

Demir, A. (2008). *The Influence of task-based reading activities on EFL learners' attitude and learning outcomes from the students' perspective* [Unpublished master's thesis]. Çukurova University, Adana.

Denzin, N. K., & Lincoln, Y. S. (2000). The discipline and practice of qualitative research. *Handbook of qualitative research 2*(1), 1-20.

Denzin, N. K., & Lincoln, Y.S. (2011). *The SAGE handbook of qualitative research*. Sage.

Derakhshan, A. (2018). The effect of task-based language teaching ınstruction on the Iranian ıntermediate EFL learners' writing performance. *International Journal of Instruction*, *11*(4), 527-544. https://files.eric.ed.gov/fulltext/EJ1191557.pdf

Dhanarattigannon, J. (2008). *Thai college students' response to nontraditional writing instruction in a Thai university* [Unpublished Doctoral Dissertation]. University of Florida.

Dilber, N. Ç. (2014). *The effect of self regulated strategy development model on secondary school students' argumentative texts* [Unpublished Doctoral Dissertation]. Ankara University.

Diliduzgun, S. (2013). The effect of process writing activities on the writing skills of prospective Turkish teachers. *Eurasian Journal of Educational Research, 52,* 189-210. https://files.eric.ed.gov/fulltext/EJ1060398.pdf

Dokchandra, D. (2018). The effects of process writing approach on performance of an overcrowded EFL writing class at a university in Thailand. *KnE Social Sciences,* 191-206. https://doi.org/10.18502/kss.v3i4.1931

Douglas, S. R., & Kim, M. (2015). Task-based language teaching and English for academic purposes: An Investigation into instructor perceptions and practice in the Canadian context. *TESL Canada Journal*, *31*(8), 1-22. https://doi.org/10.18806/tesl.v31i0.1184

Dullien, S. (2016). *Technology integration in higher education blended language learning: A multicase study of teaching English to speakers of other languages practices* (Publication No. 10113703) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations & Theses Global.

Dülger, O. (2019). A metaphorical analysis of English as a foreign language (EFL) writers' views about writing in English. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 19*(4), 1373-1392. https://dergipark.org.tr/en/pub/aibuefd/issue/47159/456075

East, M., & Young, D. (2007). Scoring L2 writing samples: Exploring the relative effectiveness of two different diagnostic methods. *New Zealand Studies in Applied Linguistics*, 13, 1-21. https://search.informit.org/doi/abs/10.3316/informit.384149689453340

El-Aswad, A. (2002). *A study of the L1 and L2 writing processes and strategies of Arab learners with special reference to third-year Libyan university students* [Unpublished Doctoral Dissertation]. University of Newcastle, Australia.

Elbow, P. (2000). *Everyone can write: Essays toward a hopeful theory of writing and teaching writing*. Oxford University Press.

Elfiyanto, S. (2020, May). The effect of peer assessment on students' performance in writing narrative essays. In *International Conference on English Language Teaching (ICONELT 2019)* (pp. 78-82). Atlantis.

Elgün Gündüz, Z. (2018). Exploring the effects of content-integrated writing instruction on students' English writing skills in an EFL context. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (13), 207-219. https://doi.org/10.29000/rumelide.504944

Eliwarti, E., & Maarof, N. (2017). The students' perceptions of the strategies in the process approach. *International Journal of Educational Best Practices*, *1*(1), 67-82. https://ijebp.ejournal.unri.ac.id/index.php/IJEBP/article/view/4207/4056

Erlam, R. (2016). 'I'm still not sure what a task is': Teachers designing language tasks. *Language Teaching Research, 20*(3), 279–299. https://doi.org/10.1177/1362168814566087

Eslami, E. (2014). The effects of direct and indirect corrective feedback techniques on EFL students' writing. International Conference on Current Trends in ELT. *Procedia-Socail and Behavioral Sciences*, 98, 445-452. https://doi.org/10.1016/j.sbspro.2014.03.438

Faraj, A. K. A. (2015). Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice, 6*(13), 131-141. https://files.eric.ed.gov/fulltext/EJ1080494.pdf

Ferretti, R. P., & Graham, S. (2019). Argumentative writing: Theory, assessment, and instruction. *Reading and Writing*, *32*, 1345-1357. https://link.springer.com/article/10.1007/s11145-019-09950-x

Ferris, D. R., & Hedgcock, J. (2004). *Teaching ESL composition: Purpose, process, and practice*. Routledge.

Ferris, D. R., Hsiang , L., Sinha, A., & Senna, M. (2013). Written corrective feedback for individual L2 writers. *Journal of Second Language Writing, 22*, 307–329. https://doi.org/10.1016/j.jslw.2012.09.009

Firoozjahantigh, M., Fakhri-Alamdari, E., & Marzban, A. (2021). Investigating the effect of process-based instruction of writing on the IELTS writing task two performance of Iranian EFL learners: Focusing on hedging & boosting. *Cogent Education*, *8*(1), 1881202. https://doi.org/10.1080/2331186X.2021.1881202

Flowerdew, L. (2000). Using a genre-based framework to teach organizational structure in academic writing. *ELT Journal*, *54*(4), 369-378. https://doi.org/10.1093/elt/54.4.369

Freedman, A. (1994). 'Do as I say': The relationship between teaching and learning new genres. Freedman, A., & Medway, P. (Eds.), In *Genre and the new rhetoric*. London: Taylor & Francis, 191–210.

Friedlander, A. (1990). Composing in English: Effects of a first language on writing in English as a second language. B. Kroll (Ed.). In *Second Language Writing* (pp. 109-125). Cambridge University Press.

Fujieda, Y. (2006). A brief history sketch of second language writing studies: A retrospective. *Kyoai Gakuen Maebashi Kokusai Daigaku Ronsyuu, 6*, 59-72. http://www.journals.aiac.org.au/index.php/IJELS/article/view/4404/3444

Gabrielatos, C. (2002). EFL writing: Product and process. http://www.gabrielatos.com/EFLWriting.htm.

Gaetz, L., & Phadke, S. (2009). *The Writers' world essays.* Pearson Education.

Gao, J. (2007). Teaching Writing in Chinese University: Finding an eclectic approach. *The Asian EFL Journal*, *18*, 1-2. https://doi.org/10.12691/education-3-7-3.

Gergen, K. J. (2003). Action research and orders of democracy. *Action Research*, *1*(1), 39-56. https://doi.org/10.1177%2F14767503030011004

Gezmiş, N. (2020). Difficulties faced by the undergraduate students in the process writing approach. *Journal of Language and Linguistic Studies*, *16*(2), 565-579. https://dergipark.org.tr/en/download/article-file/1173383

Ghoorchaei, B., & Khosravi, M. (2019). On the relationship between Iranian EFL students' writing strategies and writing ability. *Journal of Linguistics and Education Research*, *2*(1), 1–7. https://doi.org/10.30564/jler.v2i1.377

Ghufron, M. A. (2016). Process-genre approach, product approach, and students' self-esteem in teaching writing. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, *2*(1), 37-54. http://ejournal.kopertais4.or.id/index.php/efi

Go, A. S. (1994). *Prewriting activities: focus on the process of writing.* A Practicum Report. Department of Arts and Letters, VISCA, Baybay, Leyte. https://files.eric.ed.gov/fulltext/ED369257.pdf

Gouin, R. D. (2012). *The relationship between learning self-regulation skills and improved performance in reading and language arts for middle school students* [Unpublished Doctoral Dissertation], Walden University, United States.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, *11*(3), 255-274. https://www.jstor.org/stable/1163620

Grix, J. (2004). *The foundations of research.* Palgrave Macmillan.

Guba, E. G. (1990). *The paradigm dialog*. Sage.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. Denzin, N. K., & Lincoln Y. S. (Eds.). In *Handbook of Qualitative Research* (s. 105–117). Thousands Oaks, CA: SAGE Publications, Inc.

Gultom, E., & Gurning, B. (2016). The Effect of brainstorming teaching technique on students' achievement in writing narrative paragraph. *Transform Journal of English Language Teaching and Learning*, *3*(4), 221746. https://media.neliti.com/media/publications/221746-the-effect-of-brainstorming-teaching-tec.pdf

Güneş, G. (2015). *Turkish EFL students' and teachers' perspectives on the use of L1 in English classrooms* [Unpublished Master's Thesis]. Çağ University, Mersin, Turkey

Gupitasari, H. (2013). The implementation of process-genre approach to teaching writing business letter. *Journal of English and Education*, *1*(1), 89-95. https://core.ac.uk/reader/295400810

Hai-yan, M. (2014). The Task-Based Teaching of Writing to Big Classes in Chinese EFL Setting. *English Language Teaching*, 7(3), 63-70. https://files.eric.ed.gov/fulltext/EJ1075661.pdf

Hamadouche, M. (2010). Developing the writing skill through increasing learners' awareness of the writing process [Unpublished Master's Thesis]. University of Constantine.

Hanaoka, O. (2007). Output, noticing, and learning: An investigation into the role of spontaneous attention to form in a four-stage writing task. *Language Teaching Research, 11*(4), 459-479. https://journals.sagepub.com/doi/pdf/10.1177/1362168807080963

Hanjani, A. M., & Li, L. (2014). EFL learners' written reflections on their experience of attending process-based, student-centered essay writing course. *The Asian Journal of Applied Linguistics, 1*(2), 149-66. http://hdl.handle.net/10871/21663

Hanušová, S., Dontcheva-Navrátilová, O., Lahodová Vališová, M., & Matulová, M. (2020). Process genre approach to L2 academic writing: An intervention study. *XLinguae European Scientific Language Journal,* 13, 30-51. http://dx.doi.org/10.18355/XL.2020.13.04.03

Haque, F. Z. (2012). *Perceptions and implementation of task-based language teaching among secondary school EFL teachers of Bangladesh* [Unpublished doctoral dissertation]. Presidency University, India.

