THE EFFECT OF "PLEASE" STRATEGY TRAINING THROUGH
THE SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) MODEL ON
FIFTH GRADE EFL STUDENTS' DESCRIPTIVE WRITING:
STRATEGY TRAINING ON PLANNING

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_____

Prof. Dr. Sencer AYATA

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts

_____

Prof. Dr. Wolf KÖNIG

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts

_____

Assist Prof. Dr. Nurdan GÜRBÜZ

Examining Committee Members

Assoc. Prof. Dr. Ayşegül DALOĞLU   (METU, ELT)   _____

Assist Prof. Dr. Nurdan GÜRBÜZ   (METU, ELT)   _____

Assist Prof. Dr. Dilara DEMİRBULAK (CU, ELL)   _____

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Name, Last name : Vildan AKINCILAR

Signature   :

ABSTRACT

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AKINCILAR, Vildan

M.A., Department of English Language Teaching

Supervisor: Assist Prof. Dr. Nurdan GÜRBÜZ

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This study aims to investigate the effects of the " PLEASE" (a general paragraph writing strategy) writing strategy instruction through the Self-Regulated Strategy Development (SRSD) model on descriptive writing of fifth grade English language learners studying in a private primary school in Istanbul. The current study specifically focuses on if instruction on pre-writing planning through the SRSD model results in improvements in students' written products, planning behaviors and self-beliefs as writers. For the study, eight fifth grade students participated in a writing club activity offered by the researcher at school. They were taught strategies

for planning and drafting descriptive paragraphs, and the procedures for regulating the use of these strategies and the writing process itself. The data collection tools included comparison of students' final pieces of writing in terms of overall quality and length, retrospective verbal protocols, individual interviews, and questionnaires all of which were conducted both at the pre-intervention and the post-intervention phases.

As a result, the pre-test and the post-test writing scores indicated that each student experienced improvement in terms of overall quality and length of the written products. The strategy training helped students become more aware of the need for pre-writing planning and they started to engage in planning prior to writing in real practice. After the treatment, the students also experienced increased self-confidence.

Keywords: Writing instruction, strategy training, PLEASE strategy, Self-regulated strategy development model (SRSD), planning.

ÖZ

ÖZ-DÜZENLEME STRATEJİ GELİŞİMİ (SRSD) ÖĞRETİM MODELİ İLE VERİLEN "PLEASE" STRATEJİ EĞİTİMİNİN İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN BEŞİNCİ SINIF ÖĞRENCİLERİNİN BETİMLEYİCİ YAZILARI ÜZERİNE ETKİSİ: PLANLAMA ÜZERİNE BİR STRATEJİ EĞİTİMİ

AKINCILAR, Vildan

Yüksek Lisans, İngiliz Dili Öğretimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Nurdan GÜRBÜZ

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Bu çalışma SRSD model kullanılarak öğretilen PLEASE (genel bir paragraf yazma stratejisi) stratejisinin İstanbul'da özel bir okulda öğrenim görmekte olan 5. sınıf İngilizce öğrenenlerin betimleyici yazıları üzerine etkisini araştırmayı amaçlamaktadır. Çalışma özellikle, SRSD model kullanılarak öğretilen yazma öncesi planlamanın, öğrencilerin yazı ürünlerinin, planlama davranışlarının ve bir yazar olarak kendilerine olan inançlarının gelişimine katkısı olup olmadığı üzerine yoğunlaşmaktadır.

Araştırma için sekiz tane beşinci sınıf öğrencisi araştırmacı tarafından okulda açılan yazma kulübü etkinliğine katılmışlardır. Araştırmacı, öğrencilere betimleyici yazı için planlama ve taslak oluşturma stratejilerini, öğrendikleri stratejilere ve yazma sürecinin basamaklarına bağımsız bir şekilde hakim olabilmeyi öğretmiştir.

Veri toplama süreci, her biri eğitimin başında ve sonunda olmak üzere, öğrencilerin yazdıkları yazıların, bu yazılar üzerinden geriye yönelik yapılan sözel görüşmelerin, öğrencilerle yapılan bire bir görüşmelerin ve öğrenciler tarafından cevaplanan anket sorularının karşılaştırılmasından oluşmaktadır.

Araştırmanın sonucunda öğrencilerin ilk-test ve son-test puanları, her bir öğrencinin yazılarında genel yazı kalitesi ve uzunluk açısından gelişme olduğunu göstermiştir. Strateji eğitimi öğrencilerin yazma öncesi planlamanın önemine yönelik farkındalıklarının artmasına yardımcı olmuş ve öğrenciler yazı öncesi planlama yapmaya başlamışlardır. Verilen eğitimden sonra öğrencilerin yazma konusunda kendine güvenleri de artmıştır.

Anahtar kelimeler: Yazma eğitimi, PLEASE stratejisi, SRSD model öğretim, planlama, strateji eğitimi.

.

To my parents and beloved husband

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CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter starts with background information to the study. It also states the purpose of the study, and highlights the significance of the study. Finally, definitions of the terms used in the study are included.

1.1. Background to the study

"Writing is both a journey and a process in which you are exploring and then restructuring your knowledge into a new representation that someone else can understand" (Flower, 1993 p.26).

Writing is a complex task which requires the integration and application of multiple sub-skills operating at different processing levels (Berninger et al., 1995; MacArthur et al., 1995; Zimmerman & Risemberg, 1997 cited in Wey, 1998; Cooker, 2007). For Hidi and Boscolo (2006), these processes are classified as cognitive, metacognitive and linguistic processes which turn writing into a demanding type of task.

Because of its complexity, many students have difficulty in writing which in turn leads them to consider themselves as unsuccessful writers.

Pioneers of empirical writing research date back to 1960s (Nystrand, 2008) which indicates that writing is a popular research field offering much to explore. According to Silva's (1993) classification, research in this popular field varies in terms of types of learner as EFL, ESL and NES, and language context as L1 and L2. Turkey is an EFL setting where English is taught as a foreign language. English is not a part of daily communication; many students experience their first encounter with English in formal school settings in grade four (MEB, 2006).

 A number of researchers argue that there are similarities between L1 and L2 writing (Jones & Tetroe, 1987; Sasaki, 2000, 2002; Grabe & Kaplan, 1996; Raimes, 1985, Zamel, 1982, 1983) as well as differences (Silva, 1993, 1997; Raimes, 1985, 1991; Zamel, 1982, 1983). These researchers suggest that writers have constraints while writing both in L1 and L2, and they both use "cognitive capacity" while writing. They point out that composing processes of L1 and L2 learners show similarities to each other. However, they also claim that L2 writing process is more demanding than L1. Silva (1993) concludes from his literature review in the area of L2 writing that

although L1 and L2 writing show similarities in a broad sense, L2 composing is more constrained, more difficult, and less effective.

L2 writers do less planning, have more difficulty with goal setting, organization, and generating ideas. Their texts are less fluent, less accurate, and less effective. This difference shows that L2 learners cannot effectively deal with the complex requirements of the writing process. Especially in EFL context, writing seems more challenging to the learners, who already feel the burden of expressing themselves in a foreign language, as they cannot interact with the language outside the school setting.

One of the subtopics of writing research is how to make this challenging and complex process more manageable for the learners. Graham and Harris (2005) assert that the most direct way to deal with this problem is to systematically teach children the tools they need to carry out the planning, revising, and other writing processes essential for effective writing. Graham and his colleagues developed instructional models to meet the needs of struggling writers and they put forward self-control strategy training model in 1985. Later they developed their model as self-instructional strategy training in 1987, and then self-regulated strategy development (SRSD) in 1992.

Self-Regulated Strategy Development (SRSD) is a flexible instructional model used to teach writing strategies and a variety of self-regulation techniques (e.g., goal

setting, progress monitoring, self-instructions, self-statements) (Graham & Harris, 2005). Since 1992, this model has been tested in over 40 instructional writing studies as well as in other academic areas (Graham, 2006a; Harris, Graham, Brindle, & Sandmel, in press; Rogers & Graham, 2008 as cited in Graham & Harris 2009). Literature indicates that SRSD model instruction has caught the attention of different researches and the participants of the studies have been students either with learning disabilities or poor writing skills (De La Paz, 1999; Graham & Harris, 2009; Graham, Harris & Macarthur, 2006; Graham, Harris & Mason, 2005; Helsel & Greenberg, 2007; cited in Fidelgo, Torrance & Garcia, 2007; Toria & Graham, 2002). These studies showes that teaching strategies for managing text production is an effective way of improving writing skills of students with learning disabilities or poor writing skills. Apart from this, it has been found out by a smaller number of researchers that this kind of strategy focused intervention has also been effective in typically-able students (Braaksama, Rijaarsdam, Van Den Bergh, & Van Hout-Wolters, 2004; cited in Fidelgo, Torrance & Garcia, 2007, De La Paz & Graham, 2002; De La Paz, 1999).

With SRSD, learners are explicitly taught writing strategies for defferent writing genres such as paragraph writing, persuasive writing, story writing (Graham, Tracy & Reid, 2009). The strategies typically focus on teaching of planning, drafting and

revising, editing or combination of them. Along with strategies, students are also instructed on any skills or knowledge necessary for successful application of the strategies. Students also learn to use self-regulation procedures such as self-monitoring, goal-setting, self-instruction, self-reinforcement to increase their motivation and regulate their use of the target strategies.

"PLEASE" strategy is one of the strategies suggested to be taught through SRSD model. The "PLEASE" strategy was developed to address specific difficulties in paragraph writing which are mostly related to prewriting planning, composition, and paragraph revision (Welch, 1992). The "PLEASE" strategy is a mnemonic that provides learners with a road map for writing a paragraph. It reminds learners to carry out several steps for writing paragraphs (Graham and Harris, 2007). The first step of the "PLEASE" strategy, "P", stands for the action "PICK". At this step students learn to Pick their topic, Pick their audience and, Pick the type of the paragraph. The second letter, "L", refers to "LIST". Students are taught various techniques for idea generation about the topic before starting to write. The third step of the strategy, "E", represents "EVALUATE" for ongoing evaluation of the process. At this stage, students are taught to check if their list is complete and how they can organize their notes. The forth step, "A", reminds students "ACTIVATE" their paragraph with a topic sentence. Students are taught how to write a precise and effective introductory sentence. The fifth step, "S", cues students to SUPPLY supporting ideas for their

paragraphs based on the list that they have generated for the second step. The final letter, "E", reminds students to END with a concluding sentence and EVALUATE their work (Welch, 1992).

1.2. Purpose of the study

Writing is not only difficult for students with learning disabilities or poor writing skills but also for EFL students who experience the difficulty of coordinating the multiple cognitive and self-regulatory requirements of the writing process along with

language concerns (Zimmerman and Risemberg, 1997). Graham (2008) concludes from his meta-analysis that strategy instruction is effective in improving students' writing performance regardless of students' age, content of instruction, type of learners, genre, and instructors. At this point, it is thought that strategy instruction can be a useful tool for EFL writers to help them reduce the burden of the writing process. Bearing this hypothesis in mind, this study aims to investigate the effect of writing strategy training for planning through SRSD model on fifth grade EFL students' descriptive writing.

1.3. Significance of the study

The development of four skills is highly emphasized in English language teaching, and writing is titled under these four basic skills. This categorization shows the importance of writing to be developed as a skill for fulfillment of language learning.

Furthermore, Weissberg (2000) argues that writing plays an important role in second language development; not only in the development of accuracy but also in the emergence of new structures.

For Raimes (1987), writing well, weather in first or second language, is a process that can be learned and practiced. Thus writing instruction should take its place in the curriculum to help the learners effectively deal with the requirements of the writing process. The learners should be instructed on how to write and provided with opportunities for practice.

Because of its complexity, researchers have developed different instructional models for teaching of writing primarily in the area of L1 writing. As Silva (1993) indicates, most of the developments in L2 writing research come from L1 practices. Despite developments in L2 writing research, many major questions still remain unanswered. How self regulated strategy training affects writing performance of EFL students is one area that needs further research.

It is well documented that SRSD model has a considerable impact on improving students' writing skills (Harris, Graham & Mason, 2008; Harris, Graham & Atkins, 2005; Harris, Graham & Mason, 2005;Toria & Graham, 2002; Sawyer, Graham & Harris, 1992; Simons et al. 1994; Saddler, Moran, Graham & Harris, 2004;Danoff, Harris & Graham, 1993; Albertson & Billingsley, 2001; Vallecorsa & deBettencourt,

1997; Yeh, 1998; Bryson & Scardamalia, 1996; De La Paz, 2005 cited in Graham, 2008). Nevertheless, it still lacks in the literature that whether this model of instruction has similar effects on L2 writing. The meta-analysis carried out by Graham (2008) indicates that struggling writers (students with learning disabilities (LD) and poor writers) were the most common type of participants in the area of writing strategy instruction; that is 39% of the studies done involved struggling writers. Average writers and good writers were the participants in smaller number of studies, 23% and 10% respectively. SRSD model of instruction is titled as one of the most commonly used type of instruction in the literature. The reason for choosing this model for this research is its proven effectiveness with different types of learners, in different settings, and with different genres. It has also recently been suggested that there is a need for further research on self-regulation with participants in different cultures (Schunk, 2005). In addition to this suggestion, an important finding of Zamel (1982) is considered as a valid reason for conducting this research. He clearly states that L2 writers use similar strategies to L1 writers. Thus, their writing behaviors suggest that teaching models that are taught to be suitable only for L1 learners but may in fact be effective for teaching all levels of writing including L2. If the results of this study show similarities with the researches mentioned above, this model can be used as an effective model for EFL writing instruction as well.

SRSD model lays its roots on process approach which has evolved as an instructional model of writing since 1970s. In a very broad sense, writing process is regarded as a series of problem-solving task.

> "Process writing refers to a broad range of strategies that include pre-writing activities, such as defining audience, using a variety of resources, planning the writing, as well as drafting and revising. These activities collectively referred to as "process-oriented instruction," approach writing as problem-solving (Goldstein & Carr, 1996 p. 1).

Pressley et al. (2007) indicates that although the form of writing instruction shows variety from one classroom to another, effective classrooms always follow some form of plan-draft-revise instruction and ineffective classrooms are likely to follow first-and-final-draft form of writing instruction in which students compose a first draft that serves as their final products. In effective classrooms, the drafts are read and reflected on by the teacher, by other audience or classmates who might later offer peer editing suggestions. After the writing is completed, it is shared in the classroom or hung on the wall for others' reading or responding. In effective classrooms, teachers also have high expectations from their students regarding length, content or peer feedback. On the other hand, in ineffective classrooms the teachers' focus is often explicitly on mechanics or spelling to be as good as possible.

It can be inferred from the English curriculum writing skills objectives of Ministry of Education that majority of the classrooms in Turkey serve as an example to ineffective classroom for many reasons. First of all, when the Ministry of National Education Curriculum for Primary Education in Turkey is examined, it is seen that in none of the grade level's writing objectives is there any statement indicating that writing skills is taken as process oriented. The students are expected to produce written texts at sentence level or they are asked to combine a few sentences with basic connectors. In short, writing, as a skill, is not given enough importance in the curriculum. Based on the teaching experience of the researcher at primary level, it can be said that most of the students in Turkey regard writing as product-oriented rather than process-oriented and directly start writing without engaging in any kind of planning activities or do not revise their papers to make it better. They tend to have little or no effort to consider the needs of the reader, the organization of the text, establishment of the goals, or evaluating or reworking on the written ideas. However writing is a long term process which requires high-quality instruction and considerable amount of practice. Above all, as indicated by many researchers, successful writing requires active and deliberate self regulation of the writing process (Hayes & Flowers, 1986; Langer & Applebee, 1987 cited in Pritchard & Honeycut, 2007; Graham & Harris, 2005). As cited by Graham, Harris and Mason (2005) SRSD instruction can promote a more process oriented view in students' concept of

writing. Taking this point into consideration, if the study reveals positive results, SRSD model of instruction can effectively be used in the English classrooms as a means of incorporating both the process approach and strategy instruction into the curriculum.

Lastly, as the database of The Council of Higher Education in Turkey (CoHE) reveals, there is deficiency in the number of research studies in the context of teaching writing to elementary school EFL learners. Most of the studies in the database are conducted with participants at university level. Thus majority of students in Turkey first encounter with the terms like drafting, planning, revising when they fail to pass the proficiency exams now conducted by a number of universities. However, the students should be instructed on how to write in English from the early years of their language learning process. Graham, Harris and Mason (2005) note that identification of effective instructional procedures for young, beginner writers is an essential element in improving students' writing skills. With this belief in mind, this study aims to explore a way of involving students into the writing process from early years of education. The reasons for conducting the study can be summarized as follows;

1. In the literature there is a need for further investigation of SRSD model in L2 writing, specifically in EFL context.

Thus, this study will contribute to the literature by including EFL learners as participants.

2. The participants of the studies about SRSD model in writing instruction are mostly students with LD or struggling writers. There is a need for further studies that includes elementary school students as participants. This study will contribute to the literature with regard to this lack.

3. When searched on the thesis and dissertation database of CoHE it was seen that many of the studies addressing writing instruction in Turkey included university students as participants. English language teaching starts at fourth grade in Turkey (MEB, 2006). Thus, studies on writing instruction should be expanded to include younger students as well.

4. After a close examination of English language teaching syllabuses from grade four to twelve prepared by Ministry of Education, it was clearly understood that little attention was given on writing instruction in the curriculum. This may be a result of lack of empirical suggestions for writing instruction in Turkey. This study may shed light on to writing instruction design specifically developed to meet the needs of Turkish EFL students.

1.4. Research questions

Based on those reasons mentioned above, the current study aimed to investigate the following research questions;

1. Does "PLEASE" strategy instruction through the SRSD model have a significant effect on fifth grade EFL students' descriptive writing in terms of length and overall quality?

   1.a Do students' planning behaviors improve after they are instructed on the "PLEASE" strategy through the SRSD model?

   1.b Do students beliefs about themselves as writers change after they are instructed on the "PLEASE" strategy through the SRSD model?

1.5. Definition of key terms

English as a Foreign Language (EFL): EFL context refers to learners who live in countries in which English is not regularly spoken or written as a language of the community (Grabe and Kaplan, 1996 p. 24).

English as a Second Language (ESL): ESL context refers to learners who live in countries where English is a language, or *the* language, of the community (Grabe and Kaplan, 1996 p. 24).

First language Writing (L1 Writing): Writing done in native language. (Silva, 2006)

Second Language Writing (L2 writing): Writing done in a language other than one's mother tongue. The term 'second language' will encompass both second (writing in a context in which the target language is dominant) and foreign languages (writing in a context where the target language is not dominant) (Silva, 2006)

Language Learning Strategies (LLS): Strategies having the explicit goal of improving the learners' knowledge and understanding of the L2, as well as strategies for using the language that has been learned or for getting around the gaps in language proficiency." (Cohen, 2001)

"PLEASE": "PLEASE" is a mnemonic to remind student the steps of the writing process. **P**ick a topic, purpose and audience; List your ideas, Evaluate your list and organize your ideas, Activate the paragraph with a topic sentence, Supply supporting sentences, End with a concluding sentence and evaluate your work.

CHAPTER II

REVIEW OF LITERATURE

2.0. Presentation

In this chapter, literature relevant to the current study will be presented. The literature review encompasses the following subtitles: a) process approach to writing together with historical approaches in the area of L2 writing research; b) differences between L1 and L2 writers; c) research on language learner strategies; d) instructional models for teaching writing including SRSD model; e) "PLEASE" strategy; f) the role of planning in writing.

2.1. Process-oriented approach to writing

Looking back to the history of writing research, there is a clear shift from product-oriented to process-oriented pedagogy (Matsuda, 2003). Process approach appeared in late 1960s and early 1970s as opposed to product-oriented pedagogy which was later referred to as current-traditional rhetoric (Matsuda, 2003). Matsuda (2003) describes current traditional rhetoric as bad old days when the students wrote on topics assigned by the teachers, received no feedback, or were provided with no

opportunity for revising. With the emergence of process approach, emphasizing teaching writing not as a product but as a process, the students discovered their own voice, started to choose their own topic, got feedback from their peers or teachers, and had opportunities to revise. The same movement was observed in the area of L2 writing research (Silva, 1997; Raimes, 1985). Silva (1997) points out that L2 writing research has been highly influenced by the developments in the area of L1 writing and has usually followed approaches and designs of L1 writing processes. He lists four influential approaches in the area of L2 writing research; 1) controlled composition, 2) current traditional rhetoric, 3) the process approach and 4) English for academic purposes. In the controlled composition approach the role of the writer was defined as manipulator of the previously learned language structures, and the role of the teacher as editor or proof reader, mostly concerned with accuracy of structures rather than quality of ideas or expression. Little or no attention to audience and purpose was also stated as important features of this approach. Raimes (1991) named this approach "Focus on Form" as it was only grammatical form that was emphasized. Later on, controlled composition was thought to be not enough as writing was more than building grammatical sentences. Current traditional rhetoric approach, which dated to mid-sixties, filled the gap between controlled and free writing. With current traditional approach, approaches to writing moved from

sentence level construction to paragraph level including its elements (topic sentences, supporting statements, concluding sentences, and transitions), and various options for its development (illustration, exemplification, comparison, contrast, partition, classification, definition, causal analysis, and so on). Another important focus was essay development addressing to larger structural entities. However, classroom practices still directed students' attention to form rather than meaning (Raimes, 1991). Silva (1997) claims that this type of approach is still alive in many ESL classrooms. Although this claim was uttered in 1997, it still seems to be valid today. Dissatisfaction with controlled-composition and current traditional approach led the emergence of process approach in L2 writing (Silva 1997). The required classroom context for this approach is defined as an environment providing a positive, encouraging, and collaborative workshop. In this environment students have opportunities to work through their composing process with minimal interference of teacher. Thus, the approach puts the writer in the centre and limits teacher's role to helping students develop strategies for getting started, drafting, revising, and editing. Raimes (1991) names this approach "Focus on the Writer" by stating "the attention to the writer as language learner and creator of text has led to a process approach (Raimes, 1991; 409). Pritchard and Honeycut (2007) take process approach as a recursive rather than a linear process of creating a text from pre-writing to

publication. The stages of this recursive process are titled as follows by Emig (1971 as cited in Alhosani, 2008)

1. Prewriting (generation of ideas, mental rehearsal for writing)

2. Drafting (writing in progress)

3. Revision (re-see ideas)

4. Editing (error detection)

5. Publication (public sharing of product)

As for Grabe and Kaplan (1996), the writing process is a wholly positive innovation because it allows teachers and students involve in a more meaningful interaction and more purposeful writing. Research conducted in the area of L2 writing indicates that the process approach in writing helps students generate more ideas, revise more effectively, and have more motivation to write (Alhosani, 2008). It has also been argued that, process oriented instruction has had similar positive effects on students' writing performances whether students working in the first or second language (Hudelson, 1989b; Urzua, 1987 cited in Grabe&Kaplan, 1996)

Alhosani (2008) investigated the role of writing process approach in the writing development of fifth grade Saudi Arabian ESL students.

He also examined the roles of the teachers while using process approach in teaching writing. In his case study conducted with five students for five months period, he collected data through classroom observations, interviews, think-aloud protocols, and writing samples of students. It was clear in the study that the teachers play an important role in the implementation of the process approach as "all teachers believed and tried to fully implement all the required stages during the instruction". The products of students also showed improvements regardless of their proficiency level; the students became familiar with employing each stage properly. Planning stage of process writing was usually ignored by the learners. In this study the planning and pre-writing stages were clearly implemented by the participants. The overall results of the study indicated that the implementation of process approach in writing helped students realize that "writing is not just a finished product but also a process of discovering their own thoughts" (Farrell, 2006, p.72). The students' final products showed that their writing had developed in terms of use of conventions, producing better sentences, using broader range of vocabulary, producing well organized and longer texts. It was also clear that the students showed higher motivation and developed positive attitude towards writing. Lively classroom environments, teacher and peer support, practicing writing process approach as a daily learning routine were the vivid reflections from the researcher's observations. In terms of profile of the learners and the language context, this study shows similarities to the current study.

The effectiveness of process approach in L2 writing was verified by Urzua (1987) with an extensive case study. The participants were two sixth grade boys and two fourth grade girls, originally Cambodian and Laotian, studying in the USA for at least two years. None of the children had any literacy instruction in their native language. This detail is important in that L1 composing strategies did not interfere with the results of the study as participants did not have literacy instruction in their native language. The main focus of the study was to try out aspects of process writing instruction. The instruction continued for 15 weeks with 45-minute sessions held once a week. The results were encouraging for L2 learners in that children acquired three important composing skills offered by the process approach; a sense of audience, a sense of voice and a sense of language power. The first progress, sense of audience, was achieved through peer response groups in which students responded to each others' writing. They learned how to take audience into consideration in their writing. Another progress which was recorded in the area of language was also a product of implementing the process approach. As students knew that they had more than one chance throughout the process via multiple drafting, they felt themselves freer to try out new structures and language forms. Largely through revision, they were encouraged to manipulate the language or sections of the compositions, thus they could develop flexibility in language use.

Fidelgo, Torrance and Garcia (2007) argue that traditionally, instruction for young learners has focused on features of finished product. However, in addition to knowing about desirable features of completed texts, students also need to know how to manage the process by which these texts are produced. Apart from knowing how to manage the process, students' awareness that there is a chance to rewrite throughout the process enables them to come up with more elaborated ideas as they do not have to worry about their grammar mistakes or spelling errors at the initial stages.

2.2. Writing in L1 and L2

It has been highlighted by a number of researchers that current trends in English L2 writing research profoundly follow English L1 writing research (Grabe and Kaplan, 1996; Silva 1993). This trend is criticized by Grabe and Kaplan (1996) in that although it is institutively reasonable that research methods useful in L1 contexts should also be applicable to L2 contexts, there are major differences between these two contexts. On the other hand, Raimes (1985) points out to similarities between L1 and L2 composing processes by citing studies (Jones 1982b, 1983, Lay 1982, 1983, Zamel 1982, 1983, Tetroe and Jones 1983) concluding that L1 and L2 writers used similar strategies while composing.

Raimes (1985) and Zamel (1982) notify that L2 writers make use of the same sets of composing processes with L1 writers. However, for various reasons, many of L2

writers are not able to apply these processes as effectively as L1 writers. These reasons have caught attention of many researchers. Research indicates that L2 learners find it difficult to simultaneously pay attention to form and meaning while dealing with a task (DeKeyser, Salaberry, Robinson, & Harrington, 2002; Robinson, 2003; Schmidt, 2001; Skehan, 1998; VanPatten, 1990, 1996, 2002, cited in Manchon &Larios, 2007).

A number of studies show that L2 writers experience difficulty because of various reasons other than language. Sasaki (2002) summarizes one important common finding of various research conducted in the area of L1/L2 writing and states that the quality of students' writing is more strongly related with the quality of the students' L1/L2 writing strategies rather than with their proficiency level in L2. Shin (2008) cites from well known researchers that this difficulty stems from learners' lack of familiarity with conventions, requirements and the expectations of composition, especially purpose, organization, and positioning of the text (Paltridge, 2004; Prior, 1995), and learners' perceptions of their audience (Casanove, 2004; Johns, 1997; Paltridge, 2004). Zamel (1983) plays down the importance of language proficiency in writing by stating that what really plays an important role in writing is students' writing strategies and behaviors, not primarily their language proficiency. Raimes (1985) supports Zamel's (1983) argument by reporting that writing difficulties of

ESL students typically stems from their composing skills rather than linguistic skills.

Another difference between L1 and L2 writers are related with planning before writing. Smith (1994) states that unlike L1 composition, planning is not a clear stage in the composition process of some skilled EFL writers (Larios, Murphy & Marin, 2002). Behaviors of skilled L2 writers in Zamel's (1983) study confirmed this statement.   In his case study, even skilled writers did not engage in planning prior to writing.

Teachers are also considered as an influential factor in the process of L2 writing. According to Zamel (1987) teachers considers themselves as primarily "language" teachers which in turn leads them to pay attention to surface level patterns of writing. They tend to take writing as a separate set of sentences rather than a whole discourse. So they often concern language related problems rather than paying attention to much larger, meaning related problems. Students' revising behaviors which remain at sentence level and primarily focus on form may be a result of such expectations on the part of teachers.

2.3. Language Learner Strategies (LLS)

By 1980, findings from composing studies have extensively opened the door for researchers to create effective models for the writing process (Alhosani, 2008).

Cognitive Strategies Theory (Hayes & Flower, 1980), Cognitive Self-Regulation Instruction (CSRI) (Fidelgo, Torrance, & Garcia, 2007), Self-Regulated Strategy Development (SRSD) (Graham & Harris, 1992), Strategy-Based Instruction (SBI) (Chamot, 1999; Cohen 1998), Integrated Model (IM) (Leavitt-Noble, 2008) are some of the well known models. The common point of these instructional models is their being "strategic" in nature.

From self regulation perspective "a strategy is a set of operations or actions that a person consciously undertakes in order to accomplish a desired goal" (Graham & Harris, 2005 p.8). Oxford (1990) defines strategy in language leaning context as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (Oxford, 1990, p.8). Cohen (1998) defines it specifically for second language learning as "the steps or actions consciously selected by the learners either for the learning of a second language or the use of it, or both. (Ernesto, 2002 p.17) In his article, Cohen (2001) gives a more detailed definition of LLS and states:

> "LLS are strategies having the explicit goal of improving the
> learners' knowledge and understanding of the L2, as well as
> strategies for using the language that has been learned or for getting
> around the gaps in language proficiency."

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Rubin's article in 1975 'What the "Good Language Learner" Can Teach Us' is considered as the birth of language learner strategy research. (Macaro & Grenfell, 2007). Language learning strategies (LLS) were first categorized under two titles by Rubin (1975). The first category involved strategies that directly affected learning including clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, and practice. The second category that contributed indirectly to learning included creating opportunities for practice, producing tasks related to communication.

Cohen (2001) clearly indicates that the very same language learning strategies are classified differently and he lists major classification titles of LLS:

By function: Language learning strategies and language use strategies.

By purpose: Metacognitive, cognitive, affective and social strategies.

By skill area: Listening, speaking, reading, writing, vocabulary learning, and translation strategies.

By proficiency level: Strategies for beginning, intermediate and advanced learners.

By culture: Strategies for learners of language with strikingly different cultures.

By language: Strategies for learning language-specific material.

By age: Strategies for language learners and users al different age levels.

Based on a three-year-project including three different studies, a descriptive study, a longitudinal study and a course development study, Chamot and Kupper (1989) suggested another refined classification system for learning strategies. For the descriptive study, 67 high school students from the first, third, fifth and sixth year Spanish classes were divided into three groups as effective, average and ineffective language learners. Students in each level were interviewed in small groups about strategies they applied while doing language tasks such as grammar exercises, learning vocabulary, reading and listening comprehension, written or oral production. The interviews were tape-recorded and analyzed for occurrence of strategic behaviors. Strategies drawn from the interviews were categorized based on general principles developed in prior second and first language studies. According to these general principles LLS were categorized into three groups as 1) metacognitive strategies, 2) cognitive strategies, and 3) social and affective strategies. Metacognitive strategies, also called self regulatory strategies, referred to "thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned". Cognitive strategies involved "interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task". Social and affective strategies included "interacting with another person to assist learning, or using effective control to assist learning" (Chamot & Kupper, 1989, p. 15-16).

This classification was then refined with the longitudinal study which lasted for four semesters. The participants of the study were 11 effective and 2 ineffective students from the previous descriptive study. They were interviewed individually and given language activities including a cloze test, reading a passage, listening and writing. Students were asked to think aloud while dealing with the tasks to identify strategies or techniques they used throughout the process. This longitudinal study resulted in additional descriptions of the basic strategies. The table below is the summary of this refined categorization with titles only. For the definitions see (Chamot & Kupper, 1989, p.15-17).

