



**THE IMPACT OF PRODUCT BASED COLLABORATIVE
LEARNING ON TERTIARY LEVEL EFL LEARNERS' WRITING
DEVELOPMENT: A SELF-EFFICACY BASED PERSPECTIVE**

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To my beloved parents...

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ÖZ

Çağın gerekleri ve gelişmelerine paralel olarak, iş birliğine dayalı öğrenme uygulamaları önem kazanmıştır. Bununla beraber üretkenlik, İngilizce'yi yabancı dil olarak öğrenen öğrenciler üzerinde etkisi olan önemli bir konsept olarak kabul edilmektedir. Mevcut çalışma ürün temelli iş birliğine dayalı öğrenmenin İngilizceyi yabancı dil olarak öğrenen üniversite hazırlık öğrencilerinin yazılı anlatım becerileri gelişimine etkisini öz yeterlilik bakış açısı ile ortaya koymayı hedeflemiştir. Hedefi gerçekleştirebilmek ve sistemli bir şekilde veri toplayabilmek için açılımlı sıralı karma desen yöntemi kullanılmıştır. Çalışmanın nicel kısmı için, yarı deneysel araştırma deseni tercih edilmiştir. Bu kısımda katılımcılar kendi yazma öz-yeterlilik değerlendirmeleri araştırmacı tarafından geliştirilen anket yoluyla toplanmıştır. Ek olarak, iki puanlayıcı öğretmen tarafından 32 orta düzey İngilizce yeterliliği olan öğrenci tarafından yazılmış 64 problem çözme paragrafı notlandırılmıştır. Notlar SPSS programı ile analiz edilmiştir. Çalışmanın nicel kısmı için, deney grubundan beş öğrenci ile yarı yapılandırılmış görüşme gerçekleştirilmiştir. Uygulamanın etkinliği hakkında detaylı bilgi edinmek bu şekilde mümkün hale gelmiştir. Nitel veriler ürün temelli iş birliğine dayalı öğrenmenin yazı yeteneği gelişimine olumlu katkı sağladığını göstermiştir. Ancak, ürün temelli iş birliğine dayalı öğrenmenin bireysel öğrenmeden üstün olduğu yönünde belirgin bir sonuç elde edilmemiştir. Ek olarak,

sonular yazı z yeterlilik ve rn temelli iř birlięe dayalı ğrenme arasında anlamlı bir iliřki olmadığını gstermiřtir. Yarı yapılandırılmış grüşmeler sonucu deney grubu ğrencilerinin rn temelli iř birlięine dayalı ğrenme uygulamasına karřı olumlu tutuma sahip oldukları gzlenmiřtir.

Anahtar Kelimeler : rn Temelli ğrenme, İř Birlięine Dayalı ğrenme, Yazılı Anlatım Becerisi, z Yeterlilik Bakıř Aısı
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ABSTRACT

In line with the requirements and developments of the Era, collaborative learning has gained importance. Besides, productivity is accepted as an important concept which has an impact on EFL learners. Thus, combining both collaborativity and productivity was the core point of the study. Thereby, the current study aimed to find out if there are any effects of product based collaborative practices on tertiary level EFL learners' writing lesson from the perspective of writing self-efficacy. To achieve the aim and gather data systematically, explanatory sequential mixed methods design was utilized to gather data. For the quantitative part of the study, quasi experimental research was preferred. In this part, participants' perceptions about their writing self-efficacy were collected by means of a questionnaire which was designed by the researcher. Besides, 64 problem-solution paragraphs which were written by the 32 Intermediate level EFL learners were scored by two raters. Then, the scores were analyzed by means of SPSS. For the qualitative part of the study, semi-structured interviews were conducted with five participants from the experimental group. Gaining deeper understanding about the treatment process was possible in this way. The quantitative findings show that product based collaborative learning practices have a positive impact on writing improvement. However, there are no significant results which make product based collaborative learning practices superior to individual learning. Additionally, the results show that there is no correlation between writing self-efficacy perceptions and product based collaborative learning practices. The results of semi-

structured interviews also revealed that experimental group participants had positive perceptions towards product based collaborative learning practices.

Key Words : Collaborative Learning, Product Learning, Writing Skill, Self-efficacy
Based Perspective

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LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference
CoHe	Council of Higher Education
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ICC	Interclass Correlation Coefficient
MONE	Ministry of National Education
SPSS	Statistical Package for Social Sciences
WSPQ-X	Writing Self-Efficacy Perceptions Questionnaire-X

CHAPTER I

INTRODUCTION

The main goal of this chapter is to introduce the general scope of the study. In this regard, this section includes explanations about background of the study, statement of the problem, aim of the study, and the hypothesis. Additionally, this section deals with the importance of the study as well as the assumptions and limitations.

1.1. Background of the study

Practices of human beings have undoubtedly been affected by certain factors such as scientific and technological developments, media and nature. Therefore, it is not surprising that various ideas have flourished over time about different branches of science. Accordingly, the needs of carrying out an interdisciplinary research has emerged in science to present sophisticated and deeper understanding in studies (Porter & Rafols, 2009). As one of the interdisciplinary branches of applied linguistics, foreign language teaching has been subject to change directly or indirectly.

Over the course of time, studies on foreign language teaching have advanced as the concept have become more significant and comprehensive as a result of its being related to a variety of reasons such as trade, education and health. In the context of Turkey, English is the most common foreign language. In this regard, primary schools in Ministry of National Education (MoNE) offer compulsory English courses from second grade to the final of high school. Besides, English is a medium of instruction in many universities in Turkey. Considering the age of the learners who attend preparatory schools of universities,

it is clear most of these learners belong to a generation called Z. It is widely acknowledged that the features of the generation are among the determinants that controls the process of learning and teaching since each generation bears certain demands (Seemiller & Grace, 2017). Thus, knowing their typical features and beliefs can be useful to create effective learning and teaching practices as well as a conducive atmosphere for these practices.

Generation Z learners share some common features, which make them different from previous generations, such as being curious, having short attention span, using education as a means of reaching intellectual enlightenment and getting prepared for careers and financial success (Schenarts, 2019), and being digital natives (Prensky, 2001). Even if the members of this generation are accustomed to using digital sources and technology, they are expected to bear some specific qualifications to survive in contemporary education and work life. Critical thinking, problem solving, communication, collaboration and creativity, and innovation are among these certain qualifications. Considering these qualifications, it can be inferred that a skills training program may foster the acquisition and development of students' communication, understanding, active listening, as well as enabling them to be aware of cultural aspects and professionalism. However, ensuring these skills' implementation in education is a controversial issue. Therefore, applying new learning styles may contribute to find a solution for these issues.

Besides, Generation Z learners are expected to bear some specific qualifications which are called as 21st century skills to be successful in contemporary education and worklife. To classify these skills, different frameworks were created. Lamb, Maire, and Doecke (2017) listed five common frameworks dealing with common features regarding 21st century skills. These frameworks are named as Partnership for 21st Century Learning, Assessment and Teaching of 21st Century Skills, US National Research Council, University of Chicago School Consortium, and International Study of City Youth. Each of these frameworks has different categories related to required skills, but collaboration is the one which can be found in each of them. When the relevant literature is considered, the number of the studies focusing on the correlation between academic success and social skills of learners

grouped as Generation Z seems to be limited. Taking the need to enlighten this research area into consideration, the researcher mainly focuses on combining product based collaborative learning with writing lessons in tertiary level EFL setting. Through this study, the researcher has a chance to present the possible relations between skills implementation and tertiary level EFL learners' academic success in writing.

1.2. Statement of the problem

Perceptions regarding foreign language teaching and learning tend to change in accordance with the needs and trends of the era and specific terms gain importance in time as a result of these changes. As one of the main skills of language, writing is accepted as a noteworthy skill for many parts of the life (Brown, 2004). To illustrate, many preparatory schools' achievement exams include a writing part and tertiary level EFL learners must have a certain degree of writing skill to pass these exams. Even though writing has an essential role in EFL settings, classroom practices may not be satisfactory when thorough application of certain features are considered. For instance, learner involvement is an essential component that provides meaningful learning environment as well as increasing motivation and attainment (Sinatra, Heddy & Lombardi, 2005). Besides, it is accepted as a preliminary component of many types of learning such as peer tutoring, cooperative learning and collaborative learning. Despite the importance of learner involvement, this topic has attracted limited interest among scholars in the field of language teaching (Merces & Dörnyei, 2020). Therefore, when the related literature is inspected, it is seen that there is no study focusing on the relationship between product based collaborative learning and writing process from the standpoint of self-efficacy in the context of tertiary level EFL settings.

1.3. Aim of the Study

In social relationships, people attempt to manage the impression that they are in charge of constructing and monitoring their performances. In her seminal article Eaton (2010) supported this idea and added the expression “There is a trend towards learning other languages as a means not only to become self-empowered, but also to empower others” (p. 15). Therefore, trying to create a new product in writing lessons may encourage students to work collaboratively and this may give them a chance to improve themselves in a constructive way. Considering these points, the researcher aims to detect whether product-based collaborative learning has positive effects on EFL learners’ writing improvement from the view point of self-efficacy.

In this regard, the research questions are as follows:

1. Does product based collaborative learning affect EFL students’ writing self-efficacy perceptions? If so, in what ways?
2. Is there a significant difference between the experimental group participants’ approach to writing skill before and after the treatment?
3. Is there a significant difference between the experimental group and control group participants’ writing scores before and after the treatment?
4. Are there any differences between the experimental group and the control group students’ writing scores?
5. Do self-efficacy and product-based learning overlap or intersect with each other in terms of development of the writing skill?
6. What are the perceptions of the experimental group participants towards product-based learning after the treatment?

1.4. Hypotheses

Hypothesis is an opinion based expression which show the researchers' expectations about the research findings (Ardy, Jacobs, Sorensen & Razavieh, 2010). As an experimental study, the outcomes of this study cannot be predictable totally. Two hypotheses are introduced by this study.

First hypothesis: Product based collaborative learning can contribute to tertiary level EFL learners' writing development.

Second hypothesis: Tertiary level EFL students taught by product based collaborative learning will have higher level of writing-self efficacy than those taught by individual instruction.

1.5. Importance of the Study

As one of the productive skills, writing has been an important issue and a topic of studies (Zaman & Azad, 2012; Kamberi, 2013; Gabrielatos, 2002) in different EFL contexts for various purposes. Accordingly, it is possible to find plenty of studies on EFL writing in the context of Turkey (Şenel, 2018; Turgut and Kayaoğlu, 2015; Balaman, 2018). However, there are limited studies which give learners a chance to become active participants in their writing skill improvement by providing suitable environment to work collaboratively (Avcı Akbaş, 2017; Sebit, 2019). Besides, the number of the studies which deal with self-efficacy while carrying out research in EFL setting is limited (Şener & Erol, 2017; Doğan, 2016; Tılfarlıoğlu & Cinkara, 2009; Çubukçu, 2008).

In this sense, adapting product based collaborative learning practices into tertiary level EFL writing lessons can be an effective approach which helps learners to have a better understanding of their improvement in writing skill. Also, the study can help teachers to design more appropriate writing lessons considering the findings that cater for their context.

1.6. Assumptions

This study is built on certain assumptions. First, it is assumed that all of the participants have a thorough comprehension of the items in the questionnaire and have answered the questions sincerely. Therefore, before the collecting data, clarity of items were controlled by experts. Moreover, piloting was applied to check reliability and validity of the questionnaire. Second, as one of the 21st century cognitive skills, self-efficacy has been regarded as a notion which has an effect on foreign language learning process. Finally, students are expected not to take any kind of extra support from different sources in various ways such as taking private lessons, using supplementary books, attending another course related writing or watching informative videos about academic writing during the course of the study.

1.7. Limitations

Even though the researcher tried to provide the most suitable environment for the present study, this study has some limitations. The first limitation is related to the number of participants, which is 32 prep school students. As the number is limited, it is hard to generalize the finding for universe and make comprehensive deductions based on the limited evidence. One more limitation may stem from participants' individual differences. Some of the students are not familiar with a learning environment in which they are expected to be more active and autonomous in their learning process. Thus, participants of experimental group may have difficulty in adapting to the process in which they are expected to follow certain requirements such as working in pairs or groups during the lessons, sharing responsibility or supporting and motivating peers. Furthermore, participants' self-acceptance and their perceptions of their qualities can differ from one another and it may effect their response to experimental practices. All in all, prior to designing further studies, these limitations need to be considered in order to make the most of the prospective findings.

CHAPTER II

REVIEW OF LITERATURE

In this section, three main concerns of the study and the studies related with them are presented. In the first part, writing as a productive skill is covered and general scope of writing in tertiary level EFL classrooms is analyzed. Then, trends in foreign language learning are listed and product based collaborative learning is explained in detail. Last part includes the definitions and related studies about writing self-efficacy in different contexts.

2.1. Product Based Collaborative Learning

As a term product based collaborative learning is a combination of collaborative learning and product based learning. By getting help from instructor, learners create their own product collaboratively. Besides, learners are expected to provide appropriate feedbacks to their classmates to share their experiences and opinions while working collaboratively. Learners' encouraging each other to share knowledge is a fundamental aspect of this process. By this way, learners experience being an active learner and take responsibility in production process.

2.1.1. Collaborative Learning

Collaborative learning has been defined in many contexts and for many reasons by plenty of researchers (Oxford., 1997; Barkley, Cross & Major, 2014). Being an umbrella term makes collaborative learning questionable for people. Thus, to distinguish this learning

type from similar terms like cooperative learning, and interaction, Oxford (1997) specifies collaborative learning as a reflection of social constructivist approach. Moreover, Oxford (1997) suggest that collaborative learning “acculturates learners into knowledge communities” (p. 444). Similarly, collaborative learning is delineated as a way in which two or more students work together and share the workload to attain expected learning outcomes. Therefore, while doing exercises or activities getting help from each other and sharing knowledge is a key part of this learning type (Barkley, Cross & Major, 2014). Besides, collaborative learning is unique since learners get help from each other under the supervision of the teacher. The teacher provides materials and facilitate learners according to needs and aims.

2.1.2. Product Based Learning

The main understanding of product based learning is that by doing projects and tasks in groups, learners learn both from each other and from instructors or supervisors. (Cannon & Leifer, 2001). Therefore, there is a systematic Product-oriented learning includes authentic products which are made by students through a planned process. Moreover, drafting and evaluating are other important elements which provide learners to focus on the product. Ganefri (2013) defines product based learning as “production-based learning model defined as the procedures or steps that need to be performed by the educator to facilitate learners to actively learn, participate and interact, with a competency-orientation to produce a product either goods or services required” (p. 163). Therefore, rather than just applying in engineering lessons, this type of learning can be preferred in foreign language teaching and learning settings, as well.

The common points of these definitions indicate the strong relationship between product based collaborative learning and social constructivism.

2.1.3. The Need for Collaborative Learning in Language Teaching

Education has changed and been shaped continuously under the effects of many social and scientific revolutions and improvements. In addition to enhancing the language skills of specific learners, language teaching deals with social and political purposes. Thus, language teaching and learning processes is under the influence of variety of factors.

Considering the current situations in education, Alismail & McCGuire (2015) indicate that the educational model based on a traditional approach that focuses on memorization has lost its popularity over time. Accordingly, the regulations in educational systems are applied in many areas such as form, procedure and content. Even at the international level some attempts have been made to determine, list and analyze needs in education. To illustrate, The Partnership for 21st Century Skills framework was designed to state skills that learners are required to be able to survive in contemporary educational era and this framework attempts to prepare educational standards for the learners of next generation.

The Partnership for 21st Century Skills (P21) framework includes plenty of skills that emphasize the importance of collaboration and leadership (Partnership for 21st Century Skills, 2012). As a result of this, in contemporary schools and organizations, with the increasing interest about group work, both collaboration skills and teamwork are becoming more and more important (Burrus& Brenneman, 2016). Similarly, Neuman and McDonough (2015) hold the view that collaborative activities have been accepted as one of the most prominent components of communicative second language teaching.