Hariati, P. (2020). Improving students' achievement in writing descriptive paragraph through teaching prewriting stages. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 3*(3), 1322-1335. https://doi.org/10.33258/birle.v3i3.1172

Harmer, J. (2002) *Practice of English Language Teaching*. 4th ed. London: New York: Longman.

Harmer, J. (2004). *How to teach writing*. England: Pearson Longman.

Harris, J. (2016). Teachers' beliefs about task-based language teaching in Japan. *Journal of Asia TEFL, 13*(2), 102-116. http://dx.doi.org/10.18823/asiatefl.2016.13.2.3.102

Hasan, M. K., & Akhand, M. M., (2010). Approaches to writing in EFL/ESL context: balancing product and process in writing class at tertiary level. *Journal of Nelta,* 15 (1-2), 77-88. https://doi.org/10.3126/nelta.v15i1-2.4612

Hashempour, Z., Rostampour, M., & Behjat, F. (2015). The effect of brainstorming as a pre-writing strategy on EFL advanced learners' writing ability. *Journal of Applied Linguistics and Language Research, 2*(1), 86-99. http://www.jallr.com/index.php/JALLR/article/view/23/pdf_22

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 1(77), 81–112. http://dx.doi.org/10.3102/003465430298487

He, J. (2009). *Applying contemporary Western composition pedagogical approaches in university EFL writing context: A case study of a writing workshop at a Chinese university* [Unpublised Doctoral Dissertation], Indiana University of Pennsylvania.

Hedge, T., (2005). Writing (2nd ed.) New York: Oxford UP.

Henry, A., & Roseberry, R.L. (1998).An evaluation of a genre-based approach to theteaching of EAP / ESP writing. *TESOL Quarterly, 32*(1), 147–156. https://doi.org/10.2307/3587913

Herawati, Y. W. (2015). The Effect of process-genre approach on students' argumentative essay in a tertiary EFL classroom [Unpublished Doctoral Dissertation]. Malang: State University of Malang.

Hinkel, E. (2015). *Effective curriculum for teaching L2 writing: Principles and techniques*. Routledge.

Ho, B. (2006). Effectiveness of using the process approach to teach writing in six Hong Kong primary classrooms. *Perspectives: Working Papers in English and Communication*, *17*(1), 1-52. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.456.5797&rep=rep1&type=pdf

Hu, R. (2013). Task-Based Language Teaching: Responses from Chinese Teachers of English. *TESL-EJ, 16*(4). https://files.eric.ed.gov/fulltext/EJ1004354.pdf

Huang, D. (2016). A Study on the application of task-based language teaching method in a comprehensive English class in China. *Journal of Language Teaching and Research*, *7*(1), 118–127. https://doi.org/10.17507/jltr.0701.13

Huisman, B., Saab, N., Van Driel, J., & Van Den Broek, P. (2018). Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment & Evaluation in Higher Education*, *43*(6), 955-968. https://doi.org/10.1080/02602938.2018.1424318

Hyland, K., & Hyland, F. (2019). Contexts and issues in feedback on L2 writing. Hyland, K. & Hyland, F. (Eds.). In *Feedback in second language writing* 2nd edition. Cambridge: Cambridge University Press.

Hyland, K. (2003a). Genre-based pedagogies: A social response to process. *Journal of second language writing*, *12*(1), 17-29. https://doi.org/10.1016/S1060-3743(02)00124-8

Hyland, K. (2003b). Patterns of engagement: Dialogic features and L2 student writing. Ravelli, L., & Ellis, R. (Eds.). In *Social approaches to academic writing*. London: Continuum.

Hyland, K. (2004). *Genre and second language writing*. Ann Arbor, MI: The University of Michigan Press.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, *16*(3), 148-164. https://doi.org/10.1016/j.jslw.2007.07.005

Hyland, K., (2003). *Second language writing.* New York: Cambridge University Press.

Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, *30*(4), 693-722. https://doi.org/10.2307/3587930

Inal, S. (2014). The effect of the clustering pre-writing strategy on Turkish students' writing achievement and their writing attitudes. *Asos Journal*, *2*(1), 593- https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=71e887e43c3e68cdc818425add4d4d3b327f85ee

Ismail, N. M. (2016). Using the process approach for teaching English descriptive writing. *English Education Journal*, *7*(4), 535-548. https://jurnal.usk.ac.id/EEJ/article/viewFile/5540/4576

Ismail, S. A. A., & Alsheikh, N. O. (2012). Second language learners' performance and strategies when writing direct and translated essays. *International Education Studies*, *5*(5), 173–184. https://files.eric.ed.gov/fulltext/EJ1067064.pdf

Johns, A.M. (2002). Genre and ESL/EFL composition instruction. Kroll, B. (Ed.). In *Exploring the dynamics of second language writing*. New York: Cambridge University Press.

Johnson, A. P. (2008). *Teaching reading and writing: A guidebook for tutoring and remediating students*. USA: Rowman & Littlefield Education.

Kahraman, A. (2009). The role of the mother tongue in fostering affective factors in ELT classrooms. *English as an International Language Journal*, *5*, 107–128.

Kang, E. Y. (2020). Using model texts as a form of feedback in L2 writing. *System, 89*, 102196. https://doi.org/10.1016/j.system.2019.102196

Kaplan, R. B. (1966). Cultural thought patterns in inter-cultural education. *Language Learning 16*, 1-20. https://web.colby.edu/writers-center/files/2022/08/Kaplan_CR_1965.pdf

Karim, S. M. S., Maasum, T. N. R. T. M., & Latif, H. (2017). Writing challenges of Bangladeshi tertiary level EFL learners. *e-BANGI, 12*(2), 296-306.

Kayaoğlu, M. N. (2012). The use of mother tongue in foreign language teaching from teachers' practice and perspective. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 32(2), 25–35. http://dx.doi.org/10.9779/PUJE492

Khalil, E. (2018). The efficacy of peer feedback in Turkish EFL students' writing performance. *Journal of Literature and Art Studies, 8*(6), 920-931. http://dx.doi.org/10.17265/2159-5836/2018.06.011

Khan, S., & Van Wynsberghe, R. (2008). View of cultivating the under-mined: Cross-case analysis as knowledge mobilization. *Forum: Qualitative Social Research*, *9*(1 (34), 1–21. http://www.qualitative-research.net/index.php/fqs/article/view/334/730

Kırmızı, Ö. & Kırmızı, D. G. (2015). An investigation of L2 learners' writing self-efficacy, writing anxiety and its causes at higher education in Turkey. *International Journal of Higher Education*, 4 (2), 57-66. https://doi.org/10.5430/ijhe.v4n2p57

Killingsworth, M. J. (1993). Product and process, literacy and orality: An essay on composition and culture. *College Composition and Communication, 44*(1), 26-39. https://doi.org/10.2307/358893

Knoch, U. (2009). Diagnostic assessment of writing: A comparison of two rating scales. *Language Testing, 26*, 275-304. https://doi.org/10.1177%2F0265532208101008

Koçak, U. (2018). *Students' attitudes to the roles of teachers in task-based learning method through web assisted practices* [Unpublished master's thesis]. Gazi University, Ankara.

Köylü, Z. (2018). The use of L1 in the tertiary L2 classroom: Code-switching factors, functions, and attitudes in Turkey. *Electronic Journal of Foreign Language Teaching*, *15*(2), 271-289. https://e-flt.nus.edu.sg/wp-content/uploads/2020/09/koylu.pdf

Krapels, A. R. (1990). An overview of second language writing process research. Kroll, B. (Ed.). In *Second language writing: research insights for the classroom*. Cambridge: Cambridge University Press, pp. 37-56.

Kumara, G., Padmadewi, N., & Suarnajaya, I. W. (2013). The Effect of Task-based Language Teaching and English Grammar Toward Reading Comprehension of the Second Semester Students. *Jurnal Pendidikan Bahasa Inggris, 1*. https://ejournal-pasca.undiksha.ac.id/index.php/jpbi/article/viewFile/737/523

Kuru, M. E., & Tekin, M. (2019). An investigation into the perspectives of EFL teacher candidates compared to vocational high school students on L1 use in English classrooms. *ELT Research Journal*, *8*(1), 42-63. https://dergipark.org.tr/en/download/article-file/684588

Kurt, G., & Atay, D. (2007). The effects of peer feedback on the writing anxiety of prospective turkish teachers of English. *Journal of Theory and practice in Education, 3 (1) (2007), pp. 12-23*

Laksmi, E. D. (2006). Scaffolding' Students' Writing in EFL class: Implementing process approach. *TEFLIN Journal: A publication on the teaching and learning of English*, *17*(2), 144-156. http://journal.teflin.org/index.php/journal/article/view/66/62

Lally, C. G. (2000). First language influences in second language composition: The effect of pre-writing. *Foreign Language Annals*, *33*(4), 428-432. https://doi.org/10.1111/j.1944-9720.2000.tb00623.x

LaRoche, K. M. (1993). *A focus on using prewriting and knowledge level strategies and skills to ımprove the attitudes and writing skills of middle school students*. https://files.eric.ed.gov/fulltext/ED366974.pdf

Leblanc, C., & Fujieda, M. (2012). Investigating effects of topiccontrol on lexical variation in Japanese university students' in-class timed-writing. *Humanities Review, 17,* 241-253.