Table 1 *Categorization of LLS strategies, Chamot and Kupper (1989).*

Metacognitive strategies	Cognitive strategies	Social and Affective strategies
Planning	Repetition	Questioning
Directed attention	Resourcing	Cooperation
Selected attention	Grouping	Self-talk
Self-management	Note taking	Self-reinforcement
Self-monitoring	Deduction/Induction	
Comprehension monitoring	Substitution	
Production monitoring	Elaboration	
Auditory monitoring	*Personal elaboration*	
Visual monitoring	*World elaboration*	
Style monitoring	*Academic elaboration*	
Strategy monitoring	*Between-Parts*	
Plan monitoring	*elaboration*	
Double-check monitoring	*Questioning elaboration*	
Problem identification	*Self-evaluative*	
Self-evaluation	*elaboration*	
Production evaluation	*Creative elaboration*	
Performance evaluation	*Imagery elaboration*	
Ability evaluation	Summarization	
Strategy evaluation	Translation	
Language repertoire evaluation	Transfer	

Oxford (1990) suggested a different classification to LLS and listed the strategies under two main titles as direct and indirect strategies. According to this classification, direct strategies are those that directly involve the target language which includes memory strategies, cognitive strategies and compensation strategies. Memory strategies fall into four sets as creating mental linkages, applying images and sounds, reviewing well, and employing actions for remembering and retrieving new information. Cognitive strategies, though varied in range, serve a common function: manipulation or transformation of the target language. These strategies include practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Compensation strategies enable learners to use the new language for either comprehension or production despite their limited knowledge. Using linguistic clues for guessing the meaning of an unknown word and using mime or gesture while speaking are given as examples for compensation strategies. Indirect strategies on the other hand "provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means (Oxford, 1990, p. 151). Indirect strategies include metacognitive, affective and social strategies. Oxford (1990) states that metacognitive strategies, which fall into three categories as centering, arranging and planning, and evaluating one's learning, are useful in developing all the language

skills. Affective strategies are especially important for motivation in language learning. Lowering anxiety, encouraging oneself, taking one's emotional temperature are titled as subcategories of affective strategies. Language is learned in a social context which requires students to adopt social strategies. Asking questions, cooperating with others and empathizing with others are main categories of social strategies. Cooperating with peers, becoming aware of others' thoughts and feelings and asking for correction are considered as strategies effectively used for developing students' writing skills. It is highly emphasized that direct and indirect strategies provide rich and powerful support to any language learning effort when used in harmony. Oxford (1990) suggests that the effective use of learning strategies facilitates learning and there is a positive relationship between LLS and proficiency in the area of L2 learning.

Table 2 *Categorization of LLS strategies, Oxford (1990)*

Direct Strategies
Memory strategies such as placing new word into context, grouping, semantic mapping, using keywords, associating, elaborating, using imagery.
Cognitive strategies such as repeating, practicing naturalistically, using resources, transferring, taking notes, summarizing, highlighting, reasoning deductively.
Compensation strategies such as using linguistic clues, getting help, selecting topic, adjusting or approximating the message, using other clues, using mime or gesture.
Indirect strategies
Metacognitive strategies such as paying attention, organizing, setting goals and objectives, seeking practice opportunities, self-monitoring, self-evaluating, planning for a language task, overviewing and linking with already known material,
Affective strategies are for lowering anxiety, making positive statements, taking risks wisely, using a checklist, discussing feelings with someone else.
Social strategies such as asking questions, cooperating with others, developing cultural understanding, becoming aware of other's thoughts and feelings.

Strategies are stated as procedural, purposeful, effortful, willful, essential, and facilitative in nature by Alexander, Graham and Harris (1998). Among these attributes, their being "essential" has a great impact on students learning. Strategies are considered to be essential for academic achievement. Graham, Harris and Alexander (1998) asserts that without accomplishing procedures for acquiring, organizing, or transforming information or regulating one's performance, no one can reach desired competence or proficiency level in reading, writing, history or any other academic area.

Dickinson (1987) adds that strategies facilitates second language acquisition and improves student performance. He states that strategy use also promotes greater learner autonomy because the use of appropriate strategies allows learners to be more in charge of their own learning. This enables students to ''keep on learning even when they are no longer in a formal classroom setting'' (Oxford and Crookall 1988 cited in Oxford & Nyikos, 1989, p. 291). Zamel (1983) further claimes that the quality of L2 written texts was influenced more by the use of learners' writing strategies than their L2 language proficiency.

Rubin et. al. (2007) indicates the importance of strategies with a common conclusion drawn from LLS research; "learners should be taught not only the language but also directed toward strategies they could use to promote more effective learning". (Cohen & Macaro, 2007 p. 141)

Cohen (2007) designed a questionnaire on LLS to collect the views of strategy experts in the field. 19 experts responded to the questionnaire. According the results of the questionnaire, Cohen (2007) listed the purpose of LLS as follows;

1. To enhance learning
2. To perform specified tasks
3. To solve specific problems
4. To make learning easier, faster and more enjoyable

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5. To compensate for a deficit in learning

Based on these opinions, it can be argued that most researchers agree that promoting greater strategy use can make language learning, including writing, easier and more effective for learners.

The need for strategy training in writing instruction is also emphasized by Grabe and Kaplan (1996). They state that learners need *workable learning strategies* that can be used in writing context. According to them, learners need strategies for planning and setting appropriate goals, for working with words and language structures, for developing information and arguments, for revising effectively, and for evaluating their writing. Because of these reasons, strategy becomes an indispensible component of any writing instruction model.

2.4. Strategy training

The main feature of strategy training is the gradual release of responsibility from teacher to student. At the beginning stages, the teacher take the role of instructor providing explicit instruction and scaffolding. As students internalize the writing strategies and improve proficiency, the teacher becomes the facilitator (Baker, Gersten, & Scanlon, 2002; Perry & Drummond, 2002 cited in Leavitt-Noble, 2008).

Oxford (1990) states the scope of strategy training in seven steps. According to her, the first step is determining the learners' needs and the time available. This step requires determining the type of learners, their background knowledge, needs of the learners and time available for the instruction. The second step is selecting appropriate strategies. At this step it is important to choose strategies that are generally useful for most learners and that are transferrable to a variety of language situations. Selected strategies should also be varied in degree of difficulty, that is training should include difficult and relatively easier strategies. Third step is related to the integration of strategy training into the regular curriculum. Oxford suggests the integration of the training with the regular language learning program because an integrated model provides learners with more opportunities for meaningful practice of the strategies. It is also possible to design a non-integrated model with a well-planned program consisting of selected strategies. Step four encompasses considering motivational issues. Oxford states that learners should have some sort of motivation in order to learn the strategies. Giving extra credit for attainment, learners' being aware of the fact that they will become more effective learners, letting learners to have some say in selecting strategies may be the sources of motivation for the training. The fifth step is preparing materials and activities. The important point is that the materials and activities should be interesting and meaningful to the learners. The application step, conducting "completely informed" training is the sixth step of

the training program. Oxford emphasizes that learners should be informed as completely as possible as to why the strategies are important and how they can be used in new situations. The seventh step is the evaluation phase of the training. Oxford states that learners' comments about their strategy use should be part of the training. Apart from this, learners' self-assessment, instructors' observations are also important for evaluating the success of the training. The criteria for evaluation are stated as task improvement, general skill improvement, maintenance of the new strategy, transfer of the strategy to new tasks, and improvements in learner attitudes. The last step is revising the strategy training. Revisions for the materials and overall training should be considered in light of the evaluation step.

Rubin et. Al (2007) lists a sequence of four steps common to all SBI models of instruction. The first step is the same with the initial step of Oxford's (1990) model, raising awareness of the strategies that learners are already using. The second step involves teacher's presentation and modeling the strategy. Providing opportunities for extensive practice is the third step. At this stage, the essential point is students' gradual movement through autonomy by withdrawing teacher or material scaffolding. Self evaluation of the strategy effectiveness and transferring the strategies to new situations is the last step on the instruction model.

Type of strategy training has been an unresolved issue in the literature. Chamot and O'Malley (1990) state arguments about separate versus integrated instruction and

direct versus embedded instruction models. Arguments in favor of separate training

program point out the generalizability of the strategies and support that students learn

strategies better if they focus on strategies only rather than learning content at the

same time. On the other hand, those who think that learning in context is more

effective than learning separate skills and that practicing strategies on authentic tasks

facilitates strategy transfer are in favor of integrated strategy instruction. Similar

arguments exist in actual training of strategies in that whether training should be

direct or embedded. In direct instruction, students are explicitly informed about the

value and purpose of the target strategy. In the area of writing research a number of

studies investigated and found out the effectiveness of explicit strategy training in

developing students' writing skills (Santangelo, Graham & Harris, 2007; shin, 2008;

Helsel & Greenberg, 2007; De La Paz & Graham, 2002; Chamot & Kupper, 1989).

These recent studies added a metacognitive, self regulation component to the training

by informing the learners about the importance and purpose of the target strategies

and teaching them how to self-regulate and monitor the strategy use. Graham and

Harris (1997) states the necessity of explicit, direct teaching to help writers

incorporate additional self-regulatory processes into their writing. Self Regulated

Strategy Development (SRSD) is a recent instruction model that integrates explicit

strategy training and self-regulation (Graham&Harris, 2007). In the embedded

instruction, students are presented activities or materials which are specifically

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designed for eliciting strategies however they are not directly informed about the purpose or use of the strategy. This type of instruction was found to have less success in terms of transferring the strategies to new tasks (Chamot & O'Malley, 1990). General tendency in the literature is in favor of direct rather than embedded strategy training (Zimmerman, 2008; Chamot & O'Malley, 1990; Graham & Harris, 2007; Chamot & Kupper, 1989).

2.5 Instruction models in teaching of writing

Researchers have developed various writing instruction models, which are strategy oriented in nature, to meet the needs of different types of writers. Leavitt-Noble (2008) investigated the research question "to what extent does an Integrated Model approach (IM) to writing instruction result in the improvement of the writing skills of four sixth-grade English language learners with and without learning disabilities?" She defined the IM approach as an intervention that integrated explicit teaching, modeling, strategy instruction and external dialogue, and used a procedural facilitator, in the form of a rubric, to teach writing. The researcher developed this approach for her specific group of learners with the idea that rather than using the existing models in the literature, developing an integrated model would be more effective for that specific population. The participants included four sixth-grade students, three male, one female, enrolled in an urban school district in New York. Their native language

was Spanish; however they were receiving instruction in a bilingual program. A teacher, instructed by the researcher about IM approach, implemented the treatment during eight weeks period. The researcher collected the data and helped the teacher for lesson preparation. Student writing performance was composed from pre-test (baseline) to post-test intervention. The intervention resulted in improvements in different variables. Firstly, overall quality of stories improved after the intervention. All four students wrote significantly longer stories and their use of adjectives also demonstrated improvement. The success of the IM approach was also demonstrated by the comments of the teacher and the students; the teacher found IM simple to use and she felt an elevated sense of self-confidence while teaching writing. The students liked the writing activities and developed positive attitudes toward writing. Several students thought they became better writers

Mc Mullen (2009) investigated the effectiveness of language learning strategies on Saudi EFL university students' writing through SBI (Strategy Based Instruction) program. SBI was defined as a learner-centered approach to teaching that focused on explicit and implicit inclusion of language learning and language-use strategies in the second language classroom (Cohen & Weaver, 1998, as cited in McMullen, 2009). In order to answer the research question, a custom-made SBI program, based on Cohen's (2006) framework was designed and administered in one university. The

procedures of the SBI program consisted of five stages; strategy preparation, strategy-awareness raising, strategy instruction, strategy practice and personalization of strategies. The strategies involved memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies taken from Rebecca Oxford's Strategy Inventory for language Learning (SILL). The effectiveness of the intervention was measured by comparing the final writing marks of the students before and after the treatment. The results indicated that SBI helped improve the writing abilities of Saudi EFL students. Students' writings improved especially in mechanics.

Fidelgo, Torrance, & Garcia, (2007) investigated the long term effects of Cognitive Self-Regulation Instruction (CSRI) on the writings of grade six Spanish students. They defined cognitive self-regulation as the strategies that writers adopted to pre-plan what they were going to write, and to review and edit the output. They also stated that CSRI was not an alternative instruction model to writing process but a general approach to writing instruction which contained features of SRSD and other strategic interventions.

The participants of the control group (N=21) and intervention group (N= 56) were sixth grade Spanish students. Students in the intervention group were divided into four classes as I, II, III and IV and received CRSI instruction. The instruction

involved teaching of pre-planning and revising through a combination of direct teaching, modeling and emulation. The purpose of the intervention was to develop students' knowledge and motivation to use cognitive strategies for planning, drafting and revising their writing without external support. The instruction consisted of four stages. First, the instructor used direct-teaching methods to present an overview of the target strategy. The teacher then modeled the strategy by composing text in front of the students by thinking aloud. Ten students emulated the teacher's performance by writing their own texts and vocalizing their thoughts. The final stage included providing feedback to these vocalizations. The instruction consisted of ten sessions each lasted between 60-75 minutes. Students in control group received traditional instruction for the same period. First, the teacher talked about the characteristics of compare contrast essay. Then students read one example of that kind of text. Third, students produced their own texts. This was completed either in class or as homework. Finally, the teacher corrected their texts for organization, breadth of content, grammar, spelling, and the presence of required structural features. The teacher provided no feedback and the students did not revise their texts. The focus of the instruction was on teaching spelling, grammar, and vocabulary. The students did not receive any process-oriented or cognitive-strategy instruction. Throughout the interventions both students in the control and the experimental group produced five compare-contrast essays in Spanish. Data collection included a pre-test, a post-test

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and a delayed-post-test conducted 12 weeks after the instruction. The results indicated that CSRI instruction had a significant effect in improving students writing both in terms of the writing process and the finished products. In terms of process, students in both CSRI and ordinary-curriculum groups wrote for a longer time during the post-test writing task than at baseline however CSRI students outperformed the control group in terms of time spent on task. CSRI students also spent more time on outlining. It was indicated that students who did not engage in any planning activity prior to instruction paid attention to planning during the post-test. Time for thinking about the content, reading references and writing full texts increased for the CRSI group too. However there was no statistical difference for revising between the baseline and the post-test, which was suggested for further research. For the final products of the post-test compared to baseline, text coherence, structure, and overall quality showed a substantial improvement however there was a slight or non-significant difference for the length. In order to investigate transferability of the strategies, students in the experimental group were assigned different expository genres for the delayed post-test. Class II students wrote an opinion essay and Class III students wrote a cause and effect essay. The results showed that students in both groups spent significantly more time on planning which indicated that CSRI effects could be generalized to other two genres as students were able to transfer the strategies to new situations. In summary, 1) CSRI resulted in a substantial and

sustained increase in the time spent on pre-planning for the task, 2) there was no statistical difference for time spent on revising, and 3) CSRI had a strong effect on overall text quality. The delayed post-test results also showed that both quality and process effects were enduring (Fidelgo, Torrance & Garcia, (2007).

2.6. Self - Regulated Strategy Development (SRSD)

De La Paz and Graham (2002) state that SRSD share some common features with other types of instructions. For instance, teachers' providing think-aloud demonstrations to help students gain independence using the target strategies is a common feature for both SRSD and other types of instructions (cf. Deshler & Schumaker, 1986; Englert et al., 1991; Schumaker & Deshler, 1992; Wong, 1997; Wong, Butler, Ficzere, & Kuperis, 1997). However, what makes SRSD unique is teaching of procedures for regulating use of the strategy. These procedures typically include goal setting, self- instructions and self-monitoring.

Self-regulation has been investigated in different contexts in the literature. Schunk (2005) listed the research areas of self-regulation as1) comparison of good with poor self regulators (Pintrich, 2000; Pintrich & Zusho, 2002), 2) the relations between self-regulation, motivation, and learning (Pintrich, 2000), 3) the development of students' self-regulatory skills (Henderson & Cunningham, 1994), 4)the effects of interventions designed to improve students' self-regulatory skills and school achievement (Schunk

& Ertmer, 2000). He stated that these interventions typically showed positive results and were transferred beyond the training context.

Research on self-regulation of academic learning and performance emerged more than twenty years ago to answer the following question; "how do students become masters of their own learning processes" (Zimmerman, 2008, p. 166). Zimmerman (2008) refers to self-regulation as self-directive processes and self-beliefs that enable learners transform their mental abilities into academic performance. Pintrich (2000) defines self-regulation (or self-regulated learning) as an active, constructive process whereby learners set goals for their learning and then attempted to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (Pintrich, 2000, as cited in Schunk, 2005). Self regulation in writing is defined as monitoring one's own comprehension when writing as well as applying certain strategies to complete a task (Pritchard and Honeycut, 2007). For Zimmerman and Risemberg (1997) self-regulation of writing refers to self-initiated thoughts, feelings, and actions that writers use to realize various literary goals, including improving their writing skills as well as the quality of the written texts. Self-regulation is regarded as a critical influence on writing to promote writing achievement by Schunk and Zimmerman (2007). They claim that self-regulation skills can be taught through instruction.

Self Regulated Strategy Development, which has its roots in self-regulated learning, is a recent instructional model in teaching of writing. Self-Regulated Strategy Development is a flexible instructional model which is used to teach writing strategies and a variety of self-regulation techniques (e.g., goal setting, progress monitoring, self-instructions, self-statements) (Graham & Harris, 2005). For paragraph writing, "PLEASE", for story writing "WWW; 2 What, 2 How", for editing "C.O.P.S", for planning "PLAN and WRITE" are some of the strategies suggested to be taught through the SRSD model.

SRSD instructional framework consists of six stages. These stages are flexible in that they provide general guidelines for teaching writing strategies and can be re-ordered, combined or modified in order to meet the needs of the students and the teachers (Graham & Harris, 2005).

Table 3 *Stages of SRSD model (Graham & Harris, 2005 p. 26)*

Stages	Description
1. **Develop background knowledge**	Teaching knowledge and skills necessary for students to understand acquire and implement the strategies and self-regulation procedures.
2. **Discuss it**	Discussion of the strategy used to carry out specific writing tasks.
3. **Model it**	Modeling how to use the strategy by the teacher.
4. **Memorize it**	Memorizing the steps of the strategy.
5. **Support it**	Practicing the strategy with peer and teacher support.
6. **Independent performance**	Independent use of the strategy

Stage one: Develop background knowledge. The main focus of this introductory stage is to ensure that students have necessary knowledge or skills to understand, learn, and execute the writing strategy and self-regulation techniques.

Stage two: Discuss it. Students and the teacher discuss the strategy used to carry out specific writing tasks. The discussion includes the purpose, benefits of the strategy, and how and when to use it. At this stage, students make commitment to learn the strategy and be active participants as collaborators throughout the process. Teacher can also address students' current negative or interfering beliefs at this stage.

Stage three: Model it. The teacher models how to use the strategy by employing appropriate self-talk and self-instruction. Self-instructions include problem definition ("What do I need to do?"), planning ("First, I need to think of ideas for my writing."), strategy use, self-evaluation ("Does this part make sense?"), error correction, coping ("I can do this!"), and self-reinforcement ("What a great ending!") statements. Each student develops and records his/her own self-statements. The teacher can model the strategy more than once if needed.

Stage four: Memorize it. Students memorize the steps of the strategy, any accompanying mnemonic for remembering the strategy or self-statements.

Stage five: Support it. At this stage, students practice using the target strategy, self statements and any other self-regulation processes (e.g., progress monitoring, goal setting) with teacher and peer support until they can independently use them. Teacher help may take different forms such as direct assistance in applying the strategy, remodeling, corrective feedback, and praise. Peers can also help each other by

working together. The important things at this stage are fading support as soon as possible and encouraging the students to apply the strategy without assistance from the teacher, peers or other instructional aids such as reminder charts.

Stage six: Independent Performance. At this stage students use the target strategy independently. After the teacher makes sure that students can consistently use the strategy and self regulation techniques on their own, he/she can gradually fade use of goal setting and progress monitoring too.

Graham and Harris (2005) think that strategy instruction is necessary for several reasons. First, a strategy specifies a guideline for successful completion of the writing assignment or some part of it. Second, mental operations that occur during the composing stage are made visible and concrete through teacher modeling the stages verbally and visually. Furthermore, struggling writers learn new methods and techniques for composing. While revising, it helps students to consider larger and more substantive problems of their writing instead of minor errors of mechanics or spelling. Lastly it enhances students' knowledge about writing, the writing process and themselves as writers (Graham & Harris, 2005)

Graham, Harris and their colleagues have conducted considerable amount of research about the effectiveness of SRSD model on students with learning disabilities.

Students ranged from second to eight grades and in each case the SRSD model was found to be effective.

In most studies of SRSD until 2002, participants included students with special needs, mostly children with learning disabilities (De La Paz & Graham, 2002). In these studies, planning and revising strategies were taught to these children and the results indicated that these strategies improved writing performance. De La Paz and Graham (2002) investigated the effectiveness of SRSD instruction with normally achieving children in their study. The study was conducted in two suburban schools in the Southeast (the USA) with 58 seventh and eighth grade students, 30 in the experimental and 28 in the control condition. Ten language art classes were randomly assigned to control (6 classes) and experimental (4 classes) conditions. Students in both groups were similar in terms of their planning behaviors, essay length, word length and overall essay quality before the instruction. Instructions in both groups were delivered by the teachers. The focus of the intervention was teaching of planning and revising. For this purpose, "PLAN and WRITE" strategy was chosen and taught to the students following the guidelines of the SRSD model (details for PLAN and WRITE, see Graham & Harris, 2007). Scope of the instructions for both groups were similar in terms of time, genre (expository involving explanation and persuasion), teaching of a five-paragraph essay form, teaching a variety of discrete

writing skills including vocabulary, spelling and grammar, instruction and inclusion of feedback. However, while the experimental group students were instructed through the SRSD model, the control group students were instructed through the traditional model. Thus, the groups differed in terms of strategy teaching and application of self-regulatory procedures. Students completed a pre-test and a post-test before and after the instructional phase of the study. The study revealed that teaching of "PLAN and WRITE" strategy SRSD model had a positive effect on the writing performance of middle school students. Immediate results of the instruction revealed that the students in the experimental condition outperformed their peers in the control condition in that they produced longer and qualitatively better essays and their products contained more mature vocabulary. This study had several significant results. First of all it showed that SRSD model could effectively be used in regular classroom. Secondly, the instruction could effectively be delivered by class teachers after they had training on how to use the model. These features provided encouraging suggestions for classroom implications of SRSD model.

Another study conducted by Graham, Harris and McArthur (2006) also supported the idea of integrating SRSD in regular classroom by regular class teachers. They tested the effectiveness of the SRSD instruction on report writing performance of fifth-grade students. The main reason of integrating SRSD instruction into the regular program

was that most of the students, including some of the strongest writers, ignored planning or thinking of ideas while writing their reports. The report writing strategy (for the details of the strategy see Graham & Harris, 2005 p. 127) was taught as series of mini lessons integrated into classroom writing program. The classroom consisted of students with and without learning difficulties. After six weeks of training, overall quality of students' reports, including students with learning difficulties, improved.

Testing the effectiveness of the SRSD model on writing performance of young writers was not realized until 2005. Graham, Harris and Mason (2005) investigated the effect of SRSD model on writing skills of third grade struggling writers and filled this gap in the literature. By integrating another instructional component, peer support, into the SRSD model they also added a different perspective to SRSD studies. For the study, third-grade struggling writers were taught two genre-specific strategies along with a more general strategy for planning and writing a paper ("POW"; "WWW What=2 How =2"; "TREE"). The focus of the intervention was on planning. The peer-support component involved two students working together to promote strategy use. The students were encouraged to discuss when, where, and how to use the target strategies as well as opportunities to apply, monitor, discuss, and evaluate their use beyond the instructional setting. 73 third grade struggling writers were randomly assigned into three treatment conditions; one instructed through the

SRSD model including peer-support component (N=24), one instructed through

SRSD only (N=24), and one instructed through the Writers Workshop approach

(N=25) (see Calkins, 1986; Graves, 1983 cited in Graham, Harris & Mason, 2005).

The results were analyzed in terms of composing time, length of essays, inclusion of

genre elements, writing knowledge, self efficacy, and overall quality. Students in the

two SRSD groups outperformed the students in the comparison conditions in terms of

time spent on composing, length, quality and writing knowledge for persuasive

essays. The only area that revealed no statistical difference between the three groups

was writing knowledge for story genre. Students' self efficacy also remained almost

the same throughout the pre-test and the post-test. Furthermore, the results of SRSD

only and SRSD plus peer support groups did not reveal any significant difference in

none of the areas. The results of this study is important in that although inclusion of

peer support condition did not result in any significant difference, it was clearly stated

that SRSD is an appropriate instructional model for teaching writing to primary

school children.

Effectiveness of SRSD instruction on writing performance of young primary school

students was also demonstrated by a recent research conducted by Lane et al. (2008).

Lane and her colleagues investigated the effect of SRSD model on story writing

performance of second grade students with emotional behavioral disorder. The scope

of the instruction included how to plan and draft stories. The target strategy taught through the SRSD model was "WWW What=2 How=2". Overall outcomes of the study showed that students' products improved in story completeness, length and quality. More importantly, the improvements were long lasting. The maintenance test results showed that intervention produced meaningful improvements in students' performance maintained over time.

2.7. The "PLEASE" strategy

The "PLEASE" strategy is one of the strategies suggested to be taught according to the guidelines of the SRSD model. It is a mnemonic that provides learners with a road map for writing a paragraph. It reminds learners to carry out the following steps while writing (Graham and Harris, 2007)

Step 1. Pick: The first step of the mnemonic reminds students to pick the topic, audience and type of the paragraph they plan to write.

Step 2. List: The second step reminds students to generate list of ideas that they plan to include in their writing.

Step 3. Evaluate: At this step, students evaluate their list to see if it is complete or it is necessary to add more ideas. After they complete evaluation, they sequence or organize the ideas.

Step 4. Activate: Students activate the paragraph by constructing a topic sentence,

Step 5. Supply: Students supply sentences that support the topic sentence by using their list of ideas. They are expected to turn each idea into a sentence and elaborate on it where appropriate.

Step 6. End: The final step of the mnemonic reminds the students to end their writing with a conclusion. Students are also expected to evaluate their work by revising their ideas and editing their mistakes.

Table 4 *The "PLEASE" strategy for written expression*

Pick a topic, audience and type of paragraph.

List your ideas about the topic.

Evaluate your list.

Activate the paragraph with a topic sentence.

Supply supporting sentences.

End with a concluding sentence.

   and Evaluate your work.

Welch (1992) investigated the effectiveness of "PLEASE" strategy training on sixth grade learning disabled students' *(N=7)* paragraph writing. The students were taught the "PLEASE" strategy based on the SRSD model for thirty weeks. The students in both groups were instructed by two class teachers three times a week for thirty minutes lesson duration. Eleven learning disabled students from the same district were assigned to the control group. The groups were instructed concurrently. The experimental group had training on "PLEASE" writing strategy through SRSD model while students in the control group were taught through traditional approach which was not process oriented and lacked in self-regulation strategies. Data collection tools included student surveys and students' writing samples. Student surveys were implemented to assess students' knowledge of paragraphs and metacognitive knowledge of prewriting planning, composing and revising, Results of the pre-treatment writing and students' surveys did not reveal significant difference between the control and experimental group. For the student surveys, the post-treatment mean scores of the experimental group were found to be significantly higher than the control group. The experimental group outperformed the control group in post-treatment writing as well. The "PLEASE" was found to be effective in developing students' both paragraph writing knowledge and writing skills.

2.8. The role of planning in writing

Planning is a vital part of skilled writing; however, developing writers plan infrequently and ineffectively (Graham & Harris, 2007). Most of the students regard planning as thinking for a while about what to write and tend to generate ideas as they write. Generally their previous sentences or ideas function as a motive for the upcoming ones and they usually complain about frustration of having difficulty in idea generation. Graham and Harris (2007) state that most of the young developing writers consider planning as a vital element of writing. However they point out that many young developing writers spent little or no time on planning in actual performance. Thinking time was stated to be less than 1 minute for those young writers. This situation indicates that, although learners have some knowledge of the importance of planning or how to plan, they have difficulty with or ignore it in real practice. Available evidence supports that teaching developing writers how to plan or revise has a strong and positive effect on their writing (Graham and Harris, 2009).

Chamot and O'Malley (1990) investigated existing strategy knowledge of EFL students in their longitudinal study. The results of think-aloud protocols showed that foreign language learners used a variety of complex strategies separately or in combination with each other. For writing tasks, it was found that organizational

planning strategies such as planning to compose, planning for total product, planning for goals, planning particular sentences were used by the learners.

For Flower (1993), getting started to write is not a question of ability or knowledge; rather it is a strategy problem. She states that if it were an ability or knowledge problems, good writes or experts wouldn't have any trouble in getting started. She considers planning as a secret power. For Hayes and Nash (1996), the main advantage of planning is that it makes the task easier and makes it less cognitively demanding (cited in Manchon & Larios, 2007). Graham and Harris (2007) provided us with a set of planning activities that were found to be effective such as brainstorming or free writing about students' existing knowledge or what they want to know, completing an outline or graphic organizer, exploring more about a topic by reading books, viewing a film, interviewing an expert, etc. They also stated that to gain the maximum benefit from these prewriting activities, teachers must explain their purpose, describe how to carry out them and model the activity.

One way of developing students writing is strategy instruction in planning. The scope of the instruction involves explicit teaching of planning strategies to the students with the goal that they will learn how to use them independently and flexibly (Graham & Harris, 2007).

Strategy training through SRSD instruction on planning was tested with a variety of genres including story (e.g. Harris, Graham &Atkins.2005; Graham, Harris & Mason, 2005; Glaser, 2004; Albertson &Billingsley, 2001), explanation (e.g. De La Paz & Graham, 2002; De La Paz, 1999), and persuasion (Graham, Harris & Mason, 2005; De La Paz & Graham, 1997a, cited in McArthur, Graham & Fitzgerald, 2007). As stated before, many of the SRSD studies included participants with learning difficulties which was the case in the area of planning as well. However, several studies compensated this lack in the literature by including normally-achieving elementary school children as participants.

A recent study about the impact of SRSD for planning and drafting stories contributed to the literature with clearly stated positive results for the effectiveness of SRSD instruction for elementary grade normally-achieving students. Tracy, Reid &Graham (2009) conducted their study in 2006 in a rural elementary school with 127 third grade normally-achieving students. Students were randomly assigned to experimental (three classes) and control (three classes) conditions. Students in the experimental condition were directly and systematically taught how to use specific strategies for planning and drafting stories (Strategy 1: POW Strategy; Strategy 2: WWW; 2 What and 2 How, see Graham & Harris, 2007) by regular class teachers. The intervention involved teaching students how to apply the strategies and self regulatory processes (goal setting, self monitoring and self-speech). Teachers were

provided with clearly explained lesson plans and they were trained about how to carry out the SRSD instruction. The control group received traditional writing instruction delivered by three class teachers. The traditional instruction included teaching of basic writing skills such as spelling, grammar, punctuation, sentence combining with relatively less emphasis on process writing. Teachers only taught planning, text organization and revising strategies at changing intervals, several times a month. The data analysis included stories (students had instruction) and personal narratives (students did not have instruction) written by students before and after the treatment. SRSD students wrote qualitatively better and longer stories at post-test than the control group. According to the maintenance test results administered two weeks following the end of the treatment, SRSD students maintained the gains they had and quality of their products was significantly better than the control group. Although students were not instructed about how to write personal narratives, it was observed that SRSD students could generalize what they learned during SRSD instruction on story writing to personal narratives. This study provided empirical support for teaching writing strategies to elementary grade students. Another important point of this study was the delivery of instruction by regular class teachers. It shows that if teachers are provided with support (lesson plans or training), they can effectively use this model in their regular classrooms.

Another unique study about the effectiveness of SRSD instruction for planning on typically able students' writing was conducted by De La Paz in 1999. In her study, middle school children with and without learning disabilities were taught a strategy for planning and writing expository essays. The participants were 22 eight and seventh grade students categorized as learning disabled (n=6), low (n=6), average (n=6) and high achieving (n=4) from two different schools. The instructions continued for four weeks and were carried out by class teachers. Teachers were provided with instructional materials and lesson plans in advance. Scoring included the quality of the plans, length of the essays, completeness of essay elements and overall quality. Results of the study indicated improvement in all variables for all students. As for planning, it was stated that although only seven students engaged in planning before the instruction (93% without evidence of planning), after learning the strategy, all of the participants generated plans prior to writing their compositions. The following utterances from the participants were placed in the study to indicate effectiveness of planning instruction in students' approaches to writing: "Making a plan helped me organize ideas", "I could get ideas and details down on paper", "The plan helped me go beyond main ideas and reminded me to add supporting details."