One of the main concerns of collaborative learning is coordinating attempts to solve a given problem or to complete a task. Correspondingly, the process of collaboration is dynamic and complex because of its student-oriented spirit (Ares, 2008). Through collaborative learning, learning becomes interactive because collaborative activities enhance social connection between learners and instructors (Chen, 2017).Accordingly, Neumann and McDonough (2015) reported that if students work collaboratively, they can improve the quality of their ideas. In a similar vein, Liao (2014) informs that collaborative

learning has been preferred by many college instructors so as facilitate learning and course content retention.

2.1.4. Social Constructivism and Product Based Collaborative Learning

The literature on social constructivism has mostly emerged from studies of Jean Piaget, Lev Vygotsky, John Dewey, and Jerome Bruner. The definitions and reflections of constructivism can be found in their studies. Accordingly, these scholars can be accepted as the creators of this approach (Tarnopolsky, 2013). To understand the importance of social constructivism, analysing these pioneers ideas can be a logical step.

As one of the most famous social constructivists, John Dewey studied the link of constructivism with a variety of disciplines such as psychology, philosophy, education, and art. Dewey (1897) mentioned social constructivism in his article named ‘My Pedagogic Creed’. Dewey (1897) underlined the strong relationship among psychology, social environment, and education. He actually puts emphasis to these three components and suggests that each forms an indispensable feature of learning process. Besides, Dewey (1897) believed that the reason behind unsuccessful educational practices is separating school from social environment. According to Dewey (1897), without having experience and staying isolated from community, a child has limited opportunities for learning. A thorough research on his ideas makes it evident that he focuses on constructing knowledge not only by doing but also discovering. Similarly, psychologist Vygotsky is another social constructivist. Sociocultural Theory appears in Vygotsky’s works and some concepts such as mediation, internalization, and zone of proximal development are accepted as the core notions. First, the usage of the “tools” is called as mediation and these tools are equal to anything which can solve the problem or achieve the goals (Williams & Burden, 1997, p. 65).

Besides, Vygotsky (1978) coined a new concept as *the zone of proximal development* and also this concept underlines the importance of collaboration in learning and teaching settings. This concept is summarised as “It is the distance between the actual

developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1987, p. 9). This term stresses the distinction between to what a learner is able to achieve individually and what the learner can do through the guidance of adults or proficient peers.

Piaget has been a foremost scholar in cognitive developmental psychology, and constructivism is one of the fundamental issues of Piaget's works (Williams & Burden, 1997). In his studies, constructivism is a notion in which learners are active participants who construct “personal meaning” from their experiences and their own interpretations (Williams & Burden, 1997, p. 21). Accordingly, learners are accepted as active participants with their feelings, experiences, thoughts and reflections rather than being passive observers.

Jerome Bruner is another important figure of cognitive studies (Williams & Burden, 1997). According to Bruner, rather than just presenting and transmitting facts, dealing with cognitive skills and strategies as well as the development of conceptual understanding should be aims of education (Williams & Burden, 1997). It can be inferred that Bruner's ideas show the importance of individual differences and purposeful teaching and learning.

Considering the definitions and the works in social constructivism, it can be understood that the theory of constructivism defends the idea that each person constructs his/her knowledge through experiences and internalizes according to prespecified concepts of his/her inner perspective.

The concept of constructivism has been classified into six categories as “personal constructivism, radical constructivism, social constructivism, social constructionism, critical constructivism, and contextual constructivism” (Geelan, 1997, p. 17). Since social interaction is an essential point of the product based collaborative learning, social constructivism has a big impact on the concept.

2.1.5. Studies on Collaborative Learning

There have been plenty of studies conducted to appraise the effects of collaborative learning in different educational settings. The results have been collected from many participants with various educational backgrounds and levels, so literature regarding collaborative learning is rich in terms of findings coming from many studies.

In a study aiming to determine the effects of collaborative concept mapping on American students' Korean Language learning process, Lee (2013) reported that peer collaboration did not foster learners' writing scores. Moreover, the result of Lee's study (2013) indicated that the group concept mapping can not be beneficial if learners do not understand the collaborative writing process and do not share responsibilities orderly so as to improve their writing. At this point, Lee (2013) underlined the importance of providing instructional guidelines to learners. These guidelines can be prepared by instructors who present writing lessons, to promote peer interactions and monitoring the collaborative process.

Liao's (2014) repeated measure design study aimed both to examine the possible effects of collaborative learning on learners' speaking improvement. According to results of the study, collaborative learning had a positive and statistically significant effect on speaking skills of learners. Besides, the data acquired from open-ended questions revealed that learners accepted peer feedback as a powerful component of collaborative learning.

Ares (2008) showed that learners have a chance to improve some of their social skills while participating collaborative learning activities. These social skills are "negotiation, reaching a consensus, evaluating the merit of ideas, division of labor, and providing appropriate encouragement and feedback to peers" (Ares, 2008, p. 116). While taking part in collaborative learning activities, students can contribute to activities by sharing their experiences or knowledge without feeling pressure. Thus, collaborative learning process is useful to make students being active participants who share knowledge and experiences according to needs or requirements of the task (Ares, 2008). In a similar vein, Neuman &

McDonough (2015) found out that structured pre-writing task can be completed more effectively when students adopt collaborative approach. However, the researchers noted that in their study, students' beliefs about collaboration, topics of writings, quality of peer feedback and guidelines of assignments were ignored.

In her impressive qualitative study of EFL college students' views about collaborative learning practices, Chen (2017) managed to show the importance of collaborative learning in EFL settings. The findings from the study suggested three fundamental effects of collaborative learning on EFL learning and teaching process. First, collaborative learning increases student and teacher interaction reciprocally. Therefore, teachers can detect the need of students easily. Secondly, collaborative learning activities enhance student participation so students can improve their communication skills while participating collaborative learning practices. Last but not least, by applying collaborative learning practices, teachers can motivate students and help them gain self-confidence. Therefore, students who have encouraging language learning experiences can use the target language effectively.

Loes, Culver & Trolan (2018) carried out a study to find out the relation between collaborative learning and students' tolerance towards diversity. According to the result of the study, collaborative learning provides students with a variety of opportunities to interact with each other. To illustrate, while participating collaborative activities, students need to work together with partners who are different in terms of ethnic background, religious belief, cultural background, and gender (Loes, Culver & Trolan, 2018). Thus, it is not a surprising result that collaborative learning encourages students from the point of broad-mindedness. It enables learners to diversity. According to Loes, Culver & Trolan (2018) another important aspect of collaborative learning is being a "flexible pedagogic technique" (p. 954). This feature makes collaborative learning an adjustable means of education which can be implemented for various purposes.

To better understand about students' perception towards collaborative writing, Chen & Yu (2019) conducted a longitudinal case study. The researchers believe that it is essential to

know the relationship between learners' attitudes toward collaborative writing and its impact on learners' development. The results of the study can be summarized under two parts. First, interaction pattern in groups and the use the target language is affected by students' attitudes towards collaborative writing. If a student takes part in collaborative writing activities voluntarily, the student can improve himself in the iven language skill and be an active participant. In addition, the study showed that perceived value of peer assistance, learning beliefs, experiences, and group dynamics are the other factors which form students' attitudes towards collaborative writing (Chen & Yu, 2019).

2.2. Self-efficacy based perspective

This section investigates the concept of self-efficacy and its sub category writing self-efficacy in a broad sense. It includes some definitions of self-efficacy and related literature. Besides, the studies which focus on the effects of self-efficacy in EFL settings is covered in detail in this part.

2.2.1. Definitions of Self-efficacy

It is a fact that psychological theories have been starting points of many educational reforms and regulations. Therefore, plenty of affect foreign language learning and teaching process. As a psychological term self-efficacy is among the variables and was presented within the social cognitive theory. Bandura, the founder of social cognitive theory, coined the term self-efficacy in literature. Bandura (1982) stated that self-perceptions of self efficacy has significant impact on emotional state and the way individuals think andact. According to social cognitive thoeory, learners are active participants during the learning process and in more recent study Bandura (1997) introduced another definion for self efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). In a similar vein, Pajares (1996) delineated self-efficacy as “individuals’ perceived capabilities to attain designated types of performances and achieve specific results” (p. 546). To present deeper understanding to

the term self-efficacy, Zimmerman (2000) acknowledges that self-efficacy has been accepted as a valid predictor to predict learners' motivation and proficiency level. Williams and Burden (1997) emphasize that to reveal the contrast between capability and performance, the concept of self-efficacy can be a conclusive factor. In his book, Bandura (1994) stated that self-efficacy beliefs are determinant in the self-regulation of motivation. To explain the origins of people's beliefs about their self-efficacy, Bandura (1994) categorizes self-efficacy beliefs under four categories. The first category includes mastery experiences. These experiences consist of vicarious experiences which are provided by social model follows them. Vicarious experiences are similar to watching theatre. To gain this kind of experience, a person needs to be aware of people's actions and according to the result of these actions, a person can realize the possible consequences without experiencing the actions themselves. Another point is social persuasion and this belief is related with social acceptance. Specifically, if a person isn't supported by others or humiliated by them, he or she tends when to give up quickly when s/he faces even a minor problem. Last point which is effective on modifying self-beliefs of efficacy is reducing stress reaction. In a similar vein, Williams and Burden (1997) underlines the factors which have influenced self-efficacy beliefs as "aptitudes and prior experiences will affect learners' initial beliefs about their capabilities for learning"(p. 129).

It is also worth noting that to comprehend human actions and human well-being, self-efficacy beliefs are accepted as essential points (Flammer, 2001). Due to the nature of self-efficacy, it can be said that self-efficacy may have a connection with many aspects and stages of learning. As well as other parts of life, in learning and teaching settings, it is possible to find various studies on the concept of self-efficacy.

2.2.2. General Studies about Self-Efficacy

The studies which are related with self-efficacy have been conducted nearly for the last fifty years in different contexts. Bandura and Schunk (1981) conducted a study with 40 children and they aimed to find out whether self-motivation through proximal goal setting

provides an efficient tool to promote intrinsic interest, competencies, and perceptions of efficacy. The results of the study demonstrated that proximal self-motivators had a prominent role on competence, intrinsic interest, and self-perceptions of efficacy (p. 595).

Schunk and Gunn's (1986) study was one of the informative studies which examined the relationship between skill development and self-efficacy. The main concern of Schunk and Gunn's study was to reveal the relationship among children's division problem solving skills, their self-efficacy, their attributions for their problem solving, and task strategies that preferred by them. This multi-dimensional study disclosed that students' efficient task strategies had an influence on their task attainment. Besides, the result of Schunk and Gunn (1986) clearly revealed that self-efficacy was a factor contributing to students' skill development.

Another study was conducted by Dolgun and Caner (2018) so as to examine in-service and pre-service teachers' self-efficacy levels since the researchers claimed that being aware of the teachers' self-efficacy level is a requirement to determine language teachers' abilities about choosing proper methods, practices or teaching resources in language classroom. To gather data for the study, one questionnaire was administered. After analyzing data by using statistical tool SPSS (Statistical Package for Social Sciences), the researchers stated that there was no significant difference between experienced and novice teachers in terms of self-efficacy level. On the other hand, the results showed that experienced and novice teacher differ from each other in terms of dealing with the problematic issues in classrooms, making analysis on teaching task, and classroom management.

2.2.3. Studies about Self-Efficacy and Its Relationship With EFL Settings

In light of definitions and studies, it can be inferred that self-efficacy has an impact on the field of social sciences. Thus, self-efficacy can be an important factor in language learning and teaching process, as well. In related literature, the concept of self-efficacy has been studied in many EFL settings with different purposes and in various contexts. In these studies, learners' language performances and its relationship with self-efficacy is the

much-discussed matter. To illustrate, in his inspirational article, Jabbarifar (2011) reviewed literature about self-efficacy to show its importance and relationship with foreign language learning practices of the 21st Century. Jabbarifar (2011) summarized that self-efficacy can be an effective variable to predict EFL learners' language performance.

Rahimi and Abedini's (2009) study is another good example indicating language skills and self-efficacy relations. In their study, the researchers accepted self-efficacy as an individual quality, and they searched about the link among EFL learners' self-efficacy and students' listening comprehension and proficiency. To collect data, the researchers utilized a questionnaire which was developed by themselves and applied a listening performance test adopted from Longman TOEFL tests. The study revealed that students' listening proficiency, their comprehension and self-efficacy was significantly relevant.

In the pursuit of researching the connection between self-esteem, reflective thinking, general self-efficacy, and learners' academic success, Asakereh and Yousofi (2018) conducted with a group of Iranian EFL learners in Iran. The participants were 132 second year EFL students from Iranian public universities. The data of this study was collected with four questionnaires based on the dimension of the research. Then, the data was analyzed by means of statistical tests. The results indicated that there was a significant relationship between academic achievement and general self-efficacy of EFL learners. Besides, the results showed that self-esteem is another factor which affected Iranian EFL learners' academic success. However, the results revealed that there was no significant correlation between academic success of Iranian EFL learners and their reflective thinking. Similarly, Ghaffari and Akbari's (2018) study examined the effects of Iranian EFL students' attitude, and self-efficacy on their writing attainment. The findings of the study showed that there is a strong relationship between students' self-efficacy and their writing development. According to results, the students having high level of self-efficacy and positive attitude towards writing performed better at writing.

Yang and Wang (2015) conducted a correlational and quasi-experimental research to understand the relationship among EFL learners' language strategies, their English self-

efficacy, and explicit instructions. One of the research questions focused on the differences between experimental groups' and control group's self-efficacy level after the explicit strategy instruction. Research findings displayed that there is a positive correlation between students' language learning strategies and their self-efficacy. Since the results indicated that the students who benefit from more strategies while learning the target language have higher level of self-efficacy.

Şener and Erol (2017) conducted a study in a private high school with 100 Turkish EFL learners to find out the relationship between high school students' motivational orientation and their concept of self-efficacy. The researchers concluded that there was a positive correlation between EFL learners' motivational orientations and their beliefs about self-efficacy.

Magogwe and Oliver (2007) conducted a study which took three years to examine the relationship between some individual differences such as age, proficiency, preferred language strategies, and self-efficacy. At the end of the study, the researchers found out a dynamic relationship between self efficacy and aforementioned individual differences.

In the quantitative study of Doğan (2016) with 150 freshmen, ELT students' anxiety level and their self-efficacy level were investigated by considering demographic differences. After analyzing data Doğan (2016) stated that there is a negative correlation between anxiety level and self-efficacy. It means that the ones who have lower anxiety level have higher self-efficacy level. Moreover, Doğan (2016) stated that demographic differences and their effects should be investigated deeply to reveal reasons which did not take place in her study.

Tılfarlıoğlu and Cinkara (2009) conducted a study with 175 EFL students to explore the relationship between the students' academic success and their self-efficacy level. To get reliable results, the researcher adopted a questionnaire to obtain proper items for the research context. The results of the study indicated that the students who have higher self-

efficacy level had better scored for the given tasks, so the researchers concluded that there is a strong relationship between EFL students' academic success and self-efficacy levels.

On the other hand, Huang and Chang (1996) conducted a study to explain the relationship between SLA learners' achievements and their self-efficacy. 4 SLA learners participated this study and different data collection tools such as interviews, observations, question lists, and questionnaires were utilized to collect data from different perspectives for the study. The findings of the study showed that there was no correlation between learners' self-efficacy level and their achievements. However, Huang and Chang (1996) suggested the possibility of having different findings through examining participants scores and collecting interview data twice. In Turkish context, Çubukçu (2008) investigated the association between foreign language learning anxiety and self-efficacy. The participants of the Çubukçu's study were 100 junior students from the program of English teacher training. According to result of this study Çubukçu (2008) stated that there was no significant correlation between language learning anxiety and students' self-efficacy level. Similarly, Bonyadi, Nikou and Shahbaz (2012) investigated the relationship between Iranian EFL students' language learning strategy preferences and their self-efficacy beliefs. The findings of the study yielded that there was no close relationship between self-efficacy and the strategies used in language learning. Moreover, the researchers found out that gender differences don't have a distinctive effect on learners' self-efficacy level.