Leki, I. (1992). L2 writing: a commentary. *Learning and Instruction*, 10, 101-105. https://doi.org/10.1016/S0959-4752(99)00020-1

Lester, S. (1999). An introduction to phenomenological research. Taunton UK, Stan Lester Developments. https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=7ad9b8d4-6a93-4269-94d2-585983364b51&lang=en-GB

Li, Z., & Hegelheimer, V. (2013). Mobile-assisted grammar exercises: Effects on self-editing in L2 writing. *Language Learning & Technology*, *17*(3), 135-156. https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/200f5858-1153-4961-a74b-25675eb091bd/content

Lincoln, Y. S., & Guba, E. G. (2000). The only generation is: There is no generation. Hammersley, R. Gomm, M. & P. Foster (Eds.) In *Case study method: Key issues, key texks. (*pp. 27– 68). Sage.

Littlewood, W. (2009). Process-oriented pedagogy: Facilitation, empowerment, or control?. *ELT Journal, 63*(3), 246−254. https://doi.org/10.1093/elt/ccn054

Lodico, M. G., Spaulding, D. T. & Voegtle, K. H. (2006). *Methods in educational research: From theory to practice*. San Francisco: Jossey-Bass

Long, M. (2009). Methodological principles for language teaching. In M.H. Long & C.H. Doughty (Eds.), *The handbook of language teaching* (pp. 373-394). Blackwell Publishing.

Macbeth, K. P. (2010). Deliberate false provisions: The use and usefulness of models in learning academic writing. *Journal of Second Language Writing*, *19*(1), 33-48. https://doi.org/10.1016/j.jslw.2009.08.002

Manouchehry, A., Farangi, M. R., Fatemi, M. A., & Qaviketf, F. (2014). The effect of two brainstorming strategies on the improvement of Iranian intermediate EFL learners' writing skill. *International Journal of Language Learning and Applied Linguistic World* (IJLLALW), 6(4), 176-187. https://doi.org/10.11648/j.ijll.s.20130101.20

Mantra, I. B. N., Arsana, A. A. P., Indrawati, I. G. A. P. T., & Laksmi, A. A. R. (2021). Exploring EFL students' descriptive paragraph writing ability through critical assessment process. *International Journal of Linguistics and Discourse Analytics*, *2*(2), 51-57. https://doi.org/10.52232/ijolida.v2i2.35

Mao, Z. (2012). The Application of Task-based Language Teaching to English Reading Classroom. *Theory and Practice in Language Studies*, *2*(11), 2430–2438. https://doi.org/10.4304/tpls.2.11.2430-2438

Maolida, E. H., & Al Azhar, P. A. (2019). Process Genre Approach In Teaching Writing Narrative Text: Its Implementation, Benefits And Obstacles (A Qualitative Research At a Senior High School in Cianjur). *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, *7*(2), 1-12. https://jurnal.unsur.ac.id/jeopallt

Marashi, H., & Dadari, L. (2012). The Impact of Using Task-based Writing on EFL Learners' Writing Performance and Creativity. *Theory & Practice in Language Studies*, *2*(12). http://dx.doi.org/10.4304/tpls.2.12.2500-2507

Mason, J. (2002). *Qualitative researching* (2nd ed.). London: Sage.

Matsuda, P. K. (2003). Second language writing in the twentieth century: A situated history perspective. Kroll, B. (Ed.). In *Exploring the dynamics of second language writing* (pp. 15-34). Cambridge: Cambridge University Press.

Mavili, S. (2018). *The effects of technology integration in task-based language teaching on vocabulary and writing skills* [Unpublished master's thesis]. Boğaziçi University, İstanbul.

Mayo, M. D. P. G., & Labandibar, U. L. (2017). The use of models as written corrective feedback in English as a foreign language (EFL) writing. *Annual Review of Applied Linguistics, 37,* 110-127. https://doi.org/10.1017/S0267190517000071

McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and learners' reactions to a task based EFL course in Thailand. *TESOL Quarterly*, *41*(1), 107–132. https://doi.org/10.2307/40264333

McDonough, K., & Crawford, W. J. (2020). Identifying effective writing tasks for use in EFL write-to-learn language contexts. *The Language Learning Journal*, *48*(4), 469-480. https://doi.org/10.1080/09571736.2018.1465990

McGlinn, J.E., & McGlinn, J. M. (1990). *Problem solving and prewriting; mental play in the writing class.* Paper presented at the Annual Meeting of the College English Association. https://files.eric.ed.gov/fulltext/ED321278.pdf

McKay, S. (1982). Literature in the ESL classroom. *TESOL Quarterly, 16* (4): 529-526. https://doi.org/10.2307/3586470

McKay, S. (2006). *Researching second language classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates.

McMillan, J., & Schumacher,S. (2014). *Research in Education* (7th ed.). USA: Pearson.

Meeampol, S. (2005). A study of the effectiveness of the process-based writing in an EFL classroom of second-year students at Bangkok University. *BU Academic Review*, *4*(2), 1–7. https://www.bu.ac.th/knowledgecenter/epaper/july_dec2005/sutilak.pdf

Mehmood, H. (2021). *Exploring EFL teachers' perceptions of task-based language teaching* [Unpublished master's thesis]. İstanbul Aydın University, İstanbul.

Mehr, M. M., Aziz-Malayeri, F., & Bayat, A. (2016). The effects of brainstorming as a prewriting activity on Iranian EFL learners prompted expository writing. *International Journal of Educational Investigations*, *3*(3), 85-93. http://www.ijeionline.com/attachments/article/52/IJEI.Vol.3.No.3.07.pdf

Memari Hanjani, A., & Li, L., (2014). EFL learners' written reflections on their experience of attending process-based, student-centered essay writing course. *The Asian Journal of Applied Linguistics*, 1(2), 149-66. https://caes.hku.hk/ajal/index.php/ajal/article/view/32/85

Merriam, S. B. (2015). *Nitel araştırma: Desen ve uygulama için bir rehber* [Qualitative resarch: A guide to desing and implementation]. (S. Turan, Çev.. Ed.) (3. baskı). Nobel. (Çalışmanın orijinali 2009'da yayımlanmıştır)

Mora-Flores, E. (2009). *Writing instruction for English learners A focus of genre*. Thousand Oaks, California: Corwin Press.

Mourssi, A. (2013). Theoretical and practical linguistic shifting from product/guided writing to process writing and recently to the innovated writing process approach in teaching writing for second/foreign language learners. *International Journal of Academic Research in Business and Social Sciences*. 3 (5), 731-751. https://hrmars.com/papers_submitted/9617/theoretical-and-practical-linguistic-shifting-from-productguided-writing-to-process-writing-and-recently-to-the-innovated-writing-process-approach-in-teaching-writing-for-secondforeign-language-learners.pdf

Muamaroh, M., & Pratiwi, U. S. (2022, May). *Advantages and Disadvantages of Peer Feedback on EFL Students Essay Writing at Tertiary Level*. In *International Conference of Learning on Advance Education (ICOLAE 2021)* (pp. 1122-1128). Atlantis Press.

Murphy, L., & Roca de Larios, J. (2010). Searching for words: One strategic use of the mother tongue by advanced Spanish EFL writers. *Journal of Second Language Writing*, 19(2), 61–81. https://doi.org/10.1016/j.jslw.2010.02.001

Murtiningsih, T. (2019). the effectiveness of outlining in ımproving students' paragraph Writing Skill.*TEFLA Journal (Teaching English as Foreign Language and Applied Linguistic Journal), 1*(2), 29-34. https://doi.org/10.35747/tefla.v1i2.327

Neuman, W.L. (2003), *Social research methods: qualitative and quantitative approaches*. (5th ed.). Boston: Allyn and Bacon

Nguyen, T. T. L. (2018). Reflections on modified genre-based instructions to teach essay writing to Thai university students. *The Asian EFL Journal*, *20*(9.1), 148–174. https://fl.tvu.edu.vn/images/File/PHUONG%20NAM%202018%20ASEAN%20EFL%20JOURNAL.pdf#page=148

Nunan, D. (1989). *Designing tasks for the communicative classrooms.* Cambridge University Press.

Nunan, D. (2013). *Task-based language teaching*. (9th ed.). Cambridge University Press.

Özdemir, M. (2010). Nitel veri analizi. Sosyal bilimlerde yöntembilim sorunsalı üzerine bir çalışma. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, *11*(1), 323–343. https://dergipark.org.tr/tr/download/article-file/113287

Paiz, J.M. (2001). *Examining L1 and L2 use in ıdea generation for Japanese ESL writers* [Unpublished master thesis]. The University of Toledo, Toledo, Ohio.

Paker, T., & Karaağaç, Ö. (2015). The use and functions of mother tongue in EFL classes. *Procedia–Social and Behavioral Sciences, 199*, 111–119 https://doi.org/10.1016/j.sbspro.2015.07.494

Paltridge, B. (2001). *Genre and the language learning classroom*. Michigan: University of Michigan.

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods.* (3rd.). Sage Publications.