Apart from strategy instruction, creating an atmosphere supporting students' planning is also highlighted as a tool for helping developing writers become good planners by

Graham and Harris (2007). To create this atmosphere, students should become knowledgeable about the importance of planning, how planning helps writers and when they should use planning. They also state that if teachers accomplish to establish a predictable writing routine where planning is encouraged, planning becomes a predictable part of students' writing. Students' planning behavior also flourishes when students' remarkable planning behaviors are praised. Planning requires spending a considerable amount of time. Thus, students need a supportive writing environment and they should be provided with engaging writing tasks if they are expected to spend time on planning.

2.9. Summary of the literature review

In this chapter of the study, the literature on writing instruction was reviewed from different perspectives. Fist, approaches to L1 and L2 writing with a focus on process approach were presented. Based on the views that most of the implications of L2 writing came from L1 writing research, similarities and differences between L2 and L2 writers were discussed. Emphasizing the importance of strategy use in language learning, different writing instruction models based on strategy training were presented along with a detailed explanation of the SRSD model. The "PLEASE" strategy, used for the current study, was explained by referencing prior studies. Finally, role of planning in developing students writing skills was discussed by

referring to various studies indicating that planning had a substantial influence on students writing both in terms of product and process. The overall impression of the related literature is that 1) writing should be taught based on process approach, 2) strategy training is an important component of writing instruction, 3) planning is one of the most crucial stages of any writing task 4) although students, especially younger ones, have an idea about the importance of planning, they engage in little or no planning prior to writing thus it is necessary to raise students' awareness about the importance of planning, and 5) they should be taught how to plan before writing.

CHAPTER III

METHOD

3.0. Presentation

This part is composed of five sections: 1) statement of the research questions; 2) research methodology; 3) pilot study; 4) information about participants; 5) data collection instruments and procedures; 6) data analysis procedures.

The overall aim of this study is to investigate the effect of the "PLEASE" strategy instruction through the SRSD model on fifth grade students' descriptive writing skills.

3.1. Research methodology

The study examined the effects of "PLEASE" strategy training for descriptive writing through the SRSD model on written products of fifth grade EFL students. The focus of the instruction was teaching of the "PLEASE" strategy for planning and organizing during pre-writing and drafting stages. The lesson procedures were based on the guidelines suggested by the SRSD model. The study is an intervention study. As stated by Fraenkel and Wallen (2003), in intervention studies a particular method or treatment is expected to influence one or more outcomes. The major methodology

used in intervention research is the experiment. For the current study one-group pre-test – post-test experimental design was used. In one –group pre-test – pos-test design, a single group is measured and observed. Table 5 shows the design of the the study.

Table 5 *The One-Group Pretest-Posttest Design*

O	X	O
Pre-test	Treatment	Post-test

(Fraenkel & Wallen, 2003, p.72)

Although experimental studies are stated under the title of quantitative research methodology, the current study contained both quantitative and qualitative features in terms of data collection procedures. Thus a multiple approach was used for data collection in order to strengthen the methodology.   Denzin (1978) named this multiple approach as triangulation – "the combination of methodologies in the study of the same phenomenon" (cited from Jick, 1979 p. 602). The idea behind triangulation is that the weakness in each single method will be compensated for by the counter- balancing strengths of another method. In the current study, one of the data collection tools was the questionnaire including only close-ended questions in the form of a Likert-scale. The second data collection tool was retrospective verbal

reports conducted both for the writing pre-test and the writing post-test to explore students' writing process. Researcher also took field notes about approximate time spent on planning while students were writing. Apart from retrospective verbal reports, the students were also interviewed to explore the perceived effectiveness of the intervention. The last data consisted of students' written products which were evaluated holistically.

The study was reviewed by Middle East Technical University Ethical committee. Permission to conduct this study was requested from the school principal, head of the English department, the parents of the participants and the participants themselves. All documents including consent forms, interview questions, and questionnaire were evaluated and approved by the committee.

3.2. Setting

The study was conducted in fall, 2009-2010 academic year in a private primary school in Istanbul, Turkey. The philosophy of the institution is stated as;

> "the school aims to raise democratic, optimistic, self-confident and sensitive individuals who has cultural consciousness, who has the skills for conducting researches and inquiries, who can express his/her ideas and feeling easily, who can transfer his/her knowledge into action and who has the skills of problem solving."

Starting from the grade 1 in primary school, English Main Course and Skills courses

are offered by both English native teachers and Turkish teachers of English. Starting from the grade 5, the students learn a second foreign language e.g. French, German, Spanish. The social facilities are varied e.g ballet, ice skating, creative drama, swimming, gymnastics, tennis. The classrooms are composed of twenty students at most. The available resources in each classroom include a computer, projector, bulletin boards, and a blackboard. For the educational activities, the students choose a social activity or club in line with their ages, skills and interests. As it was not possible to integrate the instruction into the regular curriculum, the researcher designed a writing class with the title of "Writing Club" and offered it as an extracurricular educational activity at school. At the beginning of the fall semester, the students voluntarily chose this club and the participants of the study consisted of those eight students. Students and the researcher met once a week on Fridays in a classroom. The available resources in the classroom included a projector, a board, a computer, and bulletin boards. As the last week of the month was allotted for regular classes, extracurricular activities were limited to three times in a month. The duration for each meeting was seventy minutes, approximately two regular class hours. The study was completed in 13 weeks allocated as; 1 week for class discussion and warm-up, 1 week for the pre-test administration, 10 weeks for instruction, and 1 week for the post-testadministration. Throughout the intervention, students' products were stored in individual files. To alleviate potential data loss, the files were collected by

the instructor after each lesson. Students' independent writings were displayed in an exhibition held at school. All fifth grade students participated in the exhibition with different products. The topic of the exhibition was "water'. Thus, 3 lessons were allotted for writing on "water". The participants of this study prepared two posters and wrote descriptive compositions about the importance of water in people's life along with compositions written on self-selected topics.

3.3. Participants

The participants consisted of eight fifth grade normally-achieving EFL students studying in a private primary school in Istanbul, Turkey. They were aged from 10 to 11 years old. Five of them started learning English in kindergarten. Two participants started learning English at grade one in this school. One participant enrolled in this school in grade two. In grade one she studied in a public school where English lessons were not offered at that grade level. Participants did not differ in terms of language proficiency and were at pre-intermediate level. None of the students had participated in a formal writing course before the Writing Club. In grade five, they have 10 class hours of English lessons in a week allocated as 6 hours for main course and 4 hours for reading & writing lessons. Main course lessons focus on teaching of grammar and students are instructed through a course book specifically designed for EFL learners. Main course lessons are taught by Turkish speakers of English

teachers. Reading & writing lessons are taught by native speakers of English and focus on the development of four skills, mainly reading skills. In these lessons, students read a series of readers. Main activities include reading and responding to the text by answering comprehension questions, vocabulary exercises, project works and reading circles. A close examination of fifth grade English yearly plans revealed that little emphasis was given to writing instruction yet students were familiar with the terms such as planning, drafting, revising and editing. In the plans there was no explicitly stated writing instruction in the curriculum. Main writing activities included letter writing, copying a given piece of writing by changing certain parts, changing the end of a story, writing the summary of a story with given words.

3.4. Pilot study

In order to identify areas of difficulty, a pilot study was conducted in the spring semester of the academic year 2008-2009 in a private school in Ankara. The participants consisted of grade six *(N=12)* and grade five *(N=8)* EFL students. The group did not differ significantly in terms of their level of English. The researcher designed a writing class with the title of "Writing Club" and offered it as an extracurricular activity. At the beginning of the spring semester, the students voluntarily chose this club. Those 20 volunteer students were the participants of the pilot study. The instruction was delivered by the researcher. The researcher and the

students met once a week, on Fridays, in a classroom. The allocated time for the club was seventy minutes. The available resources in the classroom were an interactive white board, bulletin boards for displaying students` works and visual materials, and a projector. The data collection tools were 1) a questionnaire conducted before and after the intervention, 2) interviews done at the end of the intervention in order to collect information about students ideas about the effectiveness of the intervention, and 3) students' written products conducted as the pre-test and the post-test. The intervention lasted for 8 weeks. Throughout the intervention students worked on how to write descriptive paragraphs and learned a series of cognitive and metacognitive strategies including topic selection strategies, using graphic organizer strategies, self-monitoring strategies and self evaluation strategies. The pilot study led to some changes as follows;

1) The questionnaire used in the pilot study consisted of 106 closed ended items in the form of Likert-scale (see Appendix 1). While students were answering the questions, the researcher observed some problems mostly related to the length of the questionnaire. Students had difficulty in focusing on too many questions. More importantly, it was observed that some of the students

2) answered the questions without reading them properly to finish the questionnaire as soon as possible. Considering that these problems might have

significant effect on the results of the study, the questionnaire was shortened to 28 items for the current study. The items serving for the same purposes were determined and only several of them were included in the current questionnaire. The scope of the questionnaire was also narrowed down in a way that it only inquired students' beliefs about themselves as writers, their knowledge about writing in general, their knowledge and attitudes about planning and strategy awareness (see Appendix 2).

3) In the pilot study, the interview was conducted at the end of the intervention in order to find out the perceived effectiveness of the training by the students. Considering that just the questionnaire would not be enough to investigate students` knowledge and attitudes about planning and the writing process, the design and scope of the interview were changed. Thus, the current study included 1) retrospective verbal reports conducted both at the beginning and at the end of the intervention along with the writing pre-test and the writing post-test, 2) student interviews conducted at the end of the intervention in order to explore perceived effectiveness of the intervention.

The retrospective verbal report was Ericson and Simon`s (1993) and taken from Renner (1999). The same guiding questions were used for both pre-test and post-test (see Appendix 3).

The post interview conducted at the end of the intervention was adapted from Sundeen (2007). The purpose of adding this student interview was to determine the perceived efficacy of the strategy training for the learners (see Appendix 4).

4) Another pretest instrument was added to the current study to strengthen the findings regarding learners existing background knowledge. Wilucki's (1984) writing interview was used (taken from Renner, 1999) in order to establish a starting point regarding the existence of strategy knowledge or lack of same before the "PELASE" strategy was introduced (see Appendix 5). The interview was conducted as a class discussion activity. During the discussion, It was ensured that almost each participant took turns for each question. The discussion was audio-recorded.

5) The topic of the pre-test was also changed into one that was more fun to write. The topic used in the pilot study was writing about an imaginary classroom (see Appendix 6). Comments from the pilot study participants revealed that the topic was not interesting enough to write about. The topic of the current study enabled participants to have more power on choosing what to write about. Thus for the current study, the students were asked to describe the things behind a magic window (see Appendix 7).

6) For the post-test of the pilot-study students wrote on their self-selected topics. The post-test prompt of the current study was given by the researcher (see Appendix 8). The prompts of the pre-test and post-test kept similar to each other in order to prevent any data corruption that might have stemmed from the topic.

7) Different from the pilot study, participants of the study also completed a writing assignment in their regular classroom in order to observe their pre-writing planning at the independent performance stage. For this, a writing assignment was prepared by the researcher and fifth grade English teachers applied it. All fifth grade students, including the participants, completed the assignment in their regular classrooms. Here the intention was to create a natural atmosphere for the participants. During their composing process, the teachers observed the participants of the study and filled a form given by the researcher (see Appendix 9). The participants did not know that they were being observed.

3.5. Current study

The instructor re-planned the procedures for the current study by applying all changes entailed by the pilot study.

3.6. Instruction materials

Topic T-Chart Graphic Organizer: Topic T-Chart is a graphic organizer developed for topic selection by Peha (2003) which is based on making two lists consisting of opposites in the shape of a "T". The suggested opposites include like-hate, typical-unusual, fun-have to, regret-proud of (see Appendix 10).

Hand Graphic Organizer: It is a hand template used as an organizer to generate ideas for sensory details. Sight, sound, taste, touch, and smell are placed on each finger of the hand (see Appendix 11). Graphic organizers have successfully used in writing instruction (Englert et al., 1991; Idol & Croll, 1987; Sturm & Rankin-Erickson, 2002, cf. Sundeen, 2007). They are defined as specific forms of prewriting strategies for generating ideas. Graphic organizers are found to reduce cognitive overload and enable students to formulate higher quality written products (Sundeen, 2007).

Writing Process Poster: A writing process poster was hung on the wall throughout the intervention in order to help students internalize that writing was not a one-step process in which their first draft served as their final copies. Rather, it was a multi-

step recursive process consisting of planning, drafting, revising, sharing, editing, publishing and assessing (see Appendix 12).

Good Descriptive Writing Poster: On the first day of the instruction, as a group work activity the learners listed characteristics of a good descriptive writing by working on good descriptive writing samples (see Appendix 13). Students prepared a poster on which the main characteristics of a good descriptive writing were listed. The poster was hung on the bulletin board for 7 weeks. Then, as all the instructional aids, the poster was removed before the independent performance stage as suggested by the SRSD model (Graham & Harris, p.26)

"PLEASE" instructional chart: On the first day of the instruction, the "PLEASE" instructional chart was hung on the bulletin board as a scaffold for the learners (see Appendix 14). Then the chart was removed one week after removing the Good Descriptive Writing Poster.

3.7. Data collection tools

Data collection tools included: 1) writing pre-test and writing post-test 2) questionnaire; 3) pre-test and post-test writing retrospective verbal reports; and 4)student interview.

3.7.1. Writing pre-test and writing post-test

Students wrote descriptive compositions prior to and after the intervention. The prompts for the pre-test and the post-test were given by the researcher and kept very similar to each other in topic so that the results would not be affected by the topic choice. The prompts did not require any background knowledge and addressed general writing knowledge to minimize any possible effect of student content knowledge on the results. Prompts were also chosen for being relevant to participants' interests and for allowing use of imagination (see Appendix 7 and 8). It is important to note that, the researcher provided a space of the writing pre-test paper where students could draw picture. During the writing pre-test condition the students were told that they could draw picture if they wanted. The aim was to see if students would engage in any pre-writing planning either by drawing picture or listing ideas on the provided space. Space for planning was available for the post-test writing assignment as well.

The quality of students' written products was measured based on the Written Expression Rubric (WER) which was taken from a similar study conducted by Sundeen (2007) (see Appendix 16). The rubric included criteria as to focus, clarity of the organizational pattern, and development of supporting ideas. The rating scale was between 1-6. Unscorable written products got 0. The students' written products were

also analyzed in terms of length. The length for the writing pre-test and the post-test was measured by counting number of words written. The scorer unfamiliar with the purpose of the study filled the length score form prepared by the researcher (see Appendix 17).

3.7.2. Questionnaire

The writing questionnaire consisted of 28 close ended items in the form of a Likert-scale. The questions were taken from Victori's (1995) questionnaire. The researcher sent an e-mail to him for permission and she was allowed to use it in the current study. The format of the questionnaire was changed. In the original questionnaire, the criteria were provided as 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), 5 (strongly agree) and the participants were expected to write the number next to each item according to their answers. For the current questionnaire the criteria were provided above just like in the original one, however the numbers were written in circles next to each question and the participants were expected to tick the number according to their answers (see Appendix 2). Thus, participants could follow the criteria more easily and any confusing result that might stem from handwriting was prevented. The questions were translated into participants' L1 in order to prevent any confusion related to language. For validity reasons the following procedures were implemented; 1) the researcher and two MA students studying in the

department of English language teaching retranslated the questions into Turkish and the translations were compared to each other, 2) an English teacher teaching English at a private university retranslated the items into English, 3) the translated items (Turkish) were checked by a fifth grade class teacher for the appropriateness and clarity of language (Turkish) for fifth grade students, 4) the final version was approved by the advisor of the researcher. The questionnaire was analyzed by subcategories; 1) students' beliefs about themselves as writers 2) their knowledge about writing in general 3) their knowledge and attitudes about planning and 4) strategy awareness The same questionnaire was administered before and after the intervention to investigate any changes in students` perceptions about the categories stated above.

3.7.3. Pre-test writing and post-test writing retrospective verbal reports

"Verbal reports are oral records of thoughts, provided by subjects when thinking aloud during or immediately after completing a task" (Kasper, 1998). Verbal reports have been widely used in many areas including investigation of cognitive processing in writing. (Kormos, 1998). In retrospective verbal report, the subjects verbalize their thoughts after they perform the task. (Kormos, 1998). As suggested by Ericsson and Simon (1993) the important point in retrospection is that retrospective reports should immediately follow the task so that learners' recall of the events is easier and does not

fade (Renner,1999). Students were not informed that they were going to be interviewed about their writing process. Ericsson and Simon (1980, 1993) argue that the participants should not be informed of the retrospective interview before they complete the task in order to prevent any interference of foreknowledge with their performance (Kormos, 1998). The interview questions were adapted from Renner's (1999) study which is an adaptation from Ericsson and Simon (1993) (see Appendix 3). The interviews were conducted prior to and after the intervention following immediately the writing pre-test and the writing-post-test. During the interviews, the products were available to the learners, so that they had chance to have a look at their products when they needed to. The interviews were done in a separate available classroom individually and were audio-recorded.

3.7.4. Student interview

The participant students were interviewed following the last day of the intervention to investigate students 'perceptions as to the effectiveness of the training for them. A semi-structured format was used for the interview (see Appendix 4).

3.8. Scoring procedures

Quality of participants descriptive writing was measured by written expression scoring rubric (WER) taken from a similar study by Sundeen (2007). The same

scoring procedure in that study was applied to the current study. Two raters were involved in the scoring procedure. One of the raters was a fifth grade reading & writing teacher, a native speaker of English, working in the school. The other rater was an MA student studying in the department of English Language Teaching with a BA diploma in the same department. He also has a certificate of *teaching and assessing academic writing* showing that he has successfully completed the training program in the area of writing instruction and assessment. The two raters were informed about how to use the WER scoring rubric, emphasizing that elements of conventions of grammar, spelling and punctuation were excluded. They were told to read each paper carefully to obtain a general impression of the overall quality. The raters scored the students' original papers. Each paper was scored independently by each rater. The final score was assigned by averaging the scores of the raters.

In addition, the researcher recorded the length of time spent on planning and any planning notes written by students were collected. Time spent on planning was calculated by recording the time interval when the students were told to start writing and when the students actually began writing. The researcher also took notes about students' behaviors throughout the writing process. The lengths of the written products were measured by counting number of words including the ones that were misspelled. A graduate student unfamiliar with the design and the purpose of the study counted the words for both the writing pre-test and the post-test.

3.9. Study implementation

Three phases were incorporated as part of the design for the current study: 1) pre-intervention, 2) intervention, 3) post-intervention. All the procedures in this study were performed by the researcher.

Table 6 *Study phases*

Phase I	Writer's interview	Week 1 The writing interview was conducted as a class discussion activity on the first day of the club activity.
	Pre-tests Questionnaire	Week 1 Each participant completed the questionnaire on the first day of the club activity after the class discussion.
	Writing pre-test	Week 2 Participants completed the writing pre-test on the second week.
	Writing pre-test retrospective verbal report	Each student gave retrospective verbal report following the completion of the writing pre-test. They were asked a series of questions about their writing process

Table 6 *Study phases* (cont'd)		
Phase II	Instruction through SRSD model "PLEASE" strategy training for descriptive writing. Student interview	Week 3 - 12 Instruction involved ten 70 minute sessions held once week. Participants completed three descriptive writings on self-selected topics throughout the intervention. Each student was interviewed about the effectiveness of the strategy training
Phase III	Post-tests Questionnaire Writing post-test Post-test retrospective verbal report	 Week 13 Participants completed the same questionnaire conducted at the pre-intervention phase. Students completed the writing post-test Participants gave retrospective verbal report on the writing-post test.

Table 7 *Timeline of the study*

October 9, 2009	Writer's survey (class discussion) Pre-test questionnaire
October16, 2009	Writing pre-test Retrospective verbal report on the writing pre-test
November 6, 2009	Lesson 1
November 13, 2009	Lesson 2
November 20, 2009	Lesson 3
December 4, 2009	Lesson 4
December 11, 2009	Lesson 5
December 18, 2009	Lesson 6
January 8, 2010	Lesson 7
January 15, 2010	Lesson 8
January 25-26, 2010	Out of writing class assignment (independent performance)
February 12, 2010	Lesson 9
February 19, 2010	Lesson 10 Student interview
February 26, 2010	Writing post-test Retrospective verbal report on the writing post-test Post-test questionnaire

3.9.1. Phase I: Pre-intervention

Week 1

The first week of the intervention was allocated for meeting with the students, raising their motivation towards writing and exploring students' existing strategy knowledge. After a warm welcome, the researcher initiated a class discussion by using the questions in Wilucki's (1984) writing interview. Each student expressed their ideas for each question. The class discussion was audio-recorded. Then students completed the pre-test questionnaire. After the class discussion, snowball fight game was played. For this game, students wrote their negative ideas, feelings or experiences about writing in English on a piece of paper and threw them at each other. With the teacher's command, students stopped and read aloud the sentences written in the snowballs. With the help of this game, they realized that all students had similar difficulties in writing which raised their motivation towards learning the strategies to write better.

Week 2

The writing pre-test followed by the retrospective verbal reports were conducted at the second week of the intervention. Students wrote a composition on a given topic.

The prompt was read aloud by the researcher and it was ensured that all students understood what they were asked to do. In order to detect any planning behavior, the researcher provided space on the given papers and the students were informed that they could use the space as they wanted. The allocated time for writing was 40 minutes. While the students were writing, the researcher took field notes, especially for time spent on planning, students' any planning behavior and their observed anxiety or comfort while writing. Immediately after they finished writing, each student was interviewed about their writing process. For this, retrospective verbal report technique was used. Each student verbally answered questions directed by the researcher about the writing process. Interviews were audio-recorded. As suggested by Ericson and Simon (1993), retrospective reports immediately followed the writing task so that the writers recalled the events easily (Renner, 1999).

3.9.2. Phase II: Intervention

The "PLEASE" strategy

Table 8 *The "PLEASE" strategy for written expression*

Pick a topic, audience and type of paragraph

List your ideas about the topic.

Evaluate your list.

Activate the paragraph with a topic sentence.

Supply supporting sentences.

End with a concluding sentence.

   and Evaluate your work.

It is important to note that some changes were applied to the strategy due to participants' progress during the intervention phase. Students' pre-test writings were at the paragraph level. However, starting from their first writing practice at the "support it" stage of the intervention, some students' products became longer in length and went beyond a single paragraph level. Thus students were instructed how to organize their writings into separate paragraphs. Because of this, the fourth step of the mnemonic was changed as **A**ctivate the composition with an introduction, and the

sixth step was changed as **E**nd with a conclusion. Apart from these, as type of the paragraph was known, **P**ick type of paragraph statement replaced by **P**ick a purpose (see Appendix 15). Apart from this, students were instructed about how to organize their ideas into separate paragraphs. The changes are summarized in table 9.

Table 9 *Revised "PLEASE" strategy for written expression*

Pick a topic, purpose and audience

List your ideas about the topic.

Evaluate your list and organize your notes

Activate the composition with an introduction.

Supply supporting details.

End with a conclusion.

   and Evaluate your work.

The SRSD model typically includes six stages: Develop Background Knowledge, Discuss It, Model It, Memorize It, Support It, and Independent Performance. The lessons were designed according to these steps with modifications considering individual students' needs. One or more days of instruction occurred in each stage, according to students' needs and rate of progress (Lane et al, 2008). Each of these stages was italicized and placed in parentheses when it occurred in the following explanations of the lesson procedures.

Week 3 - Lesson I

This lesson focused on developing background knowledge about process writing and descriptive writing in general. First, the students were informed about the overall aim of the club. Then the process approach to writing was introduced by providing examples about how the written texts looked like at each step (Peha, 1995-2003) (see Appendix 18). To introduce descriptive writing, the instructor projected a good example of descriptive paragraph on the board and read it aloud. Then students were asked to make a tentative list about the characteristics of a good descriptive writing in their groups. After a small discussion, by eliciting ideas from the students the instructor prepared an instructional chart listing the characteristics of a good descriptive writing to be used as a scaffold in the remaining lessons *(Develop background knowledge)*(see Appendix 13). Each characteristic was then discussed. First, the parts of the well written paragraph (topic sentence, supporting details, and concluding sentence) and the coherence of the paragraph were discussed *(Discuss it)*. Then students worked on describing a given noun by using adjectives and details appealing to five senses in groups (see Appendix 19). In order to deepen their understanding, the instructor read aloud description of a place and asked the students to listen to it while eyes were closed and try to imagine that place. The description was read two times, one with substantive adjectives and numerous sensory details, the

other with limited adjectives and inadequate details. A mini class discussion was held about the differences of the two descriptions by emphasizing the importance of sensory details. Then a common goal was determined for the students' future writing products – *creating a vivid image in the reader's mind.*

Week 4 - Lesson II

The "PLEASE" strategy was introduced in this lesson by using the "PLEASE" strategy chart. The students were motivated by telling that they are going to learn a trick (strategy) to write better. Each step of the mnemonic, the benefits of them, when and where to use the strategy were discussed *(Discuss it).* As the type of the paragraph was pre-determined, "pick type of the paragraph" statement was replaced with "pick the purpose" so that students would be able to remember to discuss ideas around a main idea while writing. In pairs students worked on memorizing each step of the mnemonic. Then together with students a goal was set to learn and use the strategy. Students made commitment to learn and use the strategy. A sample paragraph was analyzed to help students identify topic sentence, supporting details and conclusion. Students also wrote the explanation of each letter of the mnemonic on their own "PLEASE" chart and kept it in their files (see Appendix 20).

For the first step of the mnemonic, "**P**ick a topic", students were introduced T chart graphic organizer (see Appendix 10). After a discussion about the benefits of writing on self selected topics *(Discuss it),* the instructor modeled how to use the graphic organizer to choose her own topic by thinking aloud *(Model it).* Then students chose their own topics to write about in the following weeks with the help of the instructor *(Support it).* After the topic selection stage, students picked audience and purpose for their own writing. The second step of the mnemonic "**L**ist your ideas" was carried out with the help of the hand graphic organizer (see Appendix 11). A class discussion was held about how listing ideas before writing would ease their composing process. The instructor asked about students' current planning behavior and addressed how no planning prior to writing might negatively affect both their writing process and product *(Discuss it).* Then, the benefits of using hand graphic organizer were discussed (helps us remember five senses for better description and organize our notes more easily) *(Discuss it).* The instructor projected the graphic organizer on the board, wrote her own topic in the middle and modeled how to generate ideas for each senses by thinking aloud *(Model it).* The whole process was led by the teacher. While modeling the process, the instructor uttered self-statements which included coping, strategy use, and self-reinforcement. How these self talks positively influenced the process was then discussed. After that, the whole process was repeated with a

different topic to help students internalize the process before independent practice. This time most of the ideas were generated by the students. The instructor was in the role of a facilitator at this stage *(Support it)*. The lesson was closed by telling each step of the "PLEASE" strategy chorally.

Week 5 - Lesson III

The lesson started with a revision of the previous week. Each student told what "PLEASE" meant from memory. Then students drew their own hand on a piece of paper and created their own graphic organizers. With the help of the instructor and their peers, they generated ideas on their self-selected topics *(Support it)*. For the sharing stage of the process, the instructor projected a volunteer student's completed-graphic organizer on the board. Based on the instructor's and the students' feedback, the ideas were revised by adding and deleting on the graphic organizer *(Support it)*. The instructor introduced the remaining stages by modeling how to write a paragraph *(Model it)*. The instructor emphasized that a topic sentence should encapsulate or organize the entire paragraph and a concluding sentence was needed to show that the writer completed what s/he wanted to say and to leave a final statement in the readers' mind. Thus a collaborative writing experience was realized. The instructor and students set a goal to create a vivid image on the reader's mind, and then planned

and wrote a descriptive paragraph together using "PLEASE" strategy accompanied with the hand graphic organizer and self statements *(Support it)*. Then a mini class discussion was held on how "PLEASE" strategy helped write a good descriptive paragraph and how this strategy could strengthen what students currently did *(Discuss it)*.

Week 6 - Lesson IV

The lesson started with a revision of the previous week. The "PLEASE" mnemonic was practiced to make sure that all students could remember the steps without looking at the instructional chart *(Memorize it)*. Characteristics of a good descriptive writing were discussed and how planning prior to writing could improve both the process and the product was emphasized *(Discuss it)*. By emphasizing the importance of self-talk and giving examples from her own self statements in the previous week, the instructor asked students to note down their own self statements that they might use while writing (see Appendix 16, example self-statements).Then, students started to write their own paragraphs. The instructor informed students that she was always available if they needed any help. Students were also allowed to use an online dictionary when they needed (*Support it)*.

In this lesson, it was observed that some students' writings were beyond the paragraph level in length. Their writings were mostly composed of an introductory

paragraph, two or three body paragraphs and a conclusion paragraph. However, for the pre-tests, none of the students went beyond the paragraph level. To the researcher's question about how they could write more than a paragraph, their answers revealed that they transferred essay writing information from their Turkish lessons. They said that as they had lots of ideas to write due to planning with the hand graphic organizer, they wrote longer. However, their products lacked a clear organizational pattern. They tended to write ideas on the graphic organizer one by one without concerning the organization . At this point, the scope of the "PLEASE" strategy was decided to be changed. The fourth step of the strategy was changed as "**A**ctivate the composition with an introduction" and the sixth step was changed as "**E**nd with a conclusion". Apart from this, Organization of ideas was emphasized at "**E**valuate your list" step of the strategy. It was planned for the next lesson that students would be taught how to organize their ideas into separate paragraphs.

Week 7 - Lesson V

In this lesson, volunteer students shared their writings with the rest of the class for collaborative revising and editing *(Support it)*. For this, the instructor scanned the students' written products and projected each of them on the board. The strengths and weaknesses of each writing were discussed. The focus of this sharing stage was on 1)

planning (pick a topic, audience and purpose and effective use of hand graphic organizer), 2) use of the plan while writing (the inclusion of ideas previously written on the hand graphic organizer), 3) creating a vivid description in the reader's mind through ample use of descriptive details, 4) the clarity of the introduction and conclusion, and 5) following a clear organizational pattern. It was not possible to provide extensive instruction and opportunity to practice for organization because of time limitations. For instance, students did not get any instruction about using transitions for organizing ideas. However, they were told about the expected organizational structure of descriptive writing with the help of volunteer students' products and a well organized descriptive writing example (see Appendix 22). The focus of the instruction about organization can be summarized with the following questions: 1) Can a reader easily follow the writer's flow of ideas? 2) Is each paragraph focused on a single idea? *(Develop background knowledge).* In light of the feedback, discussions and the instruction about organization, a common goal was determined; revising drafts for ideas and organization. The instructor modeled how to revise by revising her own writing in front of the class. The whole process of revising was carried out by thinking aloud *(Model it).* For revising, a checklist adapted from Graham and Harris (2007) was used (see Appendix 22). After instructor's modeling, students practiced revising their own compositions by using the checklist. During the

lesson, the instructor supported each student by wandering around and providing feedback *(Support it).* The revised papers were collected by the instructor to provide feedback.

Week 8 - Lesson VI

This lesson started with remembering the adapted "PLEASE" mnemonic. Memorizing the mnemonic was emphasized by informing students that the mnemonic chart would not always be available to them. Then by question & answer technique a mini class discussion was held to summarize what had been covered until that time. The discussion points included details about the writing process, characteristics of a good descriptive writing, planning before writing, use of the "PLEASE" strategy while planning and writing, idea generation with the help of the graphic organizer and organization of the written texts. In this lesson, students revised and edited their papers in pairs in light of feedback provided by the researcher. After they completed their final products, volunteer students read his/her paper to the rest of the students and told about their writing process from the beginning. At the end of the lesson, all strategies and important details were written on the related stage of the writing process poster.

Week 9 - Lesson VII

This lesson started with a revision of what had been done until time. Throughout this lesson, students worked in pairs and carried out the whole process on their own with lessened help from the instructor. Each student wrote his/her own writing and asked for help to his/her partner when needed. They chose their own topics, created their own hand graphic organizer, and carried out each stage of the "PLEASE" strategy *(Independent performance with little support)*. At this stage the instructional charts, which were the "PLEASE" strategy and characteristics of a good descriptive writing were removed. Instructor scaffold included support in carrying out the "PLEASE" strategy, use of the graphic organizer, and organizing the paragraphs.