2.3. Writing as a Productive Skill

Hyland (2003) defines writing as a sociocognitive activity which requires some qualities such as having planning and drafting skills and individuals' being aware of his/her knowledge of proficiency. Besides, Hyland (2003) underlines the important of considering the context and audience the written product aims to interact with.

As one of the essential language skills, writing has been used as a tool to reinforce language that has been presented to learners. To manage this purpose, teachers ask students to write sentences, paragraphs, longer compositions or even stories (Harmer,

2004) so the students have a chance to practise a language in written form. However, writing is actually more than reinforcement to help learners become proficient user of the target language. As well as reinforcing the grammatical knowledge, writing enables learners to take risks to express their ideas and to realize their needs for finding new words and expressions to state their ideas appropriately (Raimes, 1983). Accordingly, Harmer (2004) points out that if the aim is to assist students to become better writers and to present them the ways of writing in different genres, teaching *writing for writing* can be a proper manner. From this perspective, creating purposeful writing activities can be an essential point in EFL settings. Besides, Harmer (2004) underlines the importance of of certain predetermined stages while teaching writing which he classifies as demonstrating, motivating, provoking, supporting, responding and evaluating.

On the other hand, Gabrielatos (2002) claims that making a clear distinction between language accuracy and writing skills is a requirement to make EFL learners more successful writers. In a similar vein, Byrne (1988) explains the reasons for accepting writing as a difficult activity focusing on problems divided into three categories. The first category includes the psychological problems which arise from the nature of solitariness of writing. The first category is followed by linguistic problems which can be seen in sentence structure and organization. Last category is comprised of cognitive problems which can be experienced when learning through a process of instruction.

As Nation (2009) states, written work is a purposeful product which is written for particular audience. However, in classroom environment, finding audience may not be possible in each writing lesson. From this perspective, creating or designing other social environment such as group work, peer work or whole class writing activities can be alternatives to create audience and get feedback from the participants. Tricia (2005) explained that collaborative writing creates an environment where students are active participants and have a great deal to gain.

2.3.1. Importance of Writing Skills in Foreign Language Learning Process

Nation (2009) states that in a well-designed language course “... equal time is given to each of the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency development” (p. 1). From the point of his ideas, it can be assumed that language learners need to be exposed to target language by means of reading and listening in the first step. Then, the language learners are expected to produce the target language through writing and speaking. Next step is language-focused learning which makes learners focus on deliberately chosen parts of the target language. The last component of a successful language lesson is fluency development which enable learners recall and practise their previous learnings (Nation, 2009).

Accordingly, to provide meaningful learning practices of writing for various purposes, different writing approaches have been applied. These approaches can be classified under four categories as product, process, genre, and process genre approaches (Badger and White, 2000; Hasan and Akhand, 2010).

The product approach is accepted as “traditional approach” (Gabrielatos, 2002, p. 5) since its history dates to earlier periods than other approaches. To apply this approach in writing lessons, teachers need to present good models produced in the target language and learners are expected to analyse the given model as an input before they fulfil their output accordingly. Besides, teachers are responsible for giving feedback. As can be inferred from these points, this approach is a teacher centred approach. Teacher is accepted as a source. Moreover, the focus is on the final written product only while the cognitive process of learning is ignored by this approach.

The process approach regards writing as a multidimensional skill and focuses on the act of writing. Learners’ improvement stages can be observed because this approach provides learners with a system which includes cycles of planning, drafting, and revising (Graham and Sandmel, 2011). Learners have an opportunity to make changes in their products throughout the production process. Since students are expected to give feedback to their

classmates on their written product and to receive feedback for their writing, the students become active participants in their own learning process rather than following the instructions or observing the process indifferently. Another benefit of the approach is that it increases the chances of observing learners' linguistic improvement systematically through the cycles on which it is based.

The genre approach is accepted as a broader form of product approach (Badger and White, 2000) because each of them gives importance to final product. However, there are certain differences between these two approaches. First, genre approach regards writing as a social activity (Hyland, 2003). Secondly, rather than providing a general schema for certain genres, teacher presents each genre with related samples and learners get accustomed to them by analysing the features related to each and do practices to master in genre approach. Moreover, genre approach supports the idea that writing applications need to be purposeful to serve the learners effectively so making use of readers are given importance in this approach.

The process genre approach is another common approach preferred in teaching writing. According to Badger and White (2000), presenting writing can be designed according to learners' needs so utilizing both genre and process approach can be useful.

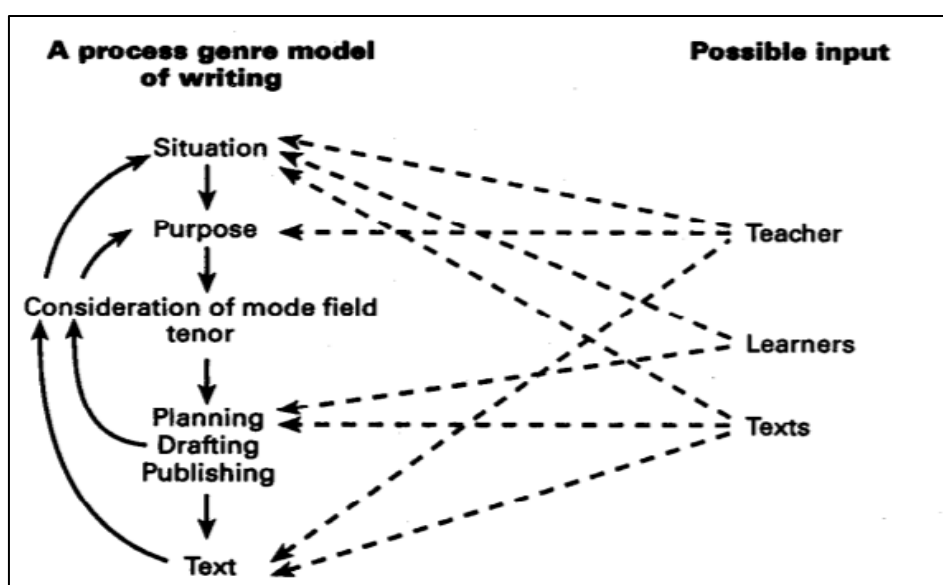


Figure 1. A genre process model of writing (Badger and White, 2000, p. 159).

2.3.2. Studies on Tertiary Level EFL Learners' Writing Development

In the action study of Cinkara and Au (2019), the effects of writing portfolio assesment on tertiary level EFL students' writing process was investigated. The action study took two months and learners' developments were observed through three writing portfolio assessments, one writing quiz, one final exam and one survey designed by the researchers. According to findings of the study, students believed that the portfolio assessment process was an effective factor on their writing development. Also, the study revealed that portfolio assessment had a signficiant effect on students' writing performance.

Zaman and Azad's study (2012) aimed to reveal both instructors and students' perceptions towards feedback in EFL writing courses at tertiary level. The participants of the study were 120 tertiary level EFL students and their 12 instructors from a private university in Bangladesh. The findings revealed that the students shared the idea that feedback was an effective aspect which affect their writing improvement. Similarly, the teachers supported the idea that applying various types of feedback in EFL settings can be useful tool to encourage students in classrooms.

Another study conducted by Ardayati (2018), melted art and education in the same pot by using films as educational tools in writing lessons for tertiary level students. One group pre-post test design was applied with 37 students and writing test was utilized as an instrument. Writing assignments which were administered as pre and post test were graded by two instructors and the raters dectetermined scores by analyzing structure, vocabulary, organization, content, and mechanics of the texts. The pre-post test results of Ardayati's study (2018) show that using films as a tool to teach writing for tertiary level EFL students was significantly effective on students' writing scores.

Kamberi (2013) conducted a study for one semester to find out the possible effect of different types of teacher feedback on tertiary level EFL learners' writing developments. The researcher provided different types of corrective feedback for each week and at the end of the implementations an inerview was utilized in order to gather students' thought

about the feedback types provided to them. According to the study, direct corrective feedback was the most preferred feedback type while peer feedback was not valued by many of the participants. However, as the researcher stated the study is an insufficient one in terms of duration of the implementation and showing students' writing development systematically.

To analyze and detect the tertiary level students' perceptions towards writing courses and the effect of their perceptions on their writing success, Paker and Erarslan (2015) conducted a descriptive study with 782 Turkish EFL students. The participants were from various departments and their language proficiency level were not the same. Despite the differences among participants, the results showed that students' attitude towards writing and their academic success had a conclusive relation.

Şenel (2018) states that creative writing is an effective way because it helps students to perform better academic writing tasks as well as supporting their individual development. Besides, Şenel (2018) noted that integrating creative writing exercises into writing curriculum can be a logical way to reduce the negative factors such as fear of failure, unwillingness to write and writing anxiety in EFL settings.

Turgut and Kayaoğlu (2015) utilized a writing rubric as an instructional tool in their study. Throughout the experimental study, experimental group participants used a rubric while control group participants continued their lessons in a traditional way. The study showed that there was statistically significant difference between two groups and the experimental group students performed better than the control group.

Ceylan (2019) suggested that a topic which failed to draw students' attention could demotivate them and lower the chances of success for that specific task. Moreover, the results of her study showed that topics have a power which affects learners' participation to the learning practices in writing lessons.

Balaman (2018) conducted an experimental study with 43 tertiary level EFL learners for 14 weeks and found out that digital storytelling had a positive impact on the learners'

writing improvement. According to writing scores of the post-test, experimental group scores were significantly higher than the control group.

2.3.3. Assessment of Writing

In the 19th century, written tests were widely used as a tool for assessing knowledge. Thus, for a long time, product oriented writing was a dominant concept; however, writing assessment has been based on performance assessment since the 20th century (Bukta, 2014). Even if the multifaceted spirit of writing assessment makes assessment process challenging, it provides deeper understanding about the students' linguistic improvements because writing tasks serve as a tool which reflect learners' strengths and weakness (Lahuerta, 2018).

The style of assessing writing can vary according to goals of the task so there have been various ways of assessments such as portfolio assessment and assessment of process writing. Nation (2009) provided a list to present the relationship between purposes, and means of assessment. Besides, he classified goals into four categories as “motivating, improving the quality of writing, diagnosing problems, and measuring proficiency” (p. 138) and the assessment procedure can be determined in accordance with specified aims of the writing process. To illustrate, if the aim is motivating learners by means of assessing, providing positive feedback can be useful way. By this way, learners can feel secure and they can analyze their improvement without feeling pressure. Besides, peer feedback, self-assessment rubrics and checklists, or conferencing can be utilized to improve the quality of writing. Moreover, to diagnose problems in a detailed way, observation and product analysis can be preferred. Holistic, analytic and portfolio assessments can be applied to measure proficiency of learners regarding writing skill (Nation, 2009).

To establish validity in assessment process, test maker should be sure about designing a test which measures the intended points (Bukta, 2014). Besides, task characteristics and test taker characteristics should be considered to sustain validity in writing assessment.

2.3.4. Rating Process in Writing

Rating scales can be utilized to decide students' language performance and the rating scales are good source which include test specifications (Bukta, 2014). However, there is no consensus on the best scale to assess written performance. While assessing writing, analytic and holistic scales are the common ones (Bukta, 2014). Each of the scales has different goals and features so choosing the appropriate one is up to a teacher who rates the performance.

Rubrics are present a set of criteria which enable the assessor to determine the quality of a given performance (Pate, Homestead, & McGinnis, 1993) and they are rating scales. The value of a performance becomes evident through the use of rubrics. Additionally, rubrics are essential assessment tools which help teachers to get inclusive understanding on learners' outcomes and they are useful in terms of making learning more purposeful, choosing instructional design, providing a reliable assessment process (Wolf & Stevens, 2007). Moreover, rubrics are good tools to diminish questions which can occupy learners' mind about the complexity and uncertainty of the tasks and they can be used by learners as a practical grading tool while giving peer feedback (Wolf and Stevens, 2007). A rubric needs to ensure the requirements on equity, reliability, and validity (Andrade, 2005) to find place in learning settings.

Rubrics can be classified into four categories as analytic, holistic, general, and task specific and the each type can be preferred by teachers considering the aim of the lesson (Brookhart, S. M., 2003). Analytic rubric is a criterion based rubric and the rater needs to evaluate the assignment separately. Holistic rubric is another type which lets the rater get an overall judgement about the assignment. Besides, general rubric includes criterion based on performance and aims to provide general understanding about a given performances. Therefore, general rubrics can be used to evaluate one domain in different tasks. On the other hand, task-specific rubrics are designed for specific content of a particular task. Thus, task-specific rubrics can be time-consuming considering the stage of

preparation (Brookhart, S. M., 2003). Thus, to meet the requirements of the study, the researcher prepared an analytic writing rubric.

2.3.5. Principles in Designing a Writing Course

Researchers have done a lot of studies throughout decades with the aim of coming up with an ideal model for teaching writing. Even if each learning environment has its own requirements and limitations, researchers have listed some basic principles for a writing programme which offers a standard model which can be adjusted by teachers considering certain circumstances and therefore is likely to serve the needs of learners better.

To begin with, Grabe and Kaplan (1996) classified these principles into ten stages. First of all, content-driven lessons which include challenging tasks to motivate students is an indispensable part of a good writing programme. Secondly, the role of teacher is essential in writing lessons since the teacher is expected to be a good model, facilitator, and guide. These roles help teachers to introduce writing effectively, develop useful activities and as a guide, the teacher can lead learners during their problem solving process and provide them with constructive feedback regarding how they can improve their written product using appropriate expressions and correct structures. Thirdly, a good writing programme should make students be aware of the importance of planning in writing process. Therefore, the programme should include the information about writing process from drafting to editing. As the fourth principle, to increase awareness about the diversity in writing, collaborative learning activities should be a part of the programme. The fifth principle is about the integration of the language skills. By this way, students have a chance to combine different skills and this encourages participation as well as students' autonomy in their language development because they can see the language learning process a whole rather than considering writing an independent skill. The other principle is based on planning activities from easy to complex according to needs of the learners. This principle helps teachers to examine the students' strengths and plan the practices accordingly. Another important principle is informing students about the reader and

audience relationships. To achieve it, teachers need to present different contexts and purposes for writing so that learners can gain insight into how the language they should use may differ under certain circumstances. Without relinquishing standard forms, welcoming different versions of English is another essential principle. As a globally spoken language, English needs to be presented to the learners by welcoming a wide variety usage in writing classes. Last two principles underline the importance of providing appropriate feedback and supplying a large number and variety of writing tasks. By following these principles, designing a fruitful and well-organized lesson can be possible.

Nation (2009) classified principles into four stages as meaning-focused input, meaning-focused output, language-focused learning, and fluency development (p. 93). The first principle is with deals with the importance of making students familiar with a given task. If learners are aware of the expectations of the tasks, they tend to organize the process more easily and create more meaningful written products. Secondly, integrating different kinds of writing is a useful way of presenting the variety of the language to students. By this way, students are able to practice plenty of genres and they can write for different purposes with the help of examples presented to them previously. Third section includes principles based on language-focused learning. Therefore, it underlines the importance of being conscious of different issues as stages of writing process, differences between L1 usage and the target language usage, spelling, feedback types and ethical issues in writing. Last but not least, Nation (2009) accepted fluency development is an essential component of an ideal writing programme.