Peloghitis, J., & Ferreira, D. (2018). Examining the role of model texts in writing instruction. *Accents Asia, 10*(1), 17-26. https://www.researchgate.net/publication/327105961_Examining_the_Role_of_Model_Texts_in_Writing_Instruction#fullTextFileContent

Pham, N. T., & Nguyen, H. B. (2018). Teachers' perceptions about task-based language teaching and its implementation. *European Journal of Foreign Language Teaching, 3*(2), 68-87. https://oapub.org/edu/index.php/ejfl/article/viewFile/1619/4250

Pineteh, E. A. (2014). The academic writing challenges of undergraduate students: A South African case study. *International Journal of Higher Education, 3*(1), 12-22. https://doi.org/10.5430/ijhe.v3n1p12

Prabhu, N. S. (1987). *Second language pedagogy*. Oxford University Press.

Pring, R., (2004). *Philosophy of Educational Research.* (3rd edition). Bloomsbury

Pritchard, R. J., & Honeycutt, R. L. (2007). Best practices in implementing a process approach to teaching writing. Graham, S. MacArthur, C. A., & Fitzgerald, J. (Eds.). In *Best practices in writing instruction* (pp. 28−49). New York: The Guilford Press.

Puengpipattrakul, W. (2014). A process approach to writing to develop Thai EFL students' socio-cognitive skills. *Electronic Journal of Foreign Language Teaching, 11*(2), 270-284.https://e-flt.nus.edu.sg/wp-content/uploads/2020/09/v11n22014/puengpipattrakul.pdf

Pujianto, D., Emilia., E., & Sudorsano, I. M. (2014). A process of genre approach to teaching writing report text to Senior High School students. *Indonesian Journal of Applied Linguistics, 4*(1), 99-110. https://doi.org/10.17509/ijal.v4i1.603

Radnor, H. (2002). *Researching Your Professional Practice: Doing Interpretative Research*. Buckingham: Open University.

Rahman, S. H. (2016). *A task-based approach for teaching vocabulary skill to Iraqian EFL learners* [Unpublished master's thesis]. İstanbul Aydın University.

Rahmawati, E. (2022). The effect of brainstorming technique as a pre-writing activity on the students' achievement in writing descriptive text. *Journal Corner of Education, Linguistics, and Literature, 2*(1), 38–43. https://doi.org/10.54012/jcell.v2i1.53

Raimes, A. (1983). *Techniques in teaching writing.* New York, NY: Oxford University Press

Ramzan, H., & Hafeez, M. (2021). Enhancing Student's writing ability in paragraph writing through an outline strategy at primary level. *Indonesian Journal Of Educational Research and Review, 4*(2), 299. https://doi.org/10.23887/ijerr.v4i2.37211

Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal, 61*(2), 100–106. http://dx.doi.org/10.1093/elt/ccm002

Rasheed, H. M. (2021). *The effectiveness of task-based instruction on improving the writing skills of Duhok university students in Iraq* [Unpublished master's thesis]. Karabük University.

Rass, R. A. (2015). Challenges face Arab students in writing well-developed paragraphs in English. *English Language Teaching, 8*(10), 49. https://doi.org/10.5539/elt.v8n10p49

Read, S. (2005). First and second graders writing informationaltext. *International Reading Association*, 59, 36-44. https://www.researchgate.net/deref/http%3A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%26db%3Deric%26AN%3DEJ719824%26site%3Dehost-live

Reid, J. (1993). *Teaching ESL writing*. Englewood Cliffs, NJ: Regents Prentice Hall.

Reid, J. M. (2001). The Cambridge guide to teaching English to speakers of other languages. Cater, R., & Nunan, D. (Ed.), In *Writing* (p.23-33). Cambridge: Cambridge University Press.

Reither, J. A. (1985). Writing and knowing: Toward redifining the writing process. *National Council of Teachers of English*, 47 (6), 620-628. http://www.jstor.org/stable/377164

Reonal, A. M. (2015). Process-genre approach in teaching exspository writing in secondary ESL classes. *International Journal of Social Science and Humanities Research, 3* (3), 187-191. https://core.ac.uk/download/pdf/267023895.pdf

Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language Teaching, 42*(2), 147-180. http://wrap.warwick.ac.uk/2529/1/WRAP_Richards_Trends_qualitative.pdf

Richards, J. C., Platt, J., & Platt, H. (1999). *Longman dictionary of language teaching and applied linguistics* (2nd ed.). Essex: Longman.

Richards, J., Platt, J., & Weber, H. (1986). *Longman dictionary of applied linguistics.* London: Longman.

Rohman, D. (1965). Pre-writing the stage of discovery in the writing process. *College Composition and Communication, 16*(2), 106-112. https://doi.org/10.2307/354885

Rouhi, A. & Azizian, E. (2013). Peer review: Is giving Corrective feedback better than receiving it in L2 writing?. *Procedia-Social and Behavioral Sciences, 93*, 1349-1354. https://doi.org/10.1016/j.sbspro.2013.10.042

Sabet, M. K., Tahriri, A., & Pasand, P. G., (2013). The impact of peer scaffolding through process approach on EFL learners' academic writing fluency. *Theory and Practice in Language Studies. 3*(10), 1893-1901. https://doi.org/10.4304/tpls.3.10.1893-1901

Salı, P. (2014). An analysis of the teachers' use of L1 in Turkish EFL classrooms. *System, 42*, 308–318. https://doi.org/10.1016/j.system.2013.12.021

Saprina, C. M., Rosyid, A., & Suryanti, Y. (2021). Difficulties in developing idea encountered by students in writing argumentative essay. *Journal of English Teaching and Linguistics Studies (JET Li), 3*(1), 48-54. https://doi.org/10.55215/jetli.v3i1.3419

Saputra, H., & Marzulina, L. (2015). Teaching writing by using process genre approach to the eight grade students of SMP Negeri 22 Palembang. *Jurnal Pendidikan dan Pengajaran*, 1-12. http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/592

Sari, F., & Wahyuni, S. (2018). The use of clustering technique to improve the students' skill in writing descriptive paragraph. *English Community Journal*, *2*(1), 167-174. https://jurnal.um-palembang.ac.id/index.php/englishcommunity/article/viewFile/1006/880

Scardamalia, M., & Bereiter, C. (1987). Knowledge Telling and Knowledge Transforming in Written Composition. In Rosenberg, S. (Eds.), *Advances in Applied Psycholinguistics*, (pp. 142-175). Cambridge University Press.

Scott. D. & Usher, R. (2004). *Researching education: Data, methods, and theory in educational enquiry*. New York: Continuum.

Shannon, J. (1994). *TESOL´s process vs. product debat*e. https://files.eric.ed.gov/fulltext/ED375626.pdf

Sheir, A. A., Zahran, A. A., & Koura, A. A., (n.d.). The effectiveness of process writing approach in developing EFL Writing Performance of ESP College. *Educational Sciences Journal*. https://pdfs.semanticscholar.org/0f81/4ac34bd0a837610f2e364686487fe9cfa215.pdf

Shi, L. (1998). Effects of prewriting discussions on adult ESL students' compositions. *Journal of Second Language Writing*, *7*(3), 319-345. https://doi.org/10.1016/S1060-3743(98)90020-0

Sieben, N. (2013). *Writing hope, self-regulation, & self-efficacy* [Unpublished Doctoral Dissertation]. Hofstra University.

Silva, T. (1990). Second language composition instruction: Developments, issues, and directions. Kroll, B. (Ed.), In *Second language writing: research insights for the classroom*, (pp. 11-23). Cambridge: Cambridge University Press.

Silva, T. (1993). Toward an understanding of the distinct nature of L2 writing: The ESL research and its implications. Tesol Quarterly, 657-677. https://www.jstor.org/stable/3587400?seq=1#metadata_info_tab_contents

Skehan, P. (1998). Task-based instruction. *Annual review of applied linguistics*, *18*, 268-286. https://doi.org/10.1017/S0267190500003585[Opens in a new window]

Spivey, B. (2006). What is the writing process? http://www.superduperinc.com/handouts/pdf/112_Writing_Process.pdf

Stapa, S. H., & Majid, A. (2012). The use of first language in developing ıdeas in second language writing. *American Journal of Social Issues & Humanities*. *2*(3), 148-151. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.686.8971&rep=rep1&type=pdf

Stapa, S.H., & Abdulmejid, A. H. (2009). The use of first language in developing ideas in second language writing. *European Journal of Social Science*, *7*(4), 41-47. https://www.researchgate.net/publication/289794400_The_use_of_first_language_in_developing_ideas_in_second_language_writing

Steele, V., (2004). Product and process writing: a comparison. http:// www.englishonline.org.cn/en/teachers/ workshops/teaching-writing/teaching-tips/ product-process.

Sundari, H., Febriyanti, R. H., & Saragih, G. (2018). Using task-based materials in teaching writing for EFL classes in Indonesia. *International Journal of Applied Linguistics and English Literature*, *7*(3), 119-124. http://dx.doi.org/10.7575/aiac.ijalel.v.7n.3p.119

Suprapto, M. A., Anditasari, A. W., Sitompul, S. K., & Setyowati, L. (2022). Undergraduate students' perception toward the process of writing. *JELTL (Journal of English Language Teaching and Linguistics)*, *7*(1), 185-195. https://dx.doi.org/10.21462/jeltl.v7i1.765

Susser, B. (1994) Process approaches in ESL/EFL writing ınstruction. *Journal of Second Language Writing*, *3*(1), 31-47. https://doi.org/10.1016/1060-3743(94)90004-3

Swales, J. M. (1990). *Genre analysis: English in academic and research settings.* Cambridge University Press.