Week 10 - Lesson VIII

In this lesson, students revised and edited their drafts written in the previous lesson by using the checklist. To remind students how to use the checklist effectively, one of the volunteer students' writing was used for collaborative revising and editing. On that day there was a facility in the school and the students wanted to attend it. Because of this, the lesson was shortened. Thus, revising included only major points such as, organization and development of supporting details. The process was directed mostly by the students, and the instructor acted as a facilitator *(Support it)*.

Because of time limitation, students took their own papers to home to revise. Some students did not bring their papers back.

After conducting this lesson, the instructor asked the fifth grade English teachers to administer a writing test (prepared by the researcher) in one of their lessons. In this lesson, all students, including the participants of the study, wrote on a topic given by the researcher *(Independent Performance)* (see Appendix 24). The whole process was carried out in students' regular classes. The duration of the lesson was 40 minutes. The English teachers observed the participants of the study for their planning behavior while writing, approximate time spent on planning, their anxiety or confidence while writing, time spent on writing, and any behavior performed by the participants different than the other students in the classroom. While observing, they filled a form including questions mentioned above (see Appendix 9). The main purpose of this test was to detect if the participants of the study engaged in any planning before writing outside the writing club.

Week 11 - Lesson IX

In the remaining lessons students worked for the "water" exhibition which was going to be held in school in May. Thus the main focus of the students' written products was the importance of water in life. For this activity, the students were divided into

two groups; one group described things in an area where there was no water, the other group wrote about things in an area with plenty of water. Before writing, possible writing prompts were discussed through brainstorming technique. Then students in each group decided on topics to write about. Students spent time on planning and drafting for the rest of the lesson *(Support It)*. The instructor was available as a support throughout the lesson.

Week 12 - Lesson X

In this lesson students prepared posters by drawing and coloring them to display in the exhibition. For this, students in both groups read their drafts to their group members. The listeners took notes about what to draw while listening to their friends. After the sharing stage, they prepared their posters (see Appendix 25). While students were working on the posters, each student was taken to a separate room and interviewed by the instructor about his/her writing process to see their level just before the conduction of the writing post-test. The questions of this unofficial interview were similar to the ones asked for the retrospective verbal reports. As a week passed on students' writing, they sometimes had difficulty in recalling their writing process. Following this unofficial interview, student interview was conducted. The researcher asked each student questions about the effectiveness of the intervention (see Appendix 4).

3.9.3. Phase III: Post-Intervention

Week 13 - Lesson XI Post-test

For the writing post-test students wrote on a given topic which was very similar to the pre-test (see Appendix 8). They were given 40 minutes to complete their writing. The instructor did not provide any support. There were no instructional charts or reminders available to the students. Also, they were not allowed to use the dictionary while writing *(Independent Performance).* The instructor read the prompt aloud to make sure that all students understood what they were asked to do. The instructor took field notes while the participants were writing. The field notes included students' planning behaviors, time spent on planning, time spent on writing, the participants' observed confidence or anxiety. Apart from these, any question, comment or behavior related to the scope of the current study was noted down. Students completed their writings in 40 minutes. Immediately after the completion of the writing post-test, each student gave retrospective verbal report about his/her process (see Appendix 3). After retrospective verbal reporting, students completed the post-test questionnaire.

CHAPTER IV

RESULTS

4.0. Presentation

This chapter presents the analysis of the results of the writing pre-test and the writing post-test, retrospective verbal reports, questionnaire and student interviews. The data was interpreted with regard to the research questions of this study and this chapter aims to investigate answers for the following research questions;

1. Does "PLEASE" strategy instruction through SRSD model have a significant effect on fifth grade normally achieving EFL students' descriptive writing in terms of length and overall quality?

   1.a Do students' planning behaviors improve after they are instructed on the "PLEASE" strategy through the SRSD model?

   1.b Do students beliefs about themselves as writers change after they are instructed on the "PLEASE" strategy through the SRSD model?

4.1. Overview of the study

One-group pre-test post-test design was used for the current study. This study was conducted to measure the effects of the "PLEASE" strategy training through SRSD model on fifth grade EFL students' descriptive writing. The participants of the study consisted of eight fifth grade EFL students. The intervention was not integrated into the regular curriculum. The researcher designed a writing class titled as "Writing Club" as an extracurricular activity. The participants of the study included the students who voluntarily chose to participate in this club. The researcher and the students met once a week, except from the last week of each month, throughout the intervention phase. The intervention focused on explicit teaching of the "PLEASE" strategy following the guidelines of SRSD model (Graham and Harris, 2007). The instruction lasted for 13 weeks including the conduction of the writing pre-test and post-test, retrospective verbal reports (Ericson & Simon, 1993), student interview, questionnaire (Victori, 1995) and class discussion (Wilucki, 1984). The questionnaire, the writing pre-test and post-test accompanied with retrospective verbal reports were conducted both before and after the intervention to find out any change with respect to students' writing in terms of overall quality and length, planning before writing, and their self-beliefs as

writers. Each student writing pre-test and the writing post-test were holistically scored using WER scoring rubric (Sundeen, 2007) by two raters. The highest score in the rubric was 6 and the lowest score was 1. The writings that were unscorable got 0. Each final score was calculated averaging scores given by the two raters. The length of each written product was scored by counting the number of words written regardless of any spelling mistake. Students gave retrospective verbal reports about their writing process both for the pre-test and the post-test. Semi structured format was used for the retrospective verbal reports. Students answered questions asking about their writing process of the pre-test and the post-test. Each retrospective verbal report lasted approximately for approximately 4-5 minutes. The questionnaire was conducted both at the beginning and at the end of the intervention and aimed to investigate any change in students' beliefs about themselves as writers, their awareness of planning and writing strategies, and general writing knowledge. At the end of the intervention, each participant was interviewed in order to investigate perceived effectiveness of the strategy training. At the beginning of the intervention a class discussion was held using writing interview (Wilucki, 1984) in order to obtain a general idea about students' approach to writing. For confidentiality, pseudo names were used for the participants instead of their real names.

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4.2. Data analysis

4.2.1. Class discussion

A class discussion was held at the first week of the intervention in order to have an idea about students' beliefs about and approach to writing. For this discussion, Wilucki's (1984) writing interview questions were used to guide the discussion (Renner, 1999). Class discussion indicated that students' primary aim of participating this club was to improve their writing. They also stated that they want to carry their creativity beyond its' current level. Below are the questions (in italic) and interpretations of the students' answers:

When you are asked to write and do not know how or what to write, what do you do? Only one student could provide a related answer to the question; "I would choose a topic that I liked". Although the researcher emphasized that the questions was asking not for the topic but for the students' writing process, the other students kept talking about the topics that they would like to write about such as space, comic characters etc.

Do you know any good writers?

Students talked about their favorite writers.

What makes him/her a good writer?

Imagination, being able to express one-self, telling about real life were reported as things that made someone a good writer.

Do you think he/she ever doesn't know how or what to write?

Two students stated that s/he would think roughly what to write before writing and generate more ideas after starting to write. These statements provided evidence that some of the students were aware of the role of pre-writing planning.

When he/she does not know about how or what to write, what do you think he/she does about it?

Giving a break, using prior products as reference, imagining were verbalized as being helpful in such a situation by four students. Other students remained silent.

If you knew that someone was having difficulty in writing, how would you help that person?

Students uttered the following sentences; "I would tell him/her close his/her eyes and wake his/her imagination."; "I would tell him/her that a composition includes three parts as beginning, middle and ending."; "I would tell him/her some of my ideas."; "I

would motivate him/her." In the middle of this discussion, researcher asked "what would he/she have done in order not to have this difficulty?" to elicit any idea as to planning but none of the students mentioned about planning.

How did you learn to write?

They stated that they learned how to write at school, first in their Turkish lessons. The answers revealed that student had not participated in any writing course before the writing club.

Do you think you are a good writer?

All of the students said that they were good writers.

4.2.2. Analysis of the writing pre-test and the writing post-test

The writing pre-test was administered a week before the intervention started and the post-testing occurred immediately a week after the intervention ended. For the pre-test and the post-test students wrote a descriptive writing to a given prompt. The prompts of both tests were kept very similar to each other in order to prevent any data corruption that might stem from topic selection. The researcher took field notes with regard to participants' planning behavior, level of overall anxiety or comfort during the writing process and time spent on planning. The writings were scored by two

raters using WER scoring rubric. Final pre-test and post-test scores of each
participant were calculated by averaging the scores given by the raters. Results are
provided in Table 10.

Table 10 *Pre-test and Post-test writing mean scores*

Student	Pre-test	Post-test	Score increase	Percent increase
Deren	1	4.5	3.5	350 %
Ceylin	2	5	3	150 %
Hale	3	5.5	2.5	83 %
Ecem	2	4.5	2	125 %
Emre	2.5	5	2.5	100 %
Ebru	2	4	2	100 %
Aylin	1	2.5	1.5	150%
Doğan	1	2	1	100 %

As indicated in table 8, each student's writing improved from the pre-test to the post-
test condition. The highest increase in percentage was calculated as 350 % which
was 3.5 in raw score. Deren whose score was one of the lowest for the pre-test
demonstrated the greatest overall gain. Ceylin and Aylin also demonstrated high

percentage of gain with 150% increase in percent. Increases were observed across all
participants which indicates an improvement in overall writing quality of all

participants.Graphic analysis for pre-test and post-test scores can be seen in figure 1.
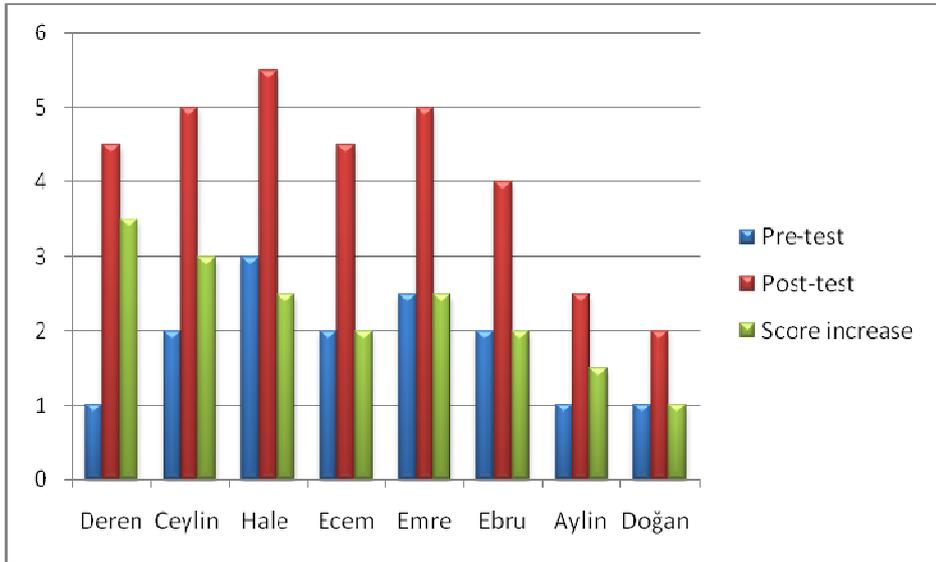
Figure 1 *The writing pre-test and the writing post-test scores*

Table 11 *The writing pre-test and the writing post-test average scores compared*

Pre-test (Mean)	Post-test (Mean)	Increase	Percent Increase
1.8	4.1	2.3	127%

Table 11 compares the pre-test and pos-test average scores of the whole group. The group demonstrated 127% increase corresponding to 2.3 gain in raw score. The results of the writing pre-test and the post-test revealed an increase in each student scores from pre-test to post-test. This increase indicated that each student's

writing improved in terms of overall quality from the administration of the pre-test to

post-test.

Apart from quality, it is evident that students' written products improved in terms of

length after the training. Figure 2 compares the length of the writing pre-test and the

writing post-test of each student.
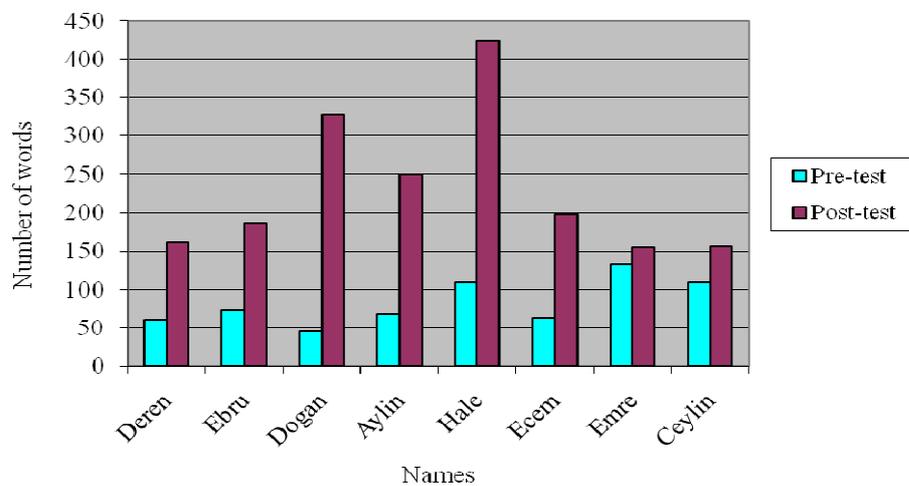
Figure 2 *Number of words written for the writing pre-test and the writing post-test*

Each student wrote longer at the post-test. As expressed during the post-test

retrospective verbal reports, the main reason of the increase in length was that

students could generate more ideas with the help of pre-writing planning which in

turn had a significant effect on length. Figure 3 presents the increase in length by

percent.
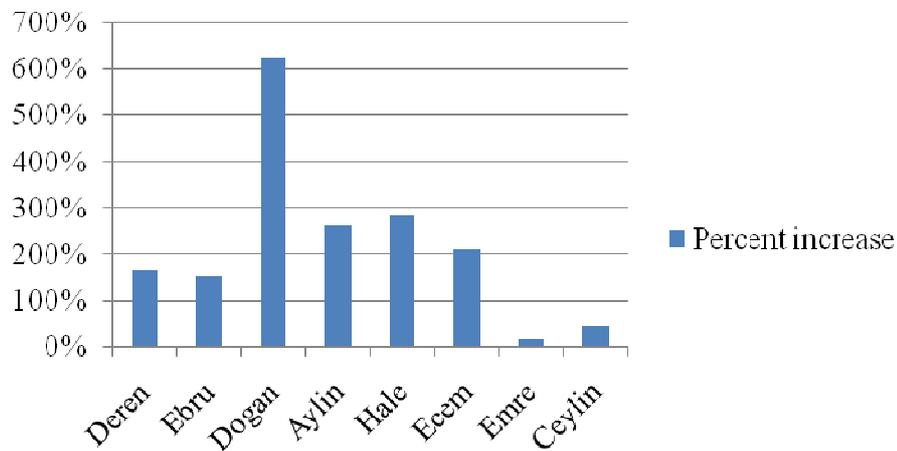
Figure 3 Increse in length from the writing pre-test to the post-test by percent

As seen in figure 3, six of the eight students' writing length increased above 100%.
Emre, whose post-test writing quality showed substantial increase with 2.5 points in
raw score, demonstrated the lowest increase in terms of length. During the post-test
retrospective reports, Emre mentioned that he changed his topic because his first topic
was not appropriate for the genre, descriptive writing. Because of this change, he lost
time which in turn resulted in a shorter writing than it would have been in a normal
condition. The other student who achieved the lowest increase in length also
demonstrated the lowest improvement in terms of writing quality with 1 mean score
for the writing pre-test and 2.5 for the writing post-test.

The "PLEASE" strategy training had a positive effect on time spent on planning. Rather than spend little time on planning as was observed in the pre-test condition, students used approximately 5-10 minutes of their time for planning during the writing post-test. Five students who planned their ideas prior to writing pre-test by drawing picture demonstrated considerable progress throughout the intervention phase and wrote their post-tests with more enhanced planning. Two of the students who did not engage in any planning during pre-test spent approximately six minutes on planning during the post-test. The remaining student did observable planning neither for the pre-test nor for the post-test. However, during the retrospective verbal interviews he reported that he planned his ideas in head. He was the one who achieved the least progress throughout the intervention in terms of both overall writing quality and planning. However his writing improved in terms of length with 282 increases in number of words written. Nevertheless his post-test writing got the lowest score in terms of overall quality as it contained full of loosely related ideas and lacked in organization.

4.2.2.1. Interrater reliability

Each student writing was scored by two raters using WER scoring rubric. The raters were instructed about how to score the papers. Three students' writings that were written during the intervention phase were used to establish an agreement about scoring. First, each rater scored the papers independently. The results were then

compared and a discussion about the scoring procedure was held on the scoring

procedure. After establishing a common approach based on the WER scoring rubric,

each rater scored the writing pre-tests and the writing post-tests independently.

Pearson-product

A Pearson Product Moment Reliability test was applied to compare the correlation

between the pre-test and the post-test scores given by the raters. A correlation

between the pre-test scores given by rater 1 and rater 2 showed that their scores were

significantly related, r 91, $n = 8$, $p < .01$ which indicated a strong positive correlation

between raters' scores.

Table 12 *Writing pre-test inter-rater reliability*

		Pretest_Rater_2	Pretest_Rater_1
Pretest_Rater_2	Pearson Correlation	1.000	.908**
	Sig. (2-tailed)		.002
	N	8.000	8
Pretest_Rater_1	Pearson Correlation	.908**	1.000
	Sig. (2-tailed)	.002	
	N	8	8.000

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation between the scores given by rater 1 and rater 2 also indicated that a strong correlation was established between the two scores, r ,72 $n = 8$, $p < .01$.

Table 13 *Writing post-test inter-rater reliability*

		Posttest_Rater_1	Posttest_Rater_2
Posttest_Rater_1	Pearson Correlation	1.000	.723*
	Sig. (2-tailed)		.043
	N	8.000	8
	Pearson Correlation	.723*	1.000
	Sig. (2-tailed)	.043	
	N	8	8.000

A strong positive correlation for both the writing pre- test and the writing post-tests showed that raters applied consistent scores to both the pre-test and the post-test. Thus the scores given by the raters were shown to be reliable.

4.2.3. Independent performance outside writing class

Following the eighth lesson of the intervention, students were given a writing assignment similar to the pre-test. The assignments were completed by all fifth grade students, including the participants, in their regular classrooms. The English teachers were given a form prepared by the researcher and they were asked to observe the participants of the study while they were writing. The observation guidelines in the form included if the participants did any planning, approximate time spent on planning, participants' anxiety or confidence while writing and any behavior performed by the participants different than the other students. The observation forms were collected with the assignments. One of the participants lost his writing but the teacher kept the observation from. The results showed that six of eight participants engaged in planning before writing. Approximate time spent on planning ranged from 4-10 minutes. As reported by the teachers, seven participants were comfortable and self-confident, and none of them showed anxiety while writing. One participant seemed anxious while writing. She was the one who did not plan before writing. The observers did not specify time spent on writing for three participants. Approximate

time spent on writing was recorded as 25-30 minutes for the remaining five participants. As was reported by one of the English teachers, one participant behaved differently than the other students. After the teacher distributed the assignments, Emre raised his hand and asked for permission to share some strategies that he learned in writing club. Approved by the teacher, he came to the board and started to teach his friends how to use the "PLEASE" strategy. He talked about how choose a topic, how to list ideas by using a graphic organizer, the importance of introduction and conclusion in a writing. his behavior indicated that he could transfer strategy knowledge to a different context and he had a control over his learning experience.

4.2.4. Analysis of student interview

All participants were individually interviewed at the end of the intervention, a week before the administration of the writing post-test. A semi-structured interview format was used for the interview (see Appendix 4). Because of time limitation, the interview was conducted following a retrospective verbal report which was done in order to prepare students for the post-test retrospective verbal reports. Thus, throughout the interview students sometimes referred to their writings that were used for retrospective verbal reporting. Ten themes were developed for the interview as shown in table 14. All students were very positive about participating in the "Writing

Club". One of the students asked if the same club would be offered next year. He expressed his willigness to learn more strategies for other genres. Seven of eight students explicitly stated that their writing showed substantial improvement. The remaining student, Doğan, said his writing improved after the researcher asked him if the strategy helped him write better. However, he could not explain when he was asked how it helped. During the intervention phase, this student was resistant to learning the strategy. He did not want to write and frequently disturbed other students during the lessons. However he did not want to leave the club. He completed only one assignment during the intervention phase. He wrote four pages for that assignment. The researcher had difficulty in conducting both the interview and the retrospective verbal reports with him. His replies were usually short and terse and sometimes out of context. He was the one whose writing improved the least with 1 point increase in raw score.

Table 14 *student interview themes*

Overall assessment	Helped me write better	Helped me write longer	Helped me organize my writing	Helped me write easier	Planning before writing	Considering audience and purpose	Using for other lessons or assignments	Helped me be a better writer	Boring, did not like, not helpful
All were positive about participating in the Writing Club and learning writing strategies.	7 of 8 stated that their writing improved. 1 implied that the training helped him write better but could not explain how.	6 mentioned that they could write longer	4 explicitly stated that training helped them organize their writings. 1 especially emphasize it throughout the interview.	5 explicitly stated that they could write easier. Majority of them could generate ideas more easily thanks to planning.	7 said they planed before writing after they learned planning strategies.	1 referred to considering audience before writing.	5 said that they used the strategy both for Turkish and English. 1 said he used the strategy for writing poems. 1 stated that she used only once. 1 said he used it but did not explain how.	All said they became better writers; generated more ideas, organized better, wrote faster, easier, and more detailed,	1 said "PLEASE" did not help him to remember the steps of the writing process as he had already known them. He benefited from T-chart and Hand graphic organizer.

Majority of participants commented on idea generation by stating that they could come up with more ideas to write with the help of planning. Two students compared their writing pre-tests and the last assignments. One of them clearly pointed out the improvement by saying "At the beginning of the term, I started to write directly without planning. I think it wasn't good enough. This one (the last writing before the writing post-test) is much better".

Six students commented on the improvement in length. They stated that they wrote longer because they could generate more ideas by planning. One remarked "Before participating in this club, my writings used to be very short. I could not generate ideas. I could not think of anything [to write]. I could not think while writing. After participating in this club, I learned strategies. I can generate ideas. I can find my topics more easily. I can write faster and better".

Five students mentioned that the strategy helped them write easier. One student expressed that since she did planning for content and organization prior to writing, she could write easier. Before joining this club, she tended to generate ideas while writing which caused problems mostly with the organization of the ideas.

The training was found to be effective in terms of raising students' awareness of planning. Seven students indicated that they started to plan prior to writing. One student pointed out that he already did planning before joining this club but as he did not know any strategy, he had difficulty in idea generation and organization. He

mentioned that the strategies made planning easier and more effective. However he was the one who said that the "PLEASE" strategy did not help him remember how to carry out the writing process. He claimed that he had already known the steps to be followed while writing. He thought that rather than the "PLEASE" mnemonic, T-chart introduced for "**P**ick a topic" and hand graphic organizer introduced for "**L**ist your ideas" were very helpful.

The interview did not include any questions about considering purpose or audience. However, one student mentioned about importance of considering audience while writing. Although students did not mention audience during the interview, four of them considered audience during the post-test writing and expressed it during the retrospective verbal reports.

The strategy was found to be useful for other lessons, especially English and Turkish, too. Seven students stated that they had already been using it for other lessons. One of them said that he used "**L**ist your ideas" for writing a poem. Before writing the poem, he listed his ideas and then rhymed the lines. Another student said she used the strategy only once for English reading & writing lesson. One student started to talk about how she had been using the strategy for Turkish lesson without asking the question whether she planned to use the strategy for other lessons or not. She told that her class teacher started a new task. They had been writing daily on a notebook called composition booklet in their Turkish lessons. She explained how she benefited from

the strategy for that new application. She emphasized that she had learned what she should do prior to writing. It was clear from the students' answers that they could transfer the strategy knowledge into other context. This can be considered as a support for the self-regulation dimension of the strategy training.

All students explicitly stated or implied that they became better writers. The most frequent utterances were about improvement in idea generation, organization, length and writing pace.

In general, perceived effectiveness of the "PLEASE" strategy training was mostly positive. The strategy was reported to be helpful to generate ideas, write easier and longer, and organize better.

4.2.5. Questionnaire analysis

The questions were categorized under four titles: 1) students' self-beliefs as writers; 2) awareness of pre-writing planning; 3) strategy awareness; and 4) writing knowledge. The first category included items investigating whether students thought of themselves as good writers. The questions in the second category asked whether students engaged in planning prior to writing and considered their plans while writing. The main focus of the third category was students' strategy awareness in the writing process. The forth category included items asking students' general writing knowledge.

The same questionnaire was administered in both pre-instruction and post-instruction conditions in order to find out any difference in students' ideas before and after the strategy training. Paired sample dependent T-test was used to analyze each category. Since sample size was very small and the data did not meet the assumptions of conducting parametric tests, the non-parametric Wilcoxon Signed Ranks Test (the non-parametric counterpart of dependent T-test) was implemented. The aim was to determine whether participants changed significantly across occasions.

The current study fulfilled the following assumption of Wilcoxon Signed Ranks Tests

Assumption 1: Each pair of observations must represent a random sample from a population and must be independent of every other pair of observations. The paired scores of each participant were independent of the paired scores of other participants (Green & Salkind, 2008).

However the study could not meet assumption 2 with 8 participants. Thus the results of the test may not be fairly accurate.

Assumption 2 The z test yields relatively accurate results to the extent that the sample size is large (N=16) (Green & Salkind, 2008).

A Wilcoxon Signed Ranks Test was conducted to evaluate whether there was a significant change in self-belief scores of participants between pre and post tests. The results indicated a significant difference between the pre-test and the post-test scores of the participants, $z = 0.27$, $p < .05$.

The results revealed that a significant increase occurred only in students' self-beliefs as writers which indicated that students' self-belief as writers developed significantly in a positive aspect (z =0.27, p<.05).

Table 15 *Descriptive statistics for self-belief as writer ratings*

	N	M	SD	Minimum	Maximum
Pre-test Belief	8	16,50	2,070	14	19
Post-test belief	8	18,12	1,642	15	20

According to the results of Wilcoxon test there was no significant change in participants' awareness of planning ratings (z = .09 , p > .05)

Table 16 *Descriptive statistics for students' awareness of planning ratings*

	N	M	SD	Minimum	Maximum
Pre-test planning	8	38,00	3,024	35	43
Post-test planning	8	41,38	3,583	34	45

Students writing knowledge did not demonstrate a significant change from pre-test to the post test (p=.206, p > .05).

Table 17 *Descriptive statistics for students' writing knowledge ratings*

	N	M	SD	Minimum	Maximum
Pre-test writing knowledge	8	48,38	3,503	44	54
Post-test writing knowledge	8	`50,12	4,357	44	58

The results of the Wilcoxon test indicated that there was no significant change in students' strategy awareness in the writing process. (p=.461, $p > .05$)

Table 18 *Descriptive statistics for students' strategy awareness ratings*

	N	M	SD	Minimum	Maximum
Pre-test strategy awareness	8	14,00	1,195	12	15
Post-test strategy awareness	8	13,62	1,685	11	15

As data shows, students' self beliefs as writers was the only subcategory that demonstrated significant increase from pre-test to the post-test condition. This result supports the effectiveness of the "PLEASE" strategy training in developing learners'

motivation and self-confidence for writing. On the other hand, small number of participants resulted in unreliable data for coherent interpretation of other sub-categories of the questionnaire.

4.2.6. Analysis of retrospective verbal reports for the writing pre-test and the writing post-test

The pre-test and the post-test verbal reports were compared based on three main categories: 1) planning; 2) strategy use; 3) comments about the pre-test and the post-test writing process. These main categories further divided into sub categories. All categories were developed by the researcher.

Table 19 *Retrospective verbal report categories*

1) Planning
a) Considering purpose and audience
b) Planning for topic
c) Planning for content
d) Planning for organization
2) Strategy Use
a) Strategy use for planning content
b) Strategy use for organization
c) Application of the "PLEASE" strategy steps
d) Variations in strategy use
3) Commenting on overall writing process

Below each category was exemplified and interpreted.

1.   Planning

4.2.6.1.1. Considering purpose and audience

During the writing pre-test verbal reports none of the students told about purpose and audience of their writings. For the writing post-test verbal reports, four students clearly stated that they thought about the purpose of their writing and considered audience before writing. For instance Ecem told that she chose her family as the readers and she mentioned things about her family in her writing. She concluded her writing by stating how much she loved her family. Ebru's topic was related to environment and she wrote her essay because she wanted everywhere clean. Thus she wrote about what a clean world looked like behind the magic door.

4.2.6.1.2. Planning for topic

At the intervention phase, students were taught how to choose a topic to write about by using T-Chart graphic organizer. Students wrote pair of words on the columns of the T-Chart and listed possible topics under each column. Word pairs included opposites such as like-hate, fun-have to, typical-unusual, regret-proud of. Among them students mostly preferred to use like-hate chart and most of the time they wrote about topics that they liked throughout the training. After the second writing of the intervention phase, the T-chart graphic organizer was removed and students were

guided to think of their topics in their mind by emphasizing that T-chart would not be available to them for other assignments. During the writing post-test verbal reports, five students explained that they thought about what they wanted or what they liked for a while and chose a topic which made them happy. For instance Hale thought that the magic door would open to wherever she wanted and then decided that it opened to her dream house. From these five students only one student had said that she wrote about a topic that she liked for the pre-test during the pre-test verbal report. During the pre-test verbal report, Deren said that she imagined things which she liked and then decided on the topic. However, for post-test she said "The topic just came to my mind". Except from Deren and Hale, other students chose their topics either by thinking for a while or looking around to be inspired for the pre-test. It can be inferred from the pre-test and the post-test verbal reports that T-chart introduced for the "Pick a topic" phase of the "PLEASE" strategy helped students to focus their thoughts for topic selection. The strategy made the process shorter and more efficient. Rather than getting lost in topics that came to their minds while thinking about what to write, students could now be able to focus their attention to choose a good topic.

4.2.6.1.3. Planning for content

The letter "L" in the "PLEASE" strategy stands for "List your ideas" which directs students to generate a list of ideas that they might include in their writing (Graham & Harris, 2005). For this step of the "PLEASE" strategy, students were provided with

"hand" graphic organizer to list their ideas according to five senses. Student interviews revealed that they had substantial benefit from "List your ideas" which directly influenced overall quality and length of their written products. The writing post-tests verbal reports evidenced that the most noticeable effect of the "PLEASE" strategy training was found at this stage of the writing process. Seven of eight participants engaged in planning for content during the post-test condition. According to the field notes taken by the researcher, students spent time on planning approximately 5-8 minutes. Table 20 presents approximate time spent on planning at post-test condition by each student.

Table 20 *Approximate time spent on planning prior to writing for post-test*

Student	Hale	Ebru	Emre	Ceylin	Aylin	Ecem	Deren	Doğan
Planning time	5 min.	4 min.	6 min.	No planning at first, later 4 min.	10 min.	5 min.	6 min. content 5 min. Organization 11min.	No planning

The second question of both the pre-test and the post-test verbal interviews asked for students' planning prior to writing. For the pre-test, the researcher intentionally provided a space on the assignment papers where students could draw picture. She informed the students that they could draw picture if they wanted. The aim behind this idea was to understand if students had awareness of planning prior to writing.

Five students started to draw a picture before writing, the remaining three students started to write immediately after they were handed out the assignments. The pre-test verbal reports showed that four students used their pictures for idea generation before writing. Deren stated that she drew picture first and used her picture while writing especially when she had difficulty in moving ahead. She also admitted that her picture did not exactly match with her writing. Ecem, Aylin and Ebru verbalized similar reports for their pre-test writing that they generated ideas while drawing their pictures. These verbal reports showed that students had an awareness of the need for content planning prior to writing. Hale did not draw picture but she stated that she roughly thought about what to write in her head for a while and then detailed her ideas while writing. She continued that she kept thinking while writing. She admitted that although she was comfortable through the middle of her writing, she did not know what to write at the beginning and she had difficulty in concluding her writing. Her utterances revealed that she did not engage in actual planning, rather she just thought 30-45 seconds what to write in a very broad sense. This can be considered as a natural tendency for all people asked to write something. For the question "What was the easiest thing you had to do?" Emre replied "The middle part. It is the longest part of my writing because I think of all ideas while writing this part". This statement clearly showed that he did not plan for content prior to writing.