2.3.6. Collaborative Writing

According to Vygotsky (1978), who coined the term sociocultural theory in literature, knowledge emerges and accelerates through scaffolding. From a sociocultural perspective, learners need to interact with each other to construct information. Therefore, the concept of Zone of Proximal Development (ZPD) has an important place in this theory and it refers an abstract distance which can be exceeded with the guidance of an adult or working

collaboratively with more successful peers (Vygotsky, 1978). Thus, it can be understood that peer interaction and group work are essential points in terms of constructing knowledge. As one of the most important language components, writing is generally accepted as a product of an individual effort; however, collaborative writing which allows two or more participants to produce a text has arisen interest of educators for many years (Storch, 2019). Clark and Clark (2008) stated that pair and group interaction has a big impact on determining the value of the learning procedure. Therefore, integrating the activities which foster pair and group interaction can be one of the reasons which appeals practitioners to apply collaborative writing in their classrooms. Besides, collaborative writing is accepted as a factor which help learners improve their critical thinking abilities (Ulliyot & O'Neil, 2016). Collaborative writing provides learners with interactive writing experiences; therefore it can be a good reflection of sociocultural theory practices, as well.

Even if collaborative writing is used by many people as a synonym of cooperative writing and other types of writings, it has its unique features; thus, it is beyond practising pair work and group work. To differentiate collaborative writing from other types of writing, Storch (2019) defined it as “...an activity that requires the co-authors to be involved in all stages of the writing process, sharing the responsibility for and the ownership of the entire text produced” (p. 40). Besides, he underlines that reaching an agreement throughout the process and producing accordingly is more important than sharing responsibilities in collaborative writing.

Considering these definitions, it can be inferred that learners are expected to be active participants while doing collaborative tasks and they are asked to help each other continuously. Therefore, fostering individual responsibilities, improving group working skills, and providing leadership opportunities are basic components of collaborative writing (Ulliyot & O'Neil, 2016). Accordingly, the study carried out by Deveci (2018) revealed that collaborative writing practices are accepted as effective tools for EFL learners in terms of providing environment for peer-coaching, getting immediate feedback and

improving group and peer working skills. When the benefits of collaborative learning are considered, it is not surprising that there have been various studies (Mozaffari, 2016; Avcı Akbaş, 2017) which include collaborative writing and observe its effects on different language concepts.

In their experimental study, Kowal and Swain (1994) suggested that collaborative writing is an effective way of language teaching because it enhances learners' competencies in both semantic and grammatical knowledge of the target language. Accordingly, the researchers believed that by means of collaborative dialogue, learners have a chance to practice their skills naturally by sharing knowledge without experiencing the artificial spirit of the classroom environment.

Dobao and Blum (2013) carried out a study to investigate learners' perceptions towards collaborative writing. The results revealed that 51 learners out of 55 want to work collaboratively rather than individually. Moreover, the researcher found out that since collaborative writing practice enables learners to be active participants, to share knowledge, learn from each other and to improve their lexical and grammatical accuracy, learners are provided with invaluable experience through the practice. In a similar vein, Hnajani and Li (2014) inferred that collaborative writing tasks improve learners' writing skills and offer them purposeful environment for communication. Besides, they proposed a new feedback model proposed to be applied in collaborative writing lesson to present (Figure 2).

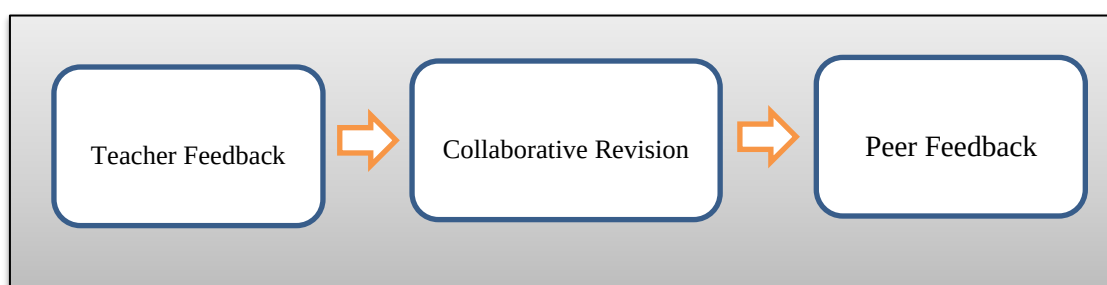


Figure 2. The research proposed feedback model in EFL writing context. Hanjani and Li (2014), *System* 44 , 101-114.

2.3.7. Designing Collaborative Writing Tasks

Lunsford (1991) identified seven attributions of collaboration in learning process as encouraging active learning, promoting quality, pioneering higher attainment, fostering critical thinking, encouraging interdisciplinary thinking, increasing awareness about problem detecting and solving, and learning abstract concepts. In this respect, it is clear that collaboration has an indispensable part in creating a learner centered and effective learning environment. Considering the possible benefits of the link between these attributions of collaboration and learning process, many collaborative tasks have been designed with the aim of applying collaboration in writing lessons, as well.

Writing tasks are various and they are prepared according to learners' needs and aims of the writing programme designed for individuals or institutions. In terms of design, Nation (2009) stated four different types of tasks which are experience, shared, guided, and independent. To start with, experience tasks are the ones which learners are familiar with. These tasks encourage learners to focus on a specific learning point directly without dealing with understanding the expectations of a given task. Besides, these tasks provide learners with efficient opportunities to show their proficiency more accurately. As for shared task, it is regarded as a good tool in language learning. In this respect, the prominent trait of shared tasks is being challenging and this feature makes this type of task applicable to pair and group works when it comes to guided tasks, learners are expected to produce their writings considering the predetermined elements. These elements can vary as pictures, story sequences, numbers or short news. Last but not least, independent tasks can be preferred while designing a task. The most important thing about this type of tasks is that they should be challenging enough to motivate learners and should require fulfilling a task which learner can experience or use in their life as well (Nation, 2009).

Compared to individual writing tasks, different components need to be taken into consideration while designing collaborative writing tasks because these tasks require learners to discuss their ideas, suggest changes for their task and cooperate with each other. Moreover while working collaboratively learners are expected to be active

participants and focus on both form and meaning to produce meaningful and to the point joint text (Swain, 2001). In their seminal article Kang and Lee (2019) revealed that there was a strong relationship between task complexity and students' participation of collaborative activities. According to their study, learners were more engaged in collaborative tasks when they work on complex tasks. On the contrary, they performed better when the task was not complex because they could concentrate more. Therefore, while designing a collaborative task, learners' needs and targets should be considered and these tasks need to be demanding enough to attract learners who work in pairs or groups to sustain effective working environment.

CHAPTER III

METHODOLOGY

In this chapter, research design of the study with its all components is explained in a detailed way.

3.1. Choosing Appropriate Research Design

According to purposes of this study, methodology and design of the research are determined (Cohen, Manion & Morrison, 2007). Accordingly, each researcher aims to reach reliable, valid, and to the point findings after conducting well-designed research procedure. To achieve this aim, research design should be designed carefully by considering feasibility of a study, context, the needs of the study, participants, and research questions (Cresswell, 2014). Besides, upon collecting data, to the interpretation and explanation of the data by using suitable analysis system is another important issue which should be contemplated. Hence, it is not surprising that there are different approaches in literature such as qualitative, quantitative, and mixed methods research. Although these research approaches have some distinctive norms, they share some common features, as well.

3.1.1. Quantitative Research Design

Quantitative research, known to have a long history, can be associated with different names and versions. To begin with, this design was named as *scientific method* and it was affected by the developments in natural sciences in the nineteenth century (Dörnyei,

2007). The reason behind choosing this name can be the objective spirit of quantitative research because while collecting or interpreting data, a researcher just need to provide numerical results instead of expressing his/her clarification or giving further explanation (Dörnyei, 2007, p. 31). Dörnyei (2007) claims that the scientific method includes three major phases each of which is required to be followed systematically. These phases are finding a problem, creating a primary hypothesis, and assessing the hypothesis through empirical data. Thus, to gain empirical data, researchers need to benefit from mathematical expressions, especially using statistical expressions so statistics become inseparable part of scientific research (Dörnyei, 2007).

The scientific method was not only preferred in natural sciences, but also used by social researchers (Dörnyei, 2007). However, people and their relations which are the main concerns of social science are not as consistent as the materials of natural science. From this point of view, Dörnyei (2007) states that quantitative method in social sciences has some idiosyncratic elements in terms of style of using numbers, categorization, using variables, expressing results obtained from statistics, and generalizability of the obtained results.

As in any approach, quantitative method has its own strengths and weaknesses, which need to be taken into consideration while conducting research. First of all, quantitative approach is a good alternative to study complex relations among variables since it enables researchers to test hypothesis deductively with numerical data (Creswell, 2014). Besides, analysing quantitative data becomes practical and time-saving because softwares which indicate statistics and provide accurate calculations are preferred by many researchers. Moreover, random selection can be applied to collect large sample while conducting quantitative method design in a study and this advantage increases the chances of making generalizations based on the findings of a given study (Carr, 1994). On the other hand, there are plenty of criticisms towards quantitative methods. One of the most controversial aspects of quantitative method is that stating just numerical averages fail to provide satisfactory data which is thought to be important in terms of representing the subjectivity

of the participants (Dörnyei, 2007). Additionally, quantitative research has some limitation in terms of obtaining deeper understanding of a phenomenon. This approach mainly focuses on measuring variables at a specific period, which restricts the possibility of interpreting data extensively (Rahman, 2016).

3.1.2. Qualitative Research Design

Certain features of qualitative research distinguishes it from other research designs. To begin with, its flexible nature enables the researcher to add information and omit certain points when necessary during the research process. Thanks to its flexible nature, qualitative research provides the researcher with the opportunity to evaluate cases from a broader perspective. To put it differently if necessary, researchers can add or omit research questions to obtain deeper and valuable data. Secondly, qualitative data is rich in terms of data collection tools such as observations, interviews, semi-structured interviews. Another distinctive feature of this research design is that small sample size is welcomed in qualitative research. Moreover, natural settings are preferred as research settings. Last but not least, subjectivity plays an indispensable role in qualitative research design since the data is analysed and interpreted by the researcher, which requires combining a variety of perspectives in order to reach a conclusion when necessary.

In a similar vein, according to Mackey and Gass (2005) qualitative research design does not follow statistical procedures and not benefit from numerical expressions. Conversely, this type of the research is based on descriptive data. Therefore, definitions and explanations can be accepted as the core elements of qualitative research. Accordingly, Mackey and Gass (2005) listed the characteristics of qualitative research as providing detailed explanation and descriptions, conducting study in natural settings without relinquishing variables, allowing limited number of participants for a thorough study, ensuring an environment celebrating diversity from different perspectives, empowering an open-ended process that makes the research process smooth and safe. It can be inferred that qualitative research design offers deeper understanding about a subject rather than

aiming to prove theories. As a consequence, it can be inferred that productive spirit of qualitative research allows researchers to work their studies in detail.

Nevertheless, there are some questionable characteristics of qualitative research. Dörnyei (2007) grouped them into 5 categories as “sample size and generalizability, researcher role, lack of methodological rigour, too complex or too arrow theories, and time consuming and labour-intensive” (p. 41). First of all, limited sample size may fail to reflect the features of the universe extensively and it may cause problems in terms of generalizability. Secondly, subjectivity may cause to obstruct the chances of interpreting reliable findings based on the gathered data. Another drawback regarding this research design is that finding standardized instruments cannot be possible each and every situation and it may make the qualitative research a vague one. Uncertainty is also a debated characteristics of qualitative research. To illustrate, a researcher may fail to come up with extensive theories from a huge data while getting impressive theories from limited data. Consequently, the last feature of this research type is being time consuming and complicated to apply in terms of energy and feasibility for large groups.

3.1.3. Mixed Methods Designs

Mixed method research can be defined as choosing proper quantitative and qualitative research methods to carry out research and draw reliable conclusions based on the gathered data (Dörnyei, 2007). It can be realized that integrating qualitative and quantitative research to obtain comprehensive findings is the logic behind the mixed method designs. According to Creswell (2014), origins of mixed method design date back to Campbell and Fisk’s study (1959). In this study, the researchers applied various quantitative and qualitative techniques to collect data to work systematically on a psychological feature. Besides, it is believed that mixed method research gained popularity after the introduction of the term of triangulation in social sciences in the 1970s. Accordingly, using both quantitative and qualitative research techniques for a study began to become a widely-used system among researchers. By applying triangulation, a

researcher can use plenty of research methods, sources of data and theories to find out results; thus, applying mixed method design is an alternative way to ensure triangulation in a study. Moreover, gaining results from different sources is claimed to support the validity of research (Dörnyei, 2007).

Compared to qualitative and quantitative research design in terms of historical background, it is evident that mixed method research designs are relatively new. While carrying out a mixed research, combining different data collection methods and analysing styles are welcomed. By means of mixed method research, researchers can benefit from good sides of both quantitative and qualitative research methods and they can reach comprehensive results by intensifying the understanding of a multi-faceted issue.

However, mixed method designs were criticized a lot because at the time the design started to be utilized, distinctive features related to it were not specified explicitly. Therefore, plenty of models have been developed to diminish debates on its applicability. In his seminal book, Cresswell (2014) categorized mixed method designs used commonly in social sciences as convergent parallel mixed methods and explanatory sequential mixed methods, and exploratory mixed methods. Convergent parallel mixed methods enable a researcher to collect both qualitative and quantitative data at the same time and to combine the findings accordingly. Explanatory sequential mixed method differs from the first one because of its data collecting order. While applying this type, a researcher can focus on quantitative data first, then use qualitative data to verify and make a clear picture about the quantitative data in a detailed way. Besides, it enables researchers to employ unequal sample sizes for different phases of the study. To illustrate, quantitative data can be collected from a huge number of participants, while qualitative data can be collected from limited number of participants who can reflect the research sample. Conversely, to carry out an exploratory sequential mixed method, a researcher needs to collect and focus on qualitative data first. Then, quantitative data is collected to gain deeper understanding on the research issue and to reveal matters not provided in qualitative part. Choosing appropriate mixed method design can be possible by considering the needs and purposes

of the study. Therefore, mixed method designs provide substantial options for researchers in terms of not only both data collection and data analysis phases of the study.

3.1.4. The Research Philosophy of the Current Research

Research in broad terms refers a purposeful and systematic study which aims to achieve reliable and valid consequences (Kothari, 2004). The aim of social studies is to employ investigations on social and human factors so it has its own requirements. The context of the study, technical and financial sources, and availability of reaching reliable data should be considered. It could be assumed that while conducting research in social sciences, various research methods can be applied depending on specific requirements of a given study. However, research problems should be core elements while determining the research design with the aim of providing a suitable way to carry out the research (Cresswell, 2014) .

While planning the current study, the researcher wrote research questions first and then design the research type. Under the scope of the the needs and aims of the current study, explanatory sequential mixed method design is preferred (See Figure 3).

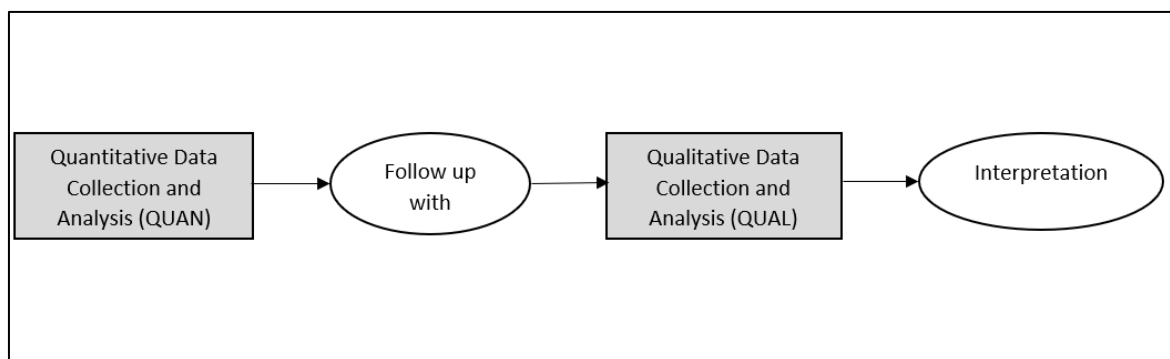


Figure 3. Explanatory sequential mixed methods (Creswell, 2014, p. 220).