Syafii, M. L., & Miftah, M. Z. (2020). Venn-diagram strategy in EFL class to enhance learners' writing skill and motivation. *Journal on English as a Foreign Language*, *10*(1), 141–162. https://doi.org/10.23971/jefl.v10i1.1556

Tahir, I. H. (2012). A study on peer evaluation and its influence on college ESL students. *Procedia-Social and Behavioral Sciences*, *68*, 192-201. https://doi.org/10.1016/j.sbspro.2012.12.219

Tangpermpoon, T. (2008). Integrated Approaches to Improve the Writing Skills of English Major Students. *ABAC Journal*, *28*(2), 1-9. http://www.abacjournal.au.edu/2008/may08/01(1-9)_article01.pdf

Taşkın, A. (2011). Perceptions on using L1 in language classrooms: A case study in a Turkish private university [Unpublished Master's Thesis)] Middle East Technical University.

Taskiran, A., & Goksel, N. (2022). Automated feedback and teacher feedback: Writing achievement in learning English as a foreign language at a distance. *Turkish Online Journal of Distance Education*, *23*(2), 120-139. https://doi.org/10.17718/tojde.1096260

Taula'bi, N. (2016). The impact of Brainstorming strategies towards students' writing skill. *Teaching English as a Foreign Language Overseas Journal*, *2*(1), 150-157.

Taylor, P. C., & Medina, M. N. D. (2013). Educational research paradigms: From positivism to multiparadigmatic. *Journal for Meaning-Centered Education*, *1*, 1-16. https://researchrepository.murdoch.edu.au/id/eprint/36978/1/Educational_research_paradigms_From_posi.pdf

Tazky, K. (2018). The effect of using outline technique to improve students' ability in writing descriptive. *Retain*, *6*(3), 202-210. http://repository.uin-suska.ac.id/9365/1/2012_201207.pdf

Terreblanche, M., & Durrheim, K. (1999). *Research in practice: Applied methods for the social sciences*. UCT Press.

Thi, N. A., Jaspaert, K., & Van den Branden, K. (2018). EFL teachers' perceptions of task-based language teaching in a Vietnamese university. *European Journal of Applied Linguistics and TEFL*, *7*(1), 73-90. https://l24.im/YPwZiA

Thoung, T., Phusawisut, P., & Praphan, P. (2020). An action research on the integration of process writing and genre-based approach in enhancing narrative writing ability. *Journal of Curriculum and Instruction Sakon Nakhon Rajabhat University*, *12*(33), 147-158. https://jci.snru.ac.th/Files/Article/815-ArticleTextFile-20200704113453.pdf

Tompkins, G. E., (1990) *Teaching Writing: Balancing Process and Product*. Columbus: Merrill.

Tracy, B., Reid, R., & Graham, S. (2009). Teaching young students strategies for planning and drafting stories: The impact of self-regulated strategy development. *The Journal of Educational Research*, *102*(5), 323-332. https://doi.org/10.3200/JOER.102.5.323-332

Tribble, C. (1996). *Writing*. Oxford University Press

Tribble, C. (2003). Teaching writing (PHD Manuscript, Chapter 2). http://www.ctribble.co.uk/text/Phd/02_Teaching_Writing_P.pdf

Tunçay, B. (2014). Teachers' attitudes towards and practices of L1 use in EFL classroom [Unpublished Master's Thesis]. Bilkent University.

Tuyen, K., Osman, S., Ahmad, N., Cong Dan, T., & Kiumarsi, S. (2016). The effects of process genre approach on upper secondary students' writing ability: A case study in a specialized upper secondary school in Vietnam. *International Journal of English Language, Literature and Translation Studies*, *3*(3), 282-289. https://sj.ctu.edu.vn/ql/docgia/tapchiquocte-2016/baibao-41331.html?page_current=4

Uymaz, E. (2019). The effects of peer feedback on the essay writing performances of EFL students. *International journal of curriculum and instruction*, *11*(2), 20-37. https://ijci.globets.org/index.php/IJCI/article/view/221/104

Van Beuningen, C. G., Jong, N., & Kuiken, F. (2012). Evidence on the effectiveness of comprehensive error correction in second language writing. *Language Learning*, *62*(1), 1-41. https://doi.org/10.1111/j.1467-9922.2011.00674.x

Van Weijen, D., Van Den Bergh, H., Rijlaarsdam, G. & Sanders, T. (2009). L1 use during L2 writing: Am empirical study of a complex phenomenon. *Journal of Second Language Writing, 18* (4), 235-250. https://doi.org/10.1016/j.jslw.2009.06.003

Vickers, J. C., (2012). Anatomy of process-based writing center tutorials with NNES writers: What writers take away [Unpublished Doctoral Dissertation] University of New york.

Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wahdan, N. R., & Buragohain, D., (2019). Integrating the writing process approach into EFL writing instruction in Saudi Arabia. *International Journal of English Language Teaching. 7* (6), 1-14. https://www.eajournals.org/wp-content/uploads/Integrating-the-Writing-Process-Approach-into-EFL-Writing-Instruction-in-Saudi-Arabia.pdf

Wan, W. (2014). Constructing and developing ESL students' beliefs about writing through metaphor: An exploratory study. *Journal of Second Language Writing*, *23*, 53-73. http://dx.doi.org/10.1016/j.jslw.2014.01.002

Wang, W. & Wen, Q. (2002). L1 use in the L2 composing process: An exploratory study of 16 Chinese EFL writers. *Journal of Second Language Writing, 11* (3), 225-246. https://doi.org/ 10.1016/S1060-3743(02)00084-X

Wang, W. (2014). Students' perceptions of rubric-referenced peer feedback on EFL writing: A longitudinal inquiry. *Assessing Writing, 19*, 80-96. https://doi.org/10.1016/j.asw.2013.11.008

Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.

Wichmann, A., Funk, A., & Rummel, N. (2018). Leveraging the potential of peer feedback in an academic writing activity through sense-making support. *European Journal of Psychology of Education, 33*, 165-184. https://link.springer.com/article/10.1007/s10212-017-0348-7

Widayanti, M. J. A. (2011). Enhancing students' writing skill through task-based approach. *Language Circle: Journal of Language and Literature*, *VI*(1), 27–39. https://journal.unnes.ac.id/nju/index.php/LC/article/viewFile/2044/2155

Widdowson, H. (2003). 'Expert beyond experience': notes on the appropriate use of theory in practice. Newby, D. (Ed.), In *Mediating between theory and practice in the context of different learning cultures and languages* (pp. 23–30). Council of Europe Publishing.

Willis, J. W. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage.

Willis, D. & Willis, J. (2007). *Doing task based teaching*. Oxford University Press.

Winarto, A. E. (2018). Peer and self editing strategies to ımprove students' writing skill. *JEELS (Journal of English Education and Linguistics Studies), 5*(1), 49-71. http://repository.iainkediri.ac.id/570/1/Peer%20And%20Self%20Editing%20Strategies%20To%20Improve%20Students%E2%80%99%20Writing%20Skill.pdf

Wingate, U. (2012). Using academic literacies and genre-based models for academic writing instruction: A 'literacy' journey. *Journal of English For Academic Purposes, 11*(1), 26-37. https://doi.org/10.1016/j.jeap.2011.11.006

Wirantaka, A. (2016). Paragraph writing of academic texts in an EFL context. *Journal of Foreign Language Teaching and Learning, 1*(2), 34-45. https://journal.umy.ac.id/index.php/FTL/article/viewFile/3090/3585

Wolcott, H. (1994). *Transforming qualitative data: Description analysis and interpretation*. Thousand Oaks, CA: Sage.

Wolf, J. P. (2013). Exploring and contrasting EFL learners' perceptions of textbook-assigned and self-selected discussion topics. *Language Teaching Research, 17*(1), 49-66. https://doi.org/10.1177/1362168812457535

Xhama, L. (2018). Corrective feedback in writing essay in the L2 classrooms. *Academic Journal of Interdisciplinary Studies, 7*(1), 19-24. https://doi.org/10.2478/ajis-2018-0002

Xu, X., & Li, X. (2018). Teaching academic writing through a process-genre approach: A pedagogical exploration of an EAP program in China. *Tesl-Ej, 22*(2), n2. https://files.eric.ed.gov/fulltext/EJ1187097.pdf

Yalçin, A., & Karadeniz, A. (2016). Relationship between the writing quality and self-regulation skills of secondary education students. *The Turkish Online Journal of Educational Technology*, (December special issue), 345-354. https://hdl.handle.net/20.500.12513/2033

Yang, H. (2018). The Influence of learner training on students' process-oriented writing in automated writing evaluation- supported classes. *Multimedia-Assisted Language Learning, 21*(3), 88-114. https://www.kci.go.kr/kciportal/ci/sereArticleSearch/ciSereArtiView.kci?sereArticleSearchBean.artiId=ART00238736

Yang, J., (2005). Lexical innovations in China English. *World Englishes, 24*(4), 425-436.

Yang, L., & Zhang, L. (2010). Exploring the role of reformulations and a model text in EFL students' writing performance. *Language Teaching Research, 14*(4), 464-484. https://doi.org/10.1177/13621688103753

Yangın Ekşi, G. (2012). Peer review versus teacher feedback in process writing: How effective. *International Journal of Applied Educational Studies, 13*(1), 33-48. https://eds.p.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=ccb78f1b-2e77-4f16-a270-c8666d5750a1%40redis

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri* (9. baskı). Seçkin Yayıncılık.

Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri*. (10. baskı). Seçkin Yayıncılık.

Yıldız, M., & Yeşilyurt, S. (2017). Effects of task planning and rhetorical mode of writing on lexical complexity, syntactic complexity, and overall writing quality of EFL writers" task performance. *Journal of Language and Linguistic Studies, 13*(2), 440-464. https://dergipark.org.tr/en/download/article-file/440781

Yigzaw, A. (2012). Impact of L1 use in L2 English writing classes. *Ethopian Journal of Education and Sciences. 8* (1), 11-27. https://www.ajol.info/index.php/ejesc/article/view/88368

Yiu, R., (2009). *Disciplinary writing: A case study of Hong Kong undergraduates undertaking their writing tasks* [Unpublished Doctoral Dissertation]. University of Leicester.

Yolanda. A. P. (2021). *An analysis of students 'problems in writing paragraph at the eleventh grade of vocational high school* [Unpublished Dissertation]. Universitas Batanghari.

Yuksel, I. (2014). Investigating academic writing strategy use in L1 and L2. Global *Journal of Foreign Language Teaching*, *4*(2), 134–146. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.692.3733&rep=rep1&type=pdf

Yuli, E. M., & Halimi, S. S. (2020, April). The Effects of Topic Familiarity on Eleventh Graders' Writing Performance. In *Twelfth Conference on Applied Linguistics (CONAPLIN 2019)* (pp. 57-62). Atlantis Press.

Zen, D. (2005). Teaching ESL/EFL writing beyond language skills. Online Submission. https://files.eric.ed.gov/fulltext/ED502622.pdf

Zheng, X., & Borg, S. (2014). Task-based learning and teaching in China: Secondary school teachers' beliefs and practices. *Language Teaching Research*, *18*(2), 205–221. https://doi.org/10.1177/1362168813505941

APPENDICES

APPENDIX-1. Interview Questions for the Views of Writing Experts in the Development of the pedagogically enriched EFL Writing Course

1. What distinguishes writing skills from the other skills?
2. What role do you have as an instructor during the course?
3. How do you evaluate/assess students' products during or after class?
    a. What is your actual practice about giving feedback to students' products?
    b. What are the points you emphasize most when giving feedback?
    c. What are the elements/points you care about when giving feedback?
    d. Do you use rubrics when giving feedback? What is your approach to using rubric in evaluation of students' writing?
4. How do you regulate the use of the mother language/L1 in the course?
    a. Should it be used? Why? Should it not be used? Why?
    b. When and to what extent should it be used?
5. What are the main deficiencies that you observe in the students' performances during the writing skills course?
    a. What do you think the reasons for these deficiencies are?
6. What are the main challenges you face with the Writing Skills course?
    a. What strategies and methods do you use / suggest overcoming these challenges?
7. How do you think a writing lesson should be designed?
    a. What do you pay attention to while designing a writing course?
        - What knowledge and skills do you include in your writing course?
    b. What should be the focus of the course? Why?
8. What do you think should be done to make writing lesson more effective?
    a. What are your suggestions and recommendations?

APPENDIX-2. Interview Questions for the ELT students in the Development of the pedagogically enriched EFL Writing Course

1-Türkiye bağlamında yabancı dil olarak İngilizce öğrenmek sizin için ne anlam ifade ediyor?

1.1. İngilizce öğrenme tecrübelerinizden bahseder misiniz?

1.2.İngilizce'deki dört beceriyi düşünürsek –okuma, yazma, dinleme, konuşma- ana dili Türkçe olan biri için sizce hangilerini öğrenmek daha fazla gayret gerektiriyor? Neden?

2- Bütün dillerde yazma eyleminin söz konusu olduğu gerçeğinden hareketle yazmayı evrensel bir olgu olduğunu varsayarsak, genel anlamda yazma eyleminin size neler çağrıştırdığını ifade edebilir misiniz? (Kendi ana dilinizdeki tecrübelerden hareketle)

3- İngilizce eğitimine yeni başlayan biri size"İngilizce yazma" ne demek diye sorsaydı, nasıl tanımlardınız?

3.1.İngilizce yazma eylemini nasıl tasvir ederdiniz?

4-Sizden İngilizce bir metin yazmanız istendiğinde neler hissedersiniz?

Neden?

4.1.Kaygı

4.2.Korku

4.3.Heyecan…

5- İngilizce yazan biri sizce bu yazma sürecinde nelere ihtiyaç duyabilir?

Neden?

6-İngilizce yazma sürecinin aşamalarını listeleyebilir misiniz?

6.1. İngilizce yazma sürecinin aşamalarını bir şema şeklinde sunabilir misiniz?

7-İngilizce bir metin yazarken, eğer varsa, göz önünde bulundurduğunuz kilit noktalar nelerdir?

7.1.Cümle?

7.2.Noktalama?

7.3.Büyük- küçük harf kullanımı?

7.4.Biçimsel özellikler (kenar boşlukları vb.)?

7.5. Açıklık-anlaşılırlık?

7.6. Bütünlük-akıcılık?

7.7. Bağlaçlar?

7.8. Kelime?

8- "İngilizce yazılmış bu metin çok yetersiz ve problemli" denildiğinde o metin sizce nasıl bir metindir?

9-Şu anda bir dil eğitimi bölümünde eğitim almaktasınız. Yazma üzerine aldığınız eğitime bir göz atacak olursak nasıl bir eğitim süreci geçirdiniz?

9.1. Bu eğitim sürecinin öğeleri nelerdir?

9.2.Dersin içeriği?

9.3.Uygulanış biçimi?

9.4.Dersin öğretim üyesi?

9.5.Ödevler-Görevler

10-Aldığınız eğitim İngilizce yazma ile ilgili düşüncelerinizi nasıl şekillendirir?

10.11Aldığınız eğitim soncunda yazma ile ilgili hislerinizi tekrar yoklarsanız, hislerinizde nasıl bir değişim söz konusu oldu?

11- Farz edelim katıldığınız yazma dersinin hocası sizsiniz. Dersinizin kapsamını nasıl oluşturursunuz?

11.1.Sizce iyi bir yazma dersinin ne tür özellikleri vardır?

11.2.Dersinizin kapsamını oluştururken neleri dikkate alırsınız?

-Öğrenci ihtiyaçları?

-Görev ve sorumluluklar?

-İngilizce metin oluşturma yöntem ve teknikleri?

-İngilizce yazım türleri?

- İngilizce yazım kuralları (biçim, noktalama)?

- Kelime bilgisi?

-Cümle bilgisi

- Okuma

-Ders öğretim materyalleri

11.2.Dersinizin kapsamını oluştururken nelerden faydalanırsınız?

APPENDIX-3. Theses and Dissertations Reviewed for the Document Analysis in the Development of the pedagogically enriched EFL Writing Course

1. Alaçam Dehneliler, D. (2013). *The effects of the use of blogs on the writing performances and perceptions of Turkish EFL students* [Unpublished master thesis]. Gazi University.
2. Almacıoğlu, G. (2017). G*enre-based approach to writing instruction for students at English language and literature department* [Unpublished doctoral dissertation]. Çukurova University.
3. Ataman, D. Ş. (2016). *Contribution of corrective feedback to English language learners' writing skills development through workfolio based tasks.* [Unpublished master thesis]. Hacettepe University.
4. Altınmakas, D. (2015*). Dynamics interaction of factors influencing university students' academic writing practices in English: a case study in Turkey.* [Unpublished doctoral dissertation]. Marmara University.
5. Bayraktar Balkır, N. (216). *Effects of Synectics Model on Learners' Writing Skills in Tertiary Level English Class* [Unpublished doctoral dissertation]. Çanakkale Onsekiz Mart University.
6. Bayram, D. (2015). *The effects of WebQuest-supported critical thinking instruction on the critical thinking disposition level and l2 writing performance of Turkish pre-service EFL teachers.* [Unpublished master thesis]. Marmara University
7. Baytur, B. (2017). *An investigation into the impact of anonymous digital peer feedback in undergraduate English as a foreign language writing* [Unpublished master dissertation]. Çanakkale Onsekiz Mart University.
8. Bütüner Albayrak, A. (2016). *EFL students' online peer feedback stances and preferences for revision* [Unpublished master thesis]. Bahçeşehir University.
9. Coşkun, P. (2015). *The effect of portfolio assessment on the writing performance of adult EFL students.* [Unpublished master thesis]. Necmettin Erbakan University.
10. Cömert, M. (2017). Öz değerlendirmeye dayalı geribildirimin İngilizce yazılı anlatım becerileri üzerindeki etkisi. [Unpublished master thesis]. Ankara University.
11. Gündüz, M. (2017). *The effects of critical thinking-based instruction on Turkish EFL students' critical thinking disposition level, critical reading self-efficacy level, English writing performance and opinions on critical thinking.* [Unpublished master thesis]. Bahçeşehir University.
12. Güner, C. (2015*). The effects of critical-thinking based instruction on pre-service EFL teachers' critical thinking disposition level, English reading self-efficacy level, and English writing performance*. [Unpublished master thesis]. Marmara University.
13. Kaynak, M. (2017). *Impact of peer feedback on EFL learners' foreign language writing anxiety and their ideas about peer feedback* [Unpublished master thesis]. Anadolu University.
14. Özkul, S. (2014). *Video Inclusive Portfolio (VIP) as a New Form of Teacher Feedback in Teaching Writing* [Unpublished master thesis]. Bilkent University.
15. Pamuk, I. (2014). *The relationship among self-efficacy, attitude and performance in English writing classes at tertiary level.* [Unpublished master thesis]. Ufuk University.