The writing post-test verbal reports clearly demonstrated that students' awareness and competence of content planning as well as quality of plans improved to a considerable extent. Six students engaged in planning before writing. At the intervention phase, students were taught hand graphic organizer to list their ideas. During the post-test none of the students drew hand however they used different shapes to list their ideas. Deren, Ezgi and Aylin drew sun and listed their ideas on the arrows of the sunlight, Ecem drew five arrows, and Emre and Hale decided on the paragraphs of their writing first and then listed their ideas next to the related paragraph. As stated above, rather than spend almost no time on planning during the writing pre-test condition, Emre made a detailed planning for content and organization by using a chart created by himself based on the "PLEASE" strategy in the post-test condition. Ceylin started to write after thinking for a very short time but approximately 4-5 minutes later, she decided to do planning. During the post-test retrospective verbal report, she stated that she thought about what she wanted behind the magic door for about two minutes and started to write. After writing a few sentences, she remembered to list some ideas she might use in her writing and wrote down some key words. When the researcher asked why she needed to list some ideas she replied that she thought she could write easier if she did it. Through the end of the interview the researcher asked if she would be more comfortable while writing had she done a detailed planning before writing and she approved the researcher's

comment. During the pre-test verbal reports Ceylin stated her difficulty in generating ideas. She said that she was comfortable at the beginning but she could not generate ideas through the ending. For the pre-test she drew a picture but not for the purpose of idea generation but just for fun.

According to the field notes, Doğan did not engage in any planning. A close examination of his paper showed that he only noted down his purpose of writing and audience but he did not list ideas for content planning and did not write any notes for organization. However he reported during the post-test verbal reports that he planned ideas in his head. It is important to note that both his pre-test and post-test writings got the lowest scores in terms of overall quality.

Some students mentioned how listing their ideas eased the writing process during the post-test retrospective verbal reports. For instance when the researcher asked "How did you know you should do this (planning)?", Cansu replied "I cannot write if I do not do these (palnning)" and Ebru answered that she thought she could write easier when she did planning. After talking about what Ecem did before writing, the researcher asked what she did to continue. Her answer showed how listing ideas made the writing process easier for the learners. She stated "I just turned these ideas (the listed ideas) into sentences. That is all!"

4.2.6.1.4. Planning for organization

Another improvement was recorded in organization of written products which was evident both in the written products and the retrospective verbal reports. According to the pre-test retrospective verbal reports, it was clear that none of the students considered organization (introduction, middle and ending) before writing. For instance the following answer from Ceylin to the question if she had difficulty while writing was a clear indication of no consideration of organization prior to writing.

> Ceylin: " At the beginning, it went quite well, but I had difficulty in generating ideas through the ending. I wanted to write longer"
>
> Researcher: "How did you think of ideas to write longer? "
>
> Ceylin: "I thought for a short time, without going into details. The last part came to my mind later. My beginning and ending were not good enough. Actually I could write the things that I wrote at the end here (showing the middle of the paragraph). I think it is not good enough."

At the pre-test verbal report, the researcher asked Ecem and Emre what they would do if they came up with new ideas while writing with the intention of eliciting any statement implying planning of organization. They stated that they would change their ideas to fit to the part they were writing at that time.

Confirming the retrospective verbal reports, lack of organization was stated as a common impression from the scorers as well. The post-test verbal reports indicated that students made a substantial progress in terms of organizing their ideas. Emre, Hale, Aylin, Ceylin and Deren planned how to organize their ideas prior to writing.

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They decided on what to write for the introduction, the body and the conclusion. Hale and Emre decided on parts of their writings (beginning, middle and ending) first and then listed their ideas next to each part. Deren, Aylin and Ceylin organized their notes after they had listed their ideas. For instance Deren's planning notes revealed that she planned a clear organizational pattern for her writing according to five senses. Apart from introduction and conclusion, she wrote what she saw in one paragraph, then what she smelled and tasted in another paragraph and then what she heard and touched in another paragraph.

Although other students did not mention about planning organization, their utterances demonstrated that they considered the organization of the ideas while writing." Doğa said "I started by writing 'I opened the magic door yesterday…' Then I continued to the body part 'One day…..' and here is the end." Ecem stated "I wrote the introduction first, then I wrote the rest by turning the listed ideas into sentences, but I'm not sure about the conclusion". Ebru said "First I wrote my introduction. Then I wrote the details by using five senses (showing the graphic organizer). And then I ended my writing." As was stated one of the criteria in WER scoring rubric,

improvement in organization was evident in the post-test scores of each student's writing which supported the post-test retrospective verbal reports.

4.2.6.2. Strategy Use

    4.2.6.2.1. Strategy use for planning content

The pre-test retrospective verbal reports revealed that some students had already have strategy knowledge for planning to a certain extent. Four students reported that they drew picture before writing because it would be easier for them to write by looking at their pictures. Drawing was sated as an effective pre-writing strategy beneficial for young learners' writing performance since they relied on their drawings as a reference point to continue their writing (Norris, Mokhtari &Reichard, 1998). No strategy use mentioned for idea generation by the remaining students. At the intervention phase, students were introduced the hand graphic organizer for "**L**ist your ideas" stage of the "PLEASE" strategy. At the beginning stages of the intervention, students used only hand graphic organizer taught by the researcher. Towards the end of the intervention, some students started to add variations to the strategy and asked the researcher if these variations were acceptable. They were told that any strategy would be acceptable as long as it helped them "**L**ist" their ideas.

 The "PLEASE" strategy was reported to be helpful for idea generation during the student interviews however it was still doubtful if the students would really made use

of the strategy during the actual practice, the writing post-test condition. The post-test retrospective verbal reports showed although varied in content and appearance, all students used the "PLEASE" (**L**ist your ideas) strategy for idea generation prior to

writing. Only Doğan did not write anything on his paper for planning except from purpose and audience. However he claimed that he listed ideas in his head.

4.2.6.2.2. Strategy use for organization

During the pre-test verbal reports, only one student mentioned things which implied strategy use for organization. Ecem stated that she organized her ideas simultaneously while drawing her picture. This showed that she visualized organization of her ideas. The post-test verbal reports indicated that students used the "PLEASE" strategy (**E**valuate and organize your ideas) to organize their notes. Aylin, Ceylin and Deren explicitly stated that they organized their notes after they listed their ideas. Two students, Emre and Hale, reversed the steps of the strategy and decided on the paragraphs first, then listed their ideas on the related paragraphs. For example, Emre wrote about a trip in the forest. He organized his writing as the entrance, walking through and the exit which was also evident in his planning notes. Self-regulation dimension of the training effect was clear at this point. These two students adapted the strategy according to their own needs and were able to regulate their own writing process.

4.2.6.2.3. Application of the "PLEASE" strategy steps

This part of the analysis included only the post-test retrospective verbal reports since students did not know the "PLEASE" strategy prior to the intervention. According to post-test retrospective verbal reports, all students followed the steps of the "PLEASE" strategy. The questions "What did you do first?" and "What did you do to keep going?" were asked to find out if the students followed the steps of the "PLEASE" strategy. The example utterances below showed successful implementation of the strategy steps.

> "First I chose the topic. Then I thought why I wrote this essay. Then I decided who were going to read my writing. Next, I listed my ideas according to five senses… I wrote the introduction, then I wrote details. At the end, I concluded my writing." (Ebru)

> "First I chose the topic. My topic was Magic Ocean. Then I started to plan. I decided on audience and purpose. I listed my ideas… First I wrote the introduction. Then I wrote my ideas by separating them into paragraphs. At the end I wrote the conclusion." (Deren)

4.2.6.2.4. Variations in strategy use

As students were not taught any strategy before the training, this part of the analysis included only the post-test verbal reports. As reported by the students the strategy use varied. Instead of drawing hand taught for "List your ideas" Aylin, Deren and Ebru drew a sun with five arrows which was very similar to the hand shape. Ecem drew

just arrows and listed her ideas on them. Ceylin noted down some key words at the

bottom of her paper and detailed them while writing. Hale and Emre first decided on

parts of their writings (the introduction, the body paragraphs and the conclusion) and

listed their ideas on the related parts, thus reversed the steps of the "PLEASE"

strategy. These variations in strategy use indicated that students could regulate their

own writing process in light of the training they had during the intervention phase.

Emre's one comment was a noteworthy indication of how SRSD model enabled

students become self-regulated learners. When asked what he did first, he stated:

> "First I applied a strategy that I originally developed myself. This is a chart
> for planning. I write *introduction* on the first line, *details* on the second line
> and *conclusion* on the third line. Then I list my ideas next to each part"

After asked if he benefited from the writing club he said: "Of course, this chart (the

chart developed by himself to generate ideas and organize his notes) is the proof. "

4.2.6.3. Commenting on overall writing process

Students' overall comments about their writing process were mostly positive during

the pre-test verbal reports. As reported, since the prompt asked them to write by using

their imagination, they did not have difficulty in carrying out the process. However,

some students stated that they had difficulty in idea generation. One said she could

not decide what to write about, two students said they could not start and conclude

their writings. During the post-test retrospective verbal reports all students said that they were comfortable while writing. The problems stated above were not mentioned during the post-test retrospective verbal reports. Students' progress in their self-confidence while writing was evident in the following utterances:

"I was comfortable while writing this time (writing post-test), I was not comfortable in our first writing (writing pre-test)." (Doğan)

"Since I was comfortable while writing, I could think of lots of ideas." (Aylin)

"After doing lots of thing, (learning all these strategies), I am now more self-confident while writing." (Emre)

"It was easy. I did not have any difficulty." (Ebru)

Table 21 summarizes exemplifies students' answers under the categories of verbal report analysis

Table 21 *Major and sub-categories for the writing pre-test and writing post-test verbal reports*

			Retrospective Verbal Reports	
Major Category	**Sub-category**	**Definition**	**Utterances**	
			Pre-test	**Post-test**
P L A N I N G	**Considering purpose and audience**	Thinking about the main reason of the writing and the reader of the text.	Not mentioned	"…Sonra bunu neden yazdığımı düşündüm. Sonra da kimlerin okuyacağına karar verdim." *"...Then I decided on purpose and audienceof my writing."* (Ebru)
	Planning for topic	Thinking about the topic	R: "İlk once ne yaptın?" S: "Ne yazacağımı düşündüm." *"I thought what to write about"* (Doğan)	Düşündüm bir süre. Neyin olmasını isterdim diye düşündüm. *"For a while I though what I wanted"* (Ceylin)
	Planning for content	Planning for ideas to be written	İlk once kafamda kaba taslak ne yazacağımı oluşturdum. *"First I roughly thought what I was going to write"* (Hale)	"…. sonra planlamamı yaptım. Fikirlerimi listeledim." *"Then I planned. I listed my ideas."* (Deren)
	Planning for organization	Planning how to organize the essay or the paragraph	(mentioned by only one student only for the introduction part) "Ondan sonra (resim çizdikten sonra) yazıma nasıl başlayabilirim diye düşündüm." *"Then* (after drawing picture) *I thought how I can start to write."*(Deren)	"... sonra (fıkirleri listeledikten sonra) pragraflardaki konuları seçtim." *"After that (after listing ideas) I chose what to write for each paragraph.* (Aylin)

Table 21 *(cont'd) Major and sub-categories for the writing pre-test and writing post-test verbal reports*				
S T R A T E G Y U S E	**Strategy use for planning content**	Strategy use while generating ideas before writing	"İlk önce resim yaptım. Resmime bakarak, oradan esinlenerek yazıyı yazdım." *"First I drew a picture. Then I wrote by looking at my picture."* (Ebru)	"PLEASE": "İlk önce el çizmek yerine bir güneş çizdim. Buralara (showing arrows) yazdım; smell, taste, see, touch, hear. Sonra fikirlerimi yazdım." *"First I drew a sun instead of a hand. The I wrote smell, taste, touch, hear and see here* (showing arrows). *Then I wrote down my ideas."* (Aylin)
	Strategy use for organization	Strategy use while organizing writing	"Resmi çizerken ilk aklıma ne geldiyse yazıya öyle başladım. Zaten aynı anda yazıyormuş gibi." *"I started my writing with what I drew first. It was like I was drawing and writing at the same time."* (Ecem)	*"First I applied a strategy that I originally developed myself. This is a chart for planning. I write introduction on the first line, details on the second line and conclusion on the third line. Then I list my ideas next to each part"* (Emre)

	Table 21 *(cont'd) Major and sub-categories for the writing pre-test and writing post-test verbal reports*			
S **T** **R** **A** **T** **E** **G** **Y** **U** **S** **E** **(cont'd)**	**Application of the "PLEASE" strategy steps**	Following the steps of the "PLEASE" strategy throughout the writing process.	Not applicable	İlk önce topic (konu) seçtim Sonra planlamamı yaptım. Fikirlerimi listeledim. Önce introduction (giriş) yazdım. Sonra fikirlerimi paragraf paragraf yazdım En sonunda da conclusion'a (sonuca) girdim. "*First I chose the topic. Then I planned. I listed my ideas. First I wrote the introduction. Then I wrote my ideas by seperating them into paragraphs. At the end, I wrote the conclusion.*" (Deren)
	Variations in "PLEASE" strategy use	Adding variations to the original strategy	Not applicable	**R:** İlk önce ne yaptın? S: İlk önce organizasyon yaptım. Üç paragrafa ayırdım. Her bir bölümde neler yazacağımı belirledim. **R: L**ist your ideas kısmını organizasyon üzerinden yapmışsın. **S:** Evet. *R: "What did you do first?"* *S: "First I planned for the organization. Then I listed my ideas for each part."* *R: "So you listed your ideas based on the organization!"* *S: "Yes."* (Hale)

Table 21 *(cont'd) Major and sub-categories for the writing pre-test and writing post-test verbal reports*

| C O M M E N T S | Commenting on ones' overall writing process | Commenting on one's own writing process , e.g., confidence or anxiety while writing, ease or difficulty of the process | "Çok rahattım bunu yazarken, çünkü kendi hayalimde olan şeyleri yazıyordum. "

"I was very comfortable while writing because I was writing things in my dreams" (Hale)

"Ilk başta oldukça iyi gitti. Sonlara doğru pek fikir üretemedim daha uzun yazmak isterdim. "

"First it was going well but I could not generate ideas through the end. I would like to write longer."
(Ceylin) | "Bir konu hakkında baya bir şey yapınca (yazma konusunda) elbette kendime güvenim arttı."

"As we did that many things about writing, my self confidence increased."
(Emre)

"Rahattım yazarken. Rahat olduğum için aklıma daha çok fikir geldi."

"I was comfortable while writing. So I could think of many ideas." (Aylin) |

4.3. Discussion of the results

The results were discussed with regard to the research question**S:**

1) *Does "PLEASE" strategy instruction through the SRSD model have a significant effect on fifth grade EFL students' descriptive writing in terms of length and overall quality?*

The writing pre-test and post-test scores indicated that each student experienced improvement in terms of overall quality and length of the written products. The lowest score increase from the writing pre-test to the writing post-test was calculated as 1, and the highest increase was calculated as 3.5 in raw score. Increase in each student's writing score was a clear indication that the"PLEASE" strategy training had a positive effect on overall writing quality. The students' writing showed improvement especially in terms of organization. Although students' writing pre-tests mostly lacked in a clear organizational pattern and a complete introduction or a conclusion, the writing post-tests demonstrated an organized presentation of ideas with a clear introduction or conclusion. Another improvement was observed in providing supporting details. As was reported during retrospective verbal reports, students could think of numerous ideas using "**L**ist your ideas" step of the

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"PLEASE" stratgey so that they could develop their writing more easily. The improvement was also perceived by the students. During the interviews all students clearly stated that quality of their writings improved.

 The noteworthy increase in length of the post-test written products also evidenced the positive effect of the strategy training on students' writing. Six of eight participants' writing length increased above 100 %. The other two participants' writing length increase was calculated as 16% and 43%. The student whose writing length increased 16% changed his topic after spending some time on his previous topic at the post-test. Because of this reason his post-test writing might not be an indication of his real performance in terms of length. This inference was stated based on his remarkable improvement in terms of overall writing quality with 2.5 points increase in raw score.

1.a Do students' planning behaviors improve after they are instructed on the "PLEASE" strategy through the SRSD model?

Based on interviews conducted with young developing writers Graham and Harris (2007) concluded that most of the young developing writers considered planning as a vital element of writing. However, they pointed out that many of them spent little or no time on planning in actual performance. Thinking time prior to writing was found to be less than one minute (Graham and Harris, 2007). The results of the

current study confirmed this argument. Analysis of the questionnaire data revealed no significant change in students' awareness of planning. As explained by Cohen (1996) questionnaire items are more likely to elicit learners' beliefs about what they do, rather than their "actual" parctice. Thus, questionnaire might provide results unreliable to make an accurate inference. Since the sample size was small and their age was not appropriate enough to have a reliable questionnaire data, retrospective verbal reports were integrated to the study. Questionnaire analysis showed that before the strategy training, students were already aware of the importance of pre-writing planning and they engaged in detailed planning before writing. However retrospective verbal reports, the verbalization of actual performance, revealed that only four students planned their ideas (by drawing picture) for the writing pre-test. Their writing and drawing revealed some inconsistencies which indicated that they generated ideas while writing. Some of them also verbalized that they thought of most of the ideas while writing. No planning as to organization was mentioned for the writing pre-test. On the other hand, the post-test verbal reports evidenced that majority of the students engaged in detailed planning for content and organization. They also considered purpose and audience prior to writing which was not mentioned by any of the students during the pre-test verbal reports. Students' answers to the Interview questions also demonstrated that they started to plan for their writings after they learned the strategy. They especially emphasized how the

strategy helped them become more efficient in idea generation prior to writing which in turn helped them write easier and better.   Students also reported that they used the strategy in other lessons to plan their writing assignments. This showed that students could transfer the strategy and used it in other contexts, which is thought to be the effect of the self-regulation techniques taught troughtout the intervention phase. To conclude the "PLEASE" strategy training helped students become more aware of the need for planning prior to writing. All students experienced a remarkable progress in terms of planning not only in mind but also in real practice.

1.b Do students beliefs about themselves as writers change after they learn the "PLEASE" strategy?

The strategy training was found to be effective in social aspect. Students developed positive attitudes towards writing, their self-confidence enhanced and they thought that they became better writers after the intervention. The questionnaire data analysis demonstrated a significant improvement in students' self-beliefs as writers. During the interviews and retrospective verbal reports students also expressed that they could write easier, longer and more comfortably after the training.

In sum, the "PLEASE" strategy instructed through the SRSD model was found to be effective. Overall quality and length of students' written products improved from the pre-test to the post-test. The students became more aware of pre-writing planning

and they started to engage in planning in real practice. The students also experienced increased self-confidence for writing.

It was concluded from the current study that strategy training on planning ("PLEASE" stratgey) had a positive influence on students writing both in terms of the product and the process.

CHAPTER V

CONCLUSION

5.0. Presentation

This chapter presents the summary of the study and reviews the methods used for the study. Then the summary of the results is presented. It also addresses implications of the study for English language teaching and provides suggestions for further research.

5.1. Summary of the study

This study was conducted to investigate the effects of an explicitly taught writing strategy ("PLEASE") on the written products of fifth grade EFL students. The focus of the intervention was raising students' awareness of pre-writing planning. The study investigated progress in overall quality of students' written products, their engagement in planning before writing and their self-beliefs as writers. First a pilot study was conducted with twenty participants. After applying necessary changes suggested by the pilot study, the current study was implemented. The participants

consisted of eight fifth grade normally achieving students studying in a private school in Istanbul. Single-subject pre-test - post-test design was used for the study. The study conducted at three phases: 1) pre-intervention 2) intervention and 3) post intervention. A writing pre-test followed by the retrospective verbal report was conducted to determine students' existing level of descriptive writing performance and to compare students' scores with the results of the writing post-test followed by the retrospective verbal report. Students' existing background knowledge about the writing process was explored by conducting a class discussion. Students' progress was also examined with a questionnaire conducted both at the pre-intervention and the post-intervention phases of the study. At the end of the intervention, each student was interviewed to investigate the perceived effectiveness of the strategy training. The intervention consisted of ten lessons. Students were taught the "PLEASE" strategy for planning and writing descriptive essays. The lessons were delivered by the researcher based on the instruction steps in the SRSD instruction model. The pre-test and the post-test written products were holistically scored by two raters using WER scoring rubric. The average of raters' scores for each written product was used as the data. Ten themes were developed by the researcher to analyze the student interviews. For the retrospective verbal reports, a category schema was developed by the researcher. The categories consisted of three main and nine sub

categories. The retrospective verbal report data was analyzed with respect to these categories.

5.2. Summary of the findings

The findings can be summarized as;

1) Overall quality of students' written products improved from the writing pre-test to the writing post-test.

2) Length of students' written products increased from pre-intervention to the post-intervention.

3) Students' planning improved in terms of awareness, actual engagement in pre-writing planning and time spent on planning.

4) Questionnaire analysis revealed that students experienced a positive increase in their self-beliefs as writers; they thought they became better writers.

5) Questionnaire analysis showed no significant change in students writing knowledge, strategy awareness and planning awareness from pre-intervention condition to the post-intervention condition.

6) Some students transferred the strategy knowledge gained during the intervention phase to other contexts, e.g. Turkish and English lessons.

7) Students reported that the strategy eased the writing process.

8) Students could self-regulate their writing process as they could adapt the "PLEASE" strategy according to their own needs and could transfer strategy knowledge to other contexts.

5.3. Limitations of the study

This study has some limitations concerning the design and the sample size. For the current study one group pretest-post test design was used that is a single group was measured and observed after being exposed to the treatment and also before. This type of design is considered as weak because of the nonexistence of any control group. (Fraenkel &Wallen, 2003). Students' progress could only be measured by comparing the pre-intervention and the post-intervention tests.

The study also has limitations with regard to the intervention timeline. The instruction weeks could not be designed on regular weekly intervals. The arrangement of the school club weeks, other facilities requiring attendance of fifth grade students and mid-semester break interfered with the expected timeline of the study. For instance, after the eight lesson of the intervention phase, students had two weeks mid-semester break which was as a long break for desired application of the intervention.

Apart from these, students' progress in English throughout the intervention can be considered as an external effect for the study. The intervention lasted for about one semester. During this time students attended their regular English classes and experienced progress in use of English, vocabulary knowledge, and language skills. This external effect was reduced to a certain extent by excluding conventions, word choice or use of English from the scoring rubric.

Use of small sample size also negatively affected comprehensive analysis of the questionnaire data. The data analysis did not reveal reliable results because of small sample size.

Concerning generalizability, the research findings and conclusions reflect the performance and characteristics of only a part of the target population since the study may not be generalizable enough to account for the performance of all fifth grade EFL students in Turkey. As the study was conducted in a private school, the results cannot be generalized for students studying in public schools.

5.4. Implications for ELT

Two main findings of the study may suggest new implications in ELT in Turkey. The first major finding was that explicit pre-writing strategy training has a considerable effect on students' quality and length of written products. By

conducting a comprehensive curriculum planning, pre-writing strategy training can be integrated in the English language teaching curriculum of Turkey and of other EFL contexts.

Self-regulation component of the instruction achieved through the implication of the SRSD model which enabled students to transfer stratgey knowledge and use the target strategies in different context. Based on this effective learning experience, the ELT curriculum implementation can be revived in terms of integration of self-regulation in teaching of English. Students should be explicitly taught self-regulation strategies and provided with opportunity for ample practices so that they become self-regulated learners who have the control of their own learning process.

The "PLEASE" strategy is a general paragraph writing strategy and can be applied broadly to a variety of different genres (Graham & Harris, 2005) Thus the strategy can be used for other genres in English lessons. Students should not be only be asked to write but also be trained how to write. This can be achieved through explicit teaching of the writing strategies.

All procedures in this study, including the instruction were carried out by the researcher. This teaching experience showed that writing strategy instruction through the SRSD model can be delivered by regular English teachers after have

training on it. As an extension of the study, a teacher training program can be developed for ELT teachers about how to integrate strategy training in their lessons.

5.5. Suggestion for further research

Based on the research finding and considering the limitations of the study, there are several suggestions for future research.

This study may be replicated with a larger sample size by including a comparison group to have more reliable data. As for data collection tool, think-aloud protocols (verbalization of thoughts while working on a task (Ericson & Simon, 1981)) can be used instead of retrospective verbal report. Although it is stated that participants are able to recall their retrospective thoughts accurately (Ericson & Simon, 1981), it is also probable that the participants may report their action or thoughts in a more desirable fashion to impress the researcher (Kuusela&Paul, 2000)

The participants of this study included students learning English since grade one. Another similar study may be conducted with participants from public schools in order to investigate the effects of strategy training on writing skills of students who expose to English at grade four. This study may also be replicated with participants from different grade levels.

Apart from the design and the data collection tools, the study may also be replicated with other writing strategies for other genres. For instance another study can be conducted about the effects of story writing strategy training on EFL learners' story writing performance.

Scoring alternatives to holistic scoring may be beneficial. Rather than applying single score for overall quality, students' progress can be measured with an analytic rubric. So that the results can be interpreted more comprehensively by stating which students improved in which aspect at which level.

The SRSD model specifically emerged in response to needs of the students with LD. The study may be replicated by including Turkish LD students as participants. Apart from this, the SRSD model was used to teach strategies to L1 learners. Further studies can be implemented in the area of Turkish (L1) writing instruction.

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APPENDICES

ANKET

Bu anketin amacı, öğrencilerin İngilizce nasıl yazdıklarını ve yazarken kendilerini nasıl hissettiklerini anlamamıza yardımcı olmaktır. Bir başka değişle, amacımız, İngilizce yazma konusunda neler düşündüğünüzü bilmektir. Anketteki hiçbir soruda, doğru ya da yanlış cevap yoktur. Bu nedenle nasıl düşünmeniz gerektiğini değil, dürüst bir şekilde gerçekten ne düşündüğünüzü belirtin.

Cevaplarınız tamamen gizli tutulacaktır ve hiçbir şekilde notlarınızı ya da herhangi bir kişinin size karşı olan düşüncelerini etkilemeyecektir.

Bu ankette yazma süreci hakkında farklı görüşler bildiren ifadeler bulunmaktadır. Her bir ifade için, kendi kendinize en uygun kutucuğu işaretleyin. Her bir kutucuktaki rakamlar şu anlamlara gelmektedi**R:**

⑤ **Kesinlikle katılıyorum.**

④**Katılıyorum.**

③**Emin değilim.**

②**Katılmıyorum.**

①**Kesinlikle katılmıyorum.**

Örnek:

Eğer gerçekten ders çalışmayı seviyorsanız, **5** numaralı kutucuğun içini karalamalısınız. Eğer hiç sevmiyorsanız, bu kez **1** numaralı kutucuğun içini karalamalısınız. Eğer cevabınız arada bir yerde ise, size uygunluk derecesine göre, **4,3,** ya da **2** numaralı kutucuğun içini karalamalısınız.

1. Ders çalışmayı seviyorumç   ⑤ ④ ③ ② ①

⑤	④	③	②	①
Kesinlikle katılıyorum.	Katılıyorum.	Emin değilim.	Katılmıyorum.	Kesinlikle katılmıyorum.

Yazarken Kendimi Nasıl Hissediyorum?

1. İngilizce yazarken kendimi rahat hissediyorum.	⑤	④	③	②	①
2. İngilizce yazma konusunda yeteneksizim.	⑤	④	③	②	①
3. İngilizce yazarken genellikle kendimden emin olamıyorum.	⑤	④	③	②	①
4. İngilizcede iyi bir yazar olduğumu düşünüyorum.	⑤	④	③	②	①
5. İngilizcede birçok öğrenciden daha iyi yazdığımı düşünüyorum.	⑤	④	③	②	①

İngilizce Bir Kompozisyon Yazarken,

6. Kendimi İngilizce olarak ifade edebilmem için çok çalışmam gerekiyor.	⑤	④	③	②	①
7. Düşüncelerimi ve duygularımı yazıya dökmekte zorlanıyorum.	⑤	④	③	②	①
8. Yazmak için kafamda genellikle yeteri kadar fikir olmuyor.	⑤	④	③	②	①
9. Yazarken dil bilgisi (grammar) hataları yapıyorum.	⑤	④	③	②	①
10. Ana fikirlerimi düzenleyebiliyorum.	⑤	④	③	②	①
11. Yazımı mantıksal bir bütünlülük içinde organize edebiliyorum.	⑤	④	③	②	①

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12. Tam anlamı verebilmek için belli başlı kelimeler kullanıyorum.	⑤	④	③	②	①
13. Yazımın organizasyonu genellikle iyidir.	⑤	④	③	②	①
14. Bir fikri uygun örneklerle geliştiririm.	⑤	④	③	②	①
15. Doğru kelimeler kullanırım.	⑤	④	③	②	①
16. Uygun kelimeleri bulmakta zorlanırım.	⑤	④	③	②	①
17. Dil bilgisi (grammar) yanlışları yapıp yapmadığımı görmekte zorlanırım.	⑤	④	③	②	①
18. Yazılarım, açıkça belirtilmiş fikirlerden ve bu fikirleri destekleyen uygun detaylardan oluşur.	⑤	④	③	②	①
19. Yazılarımda giriş ve sonuç bölümleri bulunur.	⑤	④	③	②	①
20. Çoğunlukla iyi cümleler kurarım.	⑤	④	③	②	①
21. Cümlelerim dil bilgisi (grammar) açısından genellikle doğrudur.	⑤	④	③	②	①
22. İngilizce kelime bilgim yetersiz kalmaktadır.	⑤	④	③	②	①
23. Paragraflarım birbirine mantıklı bir şekilde bağlanmış fikirlerden oluşur.	⑤	④	③	②	①
24. Kafamda fikirler oluştuktan sonra, o fikirleri nasıl sıralayacağım konusunda zorlanırım.	⑤	④	③	②	①
25. Fikirlerimden bazıları birbirinden kopuk olabiliyor.	⑤	④	③	②	①
26. Fikirlerim arasındaki ilişkilendirme bazen karmaşık olabiliyor.	⑤	④	③	②	①
27. Yazımın içeriği her zaman başlığımla bağlantılıdır.	⑤	④	③	②	①

İngilizce Yazarken En Çok Şu Alanlarda Problem Yaşıyorum…

	Kesinlikle katılıyorum.	Katılıyorum.	Emin değilim.	Katılmıyorum.	Kesinlikle katılmıyorum.
28. Düzenleme	⑤	④	③	②	①
29. Kelime	⑤	④	③	②	①
30. Dilbilgisi	⑤	④	③	②	①
31. İçerik	⑤	④	③	②	①
32. Bütünlük	⑤	④	③	②	①

Yabancı Bir Dilde Güzel Yazabilmek İçin Şunları Yapmalıyım,

33. Benim için önemli olan şeyler hakkında yazmalıyım.	⑤	④	③	②	①
34. Duygularımı ifade etmeye istekli olmalıyım.	⑤	④	③	②	①
35. Çalışma kitaplarında belirtilen alıştırmaları ve yazma tekniklerini dikkatli bir şekilde uygulamalıyım.	⑤	④	③	②	①
36. Kendi duygularımı göz önünde bulundurmalıyım.	⑤	④	③	②	①
37. Yazarken yeni fikirlere açık olmalıyım.	⑤	④	③	②	①
38. Yazarken, yazı organizasyonumu geliştirecek yollara açık olmalıyım.	⑤	④	③	②	①
39. Noktalama işaretleri ve yazım yanlışlarına yoğunlaşmalıyım.	⑤	④	③	②	①
40. Kelimeleri doğru kullanmaya yoğunlaşmalıyım.	⑤	④	③	②	①
41. Fikirlerim anlamlı hale gelene kadar yazımı gözden geçirmeliyim.	⑤	④	③	②	①
42. Dilbilgisi hatalarım olmamalı.	⑤	④	③	②	①
43. Yazmaya başlamadan, önce açık ve detaylı bir şekilde hazırlanmış bir yazı planım olmalı.	⑤	④	③	②	①
44. İlk oluşturduğum yazma planını bire bir uygulamalıyım.	⑤	④	③	②	①
45. Fikirlerimi nasıl sıralayacağıma dair genel hatları kapsayan değiştirilebilir bir tablom olmalı.	⑤	④	③	②	①

46. Yazımı planlayabilmek için belirli strateji ve tekniklerim olmalı.	⑤	④	③	②	①
47. Öğretmenlerimin iyi olarak nitelendirdiği yazıları taklit etmeliyim.	⑤	④	③	②	①
48. Yazdıklarımı kendi değerlerimle ilişkilendirmeliyim.	⑤	④	③	②	①
49. Kendime yüksek standartlar belirlemeliyim.	⑤	④	③	②	①
50. Yazım üzerinde oldukça fazla zaman harcamalıyım.	⑤	④	③	②	①
51. Yazma tekniklerini bilinçli ve sistematik bir şekilde kullanmalıyım.	⑤	④	③	②	①
52. Kompozisyonumun üzerinde çok çalışmalıyım.	⑤	④	③	②	①

Sizce İngilizce Yazmanın Temel Amacı Nedir?