The quantitative aspect of this research was designed a quasi-experimental research since purposeful sampling was applied for two different groups. Therefore, the research questions were designed accordingly. In this study, there are six research questions and the first five questions were examined according to quantitative data. To illustrate, the first

two questions aimed to discover whether there is a relationship between participants' writing improvements and the treatment. To draw conclusion regarding this issue, writing scores of the participants, showing their performance before and after the treatment were compared and analyzed statistically. The next two questions are primarily based on participants' writing self-efficacy level and its relationship with the treatment. In order to reach a conclusion on this research question, the findings from the questionnaire were analyzed. The fifth question is aimed to find out whether participants' self-efficacy level and collaborative learning practices overlap or intersect with each other. On the other hand, the last question aimed to find out experimental group participants' perceptions about the treatment process. Accordingly, qualitative data gained from semi-structured interview was used to answer these questions. Dividing questions corresponding to a specific research type provided the researcher to focus on data carefully and analytically. Moreover, while quantitative data enabled the researcher to gain insight into the research problem, qualitative data enhances the clarification of the perceived statistical results.

Applying explanatory sequential design allowed the researcher to start collecting data by means of a questionnaire and writing assignments. Then, the procedure continued with semi-structured interviews to perceive the reasons behind of the quantitative findings. This transformative spirit of sequential study offers dynamic research process which enables the researcher to obtain detailed data. Therefore, the researcher had a chance to use qualitative data to interpret the quantitative data. Additionally, using a combination of method made is possible for the researcher to benefit from the strengths of each design and compensate drawbacks that may result from using one design only. Besides, using mixed methods design supports the variety of research questions. By this way, the researcher can examine a variety of questions, which increases the possibility of gaining a deeper insight into the research. Thus, the researcher can obtain different answers and can gain more comprehensive insight into the research.

3.1.5. Research Questions

The current research aimed to reveal the answers of the following questions. In the first five questions are depended on quantitative data while the last question is related with the qualitative data.

1. Does product based collaborative learning affect experimental group participants' writing self-efficacy perceptions? If so, in what ways?
2. Is there a significant difference between the experimental group participants' writing self-efficacy perceptions before and after the treatment?
3. Is there a significant difference between the experimental group and control group participants' writing scores before and after the treatment?
4. Are there any differences between the post-test results of the experimental group and control group students' writing performances?
5. Do self-efficacy and product-based learning overlap or intersect with each other in terms of developing the writing skill?
6. What are the perceptions of the experimental group participants towards product-based learning after the treatment?

3.2. The Pilot Study

First pilot study was about Writing Self-Efficacy Perceptions Questionnaire-X. It was applied in the last quarter of the 2019 academic year. Each participant was asked to read the consent form attached to the questionnaire and the ones who wanted to participate in the study signed the form (Appendix 1). The writing self-efficacy questionnaire was piloted with 185 intermediate students in the same institution.

The research study was piloted in the same institution with 24 EFL learners who study the same level 2019 summer school. In the pilot study, students did not receive a self-efficacy questionnaire because it was under development process. Besides, participants were not as

purposefully chosen as real study because the control group and the experimental group have some repeat students who took the writing course again. Moreover, time was limited with three weeks because of compact and busy spirit of the summer school. Thus, just for three weeks, product based collaborative learning materials were utilized in writing lessons and writing assignment scores of the participants were taken into consideration.

Accordingly, some basic adjustments were made to task based collaborative learning materials by the researcher after observing learners' reactions and comments towards them. To begin with, writing topics did not appeal to participants and participants found them boring to write about. Therefore, suggestions for topics collected from participants and in the real study the participants were asked to write about some of these topics. Secondly, writing tasks were given as an assignment for the pilot study. However, it was found out that some of the participants got help from different sources while doing assignments. Thus, in the real study, both pre and post-test were collected in the form of classroom tasks. Another crucial difference was about creating groups in class. In the pilot study the instructors created groups, but it caused conflicts and problems among some students. Thus, to create more stress-free environment, the instructors just asked participants to create their group of four members in each writing lesson and change the groups for each lesson. By this way, it was aimed to create an atmosphere through participants had a chance to work collaboratively from the beginning of the process without feeling any pressure.

3.3. The Universe and Participants

This present study was conducted at the prep school of a foundation university in Ankara in the second quarter of 2019-2020 academic year for five weeks. In this institution, students must pass Proficiency Exam to start their programs. The exam consists of four different parts which are designed to assess listening, reading, and writing performance of the students. The ones who fail in the Proficiency exam named APEX have to enrol in the English prep program according to their level. The prep school hosts both Turkish and

international students, so the classes provide good examples of tertiary level EFL students because of their multicultural nature.

In the institution, courses are divided into two as main course and writing course. All classes in a specific level have the same schedule and making any changes in the schedule is strictly forbidden for sustaining unity between classes. Intermediate learners are accepted as B level students. This level corresponds to A2 level of Common European Framework Reference (CEFR) and they receive 27 hours of lectures per week.

For each class, two instructors are responsible for the courses. They share the workload as main course teacher and writing course teacher. Therefore, it is not possible for the researcher to become the teacher of both control group and experimental group in writing lessons. Therefore, the researcher becomes the experimental group teacher, while another instructor works with the control group. To avoid possible problems which may result from having different instructors, the control group instructor was chosen on purpose and necessary permissions were taken from the school administration. Experimental group instructor and control group instructor shared common points in terms of educational background and teaching experiences. Both graduated from teacher training high school and completed their bachelor's degree at English Language Teaching department from the same university. Both of the instructors were M.A. students of English language teaching department. Besides, they have been working at the same institution for four years. Throughout the study, the instructors worked collaboratively and informed each other when necessary.

3.3.1. Experimental Group and Control Group Participants

While determining participants for the quantitative part of the study, convenience sampling was used because the researcher found this sampling style advantageous for two main reasons. First reason is that the researcher is an instructor in the same institution. This position helped the researcher in getting approval to collect data, communicating with the participants and administration, and organizing research phases considering curriculum

of writing courses. Secondly, the researcher aimed to conduct this research with two groups of participants sharing common features such as being native speakers of Turkish and being enrolled in the intermediate level writing lesson for the first time. Keeping these points in mind, convenience sampling was chosen as the best option.

While piloting the questionnaire, 185 intermediate students from the prep school participated in the research. All of the participants were native speakers of Turkish and they took the B level writing course for the first time. Besides, for piloting of the treatment 16 tertiary level EFL learners participated in this phase. For the real study 32 tertiary level EFL learners participated in total. The age of participants range from 18 to 23 so all the participants are from Generation Z. Among the participants who joined the study, 17 of them (%53.12) were female and 15 of them (%46.87) were male. In the experimental group, 8 (%50) male and 8 female , 16 participants in total took part in the research. On the other hand, in the control group 7 (%43.75) male and 9 (%56.25) female students participated.

3.3.2. The Semi-structured Interview Participants

The aim of conducting the semi-structured interviews is to elicitate data by means of open ended questions. Purposive sampling was utilized to decide the participants. As to the availability of the participants, just 5 students from the experimental group were involved in the interview process. The interviewees participated voluntarily. 2 of the participants (%40) were female and 3 (%60) of them were male. Before the interviews, the participants were informed about confidentiality.

With the aim of protect the participants' identity, the researcher used pseudonyms for the interviewees. Therefore, interviewees were named as Victoria, Zoe, Henry, Stew, and Hector.

The researcher had a face to face interview with the students in order to collect data using the semi-structured interview questions (Appendix 2). The interviews with each participant took approximately 3 minutes.

3.4. Data Collection

In this study, explanatory sequential mixed method was used. Thus, to gather data properly both qualitative and quantitative data collection techniques and tools were utilized. Accordingly, the data collection procedure was comprised of two phases. While carrying out quantitative part of the research, the researcher applied writing assignments and a questionnaire as pre-post-test to understand participants' perceptions about their writing self-efficacy and the qualitative data were collected through semi-structured interview with volunteer participants from experimental group. In their improvement in writing. Accordingly, in this section, treatment process, data gathering process, instruments and their development process are explained in detail.

3.4.1. Product Based Collaborative Learning Treatment

The current study lasted for five weeks in the second quarter of 2019-2020 academic year. During the study both control and experimental group covered the same topics in writing lessons (Appendix 4). The way that they covered the lesson was pretty different. To illustrate, the experimental group participants completed product based collaborative activities while control group participants fulfilled the activities individually. By applying the treatment, the researcher aimed to find out the impact of product based collaborative learning on learners' writing development from the writing self-efficacy perspective. With these two group, the researcher had a chance to compare the effectiveness of the individual and collaborative learning atmospheres on writing performance and writing self-efficacy level.

Both control and experimental groups shared similar features. Each group consists of 16 participants which shares common features such as taking the writing courses for the first time, being Z generation students and being intermediate level.

At the beginning of the study, the control group and the experimental group took two different pre-test. These pre-tests include writing assignment and writing self-efficacy perceptions questionnaire (WSPQ-X) designed by the researcher. Then, throughout the study, experimental group receive a treatment while the control group continue their courses in a traditional way. Post-test was given to participants. The stages followed each week during this 5 week process are explained in Figure 1.

1- First of all, before collecting data all the participants were distributed consent forms and the researcher explained the research process to diminish the questions and hesitations in participants' minds. Having been introduced the process of the study, all the participants from the experimental and the control group were asked to take the writing self-efficacy perception questionnaire (WSPQ-X) before starting the first writing lesson.

2- Second, after presenting problem solution-paragraph, the instructor asked students to write an individual paragraph as a pre-test to state a clear picture about participants' writing performance. The topic of the pre-test was *homeless people*. Pre-test could help the researcher to understand participants' writing skills without relinquishing their background knowledge. After collecting writings from both experimental and control group participants, the papers were typed without names to increase objectivity in scoring process. Then, the paragraphs were graded by both control group teacher and the researcher by using a rubric designed by the researcher (Appendix 3). The results were written Besides, the questionnaire findings were analysed by means of SPSS.

3- The topics of the paragraphs were determined by the researcher according to the themes of the coursebook which was covered in courses and participants' feedback from the pilot study. These paragraph topics were homeless people, obesity, internet addiction, shopaholism, and cyberbullying. Accordingly, both experimental group and control group

participants were informed about the topics which the students were expected to do research before each writing lesson (Appendix 4) . By this way, students' readiness for the lesson may be equal and their performances could be evaluated accordingly.

4- The experimental group were introduced a new writing lesson procedure. To make a smooth transition between traditional and new procedure of writing lessons, the instructor introduced the new system which is expected to be followed by the participants. Accordingly, the experimental group participants were asked to work collaboratively in the class throughout five weeks. On the other hand, in control group, there was no collaborative activity in lessons. Control group participants produced their products individually.

6- After five weeks of treatment, both experimental and control group participants were asked to take writing self-efficacy perceptions questionnaire (WSPQ-X) under the supervision of control group teacher and the researcher in the first hour of the last week. Then, all the participants were asked to write a problem-solution paragraph as a post-test. The topic of the post-test was *obesity*.

7- Last but not least, for the qualitative part, semi-structured interview was conducted with the five volunteers from the experimental group because the experimental group participants had an experience about product based collaborative learning practictices. Therefore, their opinions were seen as valuable sources to analze the treatment. The interview questions can be found in Appendix 2 and the comprehensive explanation of the treatment process is presented in the Figure 4.

	The Experimental Group	The Control Group
1 st Week	Taking the consent form Taking the questionnaire (WSPQ-X) Introduction to Problem-solution Paragraph	Taking the consent form Taking the questionnaire (WSPQ-X) Introduction to problem-solution Paragraph
2 nd Week	Taking pre-test writing Getting information about the process Completing 1 st product as a pair work activity	Taking pre-test writing Completing 1 st product individually
3 rd Week	Completing 2 nd product in group of 3	Completing 2 nd product individually
4 th Week	Completing 3 rd product in group of 4	Completing 3 rd product individually
5 th Week	Writing a problem-solution paragraph as a first post-test Taking the questionnaire (WSPQ-X) Conducting focus group interview	Writing a problem-solution paragraph as a first post-test Taking the questionnaire (WSPQ-X)

Figure 4. Treatment procedure

3.4.2. Instruments

To collect data considering the needs of the research, writing assignments, a problem solution paragraph scoring rubric, one questionnaire, and semi-structured interview were employed in this study. In this section, the development process of these tools is introduced.

3.4.2.1. Writing Self-Efficacy Questionnaire

The questionnaire utilized as pre/post test tool was designed by the researcher (Appendix 3). The researcher got the inspiration from article by Bruning et al. (2013) while deciding the domains. Besides, another article of Bandura (2006) became the main source to create items. The domains of the questionnaire are performance based self-efficacy, self-efficacy about linguistic knowledge, and regulation based self-efficacy. The items were prepared in accordance with these domains.

The main aim of the questionnaire is to gather participants' writing self-efficacy perceptions before and after the treatment. Accordingly, by using the findings collected through the questionnaire, the researcher can present whether product based collaborative learning has an impact on experimental group participants' perceptions about their own writing self-efficacy. Besides, collecting detailed information from both experimental and control group participants is believed to provide a deeper understanding as to whether there is statistical difference between these two groups in terms of their writing self-efficacy perceptions.

3.4.2.2. Designing Procedure of Writing Self-Efficacy Perceptions Questionnaire-X (WSPQ-X)

Designing the questionnaire, piloting and applying necessary tests for reliability and validity took four months. First of all, after researching and reading related sources on writing self-efficacy, the researcher created an item pool consisting of 48 items. It was administered in English considering the proficiency level of the students and their ability to comprehend the items without any guidance. The questionnaire was proofread by four different experts and necessary changes made in the questionnaire according to their feedbacks.

After getting experts opinions from three instructors and one psychologist, the problematic items were eliminated. Then, it was agreed that 30 items would be utilized to make the

questionnaire more suitable for the study. The questionnaire was designed in the form of Likert scale due to its offering a variety of responses in a given case (Cohen, Monion & Morrison, 2007). This scale includes five categories as *completely disagree, disagree, not sure, agree, completely agree*.

To understand whether the questionnaire is valid and reliable, piloting was employed. As Cohen, Monion and Morrison (2007) states the presence of the researcher during the application can be essential in terms of diminishing uncertainties or answering queries. Thus, while administering the questionnaires, the researcher scheduled the program in such a way that she could be in class with the participants in order to guide them when necessary. The sample size in piloting was decided considering the research literature. According to Kline (1994) sample size should be between 2 times and 10 times of the items included in the tool. In a similar vein, according to Tabachnick and Fidell (2013) the sample size should be at least 5 times the number of the items. On the other hand, Gagne and Hancock (2006) stated that sample size can vary depending on the number of factors. It is clear that there is no consensus about the number of the sample size. Therefore, considering the settings and the need of the study, the questionnaire was applied to 185 intermediate level prep school students from the same institution at the the beginning of the last quarter of 2018-2019 academic year under the supervision of the researcher.

At the beginning of the procedure, the researcher asked participants to read and sign consent forms (Appendix 1) on condition that they want to participate in the study on a voluntary basis. By this way, the participants have a chance to be informed about the requirements of the study in advance and the purpose of the questionnaire in advance. Besides, by means of consent forms participants were informed about confidentiality, their rights to withdraw throughout the study, anonymity and the contact details of the researcher.