16. Sağlamel, H. (2018). *A comparison of the impact of teacher feedback within and irrespective of the English as a foreign language learners' zone of proximal development* [Unpublished doctoral dissertation]. Karadeniz Technical University.
17. Tömen, M. (2016). *The relationship between vocabulary, size, lexical diversity, lexical density and EFL writing scores: a cross-sectional study* [Unpublished master thesis]. Anadolu University.
18. Tuna, G. (2017). *An action study on college students' EFL writing skills development through flipped classroom environments* [Unpublished master thesis]. Middle East Technical University.
19. Yalvaç, F. (2014). *EFL university students' attitudes toward teacher feedback and its significance*. [Unpublished master thesis]. Dumlupınar University.
20. Yazıcı, M. (2013). *An investigation into the relationship between L1 and l2 writing proficiency at tertiary level* [Unpublished master thesis]. Atatürk University.
21. Yazıcı, S. (2015). *Written or oral teacher feedback: Which one facilitates idea development in writing classes?* [Unpublished master thesis]. Gazi University.

APPENDIX-4. Post-Interview Questions For Each Rhetorical Mode Intervention

1. ..... paragraf türü çalışma ve uygulama sürecine yönelik tecrübelerinizi paylaşır mısınız?

- Süreç hakkındaki hislerinizi ve genel düşünceleriniz nelerdir?
- Ders içi etkinlik

i. Yazma sürecinde nelerden faydalandınız?

1. Konu üzerine yapılan araştırmalar- content knowledge
2. Kavram Haritası
3. Anahat Şeması – Outlining
4. Örnek Paragraflar (Samples as Models)

ii. Ders içi paragraf yazım sürecinde süre kısıtlaması hakkında düşünceleriniz nelerdir?

1. Engel mi değil mi? Neden?

iii. Öz-değerlendirme yöntemi hakkındaki düşünceleriniz nelerdir?

1. Öz-değerlendirme sürecinin avantaj/dezavantajları nelerdi?
2. Öz-değerlendirmeyi yaparken kullanmış olduğunuz analiz çetveli (self-editing worksheet) hakkındaki düşüncelerinizi paylaşır mısınız?
3. Bu sürecin genel anlamda size sağlamış olduğu katkılar neler oldu? Bahseder misiniz?
    a. Faydalı buldunuz mu? Neden?

iv. Akran-değerlendirme yöntemi hakkındaki düşünceleriniz nelerdir?

1. Akran-değerlendirme sürecinin avantaj/dezavantajları nelerdi?
    a. Akran-değerlendirme sürecinden kaynaklanan problemler oldu mu?
        i. Olduysa, Problemler Nelerdi?
2. Akran-değerlendirmeyi yaparken kullanmış olduğunuz analiz çetveli (self-editing worksheet) hakkındaki düşüncelerinizi paylaşır mısınız?
    a. Akran –değerlendirme süreci sizce nasıl yapılandırılmalıdır?
3. Bu sürecin genel anlamda size sağlamış olduğu katkılar neler oldu? Bahseder misiniz?
    a. Faydalı buldunuz mu? Neden?

v. Öğretmen-değerlendirmesi yöntemi hakkındaki düşünceleriniz nelerdir?
    1. Öğretmen-değerlendirme sürecinin avantaj/dezavantajları nelerdi?
    2. Bu sürecin genel anlamda size sağlamış olduğu katkılar neler oldu? Bahseder misiniz?
        a. Faydalı buldunuz mu? Neden?

vi. Ders içi paragrafların konu seçiminde seçimin size bırakılması hakkında düşünceleriniz nelerdir?
    1. Konu seçiminizde dikkat ettiğiniz hususlar oldu mu?
        a. Bu hususlar nelerdi?

vii. Dersi veren öğretim elemanının süreçte üstlendiği rol veya roller nelerdi?
    1. Dersi veren öğretim elemanının güçlü ve zayıf yönleri nelerdi?
    2. Dersin öğretmeni siz olsanız .....paragraf türünü öğretirken hangi noktalara dikkat edersiniz?

viii. Ders içerisinde anadil kullanımı hakkında genel düşünceleriniz nelerdir?
    1. Anadil kullanımının avantajları ve dezavantajları nelerdir?
    2. Dersin öğretmeni siz olsanız anadil kullanımınızı nasıl düzenlerseniz?
        a. Kullanılmalı mı Kullanılmamalı mı? Neden?
        b. Ne zaman? Nasıl? Niçin?

- Uygulama öncesi yazdığınız paragrafla kıyasladığınızda

i. Ders dışı paragrafların konu seçiminin öğretim elemanı tarafından yapılmış olması hakkında düşünceleriniz nelerdir?
    1. Karşılaştığınız problemleri/eksiklikler nelerdi?
        a. Bu problemleri çözmek/eksiklikleri gidermek için neye ihtiyacınız vardı?
        b. Problemleri çözmek/eksiklikleri gidermek için hangi yollara başvurdunuz?
            i. Örnek Paragraflar? Konu Araştırması? Akran Yardımı? Kitap/İnternet?

APPENDIX-5. Post-Interview Questions For General Evaluation of the Intervention Process

1. "İngilizce Yazma" ifadesinin sizin için neleri çağrıştırdığını ifade edebilir misiniz?
   - İngilizce yazma eylemini nasıl tasvir edersiniz?
2. Yazma beceriniz ile ilgili genel izleniminiz nelerdir?
   - İkinci dilde yazarken,
     - Uygulamasını yapmış olduğunuz beş paragraf türü hakkında düşünceleriniz nelerdir?
       - Paragrafları yapılandırma noktasında zorluk (demanding) derecesine göre en emek isteyenden en az emek isteyene bir sıralama yapabilir misiniz?
       - **1._____ 2._____ 3. _____ 4. _____ 5. _____**
       - Neden böyle bir sıralama yaptınız? Lütfen açıklayınız.
     - Paragraflarınızı düzenlerken göz önünde bulundurduğunuz hususlar nelerdi?
       - Cümle?
       - Noktalama?
       - Büyük- küçük harf kullanımı?
       - Biçimsel özellikler (kenar boşlukları vb.)?
       - Açıklık-anlaşılırlık?
       - Bütünlük-akıcılık?
         - Konu cümlesi- Destekleyici Cümleler-Sonuç Cümlesi
       - Bağlaçlar?
       - Kelime?
     - Ne tür problemler yaşadınız?
     - Kendinizde hangi eksiklikleri fark ettiniz?
     - Karşılaştığınız problemleri çözmek/eksiklikleri gidermek için sizce neye ihtiyacınız vardı?
       - Problemleri çözmek/eksiklikleri gidermek için hangi yollara başvurdunuz?

3. Şu anda, İngilizce Öğretmenliği Bölümü 10 haftalık Hazırlık Programı Bünyesinde verilmiş olan yazma eğitimi sürecini tamamlamış bulunmaktasınız. Yazma üzerine aldığınız eğitime bir göz atacak olursak, nasıl bir eğitim süreci geçirdiniz?

- Bu eğitim sürecini tanımlayan öğeler nelerdi?
  - Dersin içeriği neleri kapsamaktaydı?
    - Hangi bilgi ve beceriler içerikte yer almıştı?
  - Dersin işleyişinde nasıl bir sistem takip edildi?
    - Ödevler? Performans Görevleri? Uygulamalar? Dönütler?1. Dil Kullanımı?
    - Bu sistemin güçlü yönleri nelerdi?
    - Bu sistemin zayıf yönleri nelerdi?
      - Bu zayıf yönlerin sebep olduğu öğrenme engelleri (tehdit) oldu mu? Olduysa, nasıl?
    - Bu sistemin yazma için size sunmuş olduğu işe yarar fırsatlar neler oldu?
  - Dersi veren öğretim elemanının süreçte üstlendiği rol veya roller nelerdi?
    - Dersi veren öğretim elemanının güçlü ve zayıf yönleri nelerdi?
  - Derste yazma ve yazma ile ilgili unsurlara yönelik performanslar nasıl değerlendirildi?

4. Size göre İngilizce Öğretmenliği Bölümü Hazırlık Programı bünyesinde verilen yazma dersi neleri kapsamalıdır?

- Dersin amacı ne olmalıdır?
- Dersin odak noktası/noktaları ne/neler olmalıdır?
  - Neden?
- Yazma dersinin içeriğini/izlencesini siz oluşturacak olsanız;
  - Dersin içeriğine hangi bilgi ve becerileri dahil etmek isterdiniz?
  - Dersin işleyişini nasıl tasarlardınız?
    - Ödevler
    - Performans Görevleri- Ön Hazırlık
    - Uygulamalar- Sınıf İçi ve Sınıf Dışında
    - Dönütler- Öğretmen/Akran/ Öz-değerlendirme
    - Portfolyo
    - 1. Dil Kullanımı
      - Kullanılmalı mı? Neden ve Nasıl?

- Yazma ve yazma unsurlarına yönelik performans değerlendirmeleri nasıl yapardınız?
- Dersin öğretim elemanı olarak üstendiğiniz rol ne olurdu?

APPENDIX-6. Reflection Questions

1. Bu süreç boyunca kazandığınız bilgi, beceriler ve anlayışlar neler oldu?
2. Sizce ….. paragraf çalışmasında en başarılı olduğunuz etkinlik hangisiydi? Neden?
3. Sizce ….. paragraf çalışmasında en az başarılı olduğunuz etkinlik hangisiydi? Neden?
4. Bir …..paragraf yazarı olarak en güçlü olduğunuzu düşündüğünüz yönleriniz neler?
5. ….. paragraf türünü neye benzetirsiniz. Neden?.....