53. Duygularımı ortaya çıkarmak.	⑤	④	③	②	①
54. Kafamdaki karmaşık fikirleri açığa kavuşturmak.	⑤	④	③	②	①
55. Kendi fikirlerimi geliştirmek.	⑤	④	③	②	①
56. Duygularımı yazıyla ifade etmek.	⑤	④	③	②	①
57. Diğer insanlarla iletişim kurmak.	⑤	④	③	②	①
58. Hayal gücümü özgür bırakmak.	⑤	④	③	②	①
59. Fikirlerimi analiz etmeme yardımcı olmak.	⑤	④	③	②	①

60. Daha açık bir şekilde düşünmeme yardımcı olmak.	⑤	④	③	②	①
61. Yazım akıcılığımı geliştirmek.	⑤	④	③	②	①
62. Diğer derslerde öğrenmeme yardımcı olmak.	⑤	④	③	②	①
63. Kelime hazinemi zenginleştirmek.	⑤	④	③	②	①
64. İngilizce öğrenmek ve İngilizcemi geliştirmek.	⑤	④	③	②	①
65. Dil bilgisi açısından doğru cümleler kurmak.	⑤	④	③	②	①
66. Kelimeleri doğru bir şekilde kullanmayı öğrenmek.	⑤	④	③	②	①
67. Diğer insanların benim ne düşündüğümü bilmesini sağlamak.	⑤	④	③	②	①
68. Muhakeme (düşünme) yeteneğimi geliştirmek.	⑤	④	③	②	①

Evde betimleyici bir kompozisyon yazmak durumunda olduğunuzda neler yaparsınız?

69. Bir süre ne söyleyeceğimi düşünürüm.	⑤	④	③	②	①
70. Yazmaya başlamadan önce kelime ya da cümlecikler halinde notlar alırım.	⑤	④	③	②	①
71. Kafamdaki fikirleri bir taslak haline getiririm.	⑤	④	③	②	①
72. Herhangi bir plan yapmadan yazmaya başlarım.	⑤	④	③	②	①
73. Kendimi okuyacak kişinin yerine koymaya çalışırım.	⑤	④	③	②	①

74. "Bu yazıda, ifade etmek istediğim ana düşünce nedir?" diye kendime sorarım.	⑤	④	③	②	①
75. Yazarken çalışmamı okuyacak kişiyi göz önünde bulundururum.	⑤	④	③	②	①
76. Fikirleri nasıl bir sıraya koyacağımı düşünürüm.	⑤	④	③	②	①
77. Her bir fikri yazmadan önce planlarım.	⑤	④	③	②	①
78. Ana fikirleri gruplara ayırırım.	⑤	④	③	②	①
79. Çalışmamın amacının ne olduğunu düşünürüm.	⑤	④	③	②	①
80. Kendimi belirli bir kişiye yazarken hayal ederim.	⑤	④	③	②	①
81. Fikirleri seçerken, yazıyı okuyacak kişileri göz önünde bulundururum.	⑤	④	③	②	①

Kafamdaki Fikirler Hakkında Not Aldıktan Sonra, Yazmaya Başlarken Şunları Yaparım:

82. Öncelikle cümleleri nasıl kuracağımdan ziyade, fikirlerime odaklanırım.	⑤	④	③	②	①
83. Yazdığım cümlelerin doğru olup olmadığından emin olurum.	⑤	④	③	②	①
84. Kelimelerin doğru bir şekilde yazılıp yazılmadığından emin olurum.	⑤	④	③	②	①
85. Sözlükten bilmediğim kelimelere bakarım.	⑤	④	③	②	①
86. Daha çok fikirler üzerine yoğunlaşırım.	⑤	④	③	②	①
87. Dilbilgisi açısından, doğruluğundan emin olmadığım cümlelerle ya da bilmediğim kelimelerle karşılaşsam bile, yazmaya ara vermeden devam ederim.	⑤	④	③	②	①

88. Fikirlerimin içeriğine özellikle dikkat ederim.	⑤	④	③	②	①
89. Noktalama işaretlerine dikkat ederim.	⑤	④	③	②	①
90. Olası hatalardan ziyade daha çok fikirlerime dikkat ederim.	⑤	④	③	②	①
91. İlk seferde, her şeyi doğru yazarım (kelime, dil bilgisi vs. açısından).	⑤	④	③	②	①

Çalışmamı Okurken ve Düzeltirken, Şunları Yapardım:

92. Öncelikle dil bilgisine (grammar) dikkat ederim.	⑤	④	③	②	①
93. Gerekliyse, yazdığım birçok fikri silerim ya da sırasını değiştiririm.	⑤	④	③	②	①
94. Olası hataları kontrol ederim.	⑤	④	③	②	①
95. Kelimelerde yazım hatası olup olmadığını kontrol ederim.	⑤	④	③	②	①
96. Her bir fikri yeniden gözden geçirir, fikirlerin iyi bir şekilde düzenlenip düzenlenmediğini kontrol ederim.	⑤	④	③	②	①
97. Cümle yapılarına dikkat ederim.	⑤	④	③	②	①
98. Dil bilgisi (grammar) hatalarına fazlasıyla dikkat ederim.	⑤	④	③	②	①
99. Yazmış olduğum fikirlerin üzerinde tekrar düşünürüm.	⑤	④	③	②	①
100. Fikirleri, birbiriyle nasıl bağladığıma bakarım.	⑤	④	③	②	①
101. Fikirler anlaşılır hale gelene kadar, cümleleri birkaç kez yazarım.	⑤	④	③	②	①

APPENDIX 2

CURRENT STUDY QUESTIONNAIRE

ANKET

Bu anketin amacı, öğrencilerin İngilizce nasıl yazdıklarını ve yazarken kendilerini nasıl hissettiklerini anlamamıza yardımcı olmaktır. Bir başka değişle, amacımız, İngilizce yazma konusunda neler düşündüğünüzü bilmektir. Anketteki hiçbir soruda, doğru ya da yanlış cevap yoktur. Bu nedenle nasıl düşünmeniz gerektiğini değil, dürüst bir şekilde gerçekten ne düşündüğünüzü belirtin.

Cevaplarınız tamamen gizli tutulacaktır ve hiçbir şekilde notlarınızı ya da herhangi bir kişinin size karşı olan düşüncelerini etkilemeyecektir.

Bu ankette yazma süreci hakkında farklı görüşler bildiren ifadeler bulunmaktadır. Her bir ifade için, kendi kendinize en uygun kutucuğu işaretleyin. Her bir kutucuktaki rakamlar şu anlamlara gelmektedi**R:**

⑤ **Kesinlikle katılıyorum.**

④**Katılıyorum.**

③**Emin değilim.**

②**Katılmıyorum.**

①**Kesinlikle katılmıyorum.**

Örnek:

Eğer gerçekten ders çalışmayı seviyorsanız, **5** numaralı kutucuğun içini karalamalısınız. Eğer hiç sevmiyorsanız, bu kez **1** numaralı kutucuğun içini karalamalısınız. Eğer cevabınız arada bir yerde ise, size uygunluk derecesine göre, **4,3,** ya da **2** numaralı kutucuğun içini karalamalısınız.

102.   Ders çalışmayı seviyorumç   ⑤   ④   ③   ②   ①

⑤	④	③	②	①
Kesinlikle katılıyorum.	Katılıyorum.	Emin değilim.	Katılmıyorum.	Kesinlikle katılmıyorum.

1.	İngilizce yazarken kendimi rahat hissediyorum.	⑤	④	③	②	①
2.	İngilizce yazarken genellikle kendimden emin olamıyorum.	⑤	④	③	②	①
3.	İngilizce yazmada iyi olduğumu düşünüyorum.	⑤	④	③	②	①
4.	Yazmak için kafamda genellikle yeteri kadar fikir olmuyor.	⑤	④	③	②	①
5.	Yazım giriş, gelişme ve sonuç bölümleri açısından kurallara uygundur.	⑤	④	③	②	①
6.	Yazılarım, açıkça belirtilmiş fikirlerden ve bu fikirleri destekleyen uygun ayrıntılardan oluşur.	⑤	④	③	②	①

İyi bir kompozisyon yazabilmek için ...

7.	Yazmaya başlamadan, önce açık ve ayrıntılı bir şekilde hazırlanmış bir yazı planımız olmalı.	⑤	④	③	②	①
8.	Yazı planı yapmak için düzenli olarak kullandığımız stratejilerimiz olmalı.	⑤	④	③	②	①
9.	Yazdıklarımızı gözden geçirmek için belirli stratejilerimiz olmalı.	⑤	④	③	②	①
10.	Yazarken belirli yazma stratejileri kullanmalıyız.	⑤	④	③	②	①

Evde bir kompozisyon yazmak durumunda olduğunuzda neler yaparsınız?

11.	Bir süre ne yazacağımı düşünürüm.	⑤	④	③	②	①
12.	Kafamdaki fikirleri bir taslak haline getiririm	⑤	④	③	②	①

13.	Herhangi bir plan yapmadan yazmaya başlarım.	⑤	④	③	②	①
14.	"Bu yazıda, ifade etmek istediğim ana düşünce nedir?" diye kendime sorarım.	⑤	④	③	②	①
15.	Yazarken çalışmamı okuyacak kişiyi göz önünde bulundururum.	⑤	④	③	②	①
16.	Çalışmamın amacının ne olduğunu düşünürüm.	⑤	④	③	②	①
17.	Yazımı yazarken, cümlelerimin doğruluğundan ziyade fikirlerim üzerine yoğunlaşırım.	⑤	④	③	②	①
18.	Çalışmamı okurken ve düzeltirken gerekliyse, yazdığım birçok fikri silerim ya da sırasını değiştiririm.	⑤	④	③	②	①
19.	Çalışmamı düzeltirken olası hataları kontrol ederim.	⑤	④	③	②	①
20.	Çalışmamı düzeltirken yazdığım fikirler üzerine tekrar düşünürüm.	⑤	④	③	②	①
21.	Yazmaya başlamadan önce kafamda belirli fikirler olmalı.	⑤	④	③	②	①
22.	Yazmaya başlamadan önce kafamda belirli fikirler olmasına gerek yok, fikirlerimi yazarken oluştururum.	⑤	④	③	②	①
23.	Yazarken, planımda yer alan bütün fikirleri ya da birçoğunu yazımda kullanmam gerekir.	⑤	④	③	②	①
24.	Yazarken, planımdan sadece önemli bulduğum fikirleri kullanırım.	⑤	④	③	②	①
25.	Yazıyı bitirdikten sonra mutlaka bir sonuç bölümü yazmalıyım.	⑤	④	③	②	①
26.	Yazıyı bitirdikten sonra sonuç bölümü yazmak mecburi değildir.	⑤	④	③	②	①
27.	Yazıyı kontrol etmek demek, kelime, dil bilgisi ve harf hatalarının düzeltilmesi anlamına gelir.	⑤	④	③	②	①
28.	Yazıyı kontrol etmek demek, fikirlerin, fikirler arasındaki tatarlılığın, fikirlerin sırasının, kelime, dil bilgisi ve harf hatalarının düzeltilmesi anlamına gelir.	⑤	④	③	②	①

APPENDIX 3

RETROSPECTIVE REPORT QUESTIONS

(Ericson & Simon, 1993)

1. Hangi konuda yazdın?

2. Konuya nasıl karar verdin?

3. İlk önce ne yaptın?

4. İlk önce ne yapacağını nasıl bildin?

5. Devam etmek için ne yaptın?

6. Yapman gereken en zor şey neydi?

7. Yapman gereken en kolay şey neydi?

8. Yazma sürecin hakkında ne düşünüyorsun?

9. Bu konu hakkında tekrar yazmak zorunda kalsaydın yine aynı şekilde mi yazardın?

STUDENT INTERVIEW QUESTIONS

1. Yazma kulübünde öğrendiğimiz "PLEASE" stratejisi sana yardımcı oldu mu?

2. Öğrendiğin planlama stratejilerinin sana nasıl faydası oldu?

3. Bu stratejiyi ("PLEASE") öğrenmeden önceki durumunla şimdiki durumunu karşılaştır; yazmaya başlamadan önce planlama için artık daha çok vakit geçiriyor musun?

4. Planlama stratejisinin yazını geliştirmende faydası oldu mu? Nasıl?

5. Öğrendiğin stratejileri bu kulüp dışında diğer derslerindeki yazma çalışmalarında da kullanmayı düşünüyor musun?

6. Yazma konusunda bu kulübe girmeden önceki ve şimdiki halini karşılaştırdığında kendine ne gibi farklar görüyorsun?

7. Eklemek istediğin bir şey var mı?

APPENDIX 5

WRITING INTERVIEW _ CLASS DISCUSSION QUESTIONS

(Wilucki, 1984)

1. Sizden bir konu hakkında bir kompozisyon yazmanız istense, ve ne yazacağınızı ve nasıl yazacağınızı bilmeseniz ne yapardınız?
2. Bildiğiniz iyi yazarlar var mı? Kimler?
3. Sizce onu iyi bir yazar yapan nedir?
4. Sizce ne yazacağını ve nasıl yazacağını bilmeyen biri midir?
5. Ne yazacağını ya da nasıl yazacağını bilmediği zamanlarla sizce ne yapıyordur?
6. Kompozisyon yazma konusunda zorluk çeken birileriyle karşılaşırsanız ona nasıl yadımcı olursunuz?
7. İngilizce yazması nasıl öğrendiniz?
8. İyi bir yazar olduğunuzu düşünüyormusunuz?

APPENDIX 6

PILOT STUDY WRITING PROMPT

Name: _____

Teachers decorate their classrooms different from eachother's. Think of your idea if perfect classroom and write a paragraph **describing** it.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CURRENT STUDY PRE-TEST WRITING PROMPT

Name: _____   Date:_____

**This is a magic window; it shows people what they
want to see. <u>Describe</u> what the world looks like from
your window. Write a paragraph and draw its picture.**
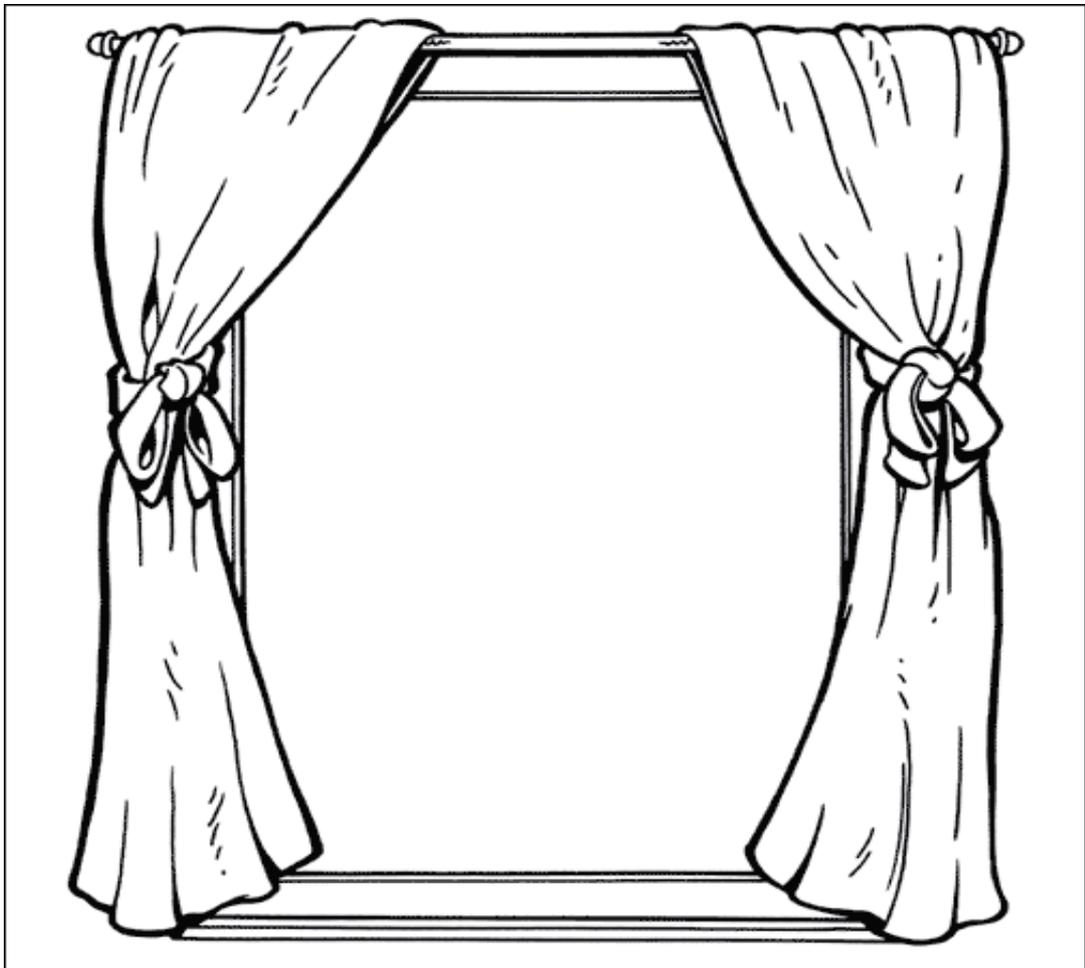
APPENDIX 8

CURRENT STUDY POST-TEST WRITING PROMPT

Name: _____

This is a magic door; Just imagine and open the door with the magic key. It makes everything real. <u>Describe</u> the things behind the magic door.

APPENDIX 9

INDEPENDENT PERFORMANCE

TEACHER OBSERVATION FORM

Student name: _____

Did he/she do any planning?   Yes   No

Approximate time spent on planning: _____ minutes

Was he/she anxious while writing?   Yes   No

Was he/she self-confident while writing?   Yes   No

How much time did he/she spent on writing?_____ minutes

Did he/she do any different thing from other students?

_____

_____

Like-Hate T-Chart

Good writing comes from strong feelings. And strong feelings come from things we like and things we hate. Make a list of things you really like and the things you really hate (no people on the "Hate List, " please!). If you're honest about it, each topic will be something you have a lot to write about.

LIKE   HATE

Things I Really Like a Lot   Things I Really Can"t
Stand

Think about your absolute favorites	(No people, please!)

HAND GRAPHIC ORGANIZER

(Example from teacher's modeling)
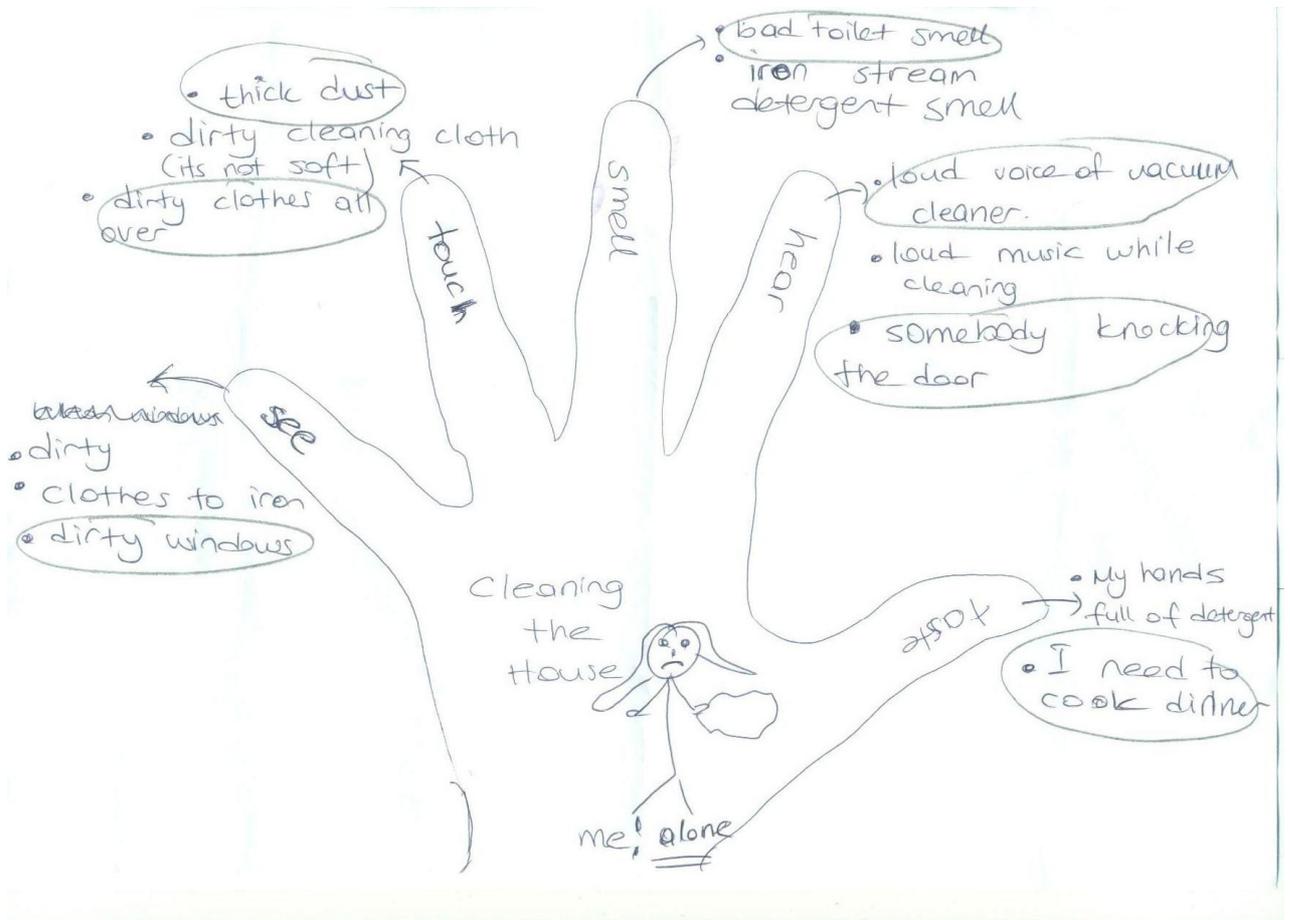
APPENDIX 12

WRITING PROCESS POSTER

CHARACTERISTICS OF A GOOD DESCRIPTIVE WRITING POSTER

Pick a topic, audience and type of paragraph.

List your ideas about the topic.

Evaluate your list.

Activate the paragraph with a topic sentence.

Supply supporting sentences.

End with a concluding sentence.

and

Evaluate your work.

"PLEASE" STRATEGY CHART (ADAPTED VERSION)

Pick a topic, audience and purpose.

List your ideas about the topic.

Evaluate your list and organize them.

Activate the writing with an introduction.

Supply supporting details.

End with a conclusion.

and

Evaluate your work.

APPENDIX 16 WER SCORING RUBRIC

Student Name:_____

Score	Description
Written Expression Rubric (WER)	
Score	**Description**
6	The writing is well focused and purposeful. The organizational pattern is clear and provides for a logical progression of ideas. The development of supporting details is substantial, specific, relevant, and concrete.
5	The writing is focused on the topic and its organizational pattern provides for a logical progression of ideas. The support is developed through ample use of specific details and examples.
4	The writing is focused on the topic and includes few, if any loosely related ideas. An organizational pattern is apparent. The support is consistently developed, but it may lack specificity.
3	The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but it may lack a logical progression of ideas. Development of support may be uneven.
2	The writing addresses the topic, but may loose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle and ending, but these elements may be brief. The development of support may be erratic and nonspecific, and ideas may be repeated.
1	The writing marginally addresses the topic, but looses focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists.
Unscorable	The paper is unscorable because • the response is not related to what the prompt requested the student to do, • the response is simply a rewording of the prompt, • the response is a copy of a published work, • the student refused to write, • the response is illegible, • the response is written in a foreign language, • the response is incomprehensible (words are arranged in such a way that no meaning is conveyed), • the response contains an insufficient amount of writing to determine of the student was attempting to address the prompt, or the writing folder is blank.

APPENDIX 17

LENGTH SCORING FORM

Student name: _____

Number of the words written: _____ words

Score**R:** _____

WRITING PROCESS EXAMPLE (PPT) (Peha, 1995-2003)

PICK A TOPIC

DRAFTING

WRITING PROCESS EXAMPLE (PPT)

WRITING PROCESS EXAMPLE (PPT)

WRITING PROCESS EXAMPLE (PPT)

Create the Final Copy

2 Add Artwork if You Want

FIVE SENSES CORNER ACTIVITY POSTER EXAMPLE

Our School

1	(see)	
2	(hear)	
3	(smell)	
4	(touch)	
5	(taste)	

APPENDIX 20

"PLEASE" CHART STUDENT VERSION

P_____

L_____

E_____

A_____

S_____

E_____

APPENDIX 21

EXAMPLE SELF STATEMENTS POSTER
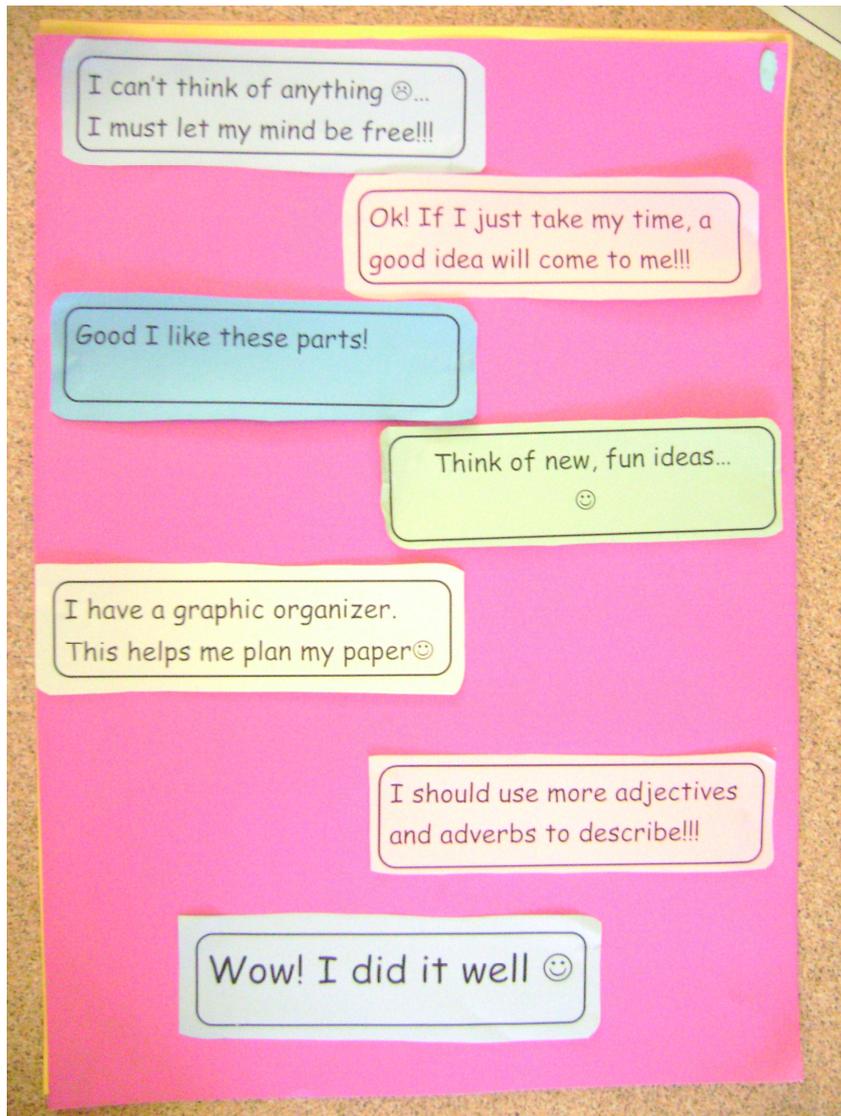
APPENDIX 21 EXAMPLE SELF STATEMENTS

(STUDENTS' OWN SELF STATEMENTS)

(Ebru)

☆ Is my story exciting?

☆ It's very easy work, I can do it!

☆ I finish it easy!

SUPER JOB!

(Hale)

☆ Good details!

☆ My topic is easy to write. I can do it!

☆ It is a baby thing.

SUPER JOB!

EXAMPLE WELL ORGANIZED DESCRIPTIVE WRITING

(retrieved from http://www.thewritingsite.org/)

Title: My Special Pet

Rough, Rough says my pet Ralpfie!
He has thick black fur with little speckles
of white. He has huge black eyes with white
surrounding them like an island in the middle
of no where. His paws are like bear claws.
They are as sharp as a needle. His ears
perk up when he heres the fallen leaves
crackle behind me. His teethe are as sharp as
the edge of a nail. His nose is cold like
the winter snowfall.
I feed him two times a day one
when I get home from school and one in the
morning before I leave. I bathe him once
a week in a big tub filled with soap, bubbles,
and water. He howls like a coyote because

he doesn't like it when I bathe him.

      Ralphie sleeps in a dog house in the garage. He has a cushy pillow that always is right beside him. He also has a soft blanket to cover him up. I cheak on him in the middle of the night and he is always sound asleep. He sleeps with his squeaky bone at night.

      Ralphie is special to me because I love him and he loves me. I will protect him and I know he will protect me. If He is hurt I will pay for the vet to see him. If I am in danger he will guard me like a soldier and I will guard him too. I know he will help my family. Thats my dog Ralphie.

APPENDIX 23

SELF MONITORING WRITING CHECKLIST & COUNTING WORDS

Name: _____

NUMBER OF WORDS

```
_____200+
_____200
_____190
_____180
_____170
_____160
_____150
_____140
_____130
_____120
_____110
_____100
_____90
_____80
_____70
_____60
_____50
_____40
_____30
_____20
_____10
```

Put a check mark (v) next to each statement as you write.

Did I pay attention to……………?

	My audience (who's going to read it?)
	My purpose (why do I write it?)
	Planning

Did I…….?

	Write a title
	Write a good introduction
	Include details (5 senses)
	See
	Hear
	Touch
	Smell
	Taste
	Write a conclusion

APPENDIX 24

OUT OF WRITING CLASS INDEPENDENT PERFORMANCE
ASSIGNMENT PROMPT
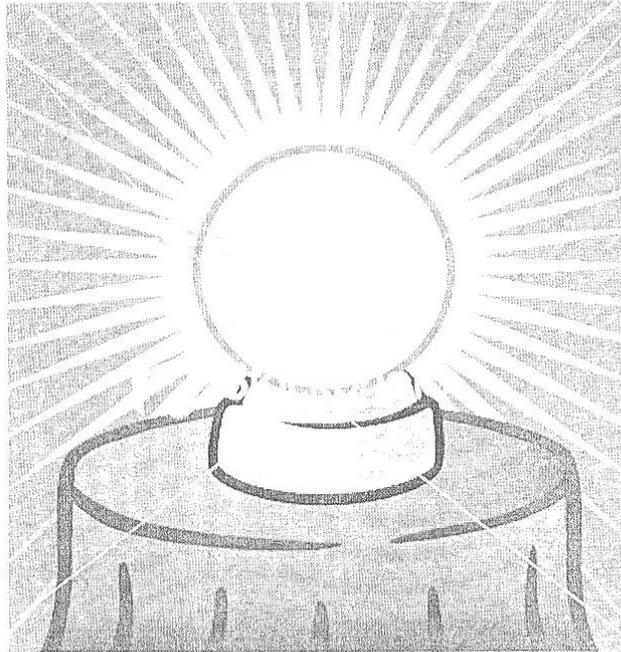
This is a crystal ball and it shows you what you want to see.
Describe what you see when you look into the crystal ball. Be creative and
free your imagination while you are writing.