Then, to check questionnaire in terms of reliability, the items were analysed with SPSS23. To analyse the items SPSS23 was used to fulfill statistical analysis. According to statistical findings, Cronbach's alpha internal consistency coefficient score of the

questionnaire was found 0,78 and this score is considered to be acceptable (Büyüköztürk, 2018).

3.4.3. Writing Assignments

To offer a clear picture of participants' writing development, the instructors asked participants to write a problem-solution paragraph as a pre and post-test. Thus, the current study employed two writing tasks in the form of problem-solution paragraphs. The topics of the tasks were determined by control group instructor and the researcher (Appendix 4) While determining the topics, the topics with which the students were familiar and the themes that their coursebook covered were taken into consideration. The participants completed the given tasks in classrooms under the supervision of the instructors and they had 50 minutes for each task. All of the paragraphs were distributed back to students after giving written feedback.

3.4.4. Problem-Solution Paragraph Rubric

The researcher aims to analyze strengths and weaknesses of learners and obtain detailed understanding on learners' performance of problem-solution paragraph in the current study. It is a common fact that assessment of performances is generally achieved with the assistance of scoring rubrics (Jonsson & Svingby, 2007). To achieve this, using an analytic rubric was the preliminary need of the study because scoring rubrics are valuable tools to place learners into specific levels according to their language performance and they provide transparency in scoring process. Additionally, analytic rubrics include explicit criteria and this feature enables researchers to obtain deeper information about learners' weaknesses and strengths.

With the aim of ensuring suitable scoring rubric according to the needs and features of the study, the researcher designed an analytic writing rubric inspired by adapted from Jacobs et al.'s (1981) and Brown & Bailey' (1984) writing rubrics. Setting the proper aims was the first step of designing the rubric. Besides, while designing rubric top-down approach

was adopted. The problem-solution paragraph rubric includes five dimensions as organization, content, grammar, vocabulary, and mechanics (Appendix 3). The rubric total grade is 100 and each dimension has a different percentage. As the first component, organization was graded out of 30. Content, use of English and use of vocabulary are rated out of 20 separately. The last component mechanics is graded out of 10.

To obtain a well-designed rubric, there are some important components such as equity, reliability, and validity. Hence, validity and reliability requirements were tested before grading the writing assignments of the participants. Validity is defined as “the process of accumulating evidence that supports the appropriateness of the inferences that are made of student responses for specified assessment use” (Moskal & Leydens, 2000, p. 1). Therefore, to confirm validity, different components were examined. To ensure face validity, content validity, construct validity and criterion validity feedbacks from two experts were obtained, rubrics in literature were taken as samples and regulations were made accordingly.

3.4.5. Semi-structured Interview

As a method of qualitative inquiry, conducting interview is a useful means of collecting data in a variety of ways. To begin with, it allows researchers to elicit information regarding different components which are not directly observed (Mackey & Gass, 2005) by means of other research tools such as surveys, field notes, participants’ products. Besides, participants can express their opinions, attitudes and perceptions with their own words. Additionally, both researchers and the participants may have a chance to meet face to face, which may result in creating a secure environment through participants would feel less hesitant to share information or experiences.

Keeping in mind the benefits of interviews, context of the study and the availability of the participants, the researcher conducted semi-structured interview with 5 volunteer participants from the experimental group. This type of interview was preferred since the researcher wanted to feel free to add or omit the questions while conducting the

interviews. Besides, semi-structured interviews allow the researcher to ask close or open-ended questions which generally follow the questions which aim to clarify the reasons (Adams, 2010).

Participants were informed about confidentiality at the beginning of the interviews. The interviews were conducted in Turkish and each of them took 2-3 minutes for each participant. The aim of the researcher was to elicit experimental group participants' perceptions of product based collaborative learning process. Therefore, the interview questions were prepared considering the related literature and they were proofread by two experts before utilizing in the study.

3.5. Data Analysis

To carry out a mixed method research, the researcher needed to collect both quantitative and qualitative data in this study. Considering different features of these data types, it is clear that each of them requires different methods to be analysed. Therefore, this part is dedicated to explain the data analysis process of the study.

3.5.1. The Analysis of Quantitative Data

In this study, the numerical data were collected through Writing Self-efficacy Questionnaire and participants' writing assignment scores. Both of these tools were applied as pre and post test. The data which gain from writing assignments graded by two raters and the scores were analyzed statistically. Accordingly, the quantitative data were analyzed by means of SPSS23 to reveal reliable and valid findings for the research questions 1, 2 , 3, 4 and 5. Table 1 illustrates how the data were analyzed.

Table 1

Statistical Techniques Utilized to Analyze the Quantitative Data

Type of Data	The Test Applied
Reliability of the Writing Self Efficacy Questionnaire	Cronbach's Alpha
Comparison of the Pre-test and Post-test of WSEQ of the Experimental Group	Paired Samples T Test
Comparison of the Pre-Test of WSEQ-X of Test Experimental Group and Control Group	Independent Samples T
Comparison of the Post-Test of WSEQ-X of Experimental Group and Control Group	Independent Samples T Test
Comparison of the Pre-test and Test Post-test of Writing Performance of the Experimental Group	Wilcoxon Signed Ranks
Comparison of the Pre-test and Post-test of Writing Performance of the Control Group	Paired Sampled T Test
Comparison of the Pre-test and Post-test of the Writing Performance of the Experimental and Control Group	Mann Whitney U Test
Comparison of the Post-test of the Writing Performance of the Experimental and Control Group	Independent Samples T Test
Comparison of control group participants' post test studies in terms of WSEQ-X and writing scores	Pearson Product-Moments Correlation Analysis
Comparison of experimental group participants' post test studies in terms of WSEQ-X and writing scores	Pearson Product-Moments Correlation Analysis

3.5.2. The Analysis of Qualitative Data

Qualitative data is preferred by researchers to discover and explain deeper meanings about actions or situations. With this aim, not only presenting concrete data directly but also developing explanations and expressing valid criticism on a given issue are welcomed in the process of analyzing qualitative data (Neuman, 2014).

To obtain meaningful data, it is essential to benefit from a variety of forms such as photos, interviews, observations, and recordings according to needs of the study and conditions regarding the research environment. Therefore in this study, qualitative data was obtained through semi-structured interviews to offer deeper comprehension.

Semi-structured interview was conducted after the five-week treatment. 5 volunteer students from experimental group participated and the interviews were audio-recorded. The aim of the interviews was to obtain participants' perception about the treatment. Therefore, interview questions were prepared to clarify and verify the data which was obtained from quantitative part of the study.

The interviews were conducted in Turkish to allow participants to express themselves without feeling pressure. The interviews took 2 or 3 minutes for each participant. Throughout the interview, participants were encouraged to elaborate on their answers. By this way, verifying the data in the quantitative part of the study and clarifying the points that might be neglected to report became possible. Additionally, the interviews were audio-recorded and transcribed verbatim by the researcher twice to secure data. Then, the data was translated from Turkish into English. Besides, both the transcribed data and the translated version of it were checked by control group teacher in order to ensure reliability.

To analyze the qualitative data, general inductive approach was preferred. By applying this approach it became possible to condense raw data into a comprehensible summary. To achieve this, the researcher started inductive coding by examining the data carefully. Rather than just underlying the words, the researcher tried to reveal the ideas which are inherent in data. Accordingly, the meaningful units were emerged as codes. Then, the researcher classified codes and listed them into categories. Next, some common expressions uttered by the participants as broad terms were regarded as themes. Then, participants' answers were analyzed considering the specified themes and each was listed accordingly. This systematic process enabled the researcher to analyze the raw qualitative data in an order and reveal the findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is devoted to explain the findings of the study and the interpretation related to findings are stated regarding the research questions.

4.1. Inter-rater Reliability Scores

Reducing subjectivity and obtaining more reliable results can be possible when at least two independent raters score the tests. Therefore, participants' problem-solution paragraphs were scored by both control group teacher and experimental group teacher in this study. Besides, to carry out a more objective scoring process, the paragraphs were computerized and participants were identified by numbers, not with their names. By this way, the raters had a chance to ensure the objectivity in terms of scoring.

Accordingly, to discover the inter-rater reliability of the scores determined by two raters, the pre-test and post-test findings were analyzed by means of SPSS and 2-way mixed model was applied in 95% confidence interval (Table 2).

Table 2

Inter-rater Reliability Test

Variable	ICC	95% Confidence Interval	
		Lower Bound	Upper Bound
Control Group pre-test	.758	.307	.916*
Control Group post-test	.559	-.333	.849
Experimental Group pre-test	.844	.548	.946*
Experimental Group post-test	.854	.594	.948*

* $p < .05$

As can be seen in the table 2, the ICC (Interclass Correlation Coefficient) score of the raters who scored the control group pre-test scores was found as 0.758. This score suggested that the reliability level can be classified as Substantial Agreement. Additionally, the ICC score of the raters who graded control group post-test was 0.559. The results suggested Moderate Agreement between the two raters. When the ICC score of the raters was analyzed by considering experimental group pre-test results, it was found 0.844 and it proved that there was an Almost Perfect Agreement between raters. Similarly, the ICC score of the raters who scored the experimental group post-test was found as 0.854 which was accepted as Almost Perfect Agreement between the scorers.

4.2. Quantitative Findings

Five of the research questions are based on experimental part of the study. Therefore, quantitative findings were obtained from two different tools which are writing self-efficacy questionnaire and two problem-solution paragraph assignments. To find out whether the treatment has an affect on participants' writing self-efficacy perceptions or their writing performances, various statistical tests were employed.

4.2.1. Findings of Participants' Writing Self-efficacy Perceptions

Question 1: *Does product based collaborative learning affect experimental group participants' self-efficacy perceptions? If so, in which ways?*

The aim of the first question is to reveal whether the product based collaborative learning practices had an effect on experimental group participants' writing self-efficacy perceptions. Thus, first normality test was applied to assess whether the data presents normal distribution or not. Shapiro-Wilk normality test was utilized since the number of the participants was lower than 30.

Table 3

Shapiro-Wilk Normality Test of Experimental Group's WSPQ-X Findings

Variables	<i>N</i>	<i>P</i>
Pre-test	15	.677*
Post-test	15	.165*

* $p > .05$

According to the results of the normality test, it can be realized that the data has a normal distribution between 95% confidence interval. Therefore, to determine whether there is a significant difference between experimental group participants' perceptions towards writing self-efficacy before and after the treatment, Paired Sample T Test was applied (Table 4).

Table 4

Comparison of WSPQ-X Pre-Test and Post-Test Results of Experimental Group

	Pretest		Posttest		<i>n</i>	95% CI for Mean Difference	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Experimental Group	3.34	.56	3.77	.62	15	-.86, .00	-2.138	.051*

* $p > .05$.

The table 4 clearly indicates that there is no significant difference between the experimental group participants' pre-test and post-test results of Writing self-efficacy questionnaire ($t_{(14)} = -2.138, p > .05$). The experimental group participants' post-test mean (Mean: 3.77, SD: .62) and pre-test mean (Mean: 3.34, SD: .56) are close to each other.

On the other hand, when the improvements of participants' written performance are analyzed in terms of domains of the questionnaire, it is shown that participants' individual performance based self-efficacy perception means (Mean: 3.55, SD: 0.66) is higher than other domains (Table 5 and Table 6). It is followed by self-efficacy perceptions about their linguistic knowledge (Mean: 3.28, SD: 0.61) and their regulation based self-efficacy (Mean: 3.17, SD: 0.54).

Table 5

Descriptive Statistics of the WSPQ-X Pre-test Results of Experimental Group

Variables	Mean	SD
individual performance based self-efficacy	3.55	0.66
self-efficacy about linguistic knowledge	3.28	0.61
regulation based self-efficacy	3.17	0.54

Table 6

Descriptive Statistics of the WSPQ-X Post-test Results of Experimental Group

Variables	Mean	SD
individual performance based self-efficacy	3.90	0.56
self-efficacy about linguistic knowledge	3.75	0.75
regulation based self-efficacy	3.67	0.71

Question 2: *Is there a significant difference between control group and experimental group participants' writing self-efficacy perceptions before and after the treatment?*

First, normality test was utilized to control the normal distribution of the data set (Table 7).

Table 7

Shapiro-Wilk Normality Test of Experimental Group and Control Group's WSPQ-X Findings

Variables	N	p
Pre-test		
Experimental Group	15	.677*
Control Group	16	.277*
Post-test		
Experimental Group	15	.165*
Control Group	16	.914*

* $p > .05$

Table 7, shows that the data has a normal distribution between %95 confidence interval. Therefore, to determine whether there is a significant difference between experimental group and control group participants' perceptions towards writing self-efficacy, Paired Sample T Test was applied (Table 8). This test was preferred because it enabled the

researcher to compare findings which were obtained from two different groups in a different period of time.

Table 8

Comparison of the WSPQ-X Pre-Test of the Experimental Group and Control Group by Means of Independent Samples T Test

Group	<i>M</i>	<i>SD</i>	<i>n</i>	95% CI for Mean Difference	<i>t</i>	<i>p</i>
Experimental Group	3.34	.56	15	-.30, .42	.344	.733*
Control Group	3.28	.43	16			

* $p > .05$

The pre-test of the control and experimental group has provided different findings. However, this difference is not considered to be significant ($t_{(29)} = .344$, $p > .05$). Experimental group participants' pre-test means (*Mean*: 3.34, *SD*: .56) and control group participants' pre-test means (*Mean*: 3.28, *SD*: .43) are close to each other.

Table 9

Comparison of the WSPQ-X Post-Test of the Experimental Group and Control Group by Means of Independent Samples T Test

Group	<i>M</i>	<i>SD</i>	<i>n</i>	95% CI for Mean Difference	<i>t</i>	<i>p</i>
Experimental Group	3.77	.62	15	-.27, .48	.569	.576*
Control Group	3.66	.34	16			

* $p > .05$

In table 9, it is shown that there is no significant difference ($t_{(29)} = .569$, $p > .05$). between the post test of experimental group (*Mean*: 3.77, *SD*: .62); and control group (*Mean*: 3.66, *SD*: .34). Even though the post-test means of experimental group is higher than the control group post-test mean, this difference is not statistically significant.

First two research question revealed the relationship between product based collaborative learning and its effects on participants' writing self-efficacy perceptions.

4.2.2. Findings about Participants' Writing Performances

Question 3 : *Is there a significant difference between the experimental group and control group participants' writing performance before and after the treatment?*

Before deciding statistical test, normality test was applied for both the experimental and the control group data (Table 10 and Table 11).

Table 10

Sharpio- Wilk Normality Test of Experimental Group Writing Scores

Variables	<i>N</i>	<i>p</i>
Pre-test	16	.034
Post-test	16	.443*

* $p > .05$

As table 9 suggests, the post-test means shows normal distribution. On the other hand, the pre-test scores do not show normal distribution. Moreover, the number of the participants is lower than 30. Therefore, applying Wilcoxon Signed Ranks Test as one of the common non-parametric test was decided.

Table 11

Wilcoxon Signed Ranks Test Results of Experimental Group Writing Scores

Score	Ranks	<i>N</i>	Mean Rank	Sum of Ranks	<i>z</i>	<i>p</i>
Pre-test Score - Post-test Score	Negative Ranks	6	3.83	23.00	-2.328	.020*
	Positive Ranks	10	11.30	113.00		
	Ties	0				
	Total	16				

* $p < .05$

The Wilcoxon Signed Ranks Test indicated that the pre-test score ($Mdn = 75.00$) of the experimental group participants is lower than their post-test scores ($Mdn = 77.50$). Besides, as shown in table 11, there is a statistically significant difference between the pre-test and post-test result of the experimental group participants' scores, $T = 113$, $z = -2.328$, $p < .05$. This finding revealed that product based collaborative writing treatment affected participants' writing improvements in a positive way.