APPENDIX-7. Self-Editing Worksheet (Hogue & Oshima, 2006)

Self-Editing Worksheet 1
Chapter 1: Paragraph Structure

Writer: _____ Date: _____

Format

My paragraph has a title.	yes	no
The title is centered.	yes	no
The first line is indented.	yes	no
There are margins on both sides of the page.	yes	no
The paragraph is double-spaced.	yes	no

Mechanics

I put a period, a question mark, or an exclamation mark after every sentence.	yes	no
I used capital letters correctly.	yes	no
I checked my spelling.	yes	no

Content and Organization

My paragraph fits the assignment.	yes	no
My paragraph has a topic sentence.	yes	no
The topic sentence has both a topic and a controlling idea.	yes	no
My paragraph contains several specific and factual supporting sentences, including at least one example.	yes	no
How many supporting sentences did I write?	number	____
My paragraph ends with an appropriate concluding sentence.	yes	no
All of my sentences are directly related to the topic.	yes	no

Grammar and Sentence Structure

Every student has his or her own personal grammar trouble spots. Some students battle with verb tenses. For others, articles are the main enemy. Some find it hard to know where to put periods.

In the space, create your own personal checklist for items that you know are problems for you. Then, throughout the term, work on eliminating these errors. Delete items you have mastered and add new ones that you become aware of.

Errors to check for include verb tenses, subject-verb agreement, articles, pronoun agreement, sentence fragments, and run-on sentences/comma splices.

	Number found and corrected
I checked my paragraph for _____ errors.	_____
I checked my paragraph for _____ errors.	_____
I checked my paragraph for _____ errors.	_____

© 2006 Pearson Education, Inc. Duplication for classroom use is permitted.

APPENDIX-8. Peer-Editing Worksheet (Hogue & Oshima, 2006)

Self-Editing Worksheet 2
Chapter 2: Unity and Coherence

Writer: _____ Date: _____

Format

My paragraph is correctly formatted (title centered, first line indented, margins on both sides, double-spaced). **yes** **no**

Mechanics

I checked punctuation, capitalization, and spelling. **yes** **no**

Content and Organization

My paragraph begins with a topic sentence that has both a topic and a controlling idea. **yes** **no**

My paragraph contains specific and factual supporting sentences that explain or prove my topic sentence. **yes** **no**

How many supporting sentences does the paragraph have? **number** ____

Unity: All sentences are on the topic. **yes** **no**

My paragraph ends with an appropriate concluding sentence. **yes** **no**

Coherence: My paragraph flows smoothly from beginning to end. **yes** **no**

- I repeat key nouns where necessary. **yes** **no**
- I use pronouns consistently. **yes** **no**
- I use some transition signals. How many? ____ **yes** **no**
- My sentences are in some type of logical order. **yes** **no**

Grammar and Sentence Structure

	Number found and corrected
I checked my paragraph for _____ (verb tense, article, etc.) errors.	_____
I checked my paragraph for _____ errors.	_____
I checked my paragraph for _____ errors.	_____

© 2006 Pearson Education, Inc. Duplication for classroom use is permitted.

APPENDIX-9. Analytic Rubric

CATEGORY	4	3	2	1
Grammar and Lexical choice	Grammatical/lexical errors do not impede understanding. Few errors, mostly easily corrected; sentence variety; sophisticated vocabulary usage and sentence complexity mastered.	Some grammatical/ lexical errors; but still comprehensible. Some sentence variety and complexity.	Frequent grammatical/lexical errors; awkwardness. Little sentence variety and sentence complexity not mastered.	Extremely bad grammar, totally incomprehensible. No sentence variety or complexity.
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Organization: **Overall**	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
Style & Quality of Expression (Sentence structure-Word choice, Tone)	Sentences are clear and varied in pattern. There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	Sentences are clear but may lack variation. There is an attempt at a personal style, but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	Sentences are generally clear but may have awkward structure or unclear content. There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and cliched.	Sentences aren't clear. No attempt at style.
Spelling& Mechanics	Writer makes no errors in punctuation, or spelling.	Writer makes 1-2 errors in punctuation, or spelling.	Writer makes 3-4 errors in punctuation, or spelling.	Writer makes more than 4 errors in punctuation, or spelling.

APPENDIX-10. Ethical Statement

T.C.
ATATÜRK ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU
Eğitim Bilimleri Birim Etik Kurul Başkanlığı
PROJE DEĞERLENDİRME FORMU

Projenin/Çalışmanın Adı: Danışmanlığını Doç. Dr. Merve GEÇİKLİ'nin yürüttüğü doktora öğrencisi Hatice ÇEŞME'nin "İngilizce Eğitimi Programında Lisans Düzeyinde Yazma Dersi Üzerine Değerlendirici Bir Gömülü Karma Desen Çalışması" isimli tez çalışması ile ilgili Etik Kurul uygunluk-onay belgesi talep edilmesi.

Gönderildiği Tarih: 30.03.2023

Teslim Tarihi: 30.03.2023

Değerlendirenin Adı Soyadı: **Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı Adına**

Prof. Dr. Ufuk ŞİMŞEK
Etik Kurul Başkanı

İmza :

Tez /uygundur: ☑ **Gerekçe/Açıklama: Yapılacak çalışmada yaklaşım ve yöntemler dikkate alınarak, konu ile ilgili çalışmaların gerçekleştirilmesinde etik ve bilimsel açıdan herhangi bir sakınca bulunmamaktadır.**
Tez / uygun değildir: ☐ Gerekçe/Açıklama

T.C.
ATATÜRK ÜNİVERİSTESİ REKTÖRLÜĞÜ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL BAŞKANLIĞI
Eğitim Bilimleri Birim Etik Kurulu
ERZURUM

Toplantının Mahiyeti **:Etik Kurul**
Toplantının Tarihi **:30.03.2023**
Toplantının Sayısı **:04**

Karar-16: Danışmanlığını Doç. Dr. Merve GEÇİKLİ'nin yürüttüğü doktora öğrencisi Hatice ÇEŞME'nin "İngilizce Eğitimi Programında Lisans Düzeyinde Yazma Dersi Üzerine Değerlendirici Bir Gömülü Karma Desen Çalışması" isimli tez çalışması ile ilgili Etik Kurul uygunluk-onay belgesi talebi ile ilgili husus görüşüldü.

Yapılan görüşmelerden sonra adı geçenin "İngilizce Eğitimi Programında Lisans Düzeyinde Yazma Dersi Üzerine Değerlendirici Bir Gömülü Karma Desen Çalışması" isimli tez çalışması ile ilgili çalışmaların gerçekleştirilmesinde etik ve bilimsel yönden sakınca bulunmadığına,

oy birliği ile karar verilmiştir.

Prof. Dr. Ufuk ŞİMŞEK
Birim Etik Kurul Başkanı

(İMZA)

Birim Etik Kurul Başkan Yardımcısı

Prof. Dr. Betül ASLAN
Birim Etik Kurul Üyesi

Prof.Dr. Muhsine BÖREKÇİ
Birim Etik Kurul Üyesi

Prof.Dr. Mustafa CİHAN
Raportör

T.C.
ATATÜRK ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU
Eğitim Bilimleri Birim Etik Kurulu Karar Formu

KARAR BİLGİLERİ	**Toplantı Sayısı: 04** **Karar No: 16**	**Toplantı Tarihi: 30.03.2023**
	Aşağıda bilgileri verilen tez ile ilgili çalışmanın, etik ilkeler açısından değerlendirilmesi isteği ile ilgili husus görüşüldü. Yapılan görüşmelerden sonra; söz konusu tez ile ilgili yapılacak çalışma için, araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak konuyla ilgili çalışmanın gerçekleştirilmesinde etik ve bilimsel yönden sakınca bulunmadığına, Etik Kurulu oy birliği ile karar vermiştir.	
ÇALIŞMA BİLGİLERİ	**Proje Yürütücüsü:** Hatice ÇEŞME **Çalışma Konusu**: İngilizce Eğitimi Programında Lisans Düzeyinde Yazma Dersi Üzerine Değerlendirici Bir Gömülü Karma Desen Çalışması	

EĞİTİM BİLİMLERİ BİRİM ETİK KURULU		**İMZA**
Prof. Dr. Ufuk ŞİMŞEK	Etik Kurul Başkanı	
	Etik Kurul Başkan Yardımcısı	
Prof. Dr. Betül ASLAN	Etik Kurul Üyesi	
Prof.Dr. Muhsine BÖREKÇİ	Etik Kurul Üyesi	
Prof.Dr. Mustafa CİHAN	Etik Kurul Raportörü	

CURRICULUM VITAE

Personal Information

Name - Surname: Hatice ÇEŞME

Educational Background

PhD Degree: Ataturk University, Institute of Educational Sciences, Department of English Language Education, 2015- 2023

M.A. Degree: Ataturk University, Institute of Educational Sciences, Department of English Language Education, 2013-2015

Bachelor's Degree: Ataturk University, Kazım Karabekir Education Faculty, Department of English Language Education, 2007- 2012

Work Experience

2012-2015- Lecturer- School of Foreign Languages, Atatürk University, Erzurum

2019-Present: Research Assistant, Department of English Language Teaching, Atatürk University, Erzurum