APPENDIX 25

WATER EXHIBITION POSTERS (WET LAND GROUP)

WATER EXHIBITION POSTERS (DRY LAND GROUP)

Aylin Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Hangi konuda yazdın? **S:** Ben kendi hayal gücümü kullandım. akılma hep farklı farklı şeyler geliyordu. Onları birleştirdim. **R:** My window dream. Peki! Güzel. **R:** Neler yazacağını nasıl düşündün? **S:** Etrafımdaki şeylerden ilham aldım. Gülümsemekle ilgili bazı sorular yazdım.Örneğin burda (in the picture) bu iki bulutö bulutun gözleri, bu balon burnu, uçak da ağzını oluşturdu. **R:** Resim çok güzel olmuş. **S:** Hayal gücümü kullandığım için normal saç yapmak istemedim. Pembe saç yapmak istedim. **R:** İlk önce resim mi çizdin, yazıyı mı yazdın? **S:** Resim çizerken benim aklıma daha çok şey geliyor. O yüzden ilk resim çizdim. Uçan ev falan çizdim. **R:** Sonra bunları yazında mı kullandın? **S:** Evet. **R:** Çok güzel. R. Peki zorlandığın yerler oldu mu yazını yazarken? Tıkandığın noktalar oldu mu? **S:** İki tane şüphelendiğim şey var. **R:** Peki ne yaptın o anda? **S:** Sözlükten falan yardım almadım. Yazdım. Türkçelerini yazdım. **R:** Yani kelimelerin İngilizcelerini bulmakta takıldın. Anladım! **R:** Peki yazma sürecinin geneli ile ilgili	**R:** Sesin kaydediliyor biliyorsun. Şimdi en son yazdığın yazıyla ilgili bir görüşme yapacağız. Daha yeni bitirdiniz. Hatırlıyorsun değil mi yazma sürecini? **S:** Evet. **R:** Tamam o zaman. Sen hangi konuda yazdın? **S:** Ben Facebook'un içine düştüğümle ilgili yazdım. **R:** Gayet yaratıcı bir konu. R. Peki konuya nasıl karar verdin? **S:** Son günlerde facebook ile çok ilgileniyorum. Çok fazla facebook oyunları oynuyorum. **R:** İlk önce ne yaptın? Ben sana bu kağıdı verdim, ilk önce ne yaptın? **S:** İlk önce el çizmek yerine bir güneş çizdim. Buralara yazdım (showing the sun) smell, taste, see, touch, hear (five senses) **R:** Baya fikir gelmiş aklına. **S:** Evet, daha çok "farmwill" den (a game) geldi. **R:** Sonra? **S:** Paragraftaki konuları seçtim. **R:** İlk paragrafın ne? **S:** İlk paragrafım burada, magic island. Yani happy island'a gittim. Ondan sonra arkadaşım da odama girdi, bilgisayara dokunduğu anda benim yanıma geldi. **R:** İlk önce ne yapacağını nerden bildin?

olarak ne düşünüyorsun? Kendini nasıl hissettin?

S: Kendimi iyi hissettim

R: Zorlandın mı?

S: Çok zorlanmadım. Kendi hayal gücümle olduğu için zorlandığım olmadı.

R: Zorlanmadığını söylüyorsun ama zorlanabileceğini düşündüğün şey ne olurdu?

S: En çok zorlandığım şey sözcükleri yazmak.

R: Bilmediğin kelimeleri yazmak mı?

S. Evet.

R: Peki başka? Mesela fikirler hemen aklına geldi mi?

S: Biraz zor geldi. Ama resim çizerken daha çok şey aklıma geliyor demiştim ya.

R: Peki sana en kolay gelen şey neydi?

S. Resim çizmek.

R: Peki bu konu hakkında tekrar yazmak durumunda kalsan yine aynı şekilde mi yazardın? Mesela resim çizmen için bir yer vermedim. Yine aynı şekilde mi yazardın?

S:Aynısını yapmam. Yeni şeyler yaratmaya çalışırım. Yine hayal gücümü kullanarak aklımda bir resim oluştururdum. Sonra da yazardım.

R: Peki, teşekkürler

S: Five sense den aklıma geldi. Çok iyi olmadı ama olabildiğince doldurmaya çalıştım.

R: Planlamayı yaptın, organizasyona karar vedin, peki sonra devam etmek için ne yaptın?

S: Oynadığım tüm oyunları içine kattım.

R: Başlığı yazdıktan sonra ne yaptın?

S: Başlığı yazdıktan sonra bölümleri yazdım.

R: İlk önce hangi bölümü yazdın?

S: Introduction. Sonra, en son conclusion.

R: Peki "PLEASE" startejisindeki sırayı takip ettin mi?

S: Evet

R: Peki yazma sürecinde rahat mıydın?

S: Rahattım. Rahat olduğum için aklıma daha çok şeyler geldi. Facebook'un içinde çok konular var.

R: Planlamada sana yardım etti mi? ("PLEASE" stratejisi)

S: Evet.

R: Peki teşekkür ederim.

Deren Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Ben bu konuyu sana bu şekilde vermeseydim konuya nasıl karar verirdin? **S:** Bir süre beklerdim, düşünürdüm. Yani sevdiğim şeyleri hayal ederdim. Oradan, güzel yazabileceğim, beğendiğim bir şeyi seçerdim. **R:** Bu konuyu nasıl düşündün? İlk önce resim mi çizdin? **S:** Önce resim çizdim **R:** Resmi çizerken mi düşündün neler yazayım diye? **S:** Evet **R:** O zaman bu resim bu yazıyı yazmanda bir yönlendirici oldu! **S:** Evet. (not sure about herself!) **R:** Peki ilk önce ne yaptın? **S:** Ondan sonra (resim çizdikten sonra) yazıma nasıl başlayabilirim diye düşündüm. Sonra resmimdeki en güzel, en dikkat çekici şeyi yazmayı düşündüm. **R:** Yazmaya başladın, peki aralarda tıkandın mı hiç? **S:** Evet bir kaç kere **R:** Ne yaptın o zaman peki? **S:** O zaman resmime baktım tekrar. Yazmadığım şeyleri düşündüm. Başka neler olabilir diye düşündüm ve onları yazdım. **R:** Peki onları (yeni fikirleri) aralara mı ekledin yoksa devamında mı yazdın? **S:** Devamında yazdım. **R:** Peki yazma sürecinle ilgili olarak ne düşünüyorsun? İyi miydi, kötü müydü... mesela kaç verirsin kendine 5 üzerinden? **S:** 5 üzerinden 4 veririm. **R**: Neden?	**R:** Hangi konuda yazdın? **S:** Magic Ocean (Sihirli okyanus) **R:** Peki konuya nasıl karar verdin? **S:** Aklıma birden geldi. **R:** İlk önce ne yaptın? **S:** İlk önce topic (konu) seçtim; The Magic Ocean (Sihirli Okyanus). Sonra planlamamı yaptım. Fikirlerimi listeledim. Sonra planning yaptım. Topic (konu), audience (okuyucu) ve purpose (amaç) seçtim. **R:** Sen "PLEASE" stratejisinin hepsini uygulamışsın demekki! Yazarken dikkatimi çekti! Ayrıntılı ayrıntılı planlama yaptın. **R:** Peki sana yardımcı oldu mu bu planlama? **S:** Evet, paragraflarda hep yardımcı oluyor. **R:** Peki sen ilk önce bunları yapman gerektiğini nasıl bildin? **S:** Bunları yapmazsam ben zaten yazamıyorum! **R:** Devam etmek için ne yaptın? **S:** Önce introduction (giriş) yazdım. **R:** "PLEASE" stratejisinden *activate the topic*! **S:** Evet **S:** Sonra fikirlerimi paragraf paragraf yazdım. **S:** En sonunda da conclusion'a (sonuca) girdim. **R:** Peki yazarken geriye dönüp okudun mu hiç? **S:** Evet ama baştan sona okumadım. Parça parça, paragraf paragraf okudum.

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S: Çünkü resmimdeki bazı şeyler yazıma pek uymadı.

R: Peki en çok zorlandığın şey neydi?

S: Aslında çok zorlanmadım. Ama bir yerde bir kelime yazacaktım. Anlamını bilmiyordum. Onun yerine başka birşey yazdım. Yani orada biraz zorlandım.

R: Yani başlık bulma, giriş veya sonuç yazmada zorlanmadın öyle mi?

S: Hayır.

R: En kolayı neydi?

S: Sonuçlandırmak.

R: Peki... Tekrar bu konu hakkında yazmak durumunda olduğunu düşün, resim çizmen için bir yer sağlamasaydım, sadece konuyu verseydim yine aynı şekilde mi yazardın? Önce yine resim mi çizerdin? Nasıl başlardın?

S: Bu kadar büyük olmasa da önce yine küçük bir resim çizerdim. Çünkü resim üzerine yazıyı daha rahat yazdım.

R: Güzel... Teşekkürler

R: Peki rahat mıydın yazma süreci boyunca? Kendini nasıl hissettin?

S: Sonlara doğru, şu son üçüncü paragrafta zorlandım biraz. Onun dışında kolaydı, çok kolaydı.

R: Yani iyi yazabiliyor musun artık?

S: Evet!

Ceylin Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Ben sana geniş bir konu verdim. Konuyu nasıl özelleştirdin?	**R:** Son yazdığın yazı ile ilgili olarak nasıl yazdığını anlatacaksın bana. Daha yeni bitirdin. O yüzden hatırlıyorsun değil mi yazma sürecini?
S: Kendi hayalimdedi ilkokulu yaptım. Birinden yardım almadım, sözlüğe de bakmadım. Birazcık düşündüm, çok fazla değil. Sonra aklıma geldi. Okuduğum bir kitapta da vardı. Benim de aklıma öyle bir anda geldi.	**S:** Çok büyük planlama yapmadım ama anahtar kelimeleri belirledim.
S: Hatalarım olabilir yazımda, özellikle grammar (dilbilgisi).	**R:** Hangi konuda yazdın?
R: Olsun, onlar hiç sorun değil.	**S:** Bir yazar olsaydım nasıl olurdu diye düşündüm.
R: İlk önce ne yaptın?	**R:** Peki konuya nasıl karar verdin?
S: İlk önce resmi çizdim.	**S:** Düşündüm bir süre. Neyin olmasını isterdim diye düşündüm.
R: Neden?	**R:** Ne kadar düşündün?
S: Öyle yapmak istedim. Resim basit oldu zaten. 2 dakikada hemen çizdim. Yazı üzerine tabiki daha çok düşündüm.	**S:** 2 dakika falan.
	R: Peki, ilk önce ne yaptın?
R: Peki yazında resimden farklı şeyler var mı?	**S:** İlk önce yazıya başladım. Ama daha sonra anahtar kelimeleri belirlemek aklıma geldi.
S: Tabi, ama resimde olanların bir kısmı da var.	**R:** Peki neden ilk önce planlama yapmadan yazıya başladın? Neden daha sonra anahtar kelimeleri belirleme ihtiyacı hissettin?
R: Peki! Konuya karar verdin, ilk önce resim çizdin. Devam etmek için ne yaptın?	**S:** Daha kolay yazarım diye. Ama mesela yazarken aklıma planım dışında başka bir fikir geldi. Onu buraya ekledim (showing the writing) planımda yazmamıştım.
S: *No answer*	**R:** Peki devam etmek için ne yaptın?
R: Peki takıldığın yerler oldu mu yazarken?	**S:** İlk başta ne olmasını istediğimi, ortalarda olabilecekleri, en sonunda ba bunları yapmak için ne yaptığımı yazdım.
S: Elbette. İlk başta oldukça iyi gitti. Sonlara doğru pek fikir üretemedim. Daha uzun yazmak istedim.	**R:** Organizasyonu buraya yazmamışsın, kafanda planladın mı?
R: Peki uzun yazmak için fikirleri nasıl düşündün?	**S:** Evet kafamda planladım.
S: Birazcık düşündüm, çok fazla düşünmedim detaylı. Şu son bölüm sonra aklıma geldi. Pek balangıç ve sonuç gibi olmadı. Sonuç şurada da	**R:** Yazma sürecinde kendini nasıl hissettin?
	S: Rahattım.

(showing the middle of the paragraph) yazılabilirdi aslında. Pek olmadı ama...

R: Aslında başka bir kağıda tekrar yazabilirdin. (Drafting)

R: Peki genel olarak yazma sürecinle ilgili olarak ne düşünüyorsun? İyi miydi, zorlandın mı, kötü müydü?

S: Zorlanmadım. Ama acaba iyi yazdım mı diye düşündüm. Emin olamadım yazımdan aslında. Yazarken çok zorlanmadım ama en sonunda acaba iyi yazdım mı diye düşündüm.

R: Peki en zorlandığın şey neydi?

S: Cümleleri İngilizce yazmak.

R: En kolay gelen şey neydi?

S: No answer, (thinking).

R: Fikir bulmakta zorlandın mı?

S: O kadar değil.

R: En kolayı neydi senin için?

S: Konuyu oluşturmakta o kadar zorlanmadım. Hayalimde olan şeyler zaten, okulda ödev olmaması, öğrencilerin farklı ülkelerden gelmesi...

R: Peki tekrar bu konuda yazmak durumunda kalsan yine aynı şekilde mi yazardın? Farklı bir şekilde mi yapardın?

S: Farklı birşey yapmazdım.

R: Teşekkür ederim.

R: Peki planlamanı ayrıntılı yapsaydın daha rahat olur muydun sence?

S: Belki olabilirdi.

R: Ayrıntılı bir planlama yapsaydın ne yapardın?

S: Beş duyumuzu kullanabilridim.Bunda (post-test) görme duyusunu daha çok kullandım.

R: Peki, teşekkürler.

Doğan Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Ben sana bu konuyu vermemiş olsaydım konuya nasıl karar verirdin? **S:** Önce düşünürdüm, çevreme bakardım, biraz hayal gücümle birleştirirdim. Sonra mutlaka ortaya bir fikir çıkar zaten. O fikri evire çevire yazarım. **R:** İlk önce ne yaptın? **S:** Ne yazacağımı düşündüm. **R:** Nasıl düşündün? **S:** Kafamda düşündüm. Kafamda aklıma gelen şeyin taslağını yaptım. Başka bir kağıda geçirdim.Ondan sonra yazdım. **R:** Resmi ne zaman çizdin? **S:** İlk önce. **R:** Tıkandığın yerler oldu mu? **S:** Oldu. **R:** Ne yaptın o zaman? **S:** Çevreme baktım. Kaldığım yeri hatırladım. Oradan tekrar başladım. **R:** Peki yazma sürecinle ilgili olarak ne düşünüyorsun? İyi miydi? Kötü müydü? Zor muydu? Kolay mıydı? **S:** 5 üzerinden ben 4 verirdim kendime. **R:** Neden? **S:** 5 veremem çünkü daha uzun yazabilirdim. Normalde çok daha uzun yazıyorum. **R:** En çok zorlandığın şey neydi? **S:** Resimdeki arka planı yapmak. **R:** Resim dışında zorlandığın yer oldu mu? **S:** Aklımda fikir üretmek. **R:** Başka bir kağıt kullandım demiştin ya. O kağıtta yeteri kadar fikir üretemedin mi? **S:** Çok ürettim, yirmiyi geçti. **R:** Peki burada neden yazmadın? **S:** Eleme yaptım o fikirlerden.	**R:** Yazını daha yeni bitirdin, hatırlıyorsun değil mi yazma sürecini. **S:** Evet. **R:** Sen hangi konuda yazdın? **S:** Savaş. **R:**Sen neden sürekli savaş hakkında yazıyorsun? **S:** Aklıma daha çok fikir geliyor. **R:** Konuya nasıl karar verdin? **S:** Aslına aklımda savaş vardı ama bilgi ve savaş hakkında yazacaktım. Aklıma bilgiyle ilgili çok fazla fikir gelmediği için savaş hakkında yazdım. **R:** Peki ilk önce ne yaptın? **S:** İlk önce Pick a topic falan filan... "PLEASE"'i yaptım. Sonra başladım. **R:** Nasıl yaptın? **S:** Kafamda. **R:** Neler yaptın? **S:** Topic'i zaten buraya yazdım. Topic, purpose ve audience'ı. Sonra aklıma gelen tüm fikirleri yazdım. **R:** Peki bunları planladın mı daha önceden? **S:** Bir kısmını planladım, bir kısmı sonradan geldi. **R:** Peki ilk önce ne yapman gerektiğini nasıl bildin? **S:** Siz öğrettiniz. **R:** Peki devam etmek için ne yaptın? **S:** Aklıma gelen fikirleri süzgeçten geçirdim. **R:** Nasıl başladın sonra? **S:** I opened the magic door yesterday... **R:** I'm a warrior in the world (researcher reads the introduction) Evet, ben ilk

R: Peki sana en kolay gelen şey neydi?

S: Resim ve yazıda çok fazla fikir üretmek.

R: Bu konu hakkında tekrar yazmak durumunda kalsan ne yaparsın?

S: O 19 fikirden yine eleme yaparım. Eğer başka bir fikir çıkmazsa yine düşünürüm. Sonra da onları karıştırıp yazarım.

cümlelerini okuduğumda savaş hakkında yazacağını anlıyorum. Güzel bir başlangıç yapmışsın.

R: Sonra ne yaptın?

S: Sonra one day diyerek gelişme bölümünü yaptım. Şu kısmı da son. Yani end!

R: Yazma sürecin boyunca kendini nasıl hissettin?

S: Rahat hissettim bu sefer.

R: Bu sefer diyorsun, geçen sefer (pretest)

S: O zaman rahat hissetmedim.

R: Teşekkürler.

Ecem Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Ben sana boş bir kağıt versem konuya nasıl karar verirsin?	**R:**Bu descriptive writing (betimleyici yazma) için yazmamız gereken son yazıydı. Daha yeni bitirdiniz yazmayı. O yüzden yazma sürecinin tamamını hatırlıyorsun değil mi?
S: Şu andaki bulunduğum durumu , mecut durumu düşünürüm. Kendimle ilgili bir şeyler yazarım. Yanımdaki arkadaşlarımdan, çevremden yararlanarak karakterleri belirlerim.	**S:** Hı hı...
R: Peki ilk önce ne yaptın? Resmi mi çizdin yazıyı mı yazdın?	**R:** Tamam! Sen handi konuda yazdın?
S: Resmi çizdim.	**S:** Kapının arkasında yaşadığım bir saray var onu yazdım.
R: Neden ilk önce resmi çizdin?	**R:** Konuya nasıl karar verdin? nasıl düşündün?
S: İlk önce birkaç resim çizdikten sonra yazmak daha kolay geliyor.	**S:** En çok mutlu olabileceğim şey. O sarayda benim istediğim herşey olabileceği için, istediğim herşeyi de bir yerde toparlamam gerekiyordu. Öyle yani.
R: Yazmak daha kolay geliyor! Tamam, güzel.	**R:** Peki! İlk önce ne yaptın be sana bu kağıdı verdikten sonra?
R: Peki resmi çizdin, yazıya ilk nasıl başladın?	**S:** Oklar... duyu organlarıyla şeyleri yazdım.
S: Resim çizerken ilk aklıma ne geldiyse onunla yaptım. Zaten aynı anda yazıyormuş gibi.	**R:** Şurası (Researcher shows on the paper)
R: Anladım, yani ilk resmettiğin şeyi önce yazdın! Bakayım ilk rainbow (gökkuşağı) hakkında yazmışsın, ilk önce rainbow mu (gökkuşağı) çizdin?	**S:** Hı hı...
S: Evet.	**S:** Az yazdım ama yeterli olduğunu düşündüm.
R: Peki, başladıktan sonra ortalarda tıkandığın yer oldu mu?	**R:** Olsun, kelime kelime yazmışsın. Ama baya da yeterli!
S: Yok, zaten kafamda belirlemiştim çizerken o yüzden sadece yazdım.	**R:** Sonra ne yaptın?
R: Peki aklına yeni fikirler geldi mi yazarken?	**S:** Yazıya başladım. Bir de şunları yaptım: Amacımla kimin okuyacağını yazdım.
S: Evet.	**R:** Kim okuyacak?
R:Peki ne yaptın onları?	**S:** Ailem.
S: Onları da yazdım, resimde yok ama.	**R:** O zaman ailenden mi bahsettin birazcık yazında?
R: Peki örneğin aklına şurada bir fikir geldi (showing therelated part) ama aslında	**S:** Gibi...
	R: Tamam! Peki ilk önce ne yapacağını nerden bildin?

onun şurada olması gerekiyordu (showing the related part) ne yaparsın bu durumda?

S: O fikri biraz daha değiştirerek, yani çok güzel bir fikir olsa da onu değiştirerek, onu bu bölümden sonra gelecek şekilde aktararak anlatarak yazardım.

R: Peki karalama kağıdına yazsan daha kolay olmaz mıdı?

S: Evet o da var da ama unutursam böyle yaparım.

R: Peki en zorlandığın şey ne oldu?

S: Zorlanmadım.

R: Peki zorlamadım diyorsun ama zorlanabileceğini düşündüğün bölüm neresi?

S: Konuya ilk girdim ondan sonra ne anlatacağımda biraz zorlandım. Yani normalde! Bunu çok basit yazdım ama çok basit yazmadığım konularda.

R: Peki ne yapıyorsun o normal zamanlarda yazdığın konularda?

S: Derinlere gidiyorum hayal gücümle.

R: Peki sana en kolay gelen şey neydi?

S: Devam ettirmek.

R: Peki ben sana bu konuyu tekrar versem ne yaparsın farklı olarak?

S: Farklı bir dünya hakkında yazardım. Bir şimdiki dünya bir de başka bir dünya hakkında yazardım.

R: Konuyu değiştirirdin. Peki konu dışında yazarken ne yapardın? Aynı şekilde mi yazardın?

S: Aynı şekilde yazmadım bu kez dünyadın kötülüklerini de yazardım.

R: Peki teşekkür ederim.

S: Kulüpten (laughing). Slaytlardan öğrenmiştim.

R: Peki devam etmek için ne yaptın?

S: Buradaki yazdığım şeyleri, konuları daha doğrusu cümle haline getirdim o kadar.

S: Aktı hemen (fikirler).

R: Aktı hemen diyorsun (laughing).

S: İlk önce başını, introduction (girişi) yazdım anlamam için. Ondan sonra zaten gerisi düşünerek geldi. Açıkladım ilk önce bir sarayda olduğumu, şöyle şöyle olduğunu sarayın. Öyle aktı.

R: En sonda sonuç cümlen var mı?

S: Gibi.

R: Öğrendiğimiz "PLEASE" stratejisinin basamaklarını uyguladın mı?

S: Evet, öğrendiğimiz gibi.

R: Peki yazma sürecinle ilgili olarak neler düşünüyorsun?

S: Rahattım

R: Seni biraz düşünürken buldum.

S: Düşünürken buldunuz, çünkü cümleleri kuramadım. Ama rahattım genellikle.

R: Peki cümleleri kuramaman fikir bulamamandan mı kaynaklandı yoksa İngilizceden mi?

S: Kelimeden. Garip kelimeler vardı kullanmam gereken o yüzden bulamadım.

R: Peki teşekkür ederim.

Emre Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Ben sana bu şekilde bir konu vermeseydim konuya nasıl karar verdin? **S:** Konuyu iyi tanımlamak için yazıyı iyi yazmak gerekiyor. Yazının daha iyi tanımlayıcı olduğunu düşünüyorum. En az resim kadar. **R:** Yanlış anladın galiba, konuya nasıl karar verirdin, hemen yazmaya mı başlardın? **S:** Müsfetteye yazardım önce? **R:** Peki konuya nasıl karar verirdin? **S:** Hiç bir konu vermeseydiniz mesela sevdiğim konular, mesela gelecekteki uçakları falan. Zamanıma göre konuya karar verirdim. Zamanıma göre hangisi uygun olacaksa onu yazardım. **R:** Konuları yazardım mı diyorsun? **S:** Evet, planlama yapardım önce. **R:** Süper. **R:** Peki ben sana bu kağıdı verdim (pre-test). İlk önce ne yaptın? Resmi mi çizdin, yazıyı mı yazdın? **S:** İlk önce resmi tamamladım. Evde olsaydım çizmezdim. **R:** Evde olsaydın ilk önce ne yapardın? Resmi mi çizerdin, yazıyı mı yazardın? **S:** İlk önce yazıyı yazardım. **R:** Neden peki? **S:** Yazıyı yamak benim daha çok hoşuma gidiyor. Resim kabiliyetime göre yazı yazma kabiliyetim daha iyi. Özellikle şiir. **R:** Peki bu resim olmasaydı, ne yapardın? **S:** Yani şöyle bir şey var. Ben yazı yazmaya başladığım zaman dökülüyor.Bitiremiyorum ki. Yazıya başlayınca zaten tutamıyorum. **R:** Mesela şu bölüme kadar yazdın (showing somewhere on the paper). Şuraya geldin (again showing another part coming after the previous one) aklına yeni bir fikir	**R:** Bu yazını 40 dakikada yazdın. Yeni bitirdin daha. Yazma sürecinin tamamını hatırlıyorsun değil mi? **S:** Evet. **R:** Sen hangi konuda yazdın? **S:** Çevreyle ilgili bir konuydu. Çevrenin insan yaşamında çok önemli olduğunu, doğanın çok önemli bir unsur olduğunu ve dünyadaki en büyük mucize olduğunu belirtmek istedim. **R:** Sen galiba bir ara konunu değiştirdin değil mi? **S:** Konumu değiştirdim.Çevrenin önemli olduğunu bu başlık altında yansıtmanın çok iyi bir fikir olacağını düşündüm. **R:** İlk baştaki konun neydi? **S:** O da çevreyle ilgiliydi ama o direkt bilgi vermekti. Neden insanlar çevreyi kirletiyor gibi. **R:** Peki ne gibi bir değişiklik yaptın? **S:** Bu daha iyi oldu. Sonuçta descriptive writing'in kuralları aklıma geldi. Sonra bunu decriptive writing kuralları çerçevesinde nasıl anlatabilirim diye düşündüm. **R:** İlk önce ne yaptın? **S:** İlk önce ben kendime has bir şey uyguladım. Kendime has bir şey var. **R:** Nedir o? **S:** Bir chart. Planlama. İşte bir satıra introduction yazıyorum.Bir satıra details yazıyorum. Bir satıra da conclusion yazıyorum. Sonra bu satırları devam ettiriyorum ve oraya yazımla ilgili neler yazabileceğimi yazıyorum. **R:** Writing kulüpte öğrendiğimiz stratejilerden yola çıkarak bunu kendin mi oluşturdun? **S:** Evet, kendim oluşturudum. **R:** Süpersin.

geldi ne yapıyorsun?

S: İlk önce nasıl ekleyebileceğimi düşünüyorum.

(Interview was interrupted by another student for approximately one minute.)

R: Yazıya başladın, devam etmek için ne yaptın?

S: Fikirler geldi öyle.

R: Peki yazma sürecinle ilgili olarak ne düşünüyorsun? İyi miydi, kötü müydü?

S: Öğretmenim her yazma bana eğlenceli geliyor.

R: Zorlandığın bir şey oldu mu? En zorlandığın şey neydi?

S: Hiç zorlanmadım.

R: Fikir üretmekte zorlandın mı?

S: Hayır, benim aklıma zaten geliyor.

S: Bazen İngilizce'ye dökmekte zorlanıyorum.

R: Sana en kolay gelen şey neydi?

S: Orta bölüm. Orta bölüm benim en uzun yazdığım bölüm. Çünkü bütün fikirler o zaman geliyor. Sonuç bölümünü zaten aklımdan yapıyorum. Başlangıç bölümünden kopyalayarak yazıyorum.

R: Başlangıç bölümünü yaparken zorlandın mı?

S: Başlangıç bölümünü yaparken de konu seçiyorum ya hani. Konuları seçerken zaten aklımda her konuyla ilgili bir şeyler oluyor. Ben de onlardan bir tanesini seçip yazıyorum.

R: Peki bu konu hakkında tekrar yazmak durumunda kalsan yine aynı şekilde mi yazardın? Farklı olarak neler yapardın?

S: Konuyu değiştirirdim.

R: Başka?

S: Kötü bir dünya hakkında yazardım.

R: Peki teşekürler.

S: Kendi çıkarımım olması benim için de muhteşem.

R: Peki "PLEASE" startejisine uygun mu bu adımlar?

S: Evet. Kendi chartımla organization yaptım. Ondan sonra bu yazıyı introduction'dan başlayarak conclusion'a kadar güzel bir şekilde yazdım.

R: Peki devam etmek için ne yaptın?

S: Introduction ile başladım. Çevrenin güzelliklerinden ve doğanın faydalarından bahsetmek çevre bilinci uyandırmak için çok önemli iki unsur. Ben de bunları belirtmek istedim. Details kısmında da bunları belirtmeye çalıştım.

R: Peki bu details kısmında bahsettiğin fikirleri daha önceden chartın içinde notlar halinde yazdın mı?

S: Chartımda şöyle birşey yaptım. Introduction; enter, yanına how I fell, Details; walk.. I see animals, flowers...

R: Nelerden bahsedeceğini önceden yazdın yani.

S: Evet.

R: Peki genel anlamda yazma sürecinle ilgili olarak ne düşünüyorsun? İyi miydi? Zor muydu? Rahat mıydın?

S: Bir konu hakkında baya bir şey yapınca elbette kendime güvenim arttı.

R: Yaralı oldu yani senin için yazma kulübü.

S: Evet bunun bir kanıtı da şu kendi chartım (the student is showing the chart that he developed by himself based on the things he learned throughout the training).

Ebru Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Ben sana bu konuyu verdim.Vermeseydim ne yazacağına nasıl karar verirdin?	**R:** Bu yazıyı 40 dakikada tamamladın. Yeni bitirdin daha, yazma sürecini hatırlıyorsun değil mi?
S: Hayal gücümü kullanırdım. Mesela serbest bir konu verseydiniz ben yine hayvanlarla ilgili yazardım.	**S:** Evet.
R: Ne yapardın o konuya karar vermek için?	**R:** Sen hangi konuda yazdın?
S: Çevremdekilere bakardım. Düşünürdüm ne yapabilirim diye. Aklıma değişik şeyler getirirdim ona göre karar verirdim.	**S:** Bir bahçe hakkında yazdım, temiz bir yer.
R: İlk önce ne yaptın?	**R:** Konuya nasıl karar verdin?
S: İlk önce ne yapacağıma karar verdim.	**S:** Ben aslında konuyu kolay düşünüyorum. Bir 5 dakika neler yapabilirim diye düşündüm. Zaten bütün yazılarımda genelde temizlik temasını kullanırım. O yüzden bunda da onu kullandım.
R: İlk önce resmi mi yaptın, yazıyı mı yazdın?	
S: İlk önce resim yaptım. Resmime bakarak, oradan esinlenerek yazıyı yazdım.	**R:** Evet sen genelde çevre ile ilgili yazıyorsun. Ne kadar güzel. Çevre bilincin var.
R: Devam etmek için ne yaptın?	**R:** İlk önce ne yaptın?
S: Kafamda ne yapcağımı tasarladım. Sonra biraz düşündüm ve yazdım.	**S:** İlk önce konumu seçtim.Sonra neden bunu yazdığımı düşündüm. Sonra da kimlerin okuyacağına karar verdim. Sonra beş duyumu kullanarak fikirlerimi yazdım.
R: Yazarken aynı zamanda düşündün mü?	
S: Evet.	**R:** Beş duyu için el mi çizdin?
R: O düşündüklerini nasıl ekledin oraya?	**S:** Hayır güneş çizdim.
S: İlk önce aklımdakileri geçirdim. Sonra ekleyebileceklerimi düşündüm. Konuyla ilgili olanları ekledim.	**R:** Bunu kendin mi geliştirdin?
	S: Bir yuvarlak çizdim. Beş tane ok çıkardım.
R: Silip yazdığın yerler oldu mu hiç?	**R:** İlk önce bunları, yani planlama yapman gerektiğini nasıl bildin?
S: Hiç silmedim.	
R: Bundan başka kağıt kullandın mı?	**S:** Daha kolay yazı yzabileceğimi düşündüm. Öyle yani.
S: Hayır.	**R:** Peki writing külübe girmeden önce de yapıyor muydun bu şekilde planlama?
R: Peki yazma sürecinin bütünüyle ilgili olarak ne düşünüyorsun? Rahat mıydın yazarken? Zorlandın mı?	**S:** Hayır.
S: Rahattım. Hiç kendimi zorlamadım direk aklıma gelenleri yazdım.	**R:** Peki işini kolaylaştırdı mı sence

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R: En çok zorlandığın şey ne oldu?
S: Ne çizeceğimi bulmak. Zaten resmi sildim ve değiştirdim bir kaç kere. Zorlandım, yani ilk başta konuyu bulmakta zorlandım.
R: Peki bunun üstesinden nasıl geldin?
S: Bilmem, yani son kararımı verdim.
R: Senin için en kolay olan şey neydi?
S: Yazıyı yazmak.
R: Nasıl yani.
S: Yani resimden esinlenerek yazdım.
R: Peki bu resim çizme olmasaydı, sadece yazıyı yazmak durumunda olsaydın daha çok zorlanır mıydın sence?
S: Evet.
R: Bu konu hakkında tekrar yazmak zorunda kalsan, yine aynı şekilde mi yazardın?
S: Hayır.
R: Ne yapardın?
S: Hayvanlarla dolu bir dünya yazardım.
R: Peki teşekkürler.

planlama?
S: Evet, paragrafları zaten tamamen bu see, hear, touch, smell, taste ile yazdım.
R: Ondan sonra ne yaptın?
S: İlk girişimi yazdım. Sonra beş duyumu yazdım. Sonra orayı anlattım. Sonra da bitirdim.
R: "PLEASE" stratejisinin bütün basamaklarını uygulamışsın bu durumda.
S: Evet.
R: Peki yazma sürecinle ilgili olarak ne düşünüyorsun?
S: Kolaydı, zorlanmadım yazarken.
R: Teşekkürler. Senin eklemek istediğin birşey var mı?
S: Yok.