Table 12

Shapiro-Wilk Normality Test of Contol Group Writing Scores

Variables	<i>N</i>	<i>p</i>
Pre-test	16	.217*
Post-test	16	.218*

* $p > .05$

Table 12 suggests that the data of the control group had a normal distribution. Thus, Paired Sample T-Testi was applied to see whether there is a significant difference between pre-test and post-test scores of the control group.

Table 13

Compairing Pre-Test and Post-Test Writing Scores of Experimental and Control Group Participants by means of Paired Samples T Test

	Pretest		Posttest		<i>n</i>	95% CI for Mean Difference	<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Control Group	70.72	11.29	73.22	10.05	16	-11.49, 6.49	-.593	.562*

* $p > .05$

Paired Samples T Test shows that there is no systatistical significant difference between pre-test and post-test of the control group ($t_{(15)} = -.593, p > .05$). The pre-test scores of the participants (*Mean*: 70.72, *SD*: 11.29) and their post-test results (*Mean*: 73.22, *SD*: 10.05) are close to each other.

Question 4: *Are there any differences between the post-test scores of the experimental group and the control group participants' writing performances?*

Since the grades of the experimental group students from the writing application did not show a normal distribution, Mann Whitney U Test was applied in order to determine whether the experimental and control group participants' writing scores differed according to the group factor which they were in.

Table 14

Mann Whitney U Test Findings of Experimental and Control Group Participants Writing Pre-test Results

Groups	<i>N</i>	<i>U</i>	<i>Z</i>	<i>p</i>
Experimental Group	16	126.000	-.075	.940*
Control Group	16			

* $p > .05$

As the results suggest, there was no statistically significant difference between the pre-test scores graded by two raters ($U = 126$, $z = -.075$, $p = .940 > 0.05$). According to these findings, there is no significant difference between the pre-test writing scores of the participants from both groups. Moreover, the pre-test scores of the participants were almost equivalent.

To compare post-test writing scores of the experimental and the control group, Independent Samples T Test was applied (Table 15).

Table 15

Comparison of Experimental and Control Group Participants' Writing Post-test Scores by means Independent Samples T Test

Groups	<i>M</i>	<i>SD</i>	<i>n</i>	95% CI for Mean Difference	<i>t</i>	<i>p</i>
Experimental Group	80.28	11.66	16	-.80, 14.92	1.835	.076*
Control Group	73.22	10.05	16			

* $p > .05$

According to result of the Independent Samples T Test, it was concluded that there was no significant difference ($t_{(30)} = 1.835$, $p > .05$) between the post-test writing scores of the participants in the experimental and the control groups. Even though the post-test mean score of the experimental group participants (*Mean*: 80.28, *SD*: 11.66) and the mean score of the control group participants (*Mean*: 73.22, *SD*: 10.05) seem to differ from each other, this difference is not statistically significant. Therefore, it can be inferred that individual learning practices or product based collaborative learning practices are not superior one to another in terms of writing performance.

Question 5: *Do self-efficacy and product-based learning overlap or intersect with each other in terms of development of the writing skill?*

Table 16

Shapiro-Wilk Normality Test Regarding the Results of the WSPQ-X and Writing Scores

Variables	<i>N</i>	<i>p</i>
Experimental Group		
Questionnaire posttest	15	.165*
Writing posttest	16	.443*
Control Group		
Questionnaire posttest	16	.914*
Writing posttest	16	.218*

* $p > .05$

This test was applied to test whether there is a significant relationship between the posttest scores of both the questionnaire and writing scores of the experimental group and control group. Therefore, correlation analysis was preferred. Prior to choosing the suitable type of correlation analysis for the data, Shapiro-Wilk Normality Test was applied (Table 15). It was found out that the data was normally distributed in the %95 confidence interval. Pearson Product-Moments correlation analysis was applied since the data distributed normally (Table17).

Table 17

Correlation Table of the Experimental Group's WSPQ-X and Writing Scores

Variables	1	2
Writing post-test score	1	.177*
Questionnaire post-test score	.177*	1

* $p > .05$

Pearson Product-Moments Correlation Analysis was utilized to examine the relationship between the variables. When the post-test of the experimental group was analyzed, it was found out that there was no significant relationship between Questionnaire and participants' writing scores (* $p > .05$).

Table 18

Correlation Table of the Control Group's WSPQ-X and Writing Scores

Variables	1	2
Writing post-test score	1	.648*
Questionnaire post-test score	.648*	1

* $p > .05$

According to the findings in the table 17, there was no significant relationship between the control group participants' post test studies in terms of questionnaire and writing scores (* $p > .05$).

4.3. Qualitative Findings

The qualitative findings were obtained from semi-structured interviews. After applying coding process, it was found out that 24 codes emerged. Some of these codes can be classified under more than one category; however, to obtain more comprehensible and explicit analysis, the researcher preferred to assign each code to one category (Appendix 14). Therefore, the categories can be classified under two main themes as positive attitudes towards product based collaborative learning and negative attitudes towards product based collaborative learning.

4.3.1. Positive Attitudes Towards Product Based Collaborative Learning

Accordingly, the most common theme of the data is positive attitudes towards the treatment (Appendix 14). The theme includes categories such as improvement in collaborative activities, positive belief about the treatment, benefits of the treatment, and improvement in terms of use of English. These categories includes different explanations which reflect learners perceptions.

4.3.1.1. Improvement in Collaborative Activities

Students reflected that product based collaborative learning practices enable them to improve themselves in social skills such as taking an active role in group works, expressing their ideas without feeling anxiety and in their writing performances. One of the participants, Victoria stated her opinions about the effects of product based collaborative learning on academic skills and social skills:

“In lessons, we sometimes cannot find suitable words to use because of our English level. When we face this problem, we get help from our groupmates and we can find suitable word for the context together. This collaboration allows us to produce valuable work.”

Similarly, another participant Henry underlined the importance of product based collaborative learning practices in terms of raising awareness about group work activities and vocabulary learning process. Henry mentioned “Product based collaborative learning practices have many advantages. To illustrate, you can learn new words. Besides you can learn how to work in groups”. Both Henry’s and Victoria’s explanations support the idea that product based collaborative learning practices have multi-directional effects.

4.3.1.2. Positive Belief About The Treatment

Another common category stated by participants is positive belief about the treatment. Except Zoe, all of the participants shared similar opinions about the treatment process. It is pretty surprising that three of the five participants defined the process with the same adjective. Hector, Stew, and Henry defined the treatment process as “enjoyable”. In this sense, they underlined the positive spirit of collaboration. They believe that the process encouraged them to participate writing lessons enthusiastically, which made it clear that product based collaborative learning practices are able to encourage learners to participate in learning process and take part in activities voluntarily.

4.3.1.3. Benefits of the Treatment

Reflecting upon their experiences, Hector and Zoe underlined the good effects of the treatment. Hector stated “We have a chance to double-check our written products. Both me and my pair check the products and I believe that it is an advantageous thing for us”. Hector’s words indicated that product based collaborative learning practices can be a useful way to promote peer feedback without making learners feel pressure. In a similar vein, Zoe asserted “I mean product based collaborative learning allows me to get help from my friends. I can ask help from my friends when I want to learn a word or a chunk”. Accordingly, they believed that the process is valuable in terms of getting direct feedback which helps them to save time and energy while learning. Moreover, it may be a good process to create stress-free environment where the participants communicate effectively. These findings with respect to the effectiveness of feedback while doing collaborative activities supports the studies conducted by Liao (2014) and Wolf & Stevens (2007).

4.3.1.4. Improvement in Terms of Use of English

When the traditional individualized learning practices are considered, it is commonly thought that getting help from classmates is a kind of cheating. However, by following product based collaborative learning practices, participants can easily get help from their classmates without feeling guilty if they need. By doing this, they become aware of the fact that getting help or feedback is a part of learning collaboratively. In this sense, rather than just focusing on writing and its components, participants have a chance to discuss other concerns related to target language such as vocabulary, grammar, and spelling and to get feedback related to these points. Accordingly, even if the treatment was conducted in writing lessons, the effects of product based collaborative practices on using English is one of the essential points for the interviewees. Its positive effects on enhancing vocabulary is the most accentuated point. Besides, it has a positive outcome regarding participants’ use of grammar.

4.3.2. Negative Attitudes Towards Product Based Collaborative Learning

Although the interviewees' beliefs are mostly positive towards the process, there are some negative attitudes as well. Coding process showed that interviewees shared some common ideas about the negative sides of the treatment. The codes related with the negative sides of the treatment were categorized under three categories as negative perceptions about long term effects of the treatment, problems related with effectiveness of the group work, and negative belief about the treatment.

4.3.2.1. Negative Perceptions About Long Term Effects of the Treatment

Hector informed that he had not faced any problems throughout the treatment; however he stated one possible disadvantage of the process. “As a disadvantage, I think if we always write collaboratively, we may forget to write individually”. By these words, Hector revealed his hesitations about the long term negative effects of product based collaborative learning practices. In a similar vein, Henry stated “You may want to do different things in group, but at that time you need to follow group decisions”. Henry indicated an essential point since he reminded that working collaboratively can cause the loss of diversity and it can create routinized flow in lessons.

4.3.2.2. Problem Related with Effectiveness of the Group Work

Sharing group duty is the most problematic point for the participants. When Stew explained the negative sides of the treatment, he stated unhappily “If you know the topic, your group mates or peer ask you to complete the product. They force you to do it”. Additionally, Victoria stated

“The most problematic thing that I suffer from is ...Imagine that we are a group, and just one person do all the stuff... I always note down the ideas and my groupmates do not do anything or they cannot do because they do not have any experience about the issue. I think this is really annoying.”

To understand the importance of these words, Victoria's features should be considered. Victoria is an active participant and she does not hesitate to ask anything that she wants to learn. However, she felt peer pressure deeply and this pressure affected her perceptions towards the process. Therefore, it can be concluded that collaborative practices need some requirements such as sustaining effective communication between learners, well-designed and reachable purposes, and suitable environments which teacher observes and helps if needed. Zoe underlined another problematic drawback of group work. Zoe stated that long silence in groups is a problematic issue.

4.3.2.3. Negative Belief About the Treatment

When she was asked to define the treatment process with an adjective, Victoria preferred "yellow" and she explained reasons as "I think some shades of the yellow are very beautiful; however some of them are exhausting". As can be understood, Victoria is not sure about the effectiveness of the treatment. On the other hand, Zoe is very strict about her opinions. First, Zoe defined the treatment process as a "boring thing". Zoe believed that collaboration is not suitable for the writing lessons. She supports the idea that writing should be practised individually. She stated "I don't like product based collaborative learning practices because I think writing is more suitable to learn individually. Therefore, I always love writing by myself."

Question 6: What are the perceptions of the experimental group participants towards product-based learning after the treatment?

When the coding table (Table 14) analyzed, it was found out that positive items are more frequently used than the negative ones. Besides, when the excerpts were considered, the negative perceptions are generally obtained from one participant. On the other hand, the positive codes were obtained mostly from the four participants. Therefore, it can be assumed that the experimental group participants have mostly positive perceptions towards product-based collaborative learning after the treatment.

CHAPTER V

CONCLUSION AND IMPLICATIONS

In this chapter, the summary of the present study is provided. Additionally, the findings are discussed from the perspective of research questions. Implications for further research are also discussed at the end of the chapter.

5.1. Summary of the Study

The purpose of the study has been to find out whether product based collaborative learning affects tertiary level EFL students' writing improvement from self-efficacy based perspective. To obtain valuable findings, both quantitative and qualitative research methods were utilized. Accordingly, explanatory sequential mixed method research design, a type of mixed method, was applied in this study. Quantitative part of the study was followed by a qualitative research to obtain deeper understanding about participants' perception towards the treatment process. As for the quantitative part of the study, quasi-experimental design was applied.

Prior to actual study, the instruments and product based collaborative learning activities were piloted. Then, participants for the actual study were determined. Experimental group and control group participants were selected considering certain criteria so that they could reflect the universe properly. At the beginning of the study, both control and experimental group participants were asked to write a problem-solution paragraph and to take a Writing Self-Efficacy Perceptions Questionnaire-X (WSPQ-X) as pre-tests. Throughout the study, experimental group participants followed product based collaborative learning

activities in their writing lessons. On the other hand, control group participants continued their usual schedule without any change in terms of classroom activities or materials. The experimental part of the study was completed at the end of the fifth week and post-tests were applied. As a last step of the data collection process, semi-structured interview was conducted with 5 participants from the experimental group. The quantitative data gathered through the interviews were considered to be useful in order to gain a deeper insight into the research and draw meaningful conclusions regarding the issue studied.

The finding of the quantitative data have provided the following results;

1. There is a relationship between product based collaborative learning practices and participants' improvement in writing performance. There are significant differences between experimental group participants' pre-test and post-test results (Table 11). The findings have made it clear that product based collaborative learning has a favorable effect on improving written outcomes of the participants in the study.
2. There is no significant difference between the experimental and control group participants' improvement in writing performance. It is not certain whether the product based collaborative learning practices are more beneficial than the standard schedule followed by the control group. In this respect, it would be irrational to claim that product based collaborative learning practices are superior to individual learning experiences and thus be preferred to the former.
3. According to result of the Writing Self-Efficacy Perceptions Questionnaire-X (WSPQ-X), there is no significant differences between pre and post test scores of experimental group and control group in terms of their writing self-efficacy perceptions. Thus, the results were not conclusive enough to claim any relation between these two concepts. The writing self-efficacy may be related with other factors that were not worked on in the scope of the current study.

Qualitative data were collected after obtaining and analyzing quantitative data. Since the aim of collecting qualitative data was obtaining more findings to prove and support

quantitative data. Accordingly, prior to qualitative data collection process, it was checked whether the treatment improved participants' writing performance or not. The comparison of pre-test and post-test results of experimental group participants' writings showed a significant difference ($T = 113, z = -2.328, p < .05$). It means that the treatment affected experimental group participants' writing improvements positively. On the other hand, it was known that the pre-test and post-test writing results of the control group did not indicate significant difference ($t(15) = -.593, p > .05$). Considering the findings, the researcher decided to conduct interviews with participants from experimental group to collect their opinions towards the treatment process.

Qualitative part of the data was collected by means of semi-structured interviews. The interview questions were aimed to obtain data which could help the researcher to understand the experimental group participants' perceptions about the treatment process.

The finding of the qualitative data have provided the following results;

- 1- Experimental group participants had positive perceptions about the effectiveness of product based collaborative learning on their improvement in written work.
- 2- Even though the participants sometimes felt insecure in terms of sharing responsibilities in group work and defending their ideas in group, they mostly underline the benefits of learning with peers.
- 3- Participants believe that product based collaborative learning practices enable them to revise their learning in a creative atmosphere.

5.2. Implications for Further Research

This research has provided several conclusions which may form a basis for various research questions in further studies.

First, it is known that one of aims of the study was to reveal the relationship between product based collaborative learning practices and its effect on both control group and experimental group participants' writing self-efficacy perceptions. With the aim of

determining a link regarding this issue, quantitative findings obtained from the questionnaire were taken into consideration since the aim of the researcher was to consider the process only from writing-self efficacy based perspective. However, there could be many more factors which affect the participants self-efficacy perceptions. Therefore, further research studies are suggested to focus on the relation among participants' general self-efficacy, their writing self-efficacy and product based collaborative learning practices.

The findings revealed that product based collaborative learning has a significant impact on tertiary level EFL students' writing performances. Thus, product based collaborative learning may be adapted to be used in skill-based courses rather than focusing on writing skill only so that it could be possible for the study to yield more comprehensive understanding about the effectiveness of collaboration in learning process.

The participants of the study are comprised of Generation Z learners. Therefore, their characteristics of the generation which they belong to have possible effects on the results. However, in this study the generation features were not studied in detail. Therefore, it would be reasonable to apply this study with participants who belong to different generations so that the possible effects resulting from the characteristics of a variety of generations could be observed and compared, which could help researchers to draw comprehensive conclusions.

The last implication is about time allocated for the study. The current research is a 5-week study during which the participants completed certain tasks and expected to share their perceptions of the treatment process. However, changing participants' ideas or perceptions is usually considered to require a longer process. For further research, researchers can consider allocating a longer time for treatment in order to provide the participants with more opportunities to form realistic ideas regarding the process and observe their own improvement in time.

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APPENDICES

Appendix 1. Informed Consent Form

INFORMED CONSENT FORM

The aim of the study is to collect data about self-efficacy perceptions of the participants. The data will be gathered from your responses parallel with the aims of the study. In this study, your participation is on a voluntary basis.

No personal identification information is required in the questionnaire and participants' names will be kept in confidence. The obtained data in the study will be used only for the scientific purposes. If you wish, you can leave the study when you feel uncomfortable.

Thank you in advance for your participation in this study. For further information about the study, you can contact Ceren Çınar from the Department of Basic English (Room: 104; E-mail: cerennncinar@gmail.com)

The researcher's Name & Surname:

Ceren ÇINAR

I am participating voluntarily in this study, and I am fully aware that I can quit the study if I want. Also, I give my consent for the use of the information I provide for this study.

The participant's Name & Surname:

Date:

Signature:

Appendix 2. Semi-Structured Interview Questions

- 1-Ürün temelli iş birliğine dayalı öğrenmeyi yazı derslerinde seviyor musun?
- 2-Ürün temelli iş birliğine dayalı öğrenmenin avantajları neler olabilir?
- 3-Ürün temelli iş birliğine dayalı öğrenmenin dezavantajları neler olabilir?
- 4-Ürün temelli iş birliğine dayalı öğrenimin gerçekleştiği yazı derslerini bir sıfatla tanımlayacak olsaydın bu sıfat ne olurdu?

Appendix 3. Analytic Rubric

	10-7,5 Perfect	7,5-5 Good	5-2,5 Average	2,5-0 Inadequate	0 No attempt
Organization X3	There is a well-structured topic sentence relevant to the task. There are well-developed supporting sentences with examples relevant to the task. The concluding sentence summarize the main points in a different way or paraphrase the topic sentence creatively. The paragraph have a well-designed logical flow.	Topic sentence is acceptable but not well-developed. Some of the supporting sentences are not presented with explanations. The concluding sentence summarize the main points in a different way or paraphrase the topic sentence creatively. The paragraph have a well-designed logical flow.	The topic sentence is inadequate to reflect the main idea. Conclusion sentence is not accurately developed. Some of the are not connected well. Logical sequencing is not at expected level.	The topic sentence is weak and partly related the task. Organization can barely be seen. Ordering of supporting sentences is very problematic. Conclusion sentence is weak or illogical.	There is no clear topic sentence. Supporting sentences are irrelevant. Conclusion part is missing or not related with the topic. Organization can barely be seen.
Content X2	The ideas are totally related to assigned topic. Solutions are well-developed and proper for the given problem.	The ideas are mostly related to assigned topic. Some of the solutions are not satisfactory	The ideas are partly related to the topic. Some of the solutions are inadequate and limited.	The ideas are partly related to the topic. Solutions are partly suitable for the problem.	The ideas are not related to assigned topic. There is no apperent effort in terms of content.
	Effective use of level appropriate target	Some sentences include grammatical mistakes, but these mistakes do not	There are some grammatical mistakes which obscure the meaning.	There are repeated grammar mistakes that obscure the meaning.	There is no attempt to use correct form of the target

Grammar X2	structures. There are minor errors in some sentences.	interfere the meaning.	Sentences are generally constructed well.	The sentences are not related to expected level.	structures. Numerous grammar mistakes make paragraph incomprehensible
Vocabulary X2	Use of vocabulary is effective and meet the level expectation. Wide range of words are used properly.	Use of topic appropriate and adequate range of words. There are occasional mistakes, but they do not obscure meaning.	Limited selection of vocabulary. There are some repetitions which make meaning obscured and inefficient.	Limited knowledge of vocabulary. Plenty of problems in the word choices.	There is no attempt to use proper words. Nearly all the word choices are problematic.
Mechanics X1	Correct use of punctuation, spelling, capitalization with minor mistakes	Some mistakes in the use of punctuation, spelling or capitalization.	Repeated mistakes in spelling,punctuation, capitalization.	Rare use of correct punctuation, spelling and capitalization and they obstruct the meaning.	Too many punctuation, spelling and capitalization mistakes

Appendix 4. Topics for Problem-Solution Paragraphs

- 1- The number of homeless people is increasing day by day. What can be done to overcome this problem? Please support your solutions with suitable explanations in your paragraph. (Word Limit :90-150)
- 2- Obesity is becoming a serious concern all over the world. What can be done to solve this problem? Please support your solutions with suitable explanations in your paragraph. (Word Limit : 90-150)
- 3- The Internet addiction has been a common problem among young people. What kind of solutions can be applied to solve it? Please support your solutions with suitable explanations in your paragraph. (Word Limit : 90-150)
- 4- There are plenty of people who cannot keep themselves from doing shopping. This habit is known as shopaholism. Is it possible to solve the problem of being a shopaholic? Please support your solutions with suitable explanations in your paragraph. (Word Limit : 90-150)
- 5- Cyberbullying is becoming a vital problem especially for young people. What can be done to solve this problem? Please support your solutions with suitable explanations in your paragraph. (Word Limit : 90-150)

Appendix 5. Writing Self-Efficacy Perceptions Questionnaire-X (WSPQ-X)

Please rate how strongly you agree or disagree with each of the following items by putting a check mark in boxes. Your honest answers will contribute to this study. The results of the survey will be kept confidential. Thanks for your collaboration in advance.

1 ↔ **Completely Disagree** 3 ↔ **Not Sure** 5 ↔ **Completely Agree**
 2 ↔ **Disagree** 4 ↔ **Agree**

		1	2	3	4	5
1	Finding ideas while writing is okay for me.					
2	While writing my ideas I can use various words.					
3	I feel creative when I write.					
4	I can express myself easily in writing lessons.					
5	I can spell words properly.					
6	Even if my teacher observes me, I can focus on writing activities.					
7	I like setting goals before writing.					
8	I can be successful at writing tasks.					
9	I can handle unexpected events.					
10	I believe that I can produce valuable products.					
11	I can easily complete the given task in class.					
12	If I face a difficult task, I can find new ways to make it easier.					
13	I can write complex sentences.					
14	I am aware of my strengths and weaknesses.					
15	I can volunteer to participate challenging tasks.					
16	I feel self-confident while expressing my ideas.					
17	I can perform effectively on different types of writing tasks.					
18	I can achieve the goals that I set for writing.					
19	I can stop myself from worrying about bad things while writing.					
20	I can use prepositions correctly in my writings.					
21	I can get myself ready even if I dislike the subjects.					
22	Even if I am stressed, I can still focus on things.					
23	I can keep writing even if I feel bad.					
24	I can finish my assignments on time.					
25	I can plan my study time successfully.					
26	I can attend lessons even if I feel sad.					
27	I can revise my writing.					
28	I can use punctuation marks correctly while writing.					
29	I can write sentences with accuracy.					
30	I can express myself in English.					

Appendix 6. Pre-Test Post-Test Scores Obtained From Two Raters

Pre-test Scores of Experimental Group		Pre-test Scores of Control Group		Post-test Scores of Experimental Group		Post-test Scores of Control Group	
40	52	45	39	61	69	80	91
76	70	73	62	88	86	67	73
72	100	70	63	71	80	67	64
64	82	80	74	91	88	77	88
55	52	75	80	75	84	65	67
76	76	79	77	92	88	80	56
84	67	67	81	64	66	93	84
79	79	88	85	67	80	88	73
52	40	85	63	58	69	62	68
46	34	67	89	94	95	51	63
82	70	79	82	62	81	51	72
60	43	85	81	73	78	94	71
88	94	72	60	94	100	73	68
73	76	54	63	100	100	90	84
93	79	59	65	88	76	82	72
76	82	68	53	82	69	56	73

Appendix 7. Pre-Test Sample Paragraph From An Experimental Group Participant

There are 70,000 homeless people in our country. There are several solutions to the problem of homeless people. Firstly, of course the government can provide the best support them, for example the government should distinguish enough money. The government should provide business opportunity, them. Secondly, we can make small shelters for them. Just as big as they can fit. Shelters can be insulated and it can warm with body heat. Shelters should be on a tight budget and it be portable ^{→ such as igloo}. Lastly, some homeless people has got very good life stories. So we can organize an event for them and we can bring together them with young people. So ^{we} can meet rich people who want to help them. As a result, the government should help, we can make small shelters, we can meet rich people.

Appendix 8. Pre-Test Sample Paragraph From A Control Group Participant

There are some solutions to the problem of homeless people. The most important solution is that build a dormitory where all homeless people can stay together so all homeless people have a warm house, I think, this idea is really good! Second of all, all homeless people can be given free meals. By doing this, homeless people do not stay hungry so everyone can feel comfortable and happy. People can get professional support. By doing this, in my opinion people can find solutions to their problems by talking to a psychologist. Last but not least, the state can give jobs to homeless people. For instance, the state can give people jobs in municipalities. If all homeless people have a job they can have their own homes. That's really good! All in all, although homeless people is a serious problem it can be solved if the necessary steps are taken.

Appendix 9. Post-Test Sample Paragraph From An Experimental Group Participant

Obesity is a big problem of all around the world. There are several solutions to the problem of obesity. First of all, Government should control the fast food restaurants. To achieve this, they could be more careful about restaurants and their food ingredients. If they don't sell, people can't eat them. As a result, people would go to a psychologist for get help. Obese people can eat because of stress. Another solution is to go a dietician. If they go a dietician, they will eat less and regularly. Dieticians will help to obese people. For example, they can give a diet list and encourage them about lose weight. One final solution is to do sports. Obese people should find their ideal sport and do exercises. They can go to gym. To conclude, obesity is one of the health problems. It can be solved if the steps are taken.

Appendix 10. Post-Test Sample Paragraph From A Control Group Participant

In these days obesity is common between teenagers but there are some solutions to the problem of obesity. Most important solution is get a help from professional dietician. Teenagers should make an appointment with their dietician so they have a diet list their own. Doing by this they know 'what should they eat'. Another solution is sport. They need regularly exercise for be fit. They should find true sports which they like. With this their bodies take a shape day by day.⁸² Thirdly, they need more self confident. They shouldn't be under pressure from their family and friends because for teenagers their look in society is important for them. Therefore, they should stay away from pressure.⁸⁶ Last but not least they should stay away from harmful thing. Such as. alcohol, drug, cigarette etc. These things are harmful for their bodies so they make you feel bad. In brief, there are some ways to the solve obesity problem.

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Appendix 11. 2nd Week Sample Products of Pairs from Experimental Group Students

Internet addiction is very important problem new generation for our children. Children access very easy to the internet in today's world. Our purpose is to lead right way them. First of all, we mustn't use tablet or phone for comfort or consolation children. You shouldn't serve the child at the computer during meal and tea times. For example, you can provide their to join you. Another solution that, we can make programme for internet use. For instance, all family can't use internet same hour and every evening. Last but not least, you should tell children what you missed. For example you should tell them you can play outside, then you can do sport. As a result, you can't use tablet or phone for comfort or consolation children, you can make programme for internet use and you can tell children what you missed.

Appendix 12. 3rd Week Sample Products of Group of Three from Experimental Group Students

It is common that being a shopaholic is a big problem for people of all ages but it can be solved in some ways. First of all, you should accept the disease (being a shopaholic) and you should go to doctor. By this way, you get pills from doctor and pills can make you better and you will forget this situation slowly. Another solution is, you shouldn't bring extra costs for shopping. If you want to buy a new bag but you don't need it because you have a lot of bags. Therefore, you shouldn't buy it and you should think about your cash in bank. By this way, you save your money. One final solution is, when you get sad or mad, you shouldn't go to the shopping mall. I didn't say "you shouldn't go to the shopping mall because of shopping" because if you go there for buy something else, you will want to go clothing store and you will buy it. Therefore, that's why it is better you don't go there. To conclude, although being a shopaholic is a big problem but you should accept the disease and you should go to doctor, you shouldn't bring extra costs for shopping and when you get sad or mad, you shouldn't go to the shopping mall are good solutions to solve it.

Appendix 13. 4th Week Sample Products of Group of Three from Experimental Group Students

There are some solutions to the problem of cyberbullying. First of all, we should limit our personal informations that are shared. If someone doesn't know our phone number, address or other personal informations, it becomes more difficult. We should make them private. As a result, we would be in safe with our personal informations. Another solution is to don't giving out our password. We should be aware of people that are curious about someone's personal life. We couldn't trust other people as to sharing our private life. Social media users shouldn't give their password to others. By doing this, we can ensure our private life. Moreover, we shouldn't communicate with someone who we don't know from social media. Bullying can occur on Facebook, Twitter and Instagram. Therefore, we would monitor our children's mobile devices and their online behavior to get ahead of any potential threats. One final solution is to giving punishment to people that try to get information from someone's personal life. The government could make a law to stop doing this. In conclusion cyberbullying is an essential problem, but limiting informations, don't giving out passwords, don't communicate with stranger and giving punishment can be good solutions to solve it.

Appendix 14. Codes, Categories, and Themes of Qualitative Data

<i>Codes</i>	<i>Categories</i>	<i>Themes</i>
<i>Beneficial to me</i>	<i>Positive belief about the treatment</i>	Positive attitudes towards product based collaborative learning (1,2,3,4,5,7,8,10,11,12,13,14,15,16,22)
<i>Enable checking products carefully</i>	<i>Benefits of the treatment</i>	
<i>Providing getting direct peer feedback</i>	<i>Benefits of the treatment</i>	
<i>Advantegous process</i>	<i>Positive belief about the treatment</i>	
<i>Enjoyable process</i>	<i>Positive belief about the treatment</i>	
<i>We can face some problems while writing individually</i>	<i>Negative perceptions about long term effects of the treatment</i>	Negative attitudes towards product based collaborative learning (6,9,17,18,19,20,21,23,24)
<i>Smooth process</i>	<i>Positive belief about the treatment</i>	
<i>Learning from peer</i>	<i>Improvement in collaborative activities</i>	
<i>With the aim of finding common point, individual ideas may be ignored by participants in group work activities</i>	<i>Negative perceptions about long term effects of the treatment</i>	
<i>Allow to learn new vocabulary</i>	<i>Improvement in terms of English</i>	
<i>Learning working in groups</i>	<i>Improvement in collaborative activities</i>	
<i>Nice process</i>	<i>Positive belief about the treatment</i>	
<i>Improve my English in terms of grammar</i>	<i>Improvement in terms of use of English</i>	
<i>Improve my English in terms of vocabulary</i>	<i>Improvement in terms of the use of English</i>	
<i>Enable to get direct feedback from peers</i>	<i>Improvement in collaborative activities</i>	
<i>Promote fozzilation of mistakes</i>	<i>Benefits of the treatment</i>	
<i>Some participants did not complete their responsibilities</i>	<i>Problems related with effectiveness of the group work</i>	
<i>Unexperienced participants don't participate actively to group work</i>	<i>Problems related with effectiveness of the group work</i>	
<i>Some times nice sometimes boring</i>	<i>Negative belief about the treatment</i>	
<i>I preferred individual writing</i>	<i>Negative belief about the treatment</i>	
<i>Collaborative work is not suitable to improve writing</i>	<i>Negative belief about the treatment</i>	
<i>I can get help from my peers</i>	<i>Improvement in collaborative activities</i>	
<i>Long silence disturb me while doing group work</i>	<i>Negative belief about the treatment</i>	
<i>Boring process</i>	<i>Negative belief about the treatment</i>	



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