Hale Retrospective Verbal Report Tapescript

Pre-test	Post-test
R: Yazını kaç dakikada yazdın?	**R:** Daha yeni bitirdin yazını, Yazma
S: 30 dakikada.	sürecini hatırlıyorsun değil mi?
R: Konuyu vermeseydim hangi konuda	**S:** Evet.
yazmak isterdin?	**R:** Hangi konuda yazdın?
S: Gelecekte dünyanın nasıl olacağı.	**S:** Hayalimdeki yer. Hayalimdeki
R: Peki o konuya nasıl karar verirdin?	evimin yeri.
S: Haberlerde falan gelecek şöyle olacak,	**R:** Konuya nasıl karar verdin?
gelecekte böyle olacak diye duyuyorum.	**S:** Sihirli kapının istediğimiz yere
Ordan aklıma geldi. Yani biryerlerde	açılacağını düşündüm. Filmlerde falan
duyduğum konulardan yola çıkardım.	öyle oluyor. Bir süre düşündüm.
Ama sevdiğim bir konu seçerdim.	**R:** İlk önce ne yaptın?
R: İlk önce ne yaptın?	**S:** Organizasyon yaptım.
S: İlk önce kafamda kaba taslak ne	**R:** Organizasyonla başladın yani.
yazacağımı oluşturdum. Sonra yazmaya	Organizasyonu nasıl yapacağını mı
başlayınca daha çok ayrıntıya girdim.	düşündün?
Yani ilk önce kendi dünyamda kendi	**S:** Evet. İlk önce üç paragrafa ayırdım
rolümü düşündüm. Ben kendi dünyamda	yazacağım şeyi. Birinci paragrafta
genelde yalnız olmak isterim. Kalabalık	kendimi anlatıyordum. Sihirli kapıyı
istemem. Onları düşündüm.	nasıl gördüğümü anlatıyordum. İkinci
R: İlk önce resmi mi çizdin yoksa yazıyı	paragrafta sihirli kapıdan içeri girince ne
mı yazdın?	olduğunu anlatıyordum. Üçüncü
S: İlk önce yazıyı yazdım. Sonra resmi	paragrafta da (sonuç) sihirli kapıdan
çizdim.	çıkınca nasıl hissettiğimi anlatıyordum.
R: Peki devam etmek için ne yaptın?	**R:** Peki "PLEASE" stretejisinin
S: Sürekli yazmadım. Mesela ilk yazıya	basamaklarını takip ettin mi planlamanı
başladığımda sürekli yazıyordum. Sonra	yaparken?
daha farklı şeyler de geldi aklıma. Yani	**S:** Evet.
hem yazdım hem düşündüm.	**R:** Pick a topic yapmışsın. List your
R: Peki yazma sürecinle ilgili olarak ne	ideas kısmını organizasyon üzerinden
düşünüyorsun? Rahat mıydın? Zorlandın	yapmışsın.
mı?	**S:** Evet.
S: Çok rahattım bunu yazarken. Çünkü	**R:** İlk önce bunları yapman gerektiğini
kendi hayalimde olan şeyleri	nerden bildin?
yazıyordum. Bu beni çok rahatlatıyordu.	**S:** Bu kulüpte öğrendim.
R: Peki en çok zorlandığın şey ne oldu?	**R:** Devam etmek için ne yaptın?
S: Ben sonunu bitirirken hep	**S:** İlk cümlemi tasarladım. İlk cümlemi

zorlanırım.Çünkü aklıma yeni fikirler gelir, onları da yazayım mı yazmayayım mı diye düşünürüm.

R: Peki sana en kolay gelen şey neydi?

S: Yazımın ortalarına doğru olan yer. Çünkü yazımın başlangıcında da ilk ne yazacağımı bilmiyordum. Ama sonra yazımın başlangıcını yazınca ortalarına doğru ne yazacağım daha da netleşti.

R: Peki aynı konu hakkında tekrar yazmak durumunda kalsan yine aynı şekilde mi yazardın?

S: Farklı şekilde yazardım.

R: Nasıl mesela? Tekrar o zorlukları yaşamamak için ne yapardın?

S: Yina kaba taslak düşünürdüm. Sonra yazmaya başladığımda ayrıntılarını yazardım. Ama daha çok ilginç şey bulmaya çalışırdım. Okuyan kişinin ilgisini çekecek şeyler bulmaya çalışırdım.

R: Peki teşekkür ederim.

tasarladıktan sonra yaptığım organizasyona tekrar baktım. Ona göre fikirler üretmiştim. Sonra o fikirleri kafamda sıraya koyup yazmaya başladım. Fikirleri taslak olarak yaptım. Ayrıntıları koymadım. Yazarken ayrıntıları ekledim.

R: En sonunda da sonuç bölümünü mü yazdın?

S: Buradan başlıyor, evet.

R: Yazma sürecinle ilgili olarak ne düşünüyorsun? Rahat mıydın? Zor muydu? Kolay mıydı?

S: Rahattım.

R: Baya da uzun yazmışsın.

S: Evet.

R: Daha iyi yazabiliyorsun artık öyle mi?

S: Evet.

R:Teşşekkürler.

INTERVIEW TAPESCRIPTS

Student interview tapescript_ Aylin

R: Yazma kulübünde öğrendiğimiz "PLEASE" stratejisi (researcher goes over the steps of the strategy with the student) sana yardımcı oldu mu?
S: Evet
R: Nasıl yardımcı oldu?
S: Konu seçmemde yardımcı oldu. Cümleleri kurmamda yardımcı oldu.
R: Önceden yazma stratejileri bilmiyordun değil mi?
S: Hayır.
R: Peki öğrendin! Yazın için bu stratejileri öğrenmeden önceki durumunla şimdiki durumun arasında ne gibi farklar oldu?
S: Daha çok İngilizce öğrendim. Kelime bilgim arttım. Paragraflarda konu seçmeyi öğrendim. Nasıl konu seçeceğimi öğrendim. Bir de five sense ile neler yapabileceğimi öğrendim.
R: Peki yazılarının uzunluğunda değişme oldu mu?
S: Yazılarım daha uzunlaştı, fikirlerim çoğaldı.
R: Sonuç olarak sen bu stratejinin yazını geliştirmende faydası olduğunu söyleyebilir misin?
S: Evet.
R: Öğrendiğimiz stratejileri kulüp dışında diğer derslerinde de kullanmayı düşünüyor musun? Ya da kullanıyor musun?
S: Kullanıyorum. Türkçe dersinde de kullanıyorum. İngilizce dersinde de yazı yazdığımızda kullanıyorum. Pragrafları yazarken.
R: Peki yazında olumlu değişiklikler olmuş. Sende ne gibi değişiklikler oldu? Kendine güven açısından, rahatlık açısından.
S: Eskiden Türkçe kompozisyon ve İngilizce komposizyon yazmayı hiç sevmiyordum. Ama buraya geldikten sonra sevmeye başladım. Aklıma artık daha çok fikir geliyor.
R: Güzel, peki senin başka eklemek istediğin birşey var mı?
S: Hayır.
R: Teşekkürler.

I Student interview tapescript _ Deren

R: "PLEASE" stratejisi öğrenmiştik. Pick a topic, List your ideas... Pick a topic için "T-Chart" yapmıştık, List your ideas için "Hand" graphic organizer yapmıştık "PLEASE" stratejisini destekleyici. "PLEASE" stratejisi sana nasıl yardımcı oldu?
S: Daha çok fikir ürettim. Daha çok yazdım.
R: Daha çok fikir ürettin! Başka?
S: Düzgün bir yazı olması için planladım. Daha düzgün birşey ortaya çıktı. Böyle karman çorman karışık olmadı.
R: Organizasyon olarak diyorsun!
R: Rahatlattı mı seni yazarken? Daha rahat hissettin mi kendini?
S: Evet, fikirler hazır, ben onlarla ilgili cümle kurdum. Yani daha rahat.
R: Yazma kulübüne girmeden önce bu stratejileri bilmiyordun. Yazma kulübüne girmeden önceki durumunla şimdiki durumunu karşılaştır; ne gibi değişiklikler oldu?
S: Bu kulübe girmeden önce bir kere yazılarım çok kısa oluyordu. Hiç fikir çıkmıyordu yani. Düşünemiyordum, yazarken aklıma gelmiyordu. Ama bu kulübe girdikten sonra stratejileri öğrendim, fikir ürettim, konumu daha kolay bir şekilde buldum. Daha hızlı bir şekilde daha çok yazdım. Daha güzel yazdım.
R: Süpersin!
R: Peki öğrendiğin bu stratejileri kulüp dışında da kullanmayı düşünüyor musun?
S: Evet yazmamız gereken bir kompozisyon vardı. Zaman kısıtlı olduğundan el çizmedim ama oklarla falan belirterek fikirlerimi sıraladım.
R: Tabi! İllaki el çizmek zorunda değilsin. Sonuç olarak planlama yapıyorsun artık yani, o bilinç yerleşti.
S: Hı hı!
R: Süper!
R: Pekala! Yazının uzunluğu değişti, daha çok fikirler üretmeye başladın. Peki sende nasıl değişiklikler oldu yazma kulübüne girmeden önceki halinle girdikten sonraki halin arasında?
S: Ben kulübe girmeden önce zor yazıyordum. Daha zor yazıyordum. Ama Writing kulübe girdikten sonra daha rahat yazıyorum. İngilizce daha rahat yazıyorum.
R: Başka eklemek istediğin bir şey var mı? Ya da sormak istediğin bir şey var mı?
S: Hayır.
R: Peki, teşekkür ederim.

Student interview tapescript _ Ceylin

R: Yazma kulübünde öğrendiğimiz "PLEASE" startejisinin sana faydası oldu mu?
S: Oldu.
R: Nasıl faydası oldu anlatır mısın?
S: Mesela yazılarımda önce planladım. Sonra fikirlerimi sıraya koymakta yardımcı oldu. Konu seçmemde yardımcı oldu. Hikaye yazmak için değil ama mesela beş duyu ile bir şey anlatırken faydalı oluyor.
R: Hikaye yazmak için başka strateji öğreneceğiz zaten.
R: Bu kulübe girmeden önce sen bu stratejileri bilmiyordun değil mi?
S: Bilmiyordum.
R: Bu kulübe girmeden önceki yazılarınla, kulübe girdikten sonraki yazıların arasında fark var mı?
S: İngilizce yazı açısından bakarsak yazılarım baya ilerledi. Türkçe açısından bakarsak planlamam gelişti.
R: İnglizce açısından anlat önce.
S: İngilizce açısından baya yararlı oldu.
R: Nasıl farklar var mesela?
S: Mesela giris, sunuç falan... bunları yapmazdım önceden. Planlardım ama mesela ilk yazım biraz ilginç olmuştu. Yine çok kötü değildi ama.
R: Peki uzunluk açısından bir değişme oldu mu?
S: Uzunluk açısından gelişme oldu.
R: Peki artık planlama yapmak için daha çok vakit geçiriyor musun?
S: Kulüp içindeki çalışmalarımızda baya ilerleme oldu ama itiraf edeyim, ingilizce dersleri için evde çok fazla yazı yazmıyorum. Türkçe yazıyorum.
R: Yazmak durumunda olduğunda?
S: Her zaman olmasa da bazen.
R: Öğrendiğin bu stratejiyi kulüp dışındaki derslerde de kullanıyor musun ya da kullanmayı düşünüyor musun?
S: Kullanmayı düşünüyorum. Bir kaç ödevimde de kullandım.
R: Peki yazındaki değişimleri konuştuk. Sende ne gibi değişimler oldu?
S: Planlamaya daha çok önem vermiş oldum. Onun dışında çok büyük bir değişiklik olmadı.
R: Peki eklemek istediğin bir şey var mı?
S: Yok teşekkürler.
R: Teşekkürler.

Student interview tapescript _ Doğan

R: Yazma kulübünde öğrendiğimiz "PLEASE" startejisinin sana faydası oldu mu?
S: Olmadı.
R: Neden peki?
S: Pick a topic (the first step of the stratgey) zaten fikir belirleme. Onu eledim bir kere.
(Student says something bu the researcher does not understand what he says.)
R: Anlamadım.
S: Yazabileceğim kağıt var mı?
R: Kağıdı ne yapacaksın?
S: Göstereceğim.
R: Neyi göstereceksin?
S: Pick a topic yapmadığımda zaten hepsi gidiyor. İlk önce yapmıştım.
R: Ama yapmışşın mesela bu yazında. List your ideas bölümünü de yapmışşın.
S: Pick a tpic yapmadığımdan oldu. İlk önce yaptım.
R: Hiç bir şey anlamıyorum söylediklerinden.
S: Kağıt verin göstereyim.
R: Kağıt yok şu an yanımda. Sorumu tekrarlıyorum. "PLEASE" stratejisi genel olarak yazılarında faydası oldu mu?
S: Evet
R: Nasıl yardımcı oldu?
S: Mesela ben desert hakkında yazmıştım ya (a topic that he wrote about previously), onda çok yardımcı oldu mesela. Bütün fikirler desert hakkında.
R: Fikir üretmene yardımcı oldu yani
S: (Shakes head; approving)
R: Başka?
S: "PLEASE"
R: Peki şimdi bu stratejileri öğrenmeden önceki durumunla şimdiki durumunu karşılaştır. Yazılarında bir değişme oldu mu?
S: Bir tanesinde 5 sayfa yazmıştım.
R: Peki artık planlama için daha fazla vakit geçiriyor musun?
S: En az iki katına çıktı.
R: Peki planlama stratejisinin yazını geliştirmende faydası oldu mu sence?
S: (Shaking head; approving)
R: Nasıl?
S: (No answer. Talking about something else)
R: Peki bu stratejileri kulüp dışında diğer derslerinde de kullanıyor musun?
S: Evet.
R: Nerelerde kullanıyorsun?

S: Evet

R: (warning the student by saying his name)

S: Okulda, evde, kompozisyon yarışması yapmıştık bir arkadaşımla orada birinci olmuştum.

R: Peki yazma kulübüne girmeden önceki durumunla şimdiki durumun arasında değişimler oldu mu? Örneğin kendine güven açısından, yazmayı sevip sevmeme açısından, yazarken eğlenme açısından...

S: Eğlenme açısından var ama kendime güven konusunda pek bir şey diyemeyeceğim.

R: Eklemek istediğin bir şey var mı?

S: Evet var. Ben sınıfın gevezesiyim. O var.

R: Peki teşekkür ederim.

Student interview tapescript _ Ecem

R: Şimdi bu yazma kulübünde "PLEASE" stratejisini öğrendik. Pick a topic,List yor ideas, hatırlıyorsun zaten gerisini. Bu stratejinin sana nasıl faydası oldu? Ya da faydası oldu mu?

S: Oldu tabiki. Kompozisyona başlamadan önce neler yapabileceğimi öğrendim. Mesela öğretmenimiz (class teacher) dedi ki bir kompozisyon kitapçığı yapacağız. Herkesin kendine özel kitapçığı olacaktı. Kompozisyonlar yazıyoruz oraya günlük olarak. Orada daha bilinçli davrandım. Daha esnek davranabildim. Daha çok zorlanıyordum çünkü yazmakta.

R: Peki.. bu kompozisyon kitapçığı Türkçe dersinde mi?

S: Türkçe dersinde.

R: O zaman sen bu kulüpte öğrendiklerini başka derslerinde de kullanıyorsun.

S: Evet.

R: Süper! Sevindim!

R: Peki planlama stratejilerinin sana nasıl faydası oldu?

S: Daha rahat yazıyorum. Konu şeçmede T-chart'ın çok faydası oldu mesela. Aklıma herhangi bir konu gelebilir ama bölümlere ayırarak daha kolay oldu.

R: List your ideas için öğrendiğimiz "Hand" nasıl yardımcı oldu?

S: Planladığım şeylere bakarak daha rahat yazabiliyorum. Sadece cümle haline getiriyorum.

R: Yani oraya (on "hand" graphic organizer) önceden yazdığın şeyleri cümle haline getiriyorsun. Süper.

R: Peki, bu stratejileri öğrenmeden önceki halinle şimdiki halini karşılaştır. Planlama için daha fazla vakit harcıyor musun artık?

S: Daha fazla harcıyorum. Çünkü daha çok önemsiyorum. Çünkü sene başında (pre-test) direkt yazmıştım. Pek iyi olmamıştı. Şimdi bu (post-test) daha iyi oldu.

R: Yazını gelirtirmede faydası oldu mu peki planlama stratejisinin?

S: Evet!

R: Sevindim.

R: Bu öğrendiğimiz stratejileri kulüp dışındaki diğer derslerinde de kullanmayı düşünüyor musun? Türkçe dersinde kullandığını söylemiştin. Başka derslerde mesela İngilizce derslerinde de kullanıyor musun?

S: İngilizce için kullanıyorum. Bazen hafta sonu kitapçıklarının arkasında özellikle reading & writing dersleri için olan bölümde yazılar çıkıyor, yani yazı yazmamız isteniyor. Mesela kampçılarla ilgili bir hikaye sorulmuştu. Verilen kelimeleri kullanark bir hikaye yazın demişlerdi. Orada kelimeler olmasına rağmen, planninglerle (by planning) daha rahat yazdım.

R: Yazının geliştiğini söylüyorsun.Peki kendinde ne gibi değişiklikler oldu?

S: Daha özenli oldum. Daha düzenli oldum daha doğrusu.
R: Peki kendine güveninde artış oldu mu?
S: Evet oldu.
R: Peki eklemek istediğin birşey var mı?
S:Yok.
R: Mutlu musun bu kulüpte olduğun için?
S: Evet mutluyum.

Student interview tapescript _ Emre

R: Yazma kulübünde öğrendiğimiz "PLEASE" stratejisi sana faydalı oldu mu?
S: Evet.
R: Nasıl? Bana genel olarak özetler misin?
S: Öğrettiğiniz bu stratejiyi kullanıyorum ama diğer stratejiler örneğin T-chart bana yetiyor.
R: Zaten onu Pick a topic için öğrenmistik.
S: Yani be "PLEASE" den pek yararlandığımı söyleyemem. Ama ideas wheel, hand, T-chart (graphic organizers), özellikle T-chart ve hand bana çok faydalı oldu.
R: "PLEASE" biliyorsun bize takip etmemiz gereken sırayı hatırlatan bir kelime. Örneğin P harfi bize Pick a topic adımını hatırlatıyor. Konularımızı da T-chart kullanarak seçtik. Anlatabiliyor muyum?
S: Bana pek hatırlatıcı gelmiyor. Zaten biliyordum. Ama yine de yazı deyince aklıma bunlar geliyor.
R: Peki planlama stratejilerinin sana nasıl faydası oldu?
S: Çok büyük bir faydası oldu sonuçta. Mesela okuyacak kişiyi bilmezsem (audience) mesela o modayı seviyordur, moda konulu bir şey yazmazsam olmaz. Sonra baya fikirlerim arttı el sayesinde. Mesela en son yazdığım yazıda lion bölümü var. Onu yapamazdım. Bu anlamda el bana çok faydalı oldu.
R: Peki genel olarak planlama senin yazını geliştirdi mi sence?
S: Baya bir faydası oldu. Mesela önceden ben ne hakkında yazsam diye düşünürdüm. 15 dakikada falan karar verirdim. Şimdi daha kısa sürüyor.
R: Peki öğrendiğimiz stratejileri diğer derslerinde de kullanmayı düşünüyor musun ya da kullanıyor musun?
S: Kullandım. Bazen şiirlerde de kullanıyorum. Şiirde nelerden bahsedeceğimi yazıyorum. Ondan sonra da kafiyeli hale getirip şiirimi yazıyorum.
R: Süper.
R: Yazın dışında kendinde bir değişim oldu mu?
S: Sadece yazmam değil İngilizcem de gelişti. Yararlı oldu.
R: Kendine güvenin arttı mı?
S: Baya bir arttı.
R: Eklemek istediğin bir şey var mı?
S: Bu kulübe önümüzdeki sene de gelmek isterim. Farklı yazı türleri için de stratejiler öğrenmek için.
R: Bundan sonra Story writing için stratejiler öğreneceğiz.
S: Story writing dışında mesela tepkisel yazı stratejileri olabilir.
R: Peki teşekkür ederim.

Student interview tapescript _ Ebru

R: Kulüpte öğrendiğimiz "PLEASE" stratejisi (the researcher goes over the startegy with the student) senin için faydalı oldu mu?

S: Evet! Daha kolay oldu. Bir sürü faydası oldu.

R: Demek bir sürü faydası oldu. Sayabilir misin faydalarını?

S: Mesela aklıma daha çok konu geldi. Kompozisonumu yazarken daha kolay yazdım. Yani daha kolay oldu.

R: Yazma kulübüne girmeden önce yazma stratejileri bilmiyordun değil mi?

S: Hayır.

R: Burada öğrendin. Peki yazma kulübüne girmeden önceki yazılarınla yazma kulübüne girdikten sonraki yazılarını karşılaştır. Neler değişti sence?

S: Yazılarım daha ayrıntılı oldu. Eskiden de kolay yazıyordum ama çabuk bitiyordu. Şimdi daha ayrıntılı oldu.

R: Ayrıntılı derken uzunluğunda bir değişiklik oldu mu?

S: Evet. Daha uzun oldu.

R: Yazını geliştirdi mi sence içerik açısından?

S: Evet.

R: Öğrendiğin bu stratejiyi kulüp dışında diğer derslerinde de kullanmayı düşünüyor musun ya da kullanıyor musun?

S: Şu ana kadar bir kere reading & writing dersinde kullanmıştım. Onun dışında hiç kullanmadım.

R: Yazında gelişmeler olduğunu söylüyorsun. Peki sende değişiklikler oldu mu? Örneğin kendine güven, rahatlık, yazı yazmayı sevme ya da sevmeme açılarından.

S: Aslında ben yazı yazmayı seviyordum en başından beri. Bir de hep rahattım ben yazma konusunda. O yüzden o konuda bir değişiklik olmadı.

R: Güzel. Peki senin eklemek istediğin başka birşey var mı?

S: Yok.

R: Teşekkür ederim.

Student interview tapescript _ Hale

R: Genel anlamda yazma kulübüyle ilgili olarak neler düşünüyorsun?
S: Writing kulübe ilk geldiğimde çok daha yavaş yazıyordum. İki saat düşünüyordum ne yazsam ne yazsam diye. Yazıyordum, sonra siliyordum olmadı diye. Şimdi daha kısa sürede düşünüyorum ve daha kısa sürede yazıyorum.
R: Neden sence böyle bir değişim oldu?
S: Çünkü organize etmeyi öğrendim.
R: Yazma kulübünde öğrendiğimiz "PLEASE" startejisi sana faydalı oldu mu?
S: Evet, özellikle organizasyonda yardımcı oldu. Mesela Pick a topic kısmı da bana yardımcı oluyor. Ne yapacaklarım sırasıyla aklıma geldi.
R: Çok güzel. Peki "PLEASE" startejisiyle öğrendiğimiz diğer planlama stratejileri sana nasıl yardımcı oldu?
S: Hand organizer benim beş duyumu kullanmamı sağladı mesela. Beş duyumuzu kullanınca daha detaylı ve daha güzel bir yazı yazabileceğimizi düşünüyorum. Daha güzel ve daha kolay bir yazı yazabilmeyi sağladı.
R: Bu stratejiyi öğrenmeden önceki durumunla şimdiki durumunu karşılaştır. Planlama içim daha çok vakit geçiriyor musun artık?
S: (Student could not get the question)
R: Yani önceden de bu kadar planlama yapıyor muydun?
S: Yok hayır, Şu konu hakkında yazarım. İlk bir iki düşünce kurardım. Onu yazardım. Zaten sonrasında devamı gelir diye düşünürdüm. Ama tabi daha dengesiz, karışık bir yazı olurdu. Mesela bir şey anlatıyorum. Okul mesela. Okuldaki yemekleri anlattım bir bölümde, sonra sınıfları anlatıyorum. Sonra yine yemeklere dönüyordum. Çünkü yemekleri anlattığım yerde unutmuş oluyordum. Sonra bu planlamaları yapınca, yemekleri nasıl anlatacağımı önceden belirliyorum. Bir paragrafta sadece yemekleri kolayca anlatabiliyorum. Sonra tekrar yemeklere dönmüyorum.
R: Söylediklerine göre bu stratejinin yazını geliştirmende de faydası olduğunu söyleyebilir miyiz?
S: Evet, daha uzun ve daha kolay yazabiliyorum. Eskiden de uzun yazıyordum ama çok düşünüyordum ne yazayım diye.
R: Sevindin senin adına. Peki öğrendiğin bu stratejiyi diğer derslerinde de kullanmayı düşünüyor musun ya da kullanıyor musun?
S: İngilizce de kullanırım. Ama Türkçe dersinde mesela çok kısa yazıyoruz ve cok kısa zamanda yazıyoruz. O zaman kullanamıyorum. Ama eve ödev verildiğinde kullanıyorum.
R: Yazıyı bir kenera bırak, kendini düşün şimdi. Yazma kulübüne girmeden önceki durumunla şimdiki durumun arasında değişiklikler oldu mu?

S: Bir kere artık daha kolay ve daha rahat yazabiliyorum. Organizasyonu daha iyi yapabiliyorum. Yazım daha dengeli ve daha güzel oluyor. Ayrıntılarıyla dolu dolu oluyor.

R: Peki senin eklemek istediğin bir şey var mı?

S: Yok

R: Eğlendin mi kulüpte?

S: Evet.

R: Teşekkürler

APPENDIX 28

LESSON PLAN CHECKLISTS

LESSON 1

Objectives

- To develop background knowledge about writing process
- To develop background knowledge about descriptive writing

Lesson steps

○ Introduce process approach in writing
○ Display the process approach poster
  - o Planning, drafting, sharing, revising, editing, publishing, assessing
○ Give examples (Peha_ppt _What does a paper look like at each step) and discuss what t to do at each step.)
○ Introduce characteristics of good descriptive writing using a good descriptive writing example
  - o Discuss sensory details (see, hear, touch, smell, taste)
  - o Discuss organization (topic sentence, supporting details, conclusion)
○ Prepare "Good descriptive writing poster" with students.
○ Finding topic sentence, supporting details and conclusion in an example paragraph
○ Finding sensory details in a paragraph
○ Senses on the corner activity (students describe each noun according to five senses)
○ Eyes closed_ reading a paragraph with and without sensory details

LESSON 2

Objectives

- Introduce PLEASE strategy

- Practice PLEASE strategy (memorizing)

- Introduce T chart to "**P**ick a topic"

- Introduce hand graphic organizer to "**L**ist ideas"

- Discuss purpose and audience

Lesson Steps

- O Introduce PLEASE strategy

    - o Students try to guess what each letter stands for, they write a poem of PLEASE in groups)

    - o Explain each step of PLEASE

    - o Practice PLEASE

- O Introduce T-chart

    - o Benefits of writing on self selected topics

    - o Model the strategy

    - o Students choose their own topics

- O Discuss the importance of determining purpose and audience for writing

    - o Students determine their purpose of writing and pick audience

- O Introduce hand graphic organizer to "List ideas"

    - o Discuss the importance of pre-writing planning

    - o Model the strategy (Model for another topic if necessary)

LESSON 3

Objectives

- Remember PLEASE strategy

- Supported practice to "**L**ist ideas" for self-selected topics

- Collaborative paragraph writing

Lesson Steps

O Review of the previous week

    o PLEASE, **P**ick a topic, purpose and audience, **L**ist your ideas.

O Remember PLEASE with a game

O Supported practice _ Students list their ideas for self-selected topics

    o Volunteer students share their list with the rest

    o Edit list with the students' and teacher's feedback

    o Evaluate the list and organize ideas to start writing

O Introduce paragraph writing

    o Model how to write a paragraph

    o Discuss topic sentence

    o Discuss supporting details

    o Discuss concluding sentence

O Discuss how PLEASE eased the writing process

O Review the steps of the strategy

LESSON 4

Objectives

- Create self statements

- Supported writing practice

Lesson Steps

○ Review; PLEASE mnemonic, characteristics of a good descriptive writing, parts of the paragraph-topic sentence, supporting details, conclusion

○ Discuss the importance of self-statements

    ○ Students write their own self statements that they might use in their writing process

○ Supported practice

    ○ Students start writing by using their planning sheets. (The teacher is available. Students can use online dictionary)

LESSON 5

Objectives

- Sharing drafts

- Revising drafts

Lesson Steps

○ Volunteer students share their writing. (Other students and teacher provide feedback for each shared product

    ○ Feedback focus:

        ▪ Did he/she plan?

            • Did he/she use the ideas written on the plan in his/her writing?

            • Does it create a mental image?

            • Does it have a good organization?

            • What can we add/delete to make it better?

○ Discuss the importance of revising.

○ Introduce checklist for revising, discuss how the checklist can help

○ Model revising by using the checklist

○ Students revise their own paper with support from the teacher and friends.

LESSON 6

Objectives

- Revising and editing drafts

Lesson Steps

○ Remind the adapted mnemonic and practice to memorize

○ Revise what has been learnt so far through question & answer

    o Steps of the PLEASE strategy

    o Characteristics of good descriptive writing

    o The importance of pre-writing planning

    o Process writing

○ Students revise and edit their drafts

LESSON 7

Objectives

- Supported practice

Lesson Steps

○ Students carry out the whole writing process with lessened help from peers and the instructor.

    o Remove the instructional charts

LESSON 8

Objectives

- Revising drafts

Lesson steps

    ○ Model to remind how to revise drafts by using a volunteer student's written products.

        o Model to remind how to us the checklist

        o Focus on major points such as content and organization of ideas.

    ○ Students revise their own papers by using checklist provided by the instructor.

LESSON 9

Objectives

- Supported practice

Lesson Steps

    ○ Divide students into two groups.

        o Group 1: Describe a place with plenty of water.

        o Group 2: Describe a place where people suffer from scarcity of water.

    ○ Brainstorm for possible topics

        o Divide the board into two, elicit possible topics from the students and write them on the board.

    ○ Supported practice_ each student plan and write their drafts.

LESSON 10

Objectives

- Sharing drafts

- Preparing posters

Lesson Steps

○ Students work in their groups. Each student read his/her paper to the group members. The other students listen and take notes about what to draw.

  o Ensure peer feedback for content and organization

  o Students prepare posters by drawing and coloring based on the compositions.

APPENDIX 29

ETHIC COMMITTEE APPROVAL FORM

Sayı: B.30.2.ODT.0.AH.00.00/126/36

21 Nisan 2010

Gönderilen: Yrd.Doç.Dr. Nurdan Gürbüz

İngiliz Dili Öğretimi

Gönderen : Prof. Dr. Canan Özgen

IAK Başkan Yardımcısı

İlgi : Etik Onayı

"SRSD Model Kullanılarak Öğretilen PLEASE Strateji Eğitiminin 5. Sınıf İngilizce Öğrenenlerin Betimleyici Yazma Becerileri Üzerine Etkisi: Planlama Stratejisi Eğitimi" başlığı ile yürüttüğünüz çalışmanız "İnsan Araştırmaları Etik Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

21/04/2010

Prof.Dr. Canan ÖZGEN
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA