Impact of Collaborative and Reflective Writing Activities on Students' Autonomy in Writing: An Action Research on Freshmen Law Students

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ABSTRACT

The primary aim of this study is to investigate the impact of collaboration and reflection dimensions of the 'Collaborative and Reflective Writing Program' (CRWP) on the development of students' autonomy in writing. In order to explore the issue, the following research questions were addressed:

1. What is the impact of 'Collaborative and Reflective Writing Program' on students' autonomy in writing?

2. How does the collaboration dimension of the 'Collaborative and Reflective Writing Program' help students develop autonomy in writing?

3. How does the reflection dimension of the 'Collaborative and Reflective Writing Program' help students develop autonomy in writing?

The present action research was carried out with twenty two freshman Law students at Modern Languages Division at Eastern Mediterranean University in the spring semester of the academic year 2013-2014. In this study, a mixed research design, adopting both quantitative and qualitative research procedures was employed. The overall study was constructed on the basis of Creswell's (Cresswell, 2011) embedded design since qualitative data were embedded within a quantitative design. The quantitative data were collected through Learner Autonomy Questionnaire, administered at the beginning and at the end of the writing program. The qualitative data, on the other hand, were gathered through classroom observations, reflective journals, focus group interviews and student essays. The data collected were analyzed both quantitatively and qualitatively. In analyzing quantitative data,

Wilcoxon Signed Rank Test was employed. The qualitative data were analyzed inductively using thematic approach.

In relation to the research questions, the qualitative and quantitative data triangulated from multiple sources revealed that students' autonomy in writing was promoted as a result of the collaborative and reflective activities of the writing program. The qualıtatıve and quantıtatıve findings also exhibited that the collaborative and reflective dimensions of the writing program promoted students' autonomy, by developing their emotional, cognitive and metacognitive skills during pre-, while- and post-writing stages throughout the modules.

In the light of the findings of the study, in order to develop students' autonomy in writing skill, certain suggestions related to the reconstruction of the course syllabi in English Language Teaching and professional development of the teachers at the institution were put forward.

Keywords: Autonomy in Writing, Action Research, Reflection, Collaboration, Process Writing

ÖZ

Bu çalışmanın temel amacı, 'İşbirliğine ve Yansıtmaya Dayalı Yazma Programı'nın işbirlikli ve yansıtıcı düşünme boyutlarının öğrencilerin yazı yazmada bağımsız olmalarına nasıl katkıda bulunduğunu araştırmaktır. Bu amaç doğrultusunda aşağıdaki araştırma sorularına cevap aranmıştır:

1. 'İşbirliğine ve Yansıtmaya Dayalı Yazma Programı'nın öğrencilerin yazı yazmada bağımsız olma üzerindeki etkisi nedir?

2. 'İşbirliğine ve Yansıtmaya Dayalı Yazma Programı'nın işbirliği boyutu öğrencilerin yazı yazmada gelişmesine nasıl yardımcı olmuştur?

3. 'İşbirliğine ve Yansıtmaya Dayalı Yazma Programı'nın yansıtıcı düşünme boyutu öğrencilerin yazı yazmada gelişmesine nasıl yardımcı olmuştur?

Bu eylem çalışması Doğu Akdeniz Üniversitesi Hukuk Fakültesi'nde 22 birinci sınıf öğrencisiyle 2013-2014 Öğretim Yılı Bahar döneminde yapılmıştır. Çalışmada nitel ve nicel yaklaşımları içeren karma araştırma yöntemi uygulanmıştır. Çalışmanın bütünü, nitel verilerin nicel veriler arasına yerleştirilmesi nedeniyle, Creswell'in gömülü (embedded) karma yöntemine dayandırılmıştır. Nicel veriler, yazma programının başında ve sonunda uygulanan Öğrenci Bağımsızlık Anketi aracılığıyla toplanmıştır. Öte yandan, nitel veriler sınıf-içi gözlemleri, yansıtıcı günlükler, odak grup görüşmeleri ve öğrenci kompozisyonları aracılığıyla toplanmıştır. Toplanan veriler nicel ve nitel olarak analiz edilmiştir. Nicel verilerin analizi için Wilcoxon

Signed Rank Testi kullanılmıştır. Nitel veriler ise tümevarımsal olarak tematik yaklaşımla analiz edilmiştir.

Araştırma sorularına ilişkin olarak, çoklu kaynaklarla çeşitlenen veriler, İşbirliğine ve Yansıtmaya Dayalı Yazma Programı'ndaki işbirlikli ve yansıtıcı düşünme etkinliklerinin öğrencilerin yazı yazmadaki bağımsızlığını artırdığını göstermiştir. Çalışmadaki nitel ve nicel bulgular, İşbirliğine ve Yansıtmaya Dayalı Yazma Programı'nın işbirlikli ve yansıtıcı düşünme boyutlarının öğrencilerin duyuşsal, bilişsel ve üstbilişsel becerilerini geliştirerek onların yazı yazmadaki bağımsızlığını artırdığını ortaya koymuştur.

Çalışma bulguları ışığında, öğrencilerin yazı yazmadaki bağımsızlığını artırmak için İngilizce dil öğreniminde yazı yazma ders programının yeniden yapılandırılmasına ve öğretmenlerin mesleki gelişimine yönelik birtakım öneriler yapılmıştır.

Anahtar Sözcükler: Yazı yazmada özerklik, eylem araştırması, yansıtıcı düşünme, işbirliği, süreç odaklı yazma

To my angel, Izlem…

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LIST OF ABBREVIATIONS

CEFR   Common European Framework of Reference

CRWP   Collaborative and Reflective Writing Program

EFL   English as a Foreign Language

EMU   Eastern Mediterranean University

ENGL158   English II

FLEPS   Foreign Languages and English Preparatory School

MLD   Modern Languages Division

Chapter 1

INTRODUCTION

This section aims to introduce the background of the study and the problem to be focused so as to raise awareness on the issue to be investigated. It then explores the purpose and importance of the study and ends with the definitions of the terms used in the study.

1.1 Background to the Study

"Autonomy" has been a new concept in foreign language teaching (Brooks & Grundy, 1988; Dam & Gabrielsen, 1988; Dickinson, 1987; Dickinson & Wenden, 1995; Holec, 1981; Little, 1991) as it is one of the primary goals of higher education (Baume, 1992). Student, as the central and target figure of the instructional process, has been the center of attention due to the pursuit of quality of learning, that is the major aim of education. The focus on quality of learning has directed the attention of foreign language course curriculum designers to the learning process, students, and learning outcomes. According to Kajiura (2006), students are considered to acquire foreign language proficiency more quickly and effectively through student centered approach which is considered to facilitate learning and help student autonomy. As student autonomy has gained significance in language learning and student centered approach, it has become a popular focus in a very short time in education (Dam, 1995; Dickinson, 1987; Finch, 2001; Holec, 1981; Little, 1991).

Different researchers suggested different reasons for the significance of autonomy in language education. In this regard, Benson (2001) states, "Autonomy is a precondition for effective learning; when students succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live" (p.1). For Littlewood (1997, as cited in Balçıkanlı, 2006), developing autonomy is highly significant for promoting students' ability to use the target language independently while communicating in real, unpredictable situations, communicating and learning independently, taking responsibility for their own learning and applying active, personally meaningful strategies to their work both inside and outside the classroom. At the same time, the research to date has shown that development of student autonomy positively influences the growth of target language proficiency (Little, 2008). The importance of autonomy in teaching and learning English as a Foreign Language (EFL) was emphasized by researchers in relation to language learning strategies, motivation, the communicative approach, and cooperative learning (Benson, 2001; Brown, 2001; Dörnyei, 2001; Oxford, 1990; Richards, 2006; Scharle & Szabo, 2000; Takeuchi, 2003).

Since autonomy has a great value in language learning, Benson (2001) treated it as a student capacity and stated,

> It [autonomy] is an attribute of the learner rather than the learning situation. Most researchers agree that autonomy cannot be 'taught' or 'learned', he therefore uses the term 'fostering autonomy' to refer to process initiated by teachers or institutions and 'developing autonomy' to refer to process within the learner (as cited in Onozawa, 2010).

Thus, autonomy in the student's internal process of development should be facilitated by the teacher and fostering autonomy is considered the objective of the teacher (Aoki, 2000). In addition to the teacher factor, as for Onozawa (2010), "Considering the reality in the classroom, it does not sound practical to incorporate the entire process of autonomous learning, but combining autonomous learning with other approaches and/or strategies, such as cooperative learning, may work well" (p.134). It is more possible to foster student autonomy when students work in collaboration since student autonomy is considered to be developed through social interaction (Dam, 1995; Hart, 2002; Little, 2000). Cooperative learning, "an important factor in the promotion of the learner autonomy" (Wang, 2010, p.3), is deemed to enhance student autonomy through increasing students' self-confidence, responsibility for learning, motivation and self-management skills in group and peer works (Wang, 2010). This highlights the significance of collaboration in enhancing student autonomy.

For some researchers, besides collaboration, reflection is another way of developing student autonomy. In the same sense, writing reflection is considered as an autonomous student characteristic, that is "autonomous learners can be seen as those who are able to reflect on their own learning through knowledge about learning and who are willing to learn in collaboration with others" (as cited in Najeeb, 2013, p.1241). Considering the significance of reflection for developing autonomy, in this regard, Benson (2001) states that one's capacity of reflection is a very significant aspect of developing autonomy since it is considered as "the key psychological component" (p.134). He also quotes Little (1997) to emphasize the same point that reflection on learning process is considered as one of the most critical characteristics

of autonomous student. Reflective processes are also considered to promote students' autonomy through facilitating their sense of responsibility (Cotterall & Murray, 2009; Dam, 1995; Ogawa & Hall, 2011; Scharle & Szabo, 2000).

In this regard, the review of literature revealed that collaboration and reflection are deemed to be critical factors in promoting autonomy. Several studies considered collaboration as one of the significant means for fostering students' autonomy (Dam, 1995; Dieu, 2004; Little, 1995; Trajtemberg & Yiakoumetti, 2011). Some other research also put forward the idea that reflective processes help students promote their autonomy (Blin, 2005; Kamberi, 2013; Little, 2009; Murphy, 2008; Scharle & Szabo, 2000; Yang, 2009). Thus, the research to date has noted that collaboration and reflection, distinctly, have been a focus of investigation in promoting student autonomy.

The literature reviewed on the development of autonomy in writing skills showed that process writing, considered to have a critical role in language acquisition (Cumming, 1990; Smoke, 1994), has a very positive effect on developing student autonomy (Kamberi, 2013; Yeung, 2008). A wide range of studies were conducted to explore student autonomy in writing skills in English language learning (Bluashvili, 2012; Creswell, 2000; Foroutan, Noordin & Hamzah, 2013; Gisela, 2013; Hyland & Hyland, 2006; Kamberi, 2013; Khodadady & Khodabaakshzade, 2012; Raoofi, Chan, Mukundan & Rashid, 2014; Sadoshima, 2015; Shakra, 2013; Shangarffam & Ghazisaeedi, 2013; Suludere, 2012; Yeung, 2008), yet the review of literature yielded no empirical research studies on student autonomy in writing skills at either secondary school education or tertiary level in Northern Cyprus.

1.2 Problem Statement

Instructional processes and the writing curriculum are considered as the milestones for promoting autonomy in learning and writing. The findings of a preliminary quantitative study conducted by Tanyeli and Kuter (2013) triggered the need for a more comprehensive study in examining student autonomy in writing. According to the findings of this study, Law students have positive attitudes towards language learning but they don't perceive themselves autonomous in English language learning and writing skills. Learning environment, materials and writing strategies were found to be the inhibiting factors for the development of student autonomy in English learning. Also the findings revealed that Law students perceived themselves as non-autonomous students in writing skills.

Exploring student autonomy in writing skill is of paramount importance in Modern Languages Division (MLD) since in English as a foreign language classes, students are demanded to write essays / compositions as the requirement of the curriculum in the Faculty of Law. One of the major aims of ENGL 158 English II course, as stated in the course outline, is to develop students' awareness of English and to improve their language and communication skills. That the course also aims to develop an autonomous and self-directed approach to learning is prescribed in ENGL158 course curriculum. To attain the objectives set, the only material used in this course is the textbook titled 'Oxford's New English File Pre-intermediate level'. The book is not used as a source, but as a script. According to Murphy (2008), course materials are crucial components of the autonomous learning process. Little (2007) calls this process 'autonomization' and also highlights an important point that the badly

organized textbook may perform as a barrier against language student autonomy applications.

Therefore, considering the findings of the preliminary study and the significance of student autonomy in writing skill and the requirement of the ENGL curriculum in this respect, 'Collaborative and Reflective Writing Program' (CRWP) was developed and implemented to explore students' development of autonomy in writing skill.

1.3 Purpose of the Study

The main aim of this study is two-fold: to examine if the developed and implemented 'Collaborative and Reflective Writing Program' promoted Law students' autonomy in writing; and to explore how collaboration and reflection dimensions of the program developed promoted students' autonomy in writing. In light of this major focus of the study, the following research questions were addressed for an in depth examination of the developed 'Collaborative and Reflective Writing Program' implementation.

R.Q.1: What is the impact of 'Collaborative and Reflective Writing Program' on students' autonomy in writing?

R.Q.2: How does the collaboration dimension of the 'Collaborative and Reflective Writing Program' help students develop autonomy in writing?

R.Q.3: How does the reflection dimension of the 'Collaborative and Reflective Writing Program' help students develop autonomy in writing?

1.4 Significance of the Study

This study holds significance in literature from various angles and can contribute the literature both at the theoretical and methodological levels. First of all, in an environment that emphasizes the importance of autonomy, this study, with the program developed and implemented, would provide a practical approach on 'how' students develop autonomy in writing in English. Within this process, it places primary importance on the ways which could promote autonomy in writing, by inquiring students' perceptions, their hands-on experiences and learning outputs during learning process. It would provide an in-depth investigation of the collaborative and reflective processes on the development of students' autonomy in writing. Thus, the study could shed light upon how various methods, such as journals, peer-editing, self-evaluation, and process writing contribute to the process of developing students' autonomy in writing.

Second, the findings of this study would also provide a comprehensive picture of student autonomy in writing with regard to collaboration and reflection dimensions, which are mostly examined separately in literature. This study is a unique study which incorporates both dimensions into an instructional program for the development of writing skills and examines how these dimensions enhance autonomy in writing skill through an action research incorporating quantitative and qualitative methods.

Third, this study would be the first attempt to examine autonomy in writing at the tertiary level in Northern Cyprus, which makes the study a unique and a significant one. Since developing students' autonomy is critical at tertiary level, the findings of

this study could shed light upon the reconstruction of the English language curriculum to develop students' autonomy in writing skill.

Finally, the review of literature revealed related studies majority of which were conducted to examine student autonomy in writing in English preparatory schools or language classrooms. The involvement of freshman Law students as participants in the study could make invaluable contribution to the literature since no studies in the area of investigation were noticed in the empirical studies reviewed.

1.5 Definition of Terms

Autonomy

> Autonomy is defined as "the ability to take charge of one's own learning", in which taking charge has mostly meant "as teachers giving learners a set of cognitive, metacognitive and affective techniques that they can use for successful learning" (Holec, 1981, as cited in Benson & Voller, 1997, p.19).

Autonomous student

An autonomous student of writing needs to have cognitive skills, metacognitive skills and affective skills, knowing what to learn as well as how best to learn (Yeung, 2008).

Collaboration

Collaboration is the interaction among two or more individuals encompassing a variety of behaviors, including communication, information sharing, coordination, cooperation, problem solving, and negotiation (Friend & Cook, 1992).

Reflection

Reflection is a cognitive inquiry in which experiences are analysed in the context of prior knowledge for the endeavours of finding meaning that will lead to the creation of a new knowledge and to the development of new alternative ways (Dewey, 1910).

Process writing

Type of writing comprised of pre-, while- and post-writing stages.

Pre-writing stage

> The stage of discovery in the writing process when a person assimilates his 'subject' to himself since this is where the students gather information, conduct a research, begin to organize their thoughts into a cohesive piece of writing, making a plan for the writing and engaging in the language input which is required for the genre they are writing in (Rohman, 1965, p.106).

While-writing stage

This is the stage where students transfer their knowledge, or information gathered into a text in specified format. While-writing stage includes several drafting, revising or editing processes in which collaboration have a great value. Students may be involved in self-evaluation, peer-editing and teacher feedback sessions during the writing stage.

Post-writing stage

> Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances or merely displaying texts on notice-boards. The post-writing stage is a platform for recognising students' work as important and worthwhile (Seow, 2002, p.5).

Chapter 2

LITERATURE REVIEW

This section starts with the historical review of autonomy and continues with the conceptualization of student autonomy, elaborating on the definitions of autonomy and autonomous student. After providing the theoretical dimensions of student autonomy – constructivism, cognitive learning theory and humanistic psychology -, learning strategies for promoting autonomy and the components and importance of process writing are presented. The final section consists of recent studies on student autonomy.

2.1 Historical Review of Autonomy

The concept of autonomy, derived from the Greek words 'auto' (self) and 'nomos' (law) (Voltz, 2008) meaning the state where one gives oneself his/her own law (Dang, 2010), has been a center of attention for more than three decades since it plays a key role in experiencing healthy adolescent improvement (Bynum & Kotchick, 2006, as cited in Boyno, 2011) and since it is a prerequisite to nurturing self-sufficient students and helping individuals to find their own way under any circumstances (Thanasoulas, 2000).

Throughout history, being autonomous has gained significant consideration from various viewpoints since it is not only used in politics, but also in education, medicine, philosophy and psychology (Boud, 1981; Dearden, 1972). Kupetz and

Ziegenmeyer (2006) stressed that autonomy was originated in the works of Aristotle and Kant as a political concept, but retrospective examination of the word 'autonomy' revealed the first use of its definition as self -governing state, in political context in ancient Greece (as quoted in Boyno 2011).

During the 18th century, European liberal-democratic and liberal-humanist thought employed the concept of individual autonomy in education as the main focus (Lindley, 1986). This was also identified by Kant as the foundation of human dignity (Benson, 2001; Hill, 1991). Just like Kant, Benson (2001) explored the Jean Jacques Rousseau's model learning, in which teacher was considered a permissive individual supporting students and the one learning with them. "Rousseau's influence is indirect, however, and comes principally through later progressive educators such as John Dewey and William Kilpatrick, whose influence on the theory and practice of autonomy has been profound" (Benson, 2001, p.3). Similarly, Benson (2001) explored Carl Rogers' idea that the teacher, fostering autonomy as facilitator, is central to classroom based approaches. This was mentioned by Benson as a support to the ideas of Galileo, a great thinker, who believed in autonomous learning throughout all ages, and who stated that "You cannot teach a man anything; you can only help him find it within himself" (Benson, 2001). According to Rogers (1969),

> It is the learner who learns, not the teacher who teaches. The teacher facilitates learning in learners, and the quality of this interaction is largely based on the relationship between them, where trust and empathy make learning experiences more pervasive and therefore make a difference to the behavior of the learner. For the same reason, it is ultimately the learner who is the only person able to evaluate progress (p.81).

For Gremmo and Riley (1995), the concept of autonomy arose in the field of education as a response to the political confusion in Europe in the late 1960s. Collins

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and Hammond (1991) suggested that the main aim of education was to make the society better, so development of autonomy would provide a critical awareness for the betterment of the society.

Having a history of three decades, autonomy in language education gained significant attention in the late 1960s as a response to ideals and expectations aroused by the political turmoil in Europe (Benson, 2001). According to Gremmo and Riley (1995), at the end of the second World War, there was an increased need for learning foreign and second languages because it helped people not only to communicate more easily and trade their goods to other countries but also to develop international policies and migratory movements. This increase in demand caused education to equip students with various language skills and communicative skills. To achieve that, Council of Europe encouraged research in this area on an international level, as Reinders (2000) emphasized:

> The concept of autonomy first entered the field of language teaching through the Council of Europe's Modern Languages Project, established in 1971. One of the outcomes of this project was the establishment of the Centre de Recherches et d'Applications en Langues (CRAPEL) … Yves Châlon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning. Châlon died at an early age in 1972 and the leadership of CRAPEL was passed to Henri Holec, who remains a prominent figure within the field of autonomy today… Holec's (1981) project report to the Council of Europe is a key early document on autonomy in language learning (as cited in Benson, 2001, p.7-8).

The use of the concept of student autonomy gained momentum in the field of language learning in 1970s and 1980s as the development of student based approaches to foreign language learning evolved (Finch, 2001). One of the ultimate goal of student based approaches is to promote student autonomy which is derived from constructivist theories, focusing on "the key idea that effective learning is

active learning" (Balçıkanlı, 2006, p.11). Thus, student autonomy was used as a key concept by constructivist theories. As to constructivists, students construct their own knowledge by actively participating in the learning process. To promote this meaning making process, constructivist instructional developers value collaboration, student autonomy, generativity, reflectivity and active engagement (Wang, 2011).

According to Kaufman and Kaufman (2004), constructivism was based on the cognitive developmental theory of Piaget and the socio cultural theory of Vygotsky, and it is considered as a second chance for second language students to gain self-regulation (Vinagre, 2008). The literature on cognition puts a strong emphasis on student autonomy and self-regulation which are used interchangeably (Wenden, 1995). Both autonomous and self-regulated students are described as possessing the same strategies such as setting goals, choosing learning methods, materials, tasks, in addition to monitoring and evaluating their own progress (Benson, 2006; Cotterall, 1995; Ho & Crookall, 1995; Littlewood, 1999).

2.2 Conceptualization of Student Autonomy

In order to explore student autonomy in relation to student development in education, examination of its definition and characteristics is critical.

2.2.1 Definition of Autonomy

In the last decade, in the field of education, it became significant to help students gain their independence in thinking, learning and behaviour (Boud, 1988; Collins & Hammond, 1991) as one of the goals of education is developing students' lifelong learning skills and student autonomy (Ho & Crookall, 1995; Wenden, 1987). According to Gardner and Miller (1999), the concept of autonomy is difficult to define and there are three reasons for this:

> First, different writers have defined the concept in different ways. Second, there are areas of ongoing debate and, therefore, definitions are continuing to mature as more discussion takes place. Third, these concepts have developed independently in different geographical areas and, therefore, they have been defined using different terminology (p.5).

A review of literature shows that the concepts of autonomy and self-regulation are used interchangeably. Although some researchers used the term autonomy in place of self-regulation due to certain convergent aspects, both concepts display certain differences as Murray (2014) expressed. Having goal directed behavior, metacognitive skills, and intrinsic motivation are the features that both student autonomy and self-regulated learning share (Murray, 2014). The differences between the concepts of student autonomy and self-regulation are related with the learning environment and student initiation of the learning task (Benson, 2011; Martin & McLellan, 2008 quoted in Collet, 2014). Considering these two concepts, "the concept of self-regulation is somewhat narrower than the concept of autonomy" (p.44), yet autonomy has a wider perspective than self-regulation since "autonomy literally refers to regulation by the self" (Ryan & Deci, 2006, p.1557).

Little (1991), arguing that autonomy is not a matter of how learning is organized, gives the following definition which underlies both cognitive and psychological abilities:

> autonomy is a *capacity* – for detachment, critical reflection, decision-making, and independent action. It presupposes but also entails, that learners will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learners learn and in the way he or she transfers what has been learned to wider context… The concept of autonomy … implies that the learner enjoys a high degree of freedom (p. 4-5).

For Little (2007), freedom is never absolute as one can never detach himself from others and autonomy is related to interdependence since people are social beings. Similarly, Dickinson (1992) states that "Independence does not entail autonomy or isolation or exclusion from the classroom; however, it does entail that learners engage actively in the learning process" (p.1). According to Dam (1995), student autonomy "is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person" (p.1).

Holec (1981), accepted as the father of autonomy, defines autonomy as "the ability to take charge of one's own learning. This ability is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, in a systematic, deliberate way" (p. 3). To take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning: determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition; and evaluating what has been acquired (Holec, 1981). While Young (1986) defines autonomy as "authoring one's own world without being subject to the will of others" (p.19), Scharle and Szabo (2000) consider autonomy as the freedom and ability to manage one's own affairs, which involve the right to make decisions as well. According to Cotterall (1995), [Autonomy is] the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning (p.195). For her, the main characteristic of autonomy as an approach to learning is

that students take some significant responsibility for their own learning over and above responding to instruction (Boud, 1988, quoted in Cotterall 1995, p. 195).

Nunan (1997) defines autonomy through five stages: (1) Awareness (of pedagogical goals and content of the materials); (2) Involvement (selecting their own goals, content and tasks); (3) Intervention (modifying and adapting learning goals and the content); (4) Creation (creating their own goals and tasks); and (5) Transcendence (applying their autonomous behavior beyond the classroom). On the other hand, from Littlewood's (1999) perspective, there are two types of autonomy: proactive and reactive autonomy. While the former gives prominence on students' taking charge of their own learning by setting their own targets, methods, techniques and evaluating themselves, the latter places importance on students' creating their own directions, the goals of which are set by somebody else.

Benson (2001) defines autonomy as the capacity to take control of one's own learning in the areas of learning management, cognitive process and learning content. In addition, considering the emotional, cognitive and social processes in learning, Trinh and Rijlaarsdam (2003) define autonomous students as the ones leading positive attitudes towards autonomous language learning (i.e. willing and ready to assume their role in success in learning as crucial), being motivated to learn the language (i.e. with communicative purpose), and taking control over their own learning (i.e. planning, monitoring and evaluating their communicative and learning acts) in order to work independently and in cooperation with others.

From all the above-mentioned definitions, it can be stated that autonomy is viewed as either an ability or a learning action. Ability without an action or an action without

an ability is not considered a display of autonomy. New definitions of autonomy have emerged employing various perspectives since 2000s. Reinders (2000) argues that the definitions of autonomy are incomplete and the focus on student consciousness in the learning process is missing in these definitions. Therefore, Reinders (2000) proposes a new definition of autonomous learning as "an act of learning whereby motivated learners consciously make informed decisions about that learning" (p. 48).

To sum up, the concept of autonomy is a critical issue of consideration in research. The review of the pertinent literature revealed that autonomy has been defined from various perspectives embracing cognitive, metacognitive, psychological and social dimensions of learning. In the definition of autonomy -"the ability to take charge of one's own learning"- in Holec's report to the Council of Europe, "taking charge has mostly meant as teachers giving learners a set of cognitive, metacognitive and affective techniques that they can use for successful learning" (1981, as cited in Benson & Voller, 1997, p.19).

2.2.2 Definition of Autonomous Student

As autonomy is a complex concept to define (Gardner & Miller, 1999), it is critical to define autonomous student to shed a light upon the concept of autonomy. Definitions of autonomous student have been presented from different standpoints: cognitive, metacognitive and emotional.

Gibbs (1979), Holec (1981), Chan (2001) and Breen and Mann (1997) consider autonomous student possessing metacognitive characteristics. Holec (1981) describes autonomous student as "being capable of determining the objectives, defining the

contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition properly speaking and evaluating what has been acquired" (Holec, 1981, p.3). As for Chan (2001),

> an autonomous learner would be expected to engage in some, if not all, of the following behaviors: setting learning goals, and identifying and developing strategies to achieve them; developing study plans; reflecting on his/her learning and identifying means of addressing problems; identifying and selecting relevant resources and the necessary support; and assessing his/her own progress and defining his/her own criteria for evaluating performance and learning (p. 506).

For Breen and Mann (1997), autonomous students should possess a desire to learn, have a positive self-image along with metacognitive capacity and the ability to handle change and to negotiate with others. They are also independent students who can make strategic use of the learning environment.

According to both Candy (1991) and Dickinson (1993), autonomous student possesses both metacognitive and cognitive assets. As for Candy (1991), autonomous students are methodological and disciplined, logical and analytical, reflective and self-aware, flexible, persistent and responsible, venturesome and creative, independent and self-sufficient and they demonstrate curiosity and confidence, have a positive self-concept, develop information seeking and retrieval skills, knowledge about, and skill at, learning processes, and develop and use criteria for evaluating (cited in Benson, 2001). As for Dickinson (1993), autonomous student understands what is being taught, formulates their own learning objectives, selects and makes use of appropriate learning strategies, monitors their use of strategies, and self-assesses, or monitors their own learning.

In addition to the aforementioned definitions, Littlewood (1996) emphasized the emotional side of autonomous student, stating that "autonomous person is the one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components – *ability* and *willingness"* (p. 428).

Autonomous students are also considered to possess certain socio-emotional dispositions like attitudes, willingness, readiness and self-confidence (Chan, 2001; Ho & Crookall, 1995; Wenden, 1987), the skills necessary to work in cooperation with others (Dörnyei, 2001; O'Malley and Chamot, 1990), self-confidence (Scharle & Szabo, 2000), self-esteem (Breen and Mann, 1997; Forgas, 1994; Tarone & Yule, 1989; Wenden, 1998), motivation (Brown, 2001; Dickinson, 1995; Dörnyei, 1998; Efklides & Volet, 2005; Gardner & MacIntyre, 1993), and emotions (Efklides & Volet, 2005). Teacher scaffolding is considered one of the main aspects to support students' active involvement in their learning process (Benson, 1996; Dam, 1995; Little, 1991).

Looking into matter from foreign language learning perspective, being an autonomous student indirectly means being good at learning languages since students who develop autonomy are better and more successful in learning a language (Benson, 2001). Considering student autonomy in writing process, Yeung (2008) highlights that an autonomous student of writing:

> needs to have cognitive skills (being able to use learning strategies as good setting and planning for writing), metacognitive skills (making decisions on what and how to learn, self-monitoring and self-assessment) and affective skills (feeling in control of his or her own writing, feeling the need to take charge of his or her own learning), knowing what to learn as well as how best to learn (p. 56).

Furthermore, a review of literature displayed that in writing autonomous students have certain cognitive assets like continuous interaction of planning, text production, reviewing and revision (Flower & Hayes, 1981), drafting and revising (Riazi, 1997; Wenden, 1991), the ability and capacity with a certain degree of awareness (Benson, 2001; Holec, 1981; Little, 1991; Reinders, 2000; Vanijdee, 2003).

To sum up, the autonomous student has been defined possessing certain cognitive assets like self-regulation skills such as planning, monitoring and evaluating, and the critical qualities to be communicatively competent language students (Benson, 2001; Camilleri, 1997; Chamot & O'Malley, 1987; Cheng & Zheng, 2002; Cotterall, 1995; Dam, 1995; Guo & Yan, 2007; Ji, 2002; Little, 1991; Nunan, 1997; Oxford, 1990; Paris & Winograd, 1988 & 1990; Schraw, Crippen, & Hartley, 2006; Wenden, 1998; White & Gunstone, 1989; Whitebread et al., 2009). Similarly, metacognitive assets such as self-awareness (Oxford, 1996; Schraw & Denison, 1994; Wenden & Rubin, 1987) and self-reflection (Benson, 2001; Little, 1997; Scharle & Szabo, 2000) were considered to be possessed by autonomous students. These assets are considered significant for developing autonomy since autonomous learning predominantly depends on the metacognitive strategies, considered to be a bridge to student autonomy (Zhang & Li, 2004). At the same time, possessing certain emotional assets - like self-confidence, self-esteem and motivation (Brown, 2001; Chan, 2001; Dickinson, 1995; Dörnyei, 1998; Efklides & Volet, 2005; Gardner & MacIntyre, 1993; Ho & Crookall, 1995; Littlewood, 1996; Scharle & Szabo, 2000; Wenden, 1987) - play a critical role in gaining autonomy.

2.3 Theoretical Dimensions of Student Autonomy

There is a consensus that the practice of student autonomy requires insight, a positive attitude, a capacity for reflection and a readiness to be proactive in self-management and in interaction with others (Canning, 2004). This requirement entails consideration of learning processes from multiple angles, that is students' engagement in cognitive, metacognitive, emotional and social dimensions of learning and their engagement in interaction with each other (Little, 2001). In this regard, it is critical to examine the roots and underlying theories behind the learning processes to better understand how a student develops to be autonomous cognitively, metacognitively, socially and emotionally. Constructivist theory, cognitive learning theory, metacognitive theory and humanistic theory need to be examined in this respect.

2.3.1 Constructivism

The content of student centeredness, one of the most significant principles of constructivism, is the individualization of learning and autonomy of student. Constructivism in education is considered to promote student autonomy (Wang, 2011) since it "refers to the idea that learners construct knowledge for themselves" (Hein, 1991, p. 1). Little (2001) states that "we construct our knowledge by bringing what we already know into interaction with the new information, ideas and experiences we encounter" (p. 18). Accordingly, Benson and Voller (1997) argue that constructivism supports psychological side of autonomy which is related to students' behaviors, attitudes, motivation and self-concept. Similarly, Halliday (1975) viewed psychological autonomy as related with constructivism which sees knowledge as the construction of meaning. Therefore, constructivist approaches aim

"to encourage and promote self-directed learning as a necessary condition for learner autonomy" (Benson & Voller, 1997, p. 23).

Constructivist theory provides the theoretical grounds for student autonomy as Twomey Fosnot (1989) states, "a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate, and reason" (p. 19). For Airasian and Walsh (1997), students construct their own knowledge based on their existing schemata and beliefs. Constructivism can be explained from two main perspectives in which autonomous student characteristics can be examined: cognitive constructivism and social constructivism.

Cognitive Constructivist Theory

Rousseau and Dewey, as the key researchers of cognitive psychology, believed in the idea of experiential learning. In this sense, in learning knowing and thinking develop through experience. Thus, according to Rousseau, students take the responsibility of their own learning through experiencing the positive and negative consequences of their actions. Since taking responsibility of own learning is autonomous students' basic characteristic, students should be responsible for their own actions and learn by enjoying or suffering the consequences. Focusing on students' taking responsibility of their learning, Qi (2012) states, "Rousseau's philosophy of learning serves as one theoretical base for learner autonomy" (p. 37). For Dewey, the process of learning is simultaneous and personal growth happens within social context as Qi (2012) emphasized, "Dewey's major contribution to the idea of autonomy lies primarily in the aspects of the relationship between education and social participation, of education as problem solving, and of classroom organization" (p. 37). Emphasizing

the significance of cognitive components, Tassinary (2012) states, "essential components of student autonomy are cognitive and metacognitive components - cognitive and metacognitive knowledge, awareness, learners' beliefs". Some researchers believe that autonomy supports students cognitively (Freitas & Neumann, 2009; Yaman, Nerdel & Bayrhuber, 2008).

In cognitive constructivist theory, Piaget deals with children's ability in cognitively and individually constructing new knowledge within their stages of development and resolving conflicts (Piaget, 1953). This cognitive learning process was explained, by Piaget, with the following concepts: schemas (the actions or mental representations that organize knowledge), assimilation (incorporation of new information into existing knowledge), accommodation (adjusting schemas to fit new information and experiences), and organization (the process of which learners group behaviours into a higher order system) (Santrock, 2011). Besides, Piaget explained the concept of equilibrium as the mechanism how students shift from one stage of thought to the other during four stages of cognitive development. In cognitive constructivism, continuous interactions among the schemes, assimilation and accommodation and equilibrium help create new learning (Santrock, 2011).

Social Constructivist Theory

Lev Vygotsky, the founding father of social constructivism, attempted to shed light on consciousness which develops as a result of socialization. He states that

> social interaction plays a fundamental role in the process of cognitive development…every function in the child's cultural development appears twice: first, on the social level and later on the individual level; first, between people and then inside the child (Vygotsky, 1978, p. 32).

Vygotsky's social constructivist theory gives consideration on "the importance of interaction with more experienced peers such as parents, peers, teachers and other (scaffolding) for learning, to welcome, guide, and even encourage learner initiative, his autonomy and the construction of problem-solving" (Boyno, 2011, p. 59). He put forward the idea that the potential for cognitive development is limited to a certain time span, named as 'Zone of Proximal Development' (ZPD), and full development during ZPD depends on full social interaction as shown in Figure 2.1 below. As seen in figure, in Vygotsky's Zone of Proximal Development, student starts learning "under adult guidance or in collaboration with more capable peers" (Little, 2000, p.86), and finally reaches total independence, that is learns on his/her own.
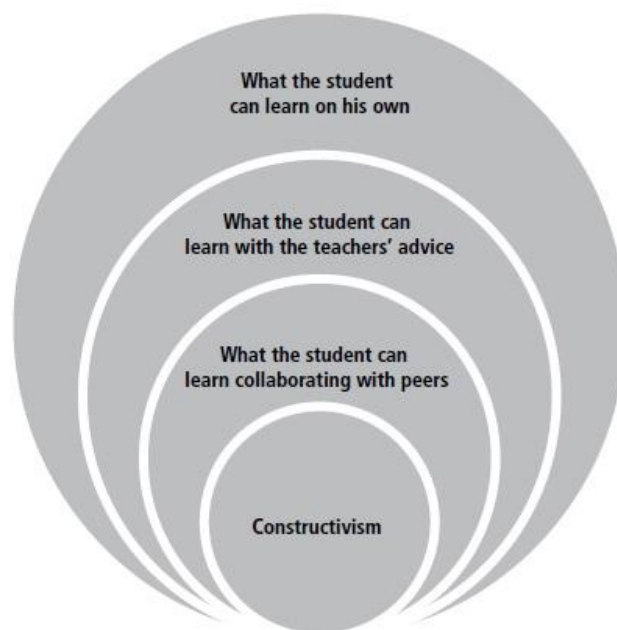
Figure 2.1. Zone of Proximal Development (theory developed by Vygotsky, 1978, cited in Benson, 2001).

For Vygotsky, ZPD shows "the distance between the assisted and the non-assisted performance of an individual" (Vygotsky, 1978, p. 86), and thus, cognitive functions are socially constructed and culturally transmitted (John-Steiner & Souberman cited

in Vygotsky, 1978, p. 126). A non-assisted performance of students leads through the concept of self-regulation, defined as "the degree that individuals metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 1995, p.3). Self-regulated students are considered to be more aware of their thinking process, just like autonomous students (Slotta & Linn, 2009).

Vygotsky's socio-cultural theory of development and learning has a close relationship with student autonomy since it highlights the relationship between collaboration and autonomy (Little, 2004). It puts forward the idea that social interaction plays a fundamental role in the development of cognition and scaffolding instruction is one of the most effective strategies to promote cognitive development through socialization (Vygotsky, 1978). In social constructivism, knowledge is "experience that is acquired through interaction with the world, people and things" (Ackermann, 2001, p.3).

In social-cognitive theory, the concept of autonomy can be interchangeably used with the concept of independence. Independence is accepted as the opposite of dependence, which means students' reliance on teachers or learning materials (Benson, 2001). Regarding the relationship of the two concepts, a Confucian philosopher, Chu His, states, "If you are in doubt, think it out by yourself. Do not depend on others for explanations. Suppose there was no one you could ask, should you stop learning? If you could get rid of the habit of being dependent on others, you will make your advancement in your study" (Benson, 2001, p. 56). Dickinson (1992) similarly puts forward the idea that teachers, being collaborators with their students, promote students' autonomy through legitimizing independence in their learning by

showing them their approval and by encouraging them to be more independent. According to Benson (2001), not only independence, but the concept of interdependence has become a particularly challenging development in the theory of autonomy in the last decade. Interdependence is defined as the responsibility for one's own social conduct and an ability to cooperate with other people in order to solve problems in a constructive way (Kohonen, 1992). According to Brajcich (2000), encouraging students to be interdependent and to work collectively promotes their autonomy, as the less students depend on their teacher, the more autonomy they develop. As for him, progressing gradually from interdependence to independence also promotes autonomy, as highlighted by Vygotsky in the concept of Zone of Proximal Development. As a result, Little (1991) argues that interdependence is an essential condition to balance independence and dependence.

2.3.2 Cognitive Learning Theory

The development of student autonomy has gained a significant and central support from the idea that knowing and thinking develop through experience. That behaviorist theories defined learning as a stimulus–response chain and reduced learning to observable behaviors remained incomplete in explaining "how we learn" since cognitive factors were underestimated (Weiten, 2007). Taking the control of the learning process is one of the significant aspects of cognitive learning theory. Further, Benson (2001) defined autonomous student as "one who exercises control over learning management, cognitive processes and learning content" (quoted in Horinek, 2007).

Regarding the cognitive characteristics of autonomous students, Benjamin Bloom's Taxonomy of Cognitive Domain created a system to classify the forms and levels of

learning. Autonomous students are at the highest level, evaluation, since they possess the ability to judge check, and even critique the value of material for a given purpose (Bloom, 1956).

On the other hand, Bandura's social cognitive theory emphasizes reciprocal influences of behavior, environment and person/cognitive factors on learning as illustrated in Figure 2.2 below.
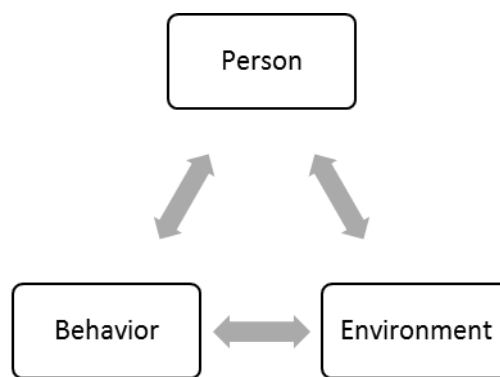
Figure 2.2. Bandura's Social Cognitive Theory

Bandura's social cognitive theory, which is considered as bridging the gap between behaviorism and cognitivism (Drolet, Schubotz, & Fisher, 2012), emphasizes the social dimension of learning as learning occurs as a result of observing the actions of others, as Bandura (1977) explained:

> Learning would be exceedingly laborious, not to mention hazardous, if people had to rely on solely on the effects of their actions to inform them what to do. Fortunately, most human behavior is learner observationally through modeling: from observing others forms an idea of how new behaviors are performed, and on later occasions this code information serves as a guide for action. (p.22)

Social cognitive theory states the three characteristics which are unique to humans: vicarious consequences (model and imitate others), self-efficacy (self-reflection), and performance standards and moral conduct (ability to regulate one's own behavior)

(Bandura, 1977). Being an important aspect of social cognitive theory, self-regulation is also a critical issue to understand student autonomy since both self-regulation and autonomy have common characteristics like students' active involvement in learning process (Zimmerman, 1996).

2.3.3 Metacognitive Theory

Metacognition is the knowledge of cognitive process and the term was first coined by Flavel (1970) to refer to the awareness of the learning process. "Students without metacognitive approaches are essentially learners without direction and ability to review their process, accomplishments and future learning directions" (O'Malley et al., 1985, p. 24).

Vygotsky has a primary influence on metacognitive theory because both Vygotsky's cognitive learning theory and metacognitive theories are based on social interaction (Brown, 1987). Emphasizing the influence of Vygotsky on metacognitive theory, Louca-Papaleontiou (2008) explained three reasons why Vygotsky is considered as a precursor to metacognitive theory. First, both metacognition and Vygotsky's cognitive learning theory were based on social interaction. Second, as Vygotsky's ZPD stressed, metacognitive development needs time to be achieved. And finally, Vygotsky's theory of language has a close relation with knowledge about cognition and control of cognition, which are the main aspects of metacognitive theory.

Regarding the relationship between student autonomy and metacognition, Cotteral (1995) describes autonomy as "the extent to which learners demonstrate the ability to use a set of tactics for taking control of their learning" (p. 45). Metacognition is deemed to be a critical element for student autonomy since "One's directing his own

learning requires the existence of metacognitive knowledge and skills that lead to autonomous learning" (Boyno, 2011, p. 84). The aim of education is also to help students to take charge of their own learning, plan, monitor and evaluate their own learning (Reinders, 2000). In this way, their metacognitive awareness is promoted. Besides, Huttunen (1986) suggests that autonomous students should work both on their own and in a group while working and they should take the responsibility to plan, monitor and evaluate their learning. Planning, monitoring and evaluating are the metacognitive skills which are considered as the features of autonomous students (Nguyen & Gu, 2013). To help students become autonomous, metacognitive knowledge should be embedded in learning plans to train them (Wenden, 1991).

Some researchers emphasized that raising students' metacognitive awareness is a prerequisite to autonomous learning (Wenden, 1999; Wilkins, 1996), which helps students "to set their own goals, monitor their own process, regulate their own strategies and assess their own learning products" (Wei, 2008, p. 113). Wenden (2001, quoted in Hauck, 2005) also makes an association between metacognitive knowledge, self-regulation and autonomy below:

> A recognition of the function of metacognitive knowledge in the self-regulation of learning should contribute to a clearer understanding of learner autonomy, especially how it can be developed and enhanced […] The realization of this potential (to develop autonomy) for language learners is in part dependent upon their ability to self-regulate or self-direct their learning (p. 62).

Literature also supports the idea that the use of effective metacognitive strategies promote students' autonomous attitude to take control of their learning (Victori & Lockhart, 1995).

In promoting students' metacognitive awareness, teachers' assistance has a great value (Bruner, 1983; Gardner & Miller, 1999; Van Lier, 2001; Vygotsky, 1978), yet too much of it may cause students to be dependent and helpless (Van Lier, 2001). Malamah-Thomas (1987) suggests another perspective for teachers' assistance as it influences students in class and promotes students' self-reflection after class. Self-reflection, as a metacognitive behavior, supports students to become self-directed and self-dependent and promotes students' taking responsibility for the objective of learning, self-monitoring, self-assessing and taking an active role in learning (Lee, 1997).

Likewise, metacognitive strategies – planning, monitoring problem-solving, assessing – are considered important for autonomous learning, because they help students coordinate their own learning process and not to lose their control over their own learning (Oxford, 1990). By doing so, students build up their autonomy through employing these metacognitive skills.

2.3.4 Humanistic Psychology

Emphasizing the individual's inherent drive towards self-actualization and creativity, humanistic theory adopts a holistic approach to human being relating its development to the whole instead of a separation into parts (Cook, 1979). As one of the leading figures of humanistic theory, Rogers believed that "A person reacts to changes in their phenomenal field, which includes external objects and people as well as internal thoughts and emotions" (Rogers, 1969, p. 49).

In humanistic psychology, emotional factors are considered critical in the learning process. Thus, 'affect' needs to be defined since it refers to "the emotions, feelings,

and attitudes that individuals bring to the learning experience and the role these play in motivation" (Dörnyei, 2001; Hurd, 2008). Attitude, as an emotional aspect, is a social phenomenon and fits within the social constructivist paradigm of learning (McLeod, 1991). Similarly, belief was emphasized as another emotional aspect since "students' beliefs about their competence and ability will impact their learning, emphasizing the relationship between affect and cognition" (Boyd, Dooley & Felton, 2006, p. 25). Cotterall (1995) also argues that "the beliefs and attitudes learners hold have a profound influence on their learning behavior" (p. 195). Thus, emotional aspects have direct relationship with the learning process.

Not only emotional aspects, but also socio-emotional aspects have a close relationship with autonomy since "at the heart of humanistic education is this tension between personal autonomy development and social change" (Veugelers, 2007, p. 2). According to Freire (1985), social change is only possible with autonomous people. Because of this reason, developing autonomy "should be embedded in social change processes" (Veugelers, 2011, p. 2).

In emotional side of development, meeting needs of individuals is considered critical. Maslow's hierarchy of needs categorizes human needs that are universal and the peak is self-actualization, which is described as "the intrinsic growth of what is already in the organism or more accurately of what is the organism itself" (Maslow, 1987, p. 263). The concept of self-actualization is related to the concept of autonomy as the self-actualized individual is characteristically autonomous, self-sufficient, enjoying the pleasure of insight and productivity of work as stated by Allport (1955).

The core reason for the close relationship between humanistic theory and autonomy is the feature of "learner-centeredness in that a student is first of all regarded as a person – a whole being, with his individual characters both in cognition and in affect" (Lei, 2007, p. 60). According to McKeachie (1976), human being can only be understood holistically, that is cognition and affect should not be separated. Accordingly, Piaget emphasized that "at no level, at no state, even in the adult, can we find a behavior or a state which is purely cognitive without affect nor a purely affective state without a cognitive element involved" (Clark & Fiske, 1982, p. 130). As Vygotsky (1962) said, the separation of affect from cognition,

> is a major weakness of traditional psychology since it makes the thought process appear as an autonomous flow of 'thoughts thinking themselves', segregated from the fullness of life, from the personal needs and interests, the inclinations and impulses, of the thinker. Such segregated thought must be viewed either as a meaningless epiphenomenon incapable of changing anything in the life or conduct of a person or else as some kind of primeval force exerting an influence on personal life in an inexplicable, mysterious way. The door is closed on the issue of the causation and origin of our thoughts, since deterministic analysis would require clarification of the motive forces that direct thought into this or that channel. By the same token, the old approach precludes any fruitful study of the reverse process, the influence of thought on affect and volition (p. 10).

In Bloom's taxonomy, autonomy was regarded as embracing cognitive features but neglecting emotional aspects (Bloom, Madaus & Hastings, 1981). Research has shown that students appreciate instructional strategies that emphasize emotional outcomes (McTeer & Blanton, 1978). Therefore, the literature states that neglecting emotional outcomes actually reduces learning and retention (Ringness, 1975; Thompson & Mintzes, 2002; Williams, 2003).

Little (2001) also suggests examining autonomy holistically as he expressed that,

> There is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection … a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another (p. 1).

To sum up, development of student autonomy is a complex and multidimensional process which necessitates the consideration of cognitive, metacognitive, social and emotional aspects, all of which contribute to the holistic development of student.

2.4 Instructional Strategies for Promoting Autonomy

Promoting autonomy is a critical aspect because of the belief that autonomy is not something learned or trained (Ismail & Yusof, 2012). However, Benson (2001) suggests that autonomy is developed through "initiatives designed to stimulate autonomy among learners" (p.124). It is important that autonomy can be fostered through an appropriate curriculum. Curriculum, involving appropriate strategies and techniques, is crucial to promote autonomy by allowing students to choose the appropriate one (Brown, 2001). The review of literature displayed various instructional strategies employed to promote student autonomy. The most significant ones belong to Dickinson and Carver (1980), Scharle and Szabo (2000) and Qi (2012), who suggested the integration of these strategies into the curriculum. Students gain responsibility for their own learning through strategies and techniques applied in their learning process (Balçıkanlı, 2006).

Among the various strategies to foster autonomy, Dickinson and Carver's (1980) is one of the most significant one, which involves methodological preparation, psychological preparation and practice in self-direction. Scharle and Szabo (2000) used a holistic student based approach to promote autonomy, which involves social,

cognitive, metacognitive and emotional strategies. Similarly, Qi (2012) suggested a holistic approach involving certain strategies to promote autonomy. Cognitive, metacognitive and socio-emotional strategies were explored in detail to highlight their influence in promotion of student autonomy in the classoom.

2.4.1 Cognitive Strategies

Peer review as an evaluation process encourages collaborative learning and facilitates socio-interactive environment in which students get support and scaffolding from their peers (Cotterall & Cohen, 2003; de Guerrero & Villamil, 2000; O'Brien, 2004). Peer evaluation, defined as the process of integrated activities in which students are socially involved in "responding to each other's writing" (Johnson & Roen, 1989), has empirically been proven to be advantageous to EFL students from cognitive, emotional, social and linguistic perspectives (Min, 2006, p.118). At the same time peer review can help the development of student autonomy by reducing students' dependence on teachers (Tsui & Ng, 2000). In addition, it "establish(es) the social basis for the development of cognitive processes that are essential to revision" (Villamil & de Guerrero, 1996, p. 67).

In practicing peer evaluation, students have the opportunity to articulate their reasoning and perhaps become aware of the shortcomings and strategies they do not think of on their own (Higgins, Flower & Petraglia, 1992) "By responding critically to their colleagues' writing, students exercise the critical thinking they must apply to their own work" (Mittan, 1989, p. 210).

Teaching experiences and research proved that implementing peer evaluation in a writing classroom is one of the most effective techniques that help foster student

writers' autonomy and develop their critical thinking skills (Thomas, Martin & Pleasant, 2011 quoted in Moussaoui, 2012). Students' social and communicative skills develop through peer evaluation especially in higher education as it reduces students' writing anxiety, promotes their motivation and self-esteem, and increases their willingness to take risks and try new tasks (Elbow, 1981, quoted in Johnson & Roen, 1989). In promoting autonomy, the importance of peer editing, corrections and follow up questioning in pairs within the learning process should be emphasized (Brajcich, 2000).

Researchers have given increasing importance to peer review in recent years (Campbell, 1998; de Guerrero & Villamil, 1994; Harmer, 2004; O'Brien, 2004; Porto, 2001; Swain, Brooks & Tocalli-Beller, 2002) mostly because it fits well with the process oriented writing instruction and provides an alternative way of feedback from teacher (Hu, 2005; Hyland & Hyland, 2006; Krapels, 1990; Nelson & Carson, 1998). Not only the researchers dealing with process oriented curriculum but also social constructivist researchers give importance to peer review since it represents socio-cognitive activity of Vygotskian concepts such as regulation, scaffolding and the Zone of Proximal Development (de Guerrero & Villamil, 2000; Lantolf & Appel, 1994; Min, 2005; Villamil & de Guerrero, 1998; Vygotsky, 1986).

2.4.2 Metacognitive Strategies

Employing certain strategies, setting learning objectives, self-monitoring and self-evaluation (Holec, 1981) help students manage their own study as a result of which their autonomy is promoted.

Dickinson and Carver (1980) suggested three strategies to foster autonomy: Methodological and psychological preparation and practice in self-direction. Methodological preparation includes knowing the terminology and course objectives, and practicing in planning and organizing students' works, making decisions about what material to use, correcting their own work, keeping a record of their own progress, and working cooperatively with other students. Psychological preparation incorporates self-confidence, process orientation, self-motivation, awareness about one's own learning, learning problems and progress. Finally, practice in self-direction integrates students in having periods of independence from the teacher. According to Dickinson and Carver (1980), there are 10 basic techniques for promoting student autonomy: self-monitoring, self-correction, variable pacing, group work, troubleshooting sessions, extensive reading and listening, choice of activities, use of pupil teachers and sharing objectives. Students should be provided with access to as wide range of materials as possible, such as written and audio-visual data, reference books, including dictionaries and grammars, newspapers and magazines, and student-designed material (Little, 1991).

In this regard, various cognitive and metacognitive learning strategies are reported to promote student autonomy. There are some key metacognitive and cognitive strategies – reflection, self-evaluation, peer-evaluation, and self-monitoring – promoting autonomy.

Reflection

Reflection, as one of the cognitive learning strategies, is a significant feature of autonomy since making reflection consciously is considered as a crucial autonomous

characteristic (Little, 1997, as cited in Benson, 2001). Reflection is a key psychological component of autonomy (Benson, 2001) since "we reflect in order to learn something, or we learn as a result of reflecting – so 'reflective learning' as a term, simply emphasizes the intention to learn as a result of reflection" (Moon, 2004, p. 8). Reflection is "valuable for learners to think about learning – what they learnt, how they learnt it and why, and evaluate the outcome. In this way their awareness of how they learn language is gradually raised while their dependency on the teacher decreases" (Hastikova, 2015, p. 12).

Sinclair (2000) puts forward the idea that when students are consciously aware of the learning process they are involved in, then they are capable of making decisions about their own learning. Students at tertiary level should be involved in processes where they can be self-governing, make choices about what is to be learned, and take significant responsibility for their own learning as autonomous students since student autonomy is one of the key goals of higher education (Baume, 1992).

Reflection is considered to promote autonomous learning because it raises students' awareness of learning, increases self-reflection and promotes mutual feedback. Benson (2001) reports that "conscious reflection on learning experiences and the sharing of such reflections with other learners in cooperative groups makes it possible to increase one's awareness of learning" (p. 94). Researchers like Little (1991) and Dam (2000) believe that students should take the control of their own learning, have a high metacognitive awareness in order to address their weaker points easily, and take precautions accordingly to be more successful.

Dialogues and reflective journals are some of the means facilitating reflection and promoting autonomy. As the key component of the learning process (Mynard, 2012), dialogues are important for the development of autonomy since "becoming autonomous is both a social and individual process" (Mozzon-McPherson, 2012, p. 44, quoted in Hastiková, 2015). Reflective journals are also regarded as a critical communicative tool for promoting student autonomy. While writing reflective journals, "students start to think about their learning and become less on the teacher's guidance, instruction and evaluation" (Dam, 1998, p. 48).

Self-evaluation and Self-monitoring

According to Dam (1995), self-evaluation plays a vital role in the development of student autonomy because "the effectiveness of all learning depends crucially on the learner's ability to judge when her performance is adequate for the situation in which she is operating or intends to operate" (Dickinson, 1992, p. 31). Nunan (1995) also considers self-assessment as a means for learning that boosts reflectivity and, as a result, student autonomy. Self-assessment can be practiced through checklists or self-review procedures, portfolios or through peer assessment (Cumming, 1995; Dickinson, 1992).

Self-evaluation goes hand in hand with self-monitoring since self-evaluation depends mostly on self-monitoring (Dickinson, 1992) in the field of writing:

> During the writing process, a self-monitoring technique … was found to be an effective way for students to improve the organization of their composition … the self-monitoring technique, combined with a multiple draft process writing instruction approach and learner training, is an effective method for developing learner autonomy in advanced writing learners (Yeung, 2008, p.23).

2.4.3 Socio-emotional Strategies

For successful language learning, emotional strategies are as crucial as cognitive and metacognitive strategies (Hurd, 2008). Successfully using emotional strategies, such as reducing anxiety, encouraging oneself and monitoring one's emotions (Oxford, 1990), can yield cognitive benefits in terms of greater control over learning outcomes (Benson, 2001). Affect has a bearing on the way information is encoded in the brain and subsequently recalled; the kinds of cognitive strategies that will be used; attention and working memory; and motivation (Schunk, Pintrich & Meece, 2008). Emotional strategies incorporate regulation of emotions and lowering anxiety (Cohen, 2003; Oxford, 2001) while social strategies embrace involvement of interaction among people to assist learning (O'Malley & Chamot, 1990; Oxford, 1990). Thus, socio-emotional strategies are those implemented through interaction. Social interaction is also important for constructivist approach, as Wang (2014) stated, "The mutual exchange and cooperation in learning process can provide rich resources and active support for knowledge construction" (p.1533).

Collaboration

Benson (2001) highlights the necessity of metacognitive awareness for the development of student autonomy when defining student autonomy as a capacity "which is developed more effectively within the classroom, where learners are more readily able to collaborate with other learners and draw on the support of teachers, than outside it" (p.161).

According to Alwright (1990), Holec (1981) and Little (1991), autonomous learners can be seen as those "who are able to reflect on their own learning through

knowledge about learning and who are willing to learn in collaboration with others"
(quoted in Najeeb, 2013, p.1240). Cottoral (1995) underlines that all learning is the
product of interaction, it does not arise from the student but develops as the student
communicates with the world outside himself.

As for Scharle and Szabo (2000), integration of collaborative process into
instructional environment influences students in a couple of ways: First of all, it
encourages students to rely on each other instead of the teacher; secondly, it gives
students the chance to take more active roles in collaborative activities than in whole-
class activities; and finally, it helps students to gain responsible attitudes towards
learning. Little (1994) also believes that "[…] all learning is the product of
interaction: Learner autonomy does not arise spontaneously from within the learner
but develops out of the learner's dialogue with the world to which he or she belongs
[…] total independence of other people is the hallmark not of autonomy but of
autism, a defining feature of which is the inability to form normal social contacts" (p.
431).

To sum up, student based approach to teaching helps promote student autonomy as it
includes four building blocks: (1) Motivation and self-confidence (i.e., emotional
strategies), (2) monitoring and evaluation (i.e., metacognitive strategies), (3)
cooperation and group cohesion (i.e., social strategies) and (4) learning strategies
(i.e., cognitive strategies) (Scharle & Szabo, 2000). Strategies promoting autonomy
are cognitive strategies (enhancing storage, retrieval and compensation);
metacognitive strategies (entailing planning, monitoring, and evaluation); and social

and emotional strategies (helping learners learn through interaction with others by regulating their emotions, motivations, and attitudes) (Qi, 2012, p. 37).

2.5 Process Oriented Writing and Student Autonomy

Educators need to be patient since autonomy does not happen overnight, but it is a process (Cottoral, 1995). The fact that learning is a process needs to be clarified for the students since they "tended to view learning as an end product rather than a process and did not understand that the process was also a part of learning" (Lo, 2007, p. 79).

Language learning and writing are integrated since writing is accepted as one of the most important skills in the acquisition of language by many researchers (Cumming, 1990; Smoke, 1994). Language learning and writing have been considered to be improving skills via social processes as Hirvela (2004) stressed,

> Affectively, (an autonomous learner) feels in control of his or her own writing, feels the need to take charge of his or her own learning by setting learning goals, choosing appropriate learning strategies and evaluating his or her own learning process. An autonomous learner of writing thus needs to have cognitive, metacognitive and affective skills, knowing what to learn as well as how best to learn (quoted in Yeung, 2008, p. 56).

Writing, as one of the most complex activities that people can accomplish, requires remarkable cognitive operations (Levi & Olive, 2001). The process approach is considered to be the approach to involve promoting student autonomy in writing because of its tenets which stemmed from the cognitive processes of writing (Yeung, 2008). A process based approach to writing focuses on the promotion of student autonomy (Hyland, 2002; Raimes, 1983).

According to Cresswell (2000), "Student self-monitoring technique increases autonomy in the learning of writing by giving learners control over the initiation of feedback" (p. 235). The process of writing, self or peer revision through feedback, and editing, are some of the significant means employed to promote autonomy in classroom (Bollen & Osboe, 2007). Feedback, as one of the ways to self-monitoring, is a significant part of process writing because it provides students with the opportunity to enhance what they learn and correct their mistakes (Senemoğlu, 2013).

Research on process approach suggests that it goes through various stages (Kroll, 1990). For example, Bollen and Osboe (2007) highlighted that writing process that involves brainstorming, pre-writing, planning, drafting, revising, and editing promote student autonomy. According to White and Arndt (1991), the process of writing involves six integrated and interdependent stages: generating ideas, structuring, drafting, focusing, evaluating, and reviewing, as shown in Figure 2.3 below.
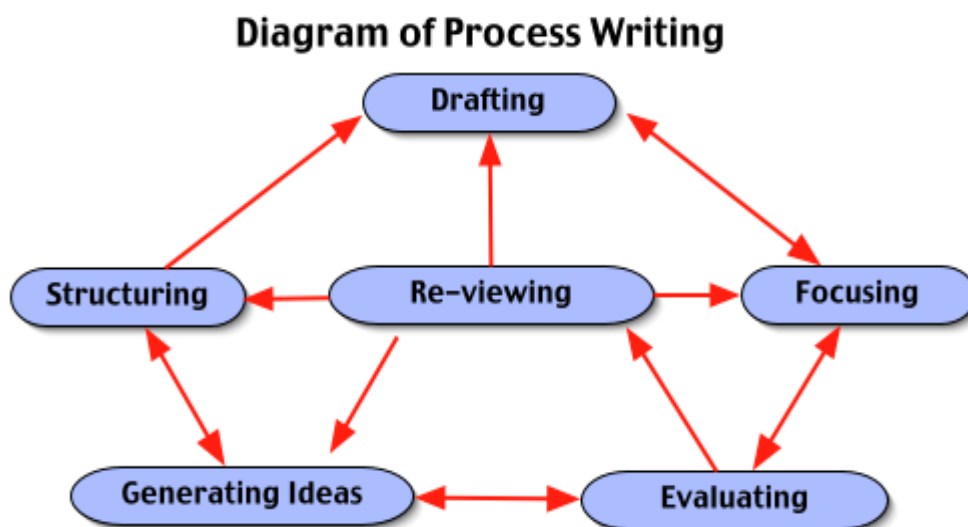
Figure 2.3. A Model of Writing (White & Arndt, 1991, p.11)

As Figure 2.3 displays, writing is a cyclical process in which a writer moves both forwards and backwards in writing, and it is described as a "process through which meaning is created" (Zamel, 1982, p.195). The first stage of White and Arndt's model of writing, generating ideas, is the pre-writing step where students' schemata is activated. Brainstorming is one of the ways through which students discuss on the topic in pre-writing stage as a class, in small groups or in peers (White & Arndt, 1991). Then in planning and structuring step students select ideas and put in to make an outline for their essays. Then students write their first drafts, getting help from the outlines done. This draft is evaluated by themselves and after a revision they exchange drafts with their peers and evaluate them. Revising is one of the most crucial step of the process since it involves evaluation of the text written. This is where students receive feedback to revise and edit their work. In this drafting step, students concentrate on the content of their writing. Then, they prepare a final draft to be submitted to the teacher for evaluation. As can be seen in Figure 2.3, the steps can change place during the process when and if necessary since the process is both integrated and interindependent.

Aspects Influencing Student Autonomy during Writing Process

Supporters of process writing approach emphasize the importance of teaching writing not as a product but as a process that is helping students discover their own voice, recognizing that students have something important to say, allowing students to choose their own topic, providing teacher and peer feedback, encouraging revision, and using student writing as the primary text of the course (Matsuda, 2003, quoted in Yeung, 2008). The significant elements of this process are: involvement of students in the learning process, the role of the teacher as a guide, supporter and

feedback giver, student-engagement in collaborative dialogues between and among peers, and scaffolding.

The first important component of process writing is the involvement of students in the learning process. Littlewood (1991) highlights that process-oriented curriculum takes the learning process of students as a basis for their learning. According to Benson (2001), involving students in the learning process from the beginning and giving them the flexibility of change and student choice promote their autonomy. Student involvement in decision-making process, which exists at the level of curriculum, puts significance on the concept of curriculum in autonomous learning environment (Benson, 2001).

Secondly, teacher plays a critical role in process oriented writing which aims to promote students' autonomy in writing. The teacher has dual role that is to provide feedback and support joint and group dialogues. Being one of the essential and communicative parts of process writing, feedback is defined as an "input from a reader to a writer with the effect of providing information to the writer for the revision" (Keh, 1990, p. 294). Teacher's role as a guide can be observed when providing feedback to students. Feedback, which is based on social interaction with peers, is considered as a significant and essential characteristic of education (Sullivan, 1967). According to Hyland and Hyland (2006), the aim of feedback is "to move students to a more independent role where they can critically evaluate their own writing and intervene to change their own processes and products where necessary" (p.86), and this can only be achieved through developing metacognitive skills (Hyland & Hyland, 2006). Feedback is accepted as an interactive part of the

whole learning process which helps to create a productive interpersonal relationship between the teacher and individual students (Hyland & Hyland, 2006).

The second role of the teacher is to promote collaborative dialogues in the class so as to foster students' autonomy. Giving feedback in peers and groups, increases students' awareness of their own problems (Hedge, 2005). In giving feedback, students should be encouraged to define their own learning needs instead of waiting passively for the teacher to guess them (Chandrasegaran, 1989, quoted in Cresswell, 2000).

Finally, students' engagement in teacher and peer scaffolding is another significant component of process writing. Hyland and Hyland (2006) stressed the importance of scaffolding which involves the ways feedback is given since it can enable students to develop both his/her text and writing abilities. Educational research also puts forward the idea that seeing the same mistakes in their peer's essay develops students' autonomy and self-confidence in writing (Chaudron, 1984; Cotterall & Cohen, 2003; Curtis, 2001). Besides, when the students in pairs practice giving oral feedback, this provides them with affective and social support (de Guerrero & Villamil, 1994; Hyland, 2000) which are deemed to be critical in promoting autonomy.

2.6 Related Research on Student Autonomy

The review of literature, that revealed various studies on student autonomy in writing both in local context and abroad, is to be presented according to the ascending order of their publication years.

Adopting a mixed method approach, Hurd (2000) conducted a study to investigate students' beliefs about learning a language at a distance, student difficulties during learning a language, students' attitudes towards language learning and learning strategies used in language learning. The participants of the study - 204 students at the third and final stage of the French Diploma at the Open University's Institute of Educational Technology - were randomly selected. The data were collected through two questionnaires and at the final stage the study involved a small focus group of eight volunteers who had taken part in both surveys. The findings of the study indicated that metacognitive strategies may have an enhanced student autonomy of distance language students.

In another study, Creswell (2000) applied a student-training programme to give learnes control over the initiation of feedback through self-monitoring to increase the element of autonomy in the learning of writing. The results indicated that the programme applied was effective in developing self-monitoring skills. The participants were seven adult Italians studying for Cambridge Proficiency at a language school in Italy. The data were collected through writing four self-monitored compositions of 350 words, a post-study questionnaire on self-monitoring techniques, and semi-structured interview on writing strategies. The results of the study illustrated that the training program was effective in creating a context in which students were able to work not only according to their various needs and preferences, but also responsibly, in that seeking help in their language problems in writing. The overall suggestion of the study was that self-monitoring technique with student training deserves wider consideration as a way of increasing the element of

student autonomy and teacher responsiveness to individual needs during learning writing.

In another study, Hyland and Hyland (2006) examined recent research related to feedback on L2 students' writing, focusing on the role of feedback in writing instruction and discussing current issues relating to teacher written and oral feedback, collaborative peer feedback and computer-mediated feedback. The results of the study illustrated that there are still uncertainties concerning the most effective ways of responding to different text features, the role of context, personal preference and interpersonal factors in giving and responding to feedback, and the best ways to employ peer and oral feedback.

Wei (2008), in an experimental research design, argues that in ELT, metacognitive awareness training should go before the training of metacognitive strategies. Only when students are conscious about metacognitive awareness, they can strengthen their effort, motivation, and persistence, seek assistance from peers and teachers when needed, and provide self-instruction while learning and take responsibility for their learning. The results revealed that when metacognitive awareness training goes before metacognitive strategy training, students can organize, evaluate their learning effectively, and only then students are conscious about metacognitive awareness, they can strengthen their effort, motivation and persistence, seek assistance from peers and teachers when needed, and provide self-instruction while learning and take responsibility for their learning. In other words, students can enhance their learning by becoming aware of their own thinking and teachers can promote this awareness

directly by informing students as regards effective problem-solving strategies and discussing cognitive and motivational characteristics of thinking.

Yeung (2008) conducted a study employing a mixed method approach in Hong Kong secondary schools, aiming to explore whether student autonomy could be fostered in the area of writing with an appropriate pedagogy. In the study, questionnaires, self-assessment forms, writing journals, and lesson observations were used to collect quantitative data. Besides, teacher and student interviews, lesson observations, writing drafts, self-assessment forms and writing journals were employed to collect qualitative data. The findings of the study revealed that the process approach had a positive impact on the development of student autonomy in writing, while teachers' beliefs and approaches to teaching and individual differences had important mediating effects. The study also concluded that self-confidence and metacognitive knowledge have a large proportion on the construction of student autonomy. The findings also suggested that the increase of students' independence was a sign of student autonomy.

In his study, Wang (2010) examined the studies on student autonomy and cooperative learning, which have respectively advocated pedagogical point of view and from the perspective of philosophy. As a result of the review of studies, the author indicated that cooperative learning has positive effects on students' readiness and their ability to be more autonomous. He puts forward the idea basing on the related literature that cooperative learning enhances self-esteem and self-confidence, increases high motivation, encourages students' responsibility for learning, enhances

self-management skills, support language students to move from interdependence to independence.

The experimental research conducted by Bluashvili (2012) aimed to find out how great the role of autonomy in teaching writing skills was at Telavi State University. The research was carried out in two stages: first, a mini experiment for five week with 24 first year students to find out the difficulties students may encounter in the writing process and to determine the necessity of a long-term experiment; second, a long-term experiment with 80 first year students to verify the hypotheses. The test results of the first and second experimental groups revealed that it is possible to significantly improve writing skills of students if the foreign language teaching process is sufficiently autonomous. The results also showed that the teacher's attitudes towards students and the ways s/he tries to reduce psychological stress in teaching a foreign language cannot be ignored.

Khodadady and Khodabakhshzade (2012), in an experimental study, aimed to investigate the effect of two types of alternative assessment on the TEFL students' writing autonomy improvement as well as their general ability in writing. The study was conducted on 59 TEFL students between 18-34 years attending the writing class at Tabaran University in the 2010-2011 academic year. The study lasted 16 weeks. The data were collected through a questionnaire on motivation and students' writings. The former was used to determine the students' autonomy in writing and the latter was used as a pre- and post-test to determine students' writing ability and improvement during the course. The results of the study also showed that the experimental group scored significantly higher on the writing tasks than the control

group, and at the same time they gained higher self-regulation ability as a result of portfolios and self-assessment. This means that portfolio and self-assessment not only make students autonomous in writing but also improve their writing ability.

Tassinari's study (2012) aimed to give a systematic and operational definition of student autonomy and to develop a description of students' competencies and skills as a tool for supporting autonomous processes in learning and teaching foreign languages in higher education contexts. The design of the study was qualitative as workshops and discussions were employed in the research. The findings of the study showed that self-assessment and the evaluation of the students' competencies, attitudes and behaviours in an autonomous learning process are very useful for both students and advisors in order to reflect and regulate the learning process itself. The dynamic model proposed is considered as a valid tool to support this evaluation process and foster awareness, reflection and decision-making.

Kamberi (2013) conducted a study on promoting student autonomy in language learning by using student writing in an EFL course. Journal writing was integrated into students' syllabus to encourage them towards independent learning, improve their writing skills and extend their English language proficiency. The study was continued for one semester in 2012. The participants were 31 students from English Department of the Languages, Cultures and Communication Faculty. Journals were collected regularly to identify the main themes related to autonomy. Semi-structured interviews with volunteers were undertaken to substantiate the essential findings of content analysis. The results displayed that writing is an important tool in learning and teaching a foreign language. The results also showed that students who

responded to the assignment, found it very motivating, but others, who did not, time consuming. As a result of the study, students were able to write more on the topics they were researching themselves than those covered in the class.

A quasi-experimental research design was employed by Gisela (2013) in order to achieve the two-fold aims of the study: to implement a strategies-based instruction on the metacognitive writing strategies of planning, monitoring and evaluating integrated to the regular classes of the subject English Language II in an English Teacher Training College in Argentina and to study its effects on the students' strategy deployment and on their writing performance. The data were collected through self-report questionnaires, diary entry tasks, a survey and writing tests. The findings revealed that strategies can be taught, and the deployment of metacognitive writing strategies allows students to have major control over their learning process. The study also revealed that although the participants became more strategic and better writers, the scores obtained for the first drafts of their compositions seemed to suggest that the students' writing performance did not improve at post-instruction.

A qualitative study, by Shakra (2013), was conducted on the relationship between the concepts of student autonomy and feedback given on writing tasks in the 2nd language setting. The study aimed to demonstrate how student autonomy might be fostered during writing conferences with L2 students. The data were collected through conferences from ten students. In these conferences students were involved in discussion of what formulated the most commonly occurring revision problems in writing. The findings of the study revealed four main conclusions: first, students' generating autonomy through conferences resulted in the practice of reflection and

metalearning; second, writing instructors might presuppose that students have reached their perspective on a writing revision at a pint much earlier than expected; third, the instructor relied on scaffolding his feedback in order to make the student arrive at his perspective of the task and generate reflectivity; and finally the interaction between teacher and students during feedback sessions helped foster students' autonomy.

In another qualitative study, Foroutan, Noordin and Hamzah (2013) investigated how the Social Inquiry Model of Teaching for the web assisted English writers to be autonomous in writing through blogging. The participants of the research were 30 undergraduate students in Malaysia. The data collected from the observations and interviews of the students revealed that students enjoyed the process of publishing their writings, and exchanging their experience in the weblog. The results also showed that weblog can be applied as a suitable instructional tool to promote autonomy among language students.

In their study, Shangarffam and Ghazisaeedi (2013) investigated the relationship among EFL students' autonomy, first language essay writing and second language essay writing in Task/Content Based Instruction. The study was conducted among 145 EFL University students of Teaching and Translation English of two branches of Islamic Azad Universities. The participants were selected among 210 students relying on their performance on a sample of piloted TOEFL test and a sample test of written English (TWE). The data were collected through Learner Autonomy Questionnaire and Essay Writing Tests. The rating scores in the writing test were based on analytic scoring guide on five different rating dimensions of writing quality

content, organization, vocabulary, language use and meachanics. The results of the study indicated that there is a positive and significant relationship among EFL students' autonomy, first language essay writing and second language essay writing in Task/Content Based Instruction. As a result, the study showed that autonomy was a better predictor of English essay writing as compared to Persian essay writing.

In his study, Murray (2014) examined how student autonomy and self-regulated learning might be related by comparing and contrasting the two constructs. The focus between the two concepts was understood through comparing and contrasting self-regulation and student autonomy. To illustrate his points, Murray drew on data from an ethnographic inquiry investigating the experiences of Japanese English foreign language students participating in a social language learning space. The results of the study indicated three important points. First, to promote autonomy and self regulation, students should be engaged in activities that enable them to develop their autonomy and self-regulate their learning. Secondly, learning spaces that facilitate activities promote the development of student autonomy and self-regulation. Thirdly, in promoting autonomy and self-regulation, students' and teachers' imagination should be evoked.

Another qualitative study was conducted by Raoofi, Chan, Mukundan and Rashid on L2 writing strategies of university students in 2014. The data were collected from 21 undergraduate students via interviews. The students reported using a variety of writing strategies such as pre-writing activities, and having awareness of their own writing problems. The findings revealed that the highly proficient student writers

reported using more metacognitive strategies such as organizing ideas and revising content then skilled ones.

Diaz Ramirez (2014) administered an action research on developing student autonomy through project work in English for Specific Purposes class. The study was conducted at a Colombian regional and public university using field notes, semi-structured interviews, questionnaires, students' artifacts and video recordings as data collection instruments. The findings revealed that student autonomy could be developed by means of cooperative work in order to achieve common interests and support each other. This study also indicated that intrinsic motivation implies a desire for accomplishment and knowledge to fulfill a learning goal.

Another research in the field of education was conducted by Kahrizi, Farahian and Rajabi (2014), employing an experimental research design among 40 high-level EFL students from three language schools. The study aimed to investigate the effectiveness of self-assessment on self-regulation and critical thinking of Iranian EFL students. The data were collected through Self-Regulation Questionnaire and California Critical Thinking Skills Test. The findings revealed that students gained higher self-regulation and critical thinking in writing tasks as a result of instruction and application of self-assessment techniques in writing. The results also showed that self-assessment techniques had more significant influence on EFL students' self-regulation than their critical thinking. Besides, the data indicated that there was a link between self-regulation and critical thinking among the participants.

Adopting qualitative methods, Sadoshima (2015) investigated how tutors assisted L2 writers in an independence-priortized setting. The data were collected from 26 L2

writers, 13 of which were English, and 13 Japanese students at Wesada University Writing Center in Tokyo from 2012 to 2014. The study addressed the following research questions: (1) How are the writing-center tutors assisting grammar correction in L2 writers' papers? (2) How are the writing-center tutors assisting word/phrase revision in L2 writers' papers? (3) Is there any strategy in assisting grammar or word/phrase revision that could be specified as effective in fostering L2 writers' autonomy? The results revealed that the assistance for L2 writers in grammar and word/phrase can generally be categorized into 3 types: Direct teaching, teaching and guiding, and active participation. The results showed that direct teaching or guiding the writer to use the appropriate words in writing is a way of developing the writers' autonomy in learning L2 writing. The findings also revealed that careful and considerate discussion is essential in fostering L2 writers' autonomy. They also showed that the situated learning process, which is a writing center in the study, could be a significant element to enhance the L2 writers' autonomy.

Considering the recent research conducted in Turkey, three significant studies took place in the field of autonomy. Regarding the metacognition aspect of student autonomy, Çubukcu (2009) conducted a research aiming at scrunitizing the relation between self-regulation, autonomy and metacognition and discovering whether there is a correlation between these three concepts. 82 junior level participants were chosen from English teaching training program at a university in Turkey. In the study, interviews were the only research instruments. The findings revealed that the students were not ready for autonomous learning. Regarding the metacognitive strategies, half of the participants used cognitive strategies. However, students who did not have self-regulatory habits did not employ planning and monitoring

strategies. Students with low self-regulation and low autonomous inclination employ less metacognitive strategies.

In a mixed method approach, Balçıkanlı (2010) aimed to investigate student teachers' beliefs about student autonomy in the Turkish educational context. The data were collected through two instruments: A questionnaire, conducted with 112 student teachers, and focus group interviews, conducted with twenty volunteer student teachers in the ELT Department at Gazi University. The data revealed that student teachers were positive towards the adoption of student autonomy principles. One of the major findings of the study was that student teachers had a clear view of student autonomy and the involvement of students in the learning process. Another important conclusion that could be drawn from this study is that due to the Turkish educational system, students tend not to take responsibility for their own learning during their educational process. Therefore, teacher educators played a salient role in student teachers' experience with student autonomy by allowing more room for greater motivation, negotiation and decision making. In the light of these findings, the study recommends teacher educators to encourage their student teachers to engage in out-of-class tasks, to involve them in decision making on the learning/teaching processes, and to employ portfolios and teacher logs for the development of practical knowledge and thinking operations.

Suludere (2012), using a quantitative and qualitative experimental design, collected data from 14 students taking English writing lessons and the teacher of the course in a period of five weeks. The data were collected through online forum, two questionnaires, and an interview. The results revealed that there is positive effect of

peer feedback on student autonomy, as well as a slight positive effect of its being an online activity.

Few research were conducted on student autonomy in Northern Cyprus education. The first study, conducted by Tanyeli and Kuter (2013), aimed to examine both freshman Law students' and their teachers' perceptions regarding students' writing skills. Six English teachers and two hundred freshman students in English I course at the Faculty of Law in the Foreign Languages and English Preparatory School participated in this study. The findings of this mixed method research indicated that although students have positive attitudes towards language learning, they do not feel autonomous. The findings also exhibited that not only students' dependence on their teachers but also physical class environment and materials inhibit students' autonomy.

The second study, conducted by Toprak (2014), designed as a case study, aimed to explore autonomy development of graduate students in a thesis writing class at Eastern Mediterranean University. The study collected, content analyzed and triangulated comprehensive qualitative data comprising the graduate candidates' self-reports as well as their course instructor's perceptions and evaluation of their autonomy development. The findings of the study revealed that the graduate students expressed positive perceptions in relation to their learning experiences throughout the thesis writing course, and demonstrated a promising congruence between the graduate candidates' self-reports and the course instructor's perceptions and evaluation in terms of their autonomy development and academic progress.

To sum up, the review of related studies showed that a great majority of studies investigated metacognitive and cognitive aspects and strategies for developing autonomy, while very few of them paid attention on emotional and social dimensions of learning in relation to autonomy. Regarding the context of the studies, the literature revealed that studies on autonomy were mainly conducted with English language learners at primary, secondary and tertiary levels, yet no studies placed emphasis and consideration on examining the autonomy of students taking English at departmental (subject-matter) courses. However, it is important for students to become autonomous when they are enrolled in departmental courses.

Chapter 3

METHOD

This section provides a comprehensive picture of the research design, participants, research instruments for data collection, the method of data analysis, trustworthiness and ethical issues used in the study.

3.1 Design of the Study

Cresswell's Embedded Design within an Action Research Framework was adopted to explore the collaborative and reflective dimensions of the 'Collaborative and Reflective Writing Program' developed and implemented to enhance freshmen Law students' autonomy in writing skills at Modern Languages Division (MLD) at Eastern Mediterranean University (EMU). A combination of multiple methodological strategies was employed to increase the strength of the study (Patton, 1987).

The overall study was constructed on the basis of Cresswell's Embedded Design since there are "different research questions which require different types of data in order to enhance the application of a quantitative or qualitative design to address the primary purpose of the study" (Cresswell, 2011, p. 91).
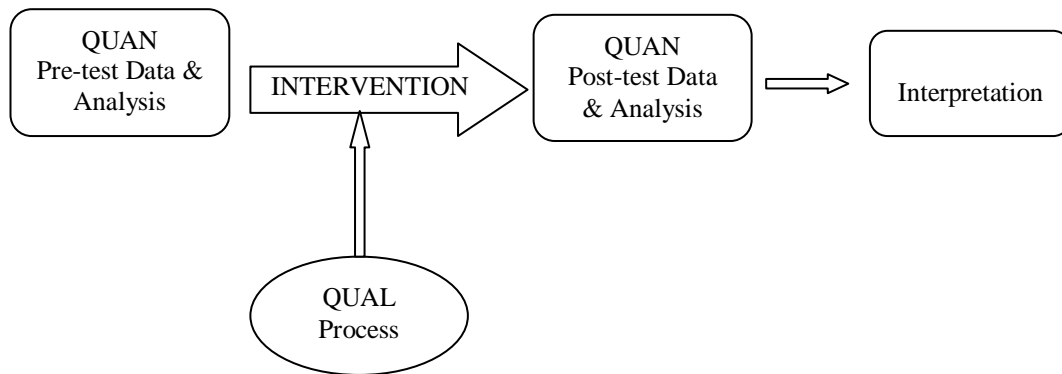
Figure 3.1. Embedded-Concurrent Design
(Protheroe J., Bower P. & Chew-Graham C, 2007)

In the embedded model (Figure 3.1), qualitative data are embedded within a quantitative design. The design is appropriate for this study since quantitative data were gathered at the beginning and at the end of the research process, and qualitative data were drawn within the process. Mixed method design was ensured via questionnaire examining whether students' autonomy in writing was promoted, and observations, reflective journals, student essays in order to elicit in-depth qualitative data about how collaboration and reflection helped students develop autonomy in writing.

The quantitative process aimed to find out the level of development of students' autonomy in writing while the qualitative process aimed to explore how the collaborative and reflective processes helped this development. Thus, such an approach should reveal not only the extent to which students' autonomy was developed but also the processes contributing the development of students' autonomy. The main focus, in this regard, is to provide insights into the processes as

regards the development of autonomy through the indepth richness to be provided via qualitative research methods.

There are several reasons for adopting qualitative research. First, as Denzin and Lincoln (2000) suggest, "qualitative researchers seek answers to questions that stress *how* social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not process" (p.8). Qualitative research facilitates one to describe in detail all of what goes on in a particular activity or situation (Fraenkel & Wallen, 1993). That is not only what and when, but also why and how of the behaviours are investigated. Another reason for adopting qualitative research was that "qualitative researchers study things in their natural settings, attending to make sense of or to interpret phenomena in terms of the meanings people bring to them" (Denzin and Lincoln, 2000, p.3).

The study was designed within an action research to explore how its collaborative and reflective dimension helped students' develop in writing. Such framework would provide invaluable data as regards to instructional processes. The framework of the study was the action research cycle suggested by Mills (2007) as illustrated in Figure 3.2 on the next page.
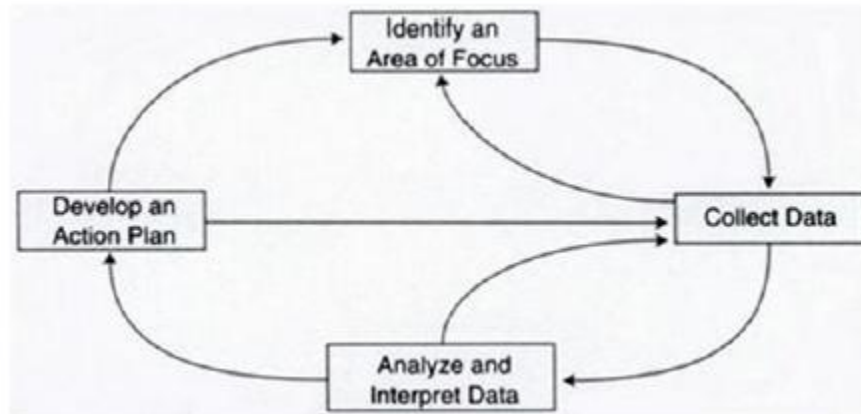
Figure 3.2. Action Research Cycle (Mills, 2007)

This model, involving a spiral of steps, starts with identifying an area of focus i which researcher begins with a problem and gather preliminary information to shed light on the problem. Then the research questions and action research plan are developed. In the second step, the researcher collects data through several sources to address the problem from different angles. In the third step of the cycle, the researcher looks for patterns in the data and relates the patterns observed to the research questions. As the final step, the researcher uses the information collected to identify a new practical strategy.

Action research was adopted for several reasons. The study embraced an action research framework since promoting students' autonomy within an instructional program developed necessitates the in-depth examination of the whole process to see how participants perceive, views, react, assess and internalize each meaning making process embedded with the instructional process constructed.

Dick (2000) puts forward the idea that action research has a tendency to be cyclic (similar steps tend to recur in a similar sequence), participative (the clients and informants are involved as partners in the research process), qualitative (it deals more

often with language than with numbers) and reflective (critical reflection upon the process and outcomes are important part of each cycle).

First of all, action research is considered as a suitable approach due to its participatory nature. McNiff (2002) highlighted the participatory characteristic of action research:

> The idea of self-reflection is central. In traditional forms of research - empirical research - researchers do research on other people. In action research, researchers do research on themselves. Empirical researchers enquire into other people's lives. Action researchers enquire into their own. Action research is an enquiry conducted by the self into the self (Mcniff, 2002).

Second, according to Carr and Kemmis (1986), one of the most important reasons for conducting action research is that it "is a form of self-reflective inquiry undertaken by participants (teacher, or principals, for example)" (p.182). Carr and Kemmis (1986) also pointed out the reflective aspect of action research as follows:

> Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (p.162).

Another reason for adopting action research is that it helps to link the distance between theory and practice. Brown and Rodgers (2002) put forward the idea that action research takes classrooms as an ideal environment for the study of talk and is concerned with bridging the gap between the theory and practice. Carr and Kemmis (1986) also state:

> Action research is change research, a nonlinear, recursive, cyclical process of study designed to achieve concrete change in a specific situation, context, or work setting to improve teaching/learning. It seeks to improve practice, the understanding of practice by its practitioners, and the situations in which practice is located (p.165).

Finally, action research was adopted since when it is incorporated in instructional designs, it supports change and development with regard to processes incorporated (Mills, 2007). According to Costello (2003), action research is conducted "to understand, to evaluate and then to change in order to improve some educational practice" and also because "when applied to teaching, [action research] involves gathering and interpreting data to better understand an aspect of teaching and learning and applying the outcomes to improve practice" (p.4).

Henceforth, considering the action research cycle, Figure 3.3 below illustrates the steps of this research.
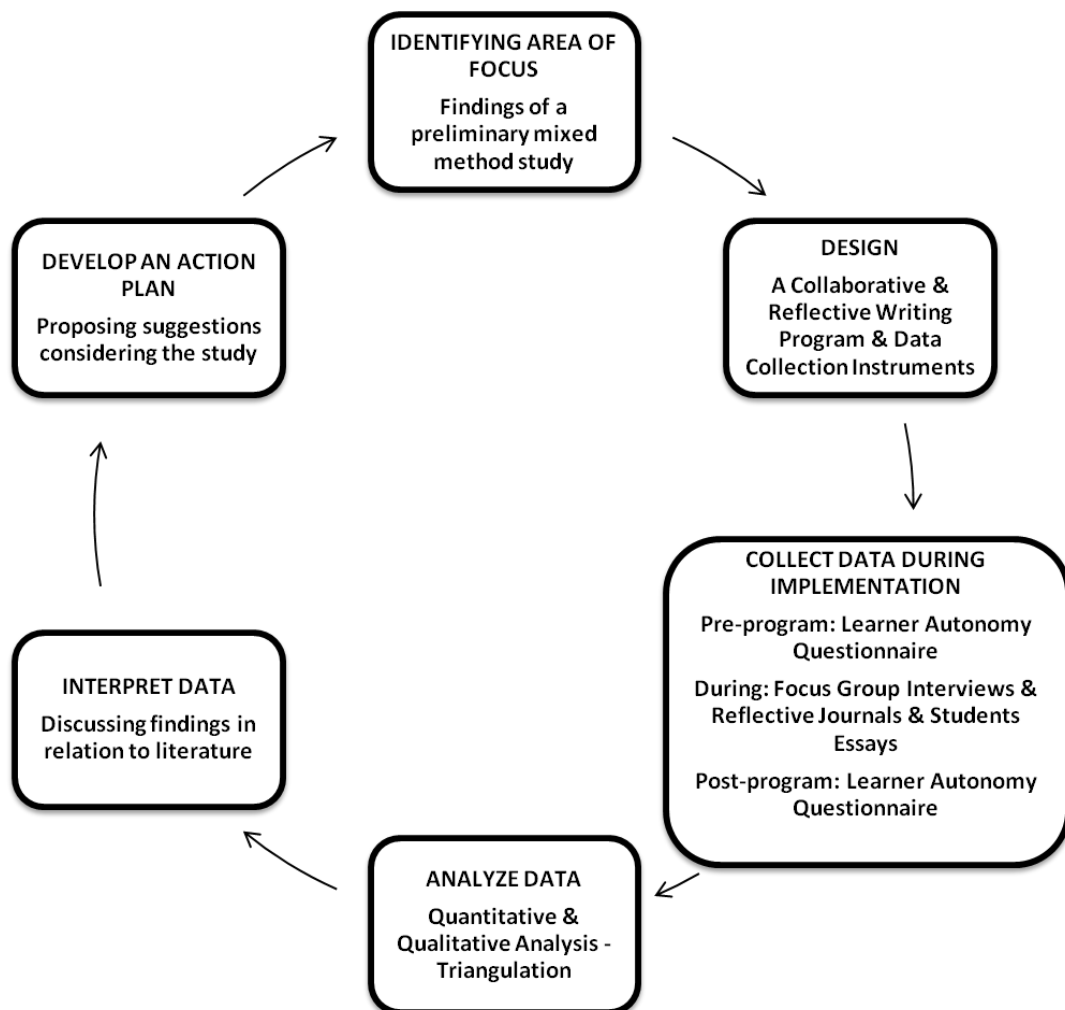
Figure 3.3. Visual Representation of the Research Design

As illustrated in the Figure 3.3, the first step of the research was identifying the problem to focus on. The data collected both from students and teachers revealed that the Law students did not have developed autonomy in writing. As the second step, Collaborative and Reflective Writing Program was developed and at the same time, data collection instruments were developed to help find out if the collaborative and reflective writing activities helped students develop autonomy in writing. Before the implementation of the writing program, data were collected from Learner Autonomy Questionnaire. During the implementation of the writing program, which involves four modules, students were involved in collaborative and reflective writing activities. At the end of each module, focus group interviews and reflective journals were used to collect qualitative data from students. At the end of the implementation of the program, Learner Autonomy Questionnaire was again administered in order to compare the results to figure out if the collaborative and reflective activities helped the students develop autonomy in writing.

3.2 Participants

The participants of the study were twenty-five freshmen students who studied at the Faculty of Law in spring 2013-14 semester. Among these 25 Turkish students, 16 were male and 9 were female. As can be seen in Table 3.1 on the next page, they were all between the ages of 19 and 21, except 2 who were only 17. Fourteen of these students had more than 6-years of experience in learning English, whereas 3 students had between 4 and 6 years of experiences in language learning. Five students had less than 4 years of experience in learning English while 3 students had up to 2 years of experience in learning English.

Table 3.1. Demographic Information on the Participant Students

Gender		Age			English Learning Experience			
Male	Female	16-18	19-21	Over 22	0-2 years	2-4 years	4-6 years	Over 6
16	9	2	20	-	3	5	3	11

To pursue the research questions, a purposeful sampling technique was adopted in this study since participants were selected for their capacity to shed light on the research questions (Patton, 2001) and for the specific characteristics they possessed (Patton, 1990). There are two main reasons why purposeful sampling was used in this study. First, they were freshman so they were at the beginning of their language learning path at the university. Enhancing student autonomy at this stage might produce a solid ground for successive learning process of students at the university. Second, they were in need of gaining autonomy since the results of a preliminary study with freshman Law students showed that these intermediate level students have lower level of autonomy than other students who were at elementary level (Tanyeli & Kuter, 2013).

3.3 Context

The students were all enrolled in ENGL158 course, which was offered by Modern Languages Division of the Foreign Languages and English Preparatory School (FLEPS) to Faculty of Law. Modern Languages Division is a part of the FLEPS and is responsible for the offering of all undergraduate and postgraduate EAP and ESP courses across the university, as well as offering a range of foreign language electives to students who wish to acquire knowledge of a second foreign language. As written in the course description, this course,

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'is designed to help students improve their level of English to low B1 level, as specified in the Common European Framework of Reference for Languages. The purpose of the course is to develop students' awareness of English and to improve their language communication skills. The course also aims to develop an autonomous and self directed approach to learning' (ENGL158 Course Description, Fall 2012-13).

The course book used in the course, New English File pre-intermediate level, is considered to have certain shortages: First, it fails to provide sufficient input and ample opportunities for the development of students' writing skills. Further, it is organized in light of product oriented approach. Finally, when we look at the methods of the assessments integrated, the usual instructional program incorporates 15% in class assessment, 10% midterm exam and 15% final exam in writing.

In this regard, besides students' low level autonomy in writing skill, the product-oriented nature of the course book initiated this study to be conducted in this context.

3.4 Conceptualization of the Collaborative and Reflective Writing Program

The developed and implemented 'Collaborative and Reflective Writing Program' (CRWR) has been designed as a cyclic model involving four modules to help students develop from being dependent to independent individuals through process writing. The program was conceptualized around collaborative and reflective processes to promote student autonomy through process writing throughout four modules, each of which comprised pre-, while- and post-writing stages. Figure 3.4 on the next page illustrates the cyclical process of each module of the CRWP, which was based on pre-, while-, post-writing stages for the development of students' essay writing skills. The major aim of these processes was to promote students' autonomy in writing by involving them actively within all stages of writing process. The pre-

writing stage involved brainstorming activities in order to develop students' related ideas and language to use, and outlining. During the while-writing stage, students were engagaed in drafting, peer feedback, editing, teacher feedback and revising. The post-writing stage was devoted to reflection process and assessment.
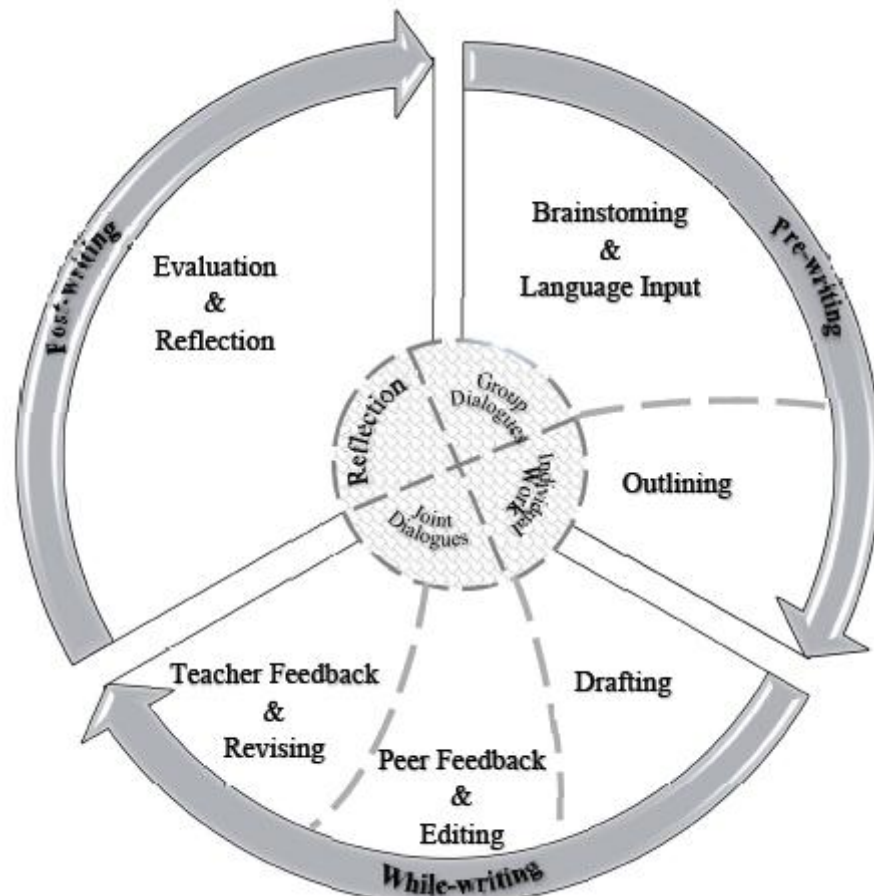
Figure 3.4. One Cycle of the 'Collaborative and Reflective Writing Program'

The model implemented was consisted of collaborative and reflective processes since, in literature, both collaboration and reflection were considered to increase students' autonomy. In each module, the same collaborative and reflective procedures were involved. While collaborative activities took place in joint and group dialogues throughout the pre- and while-writing stages, reflective processes were realized throughout the post-writing stages of the learning process. These three

stages constructed only one cycle of the action research study since after the post-writing stage, the students' suggestions in the reflective journals and group interviews were considered and necessary changes were made at the end of the module.

3.4.1 Collaboration Dimension

Collaborative processes involved joint and group dialogues throughout the developed and implemented CRWP. Group dialogues mostly took place during the pre-writing stage where students practiced brainstorming. Joint dialogues with peers and also with the teacher were promoted during the while-writing stage, through revision and editing practices. "Learner autonomy highly favors pair and group work rather than individual work in the classroom because pair and group work develop students' capacity to use target language as a medium of communication" (Little, 1994, quoted in Balçıkanlı, 2006). Group works aimed to encourage students to work in teams and practice reporting and giving information. This would raise students' confidence and help them become aware of their specific importance in a group. Therefore, collaboration is a milestone for autonomy as Scharle and Szabo (2000) put forward.

Feedback constructed a significant part of the joint dialogues because students were engaged in peer feedback and teacher feedback during the while-writing stage of the program developed and implemented. Feedback is also a very important issue in writing as well as in autonomy since many researchers (Hyland, 1998; Lee, 1997; Loewen, 1998) agreed on its usefulness regardless of its type and form. Thus, Myles (2002) highlights the idea that "if they [students] do not receive enough conceptual feedback at the discourse level, then the positive effects of the instruction may backfire" (p.11). The students were exposed to different types of feedback such as

oral and written feedback, giving and getting feedback, and peer and teacher feedback. Because of the multiple types of feedback practiced, students had ample opportunities to revise their essays before the grading. According to Balçıkanlı (2006), "since the learners are expected to take over their own learning process in an autonomous learning, feedback gains a lot more importance on the products fulfilled in the classroom environment" (p.60). Regarding the feedback, students practiced both giving feedback during peer editing practices and getting feedback from their peers and teacher. During the peer editing process, students were involved in responding to each other's writing via the skills of reading, writing, speaking, listening, and thinking (Johnson & Roen, 1989). Peer feedback helps students "raise their linguistic awareness and encourage them to become critical readers" (Teo, 2006, p. 48). Berg (1999) supported the idea that peer feedback promotes critical thinking since, "when students receive feedback from their classmates, they 'question its validity, weight it against his or her knowledge and ideas' and then decide whether any changes should be made" (p.232).

3.4.2 Reflection Dimension

Reflecive processes comprised three sessions. The first one, self-evaluation, took place after students wrote their first drafts. When they finished writing, the students were involved in self-evaluation using a checklist related to the content, language and organisation of the genre they wrote in. The checklist was prepared differently for the four different areas of writing regarding the key aspects of the genre, content and the organisation. This activity was designed to develop students' self-evaluation skill through which their self-reflection skill developed.

The second one was practicing reflection through feedback sessions. The aim was to help students face with their strengths and weaknesses during getting feedback, which is considered as a reflective practice. Students' reflective skill is developed via their engagement in feedback (Dufy, 2009; Mann, Gordon, & MacLeod, 2009; Ng, 2011), significantly students were encouraged to engage in reflective dialogues with their peers while getting feedback.

The final reflective process was realized at the end of the module through filling in reflective journals. In writing reflective journals, the students were involved in their own learning process as "by keeping a written account of their work and their reflection on it" which helped them gain deeper insights into their learning process" (Gardner & Miller, 1999). By being involved in this process, students become more autonomous, as Benson (2001) quoting Little stresses that, when students' make reflection consciously, this shows that those students possess autonomous charcateristics.

3.5 Data Collection Instruments

In the study classroom observations, focus group interviews, questionnaires, students' essays and reflective journals were used to investigate student autonomy comprehensively. Multiple data collection instruments were used as the research privileges no single methodological practice over the other and the use of multiple methods, or triangulation, reflect on attempt to secure an in-depth understanding of the phenomenon in question (Bogdan & Biklen, 1998; Marshall & Rossman, 1989; Patton, 1987). Figure 3.5 shows the instruments that provided data for the research questions addressed in the study.

Research Question 1	Research Question 2	Research Question 3
Learner Autonoamy Questionnaire	Focus Group Interviews	Focus Group Interviews
Classroom Observations		
Focus Group Interviews		
Reflective Journals	Reflective Journals	Reflective Journals
Students' Essays		
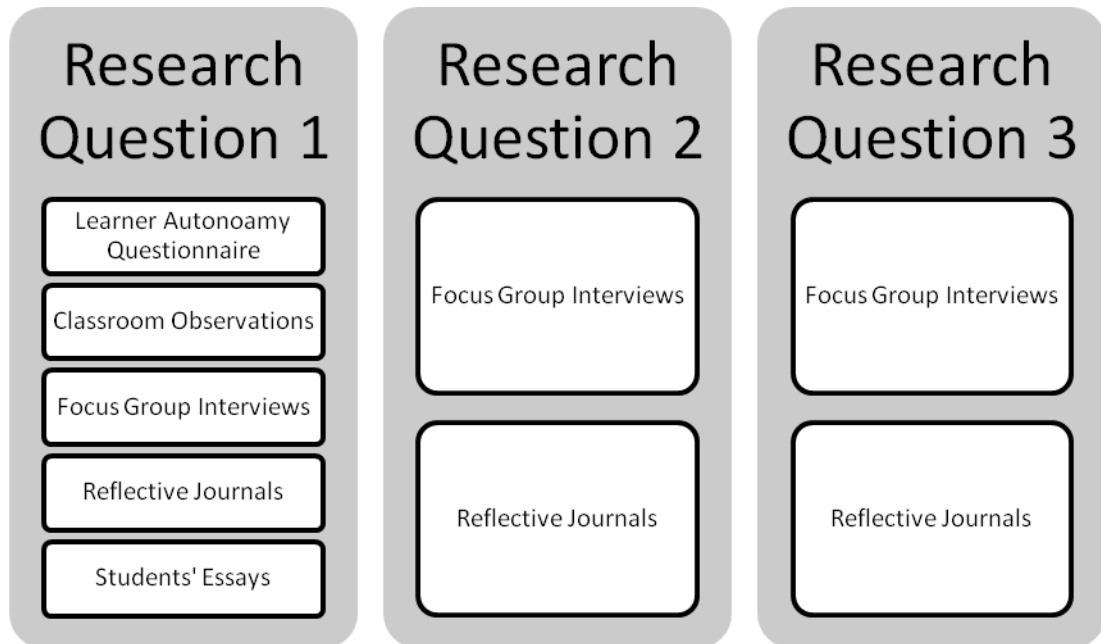
Figure 3.5. Data Collection Instruments for the Research Questions

In order to answer the first research question, Learner Autonomy Questionnaire, students' essays and focus group interviews were used as data collection instruments to explore the impact of the CRWP on students' autonomy in writing. For the comprehensive examination of the collaboration and reflection dimensions of the CRWP, observations were used "to study the situation in its natural setting without altering the conditions" (Parke & Griffiths, 2008, p. 4), focus group interviews were administered to the students to get high quality data in a social context where people can consider their own views in the context of the views of others (Patton, 1987), students' reflective journals were used to "keep track of not only observations but feelings associated with the actions" (Mills, 2007, p.70).

3.5.1 Learner Autonomy Questionnaire

Learner Autonomy Questionnaire (LAQ), prepared in both English (Appendix A) and Turkish (Appendix B) versions, was used to gather data on students' perceptions of their autonomy before and after the CRWP was implemented. To serve this aim, a questionnaire was preferred since as Ünsal (2003) stated, it becomes easier to collect

data through a questionnaire in a short time. The items in the questionnaire in this present study were designed in a 'structured' form and they were examined through a five-point Likert scale with the following choices: (5) Corresponds exactly, (4) Corresponds a lot, (3) Corresponds moderately, (2) Corresponds a little, and (1) Doesn't correspond at all.

An extensive review of literature (Balçıkanlı, 2006; Blin, 2005; Camilleri, 1999; Karagöl, 2008; Köse, 2006) was undertaken to develop the LAQ to be used. The LAQ consisted of 78 items, grouped in two sections. The first group of statements (1-4) refered to the demographic information about the participants. In the second group of statements (55-78), information on the students' perceptions of their autonomy in writing in English was collected.

In order to see the ambiguities and poorly worded statements, affecting the reliability and validity, the questionnaire was piloted with a sample group (N:170) who was similar to the potential participants. In accordance with the students' responses, the factor analysis (Appendix C) was done and some items were reversed, modified, or omitted from the questionnaire.

3.5.2 Classroom Observation Checklist

Classroom observation, "the systematic description of events, behaviors and artifacts in the social setting" (Marshall & Rossman, 1989), was used as a data collection method for three reasons: First, through observation, the observers use their five senses to analyze and explain the situation under study (Erlandson, Harris, Skipper, & Allen, 1993); second, due to its provision of a holistic understanding of the issue under investigation, it is an objective and accurate research method (DeWalt &

DeWalt, 2002); and finally, it helps collect data in natural environment/setting of the participants.

The Classroom Observation Checklist (Appendix D) was designed by the researcher considering the characteristics of autonomous student and the ways fostering autonomy in classroom. The aim of the Classroom Observation Checklist was to observe students' behaviors alone, in pairs, and in groups in the natural educational settings. A literature review (Benson, 2001; Holec, 1981; Little, 1991; Najeeb, 2013; Thanasoulas, 2000) helped in structuring the items in the checklist which aimed to provide data related to the students, the teacher, interaction in class and feedback from the observer's perspective.

The open ended questions in the Classroom Observation Checklist were constructed to provide data on observable behaviors which were referred as the characteristics of autonomous student in literature (Benson, 2001; Holec, 1981; Little, 1991; Najeeb, 2013; Thanasoulas, 2000). The questions aimed to provide data related to collaboration, cooperation and interaction between and among the students, and between teacher and students.

The classroom observation checklist was piloted by a colleague through observing a writing class involving Law students having similar characteristics with the study. Revision and modifications were done accordingly for the betterment of the instrument.

3.5.3 Focus Group Interview Guide

Semi-structured focus group interviews were used "to encourage students to open up and talk freely about what they do in their language classrooms in interactive groups"

(Krueger & Casey, 2000, p. 8). There are several reasons why focus group interviews were adopted in the study. First, through focus group interviews, students reflect on what they have gone through, comment on the collaboration, feedback and tasks in class, and especially reflect on how they felt while doing all those activities. Next, through focus group interviews we can understand the gap between what people say and what they do better (Lankshear, 1993) since the interactions that occur among the participants can yield important data. Further, being in a group was thought to give the participants the sense of safety, cohesiveness to share information and the sense of belonging.

Focus groups give students the chance to reflect upon what they have gone through the learning and writing process. This would raise the students' awareness of learning and writing process since that was one of the basics of student autonomy. Further, focus group interview was appropriate for this study because "the sense of belonging to a group can increase the participants' sense of cohesiveness (Peters, 1993) and help them to feel safe to share information (Vaughn, Schumm, & Sinagub, 1996). Also, the interactions that occur among the participants can yield important data (Morgan, 1988) and create the possibility for more spontaneous responses (Onwuegbuzie, Dickinson, Leech & Zoran, 2009, p. 2).

Focus group interview guide (see Appendix E) was prepared by the researcher on the basis of literature (Allwright, 1990 quoted in Najeeb, 2013; Benson, 2001; Holec, 1981; Little, 1991; Thanasoulas, 2000). Focus group is considered as in depth interview used "(1) to cover the maximum number of important topics, (2) to provide as specific as possible data, (3) to promote interaction that explores the participants'

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feelings in some depth, and (4) to take into account the personal context in which the participants generated their responses to the topic" (Freitas, Oliveira, Jankins, & Popjoy, 1998, p.14).

The guide comprised of 5 sections: Feedback, collaboration, reflection, writing process, and awareness. The questions on these issues aimed to collect data on students' feelings, perceptions and suggestions related to their experiences.

The focus group interview guide was piloted on 23 Law students taking ENGL157 course. Revision and modifications were done accordingly for the betterment of the instrument.

3.5.4 Students' Essays

Students' essays were considered as a data collection tool to show the progress of students' writing during the instructional program implemented. Since the "improvement in writing is indisputably the goal of an autonomous learner of writing", the process writing was "considered to be the approach to take in boosting learner autonomy in writing because of its tenets which stemmed from the cognitive process of writing" (Yeung, 2008, p. 32). Hyland and Hyland (2006) emphasized the importance of autonomous student in writing as,

> …an autonomous learner of writing is able to use such learning strategies as goal setting, planning for writing, making decisions on what and how to learn, self-monitoring and self- assessment. Affectively, he or she feels in control of his or her own writing, feels the need to take charge of his or her own learning by setting goals, choosing appropriate learning strategies and evaluating his or her own learning progress. An autonomous learner of writing thus needs to have cognitive, metacognitive and affective skills, knowing what to learn as well as how best to learn (p. 89).

Student wrote essays during the implementation of the CRWP using the booklets prepared for all the modules. Each of the writing booklets designed was composed of 3 sections: pre-writing, while-writing and post-writing. The process of the course throughout the semester was designed in a way that the researcher followed the lesson plans she prepared (Appendix F) before the course commenced. Four process writing essays, one in each module, were collected in order to follow up the students' progress in writing. The first essay was on formal letter writing, in which students were required to write to ask for information about a language course. Then students wrote an informal letter where they replied back a friend's letter about his/her visit. Thirdly, students wrote a descriptive essay in which they described a building from inside and outside. Finally, students wrote an argumentative essay by giving their ideas for and against an issue (Appendix G).

During each writing process, the booklets assisted students to be involved in pre-, while- and post-stages of writing. The tasks in the pre-writing stage of the booklets were designed according to the two main objectives of the section; one was to activate students' schemata and help them remember previous knowledge and also to introduce the new knowledge that students would need to do the process writing. The other objective was to practice the language which would be used in writing the genre. Students were always asked to conduct a collaborative research, before they write, on the topic specified. Students at the end of pre-activities prepared an outline of their essays since they were exposed to wide range of ideas during the brainstorming activities. This was supposed to encourage students to organize their own learning. All these pre-activities were designed to involve students in joint and group dialogues to work together. During while-writing stage, students were required

to write their first drafts using their outlines. When they finished self-evaluation, they exchanged their essays for peer-evaluation. After considering their peers' feedback, students revised their essays and gave the second drafts to the instructor. During the post-writing stage, students' drafts were submitted to students for further revision. The post-writing stage engaged students in a reflective process. Regardless of the type and length of the writing, it is important to put the emphasis on the process of creating writing rather than the end product (White & Arndt, 1991). To sum up, the writing process for each writing task involved 4 steps: (1) Outline, (2) 1st Draft (self and peer evaluated), (3) 2nd Draft (teacher evaluated), (4) Final Product.

Apart from these 4 process writing essays, which were the requirements of the syllabus, students were also asked to write a critical film review (Appendix H) which aimed to promote students' research and critical thinking skills. The essays were evaluated and graded considering the Common European Framework (CEFR) Level B1 and its descriptors (Appendix I).

The writing tasks were developed parallel to the course book to promote student autonomy through engaging students in collaborative and reflective processes.

The writing tasks in the booklet was piloted with a sample group (N:28) who had similar characteristics with the potential participants. In accordance with the students' responses, who took part in piloting, necessary changes, revisions and additions were done accordingly.

3.5.5 Post Module Reflective Journals

Student reflection is one of "the basic pedagogical principles which underlies autonomy ... since it helps learners to think critically when they plan, monitor and

evaluate their learning" (Najeeb, 2013, p.1240). Therefore, according to Ogawa and Hall (2011), reflective journal is a crucial tool for enhancing student autonomy considering reflection and motivation. To emphasize this, the post module reflective journals were developed in Turkish (see Appendix J) and English (see Appendix K) not only to increase students' awareness of learning process but also to help them reflect upon and evaluate their learning and writing process. Reflective journals aim to help students in practicing critical thinking about his learning process (Egel, 2003). By being involved in this process, students become more autonomous as Benson (2001) quotes Little, "conscious reflection on the learning process is a distinctive characteristic of autonomous learning" (p.90). When students make the reflection consciously, this shows that these students possess autonomous characteristics.

Reflective journals were incorporated in the post-writing stage of each module to involve students in the process of reflection of their own learning process. At the end of each module, in reflective journals students were asked to reflect what they have learned, how they have learned, and why they have learned. Students had to fill in the post module reflective journals in which they had the opportunity to reflect on what they experienced and how they felt in doing it. The aim was to raise students' awareness of their learning needs, strengths, weaknesses and ways of improving their weaknesses, which helped them become autonomous since reflection is "the ability to be self-aware, to analyse experiences, to evaluate their meaning and to plan further action based on analysis and reflection" (Andrew, 2005).

The items in the journals were constructed as a result of a literature review on the related items (Allwright, 1990 quoted in Najeeb, 2013; Benson, 2001; Holec, 1981; Little, 1991; Thanasoulas, 2000). The 18 items of the journals were collected under 3 titles: Reflection, collaboration and feedback.

Reflective journals were piloted on 15 freshman students, who had similar characteristics with the participants, at the Faculty of Law in the previous semester of the implementation. After piloting, the problematic prompts and repetitions were identified. The participants provided mostly positive comments on the journals, however, reported overlaps, which were revised and corrected accordingly. Considering the feedback and suggestions of the participants, necessary changes, additions and revisions were done on the items because there were items which measured the same opinion or some items needed to be rewritten because they were misunderstood by the students.

3.6 Data Collection Procedures

Data collection procedure for the study took place between the beginning of February 2013 and the end of June 2013. The data were collected through Learner Autonomy Questionnaire (Turkish version), classroom observations, focus group interviews with the students, students' essays, and post module reflective journals. The timeline for the data collection procedure (see Appendix L) displays the procedure and the means of data collection.

Conducting Orientation

The aim of the orientation was to inform students about the data collection instruments and the ways how they would provide accurate information via the

instruments. It also aimed to inform students about the research procedures and their duties and responsibilities during the process.

In orientation students were trained in giving feedback and peer-editing. Students were specifically explained how to peer edit and give feedback to their friends' essays since they were required to do this four times throughout the semester. Finally, the students were informed about how to write reflective journals, one of which is the most significant data collection tool for the study. The participants were given information during the orientation about what reflection was, how they would do it and why it was important. Enlightening the participants on these key issues was critical and essential for the implementation of the study as planned.

The implementation of the CRWP started with a two-hour orientation, in which students were informed about the research, data collection instruments and the procedure in detail. All class were informed about the following details about the study. First of all, the students were given detailed information regarding the objective of the study and the importance of their participation. Next, they were told that being involved in this study is on a voluntary basis and once they signed the written consent, they would be liable for the fulfilment of the required tasks as decided for data collection procedure. What is more, students were told that the academic semester was divided into 4 modules in which four different writing genres would be studied in detail. As a requirement of the curriculum, they would be asked to write four essays, but these would be process essays as a part of the study. Furthermore, students were informed that they would attend a total number of four focus group interviews which would be tape recorded and that they would fill in four

post module reflective journals at the end of each module. Additionally, they were informed that they would be given a questionnaire at the beginning and at the end of the semester. For the observations, students were explained that each lesson would be observed and video recorded.

During orientation, samples of questionnaires, reflective journals, and sample of booklets were shown to the students. Specifically, students were shown the module booklets which were designed by the researcher parallel to the units in their course book New English File Pre-Intermediate level. In the module booklets students were provided extended practice and various samples for each subject. The tasks in the module booklets were introduced to students since there were new tasks.

Students were also informed about how they would fill in the questionnaires, how to provide feedback to their peers, how they were expected to evaluate themselves and their peers, how they would write reflective journals, and how they were going to participate the focus group interviews.

Administering Learner Autonomy Questionnaire

The Learner Autonomy Questionnaire (Turkish version) was administered to 25 students to examine their perceptions related to their autonomy in writing before the implementation of the CRWP, on the 19th of February. It took students 35-40 minutes to complete the questionnaire in their classroom. During the implementation of the questionnaire, attention was given to make students feel comfortable in the classroom so that they would not be interrupted. No questions were raised by the students during the implementation. The same questionnaire was also administered to

the students after the program was completed on the 22nd of May, 2013, to see if there was a change in their perceptions with regards to autonomy.

Classroom Observation Checklist

Considering the classroom observation checklist, a total of 11 observations were conducted in the classroom environment and they were all video-recorded in case if there would be a need to review during the data analysis process. There were 4 different observers involved in the study (See Table 3.2).

The observers were informed about the observation checklist and the aim of their observations, that is to observe how autonomous students behave in joint and group dialogues during writing process.

Table 3.2. Details of Classroom Observations

When?	Who?	What?
February 26 and March 5, 2013 2 weeks, Module 1: Spring	Teacher 1: Miss Purple An experienced teacher of English at the Faculty of Law, she is familiar with the student profile and the materials.	Formal Letter Writing
March 12, 19 and 26, 2013 3 weeks, Module 2: Summer	Teacher 2: Miss Green An experienced trainer and teacher of English who is a professional observer and whose feedback I trust very much.	Informal Letter Writing
April 16, 22 and 30, 2013 3 weeks, Module 3: Fall	Teacher 3: Mr. Blue An experienced teacher trainer and an expert in IELTS writing.	Descriptive Writing
May 7 and 14, 2013 2 weeks, Module 4: Winter	Teacher 4: Mr. Grey An experienced teacher trainer and an experienced observer.	Argumentative Writing
May 21, 2013 (pre-post observation)	Teacher1: Miss Purple Re-observe the class to report students' behavior as regards changes in their autonomy	Argumentative Writing

As can be seen in the table on the previous page, four modules were observed by four experienced observers, who had different skills and experiences. The first observer Miss Purple was invited for re-observation at the end of the semester in order to observe the aspects related to autonomy such as students' motivation, collaboration, teacher and peer feedback, independence and so forth, and write a report on her pre- and post-observations of the students' improvement regarding their autonomy in writing. Her comparison aimed to establish a relationship between pre- and post-observation and to show the extent to which their autonomy improved from the perspective of collaboration, feedback and reflection aspects.

After each observation, a meeting with the observer was held for 15 or 20 minutes to communicate on their observations. Since the observation checklist focused on feedback, collaboration and reflection, the discussions were usually on the students' observable behavior considering these main issues affecting students' autonomy. The observers' reports were considered as reliable data since their statements were objective, comparative and to the point.

Conducting Focus Group Interviews

Focus group interviews were preferred as the data collection instrument since using multiple focus groups allow the researcher to assess the extent to which saturation has been reached. The saturation is either data saturation (i.e., occurring when information occurs so repeatedly that the researcher can anticipate it and whereby the collection of more data appears to have no additional interpretive worth) or theoretical saturation (i.e., occurring when the researcher can assume that her/his emergent theory is adequately developed to fit any future data collected)

(Onwuegbuzie, Dickinson, Leech & Zoran, 2009). A total number of 12 focus groups were held throughout the semester in this study. Specific attention was paid in constructing the groups on two bases: selecting the members randomly and grouping different students with each other in each focus group interview.

Throughout the semester, focus group interviews were conducted after each module in groups of 5 or 6 which is considered as an ideal number (Cohen-Manion & Morrison, 2000; Morgan, 1988). They took place in researcher's office, which was a positive and relaxing place on-campus at the Faculty of Computer Engineering. The students were free to sit any of the armchairs seated in a circular shape. At the end of the semester, a final whole class interview was held in the meeting room in order to discuss and comment on the program implemented throughout the semester.

The first group interview took place on the 11th of March, 2013, which was the date of the end of module 1. A total number of 21 students, in groups of 5 and 6, attended to the interviews. The main focus of the first focus group interview was to elicit students' views on how reflection, collaboration and feedback helped them gain autonomy in formal letter writing. Most of the students were stressful because it was the first time they would be involved in such an interview which was to be recorded. They said that they did not know how to give clear and to the point answers to my questions. That was the feedback I got from them after the first interview. However, in the following interviews, students were more relaxed. They were more comfortable and independent during interviewing because they were aware of what was expected from them.

The second interview was conducted on the 29th of March, 2013 in researcher's office. A total of 17 students, in groups of 5 and 6, joined the interview. Just like the first one, the focus of the second interview was on how reflection, collaboration and feedback sessions supported students' autonomy during learning informal letter writing.

In the third focus group interview, there were only 13 students in groups of 4 and 5. The third session of the interviews was on the 6th of May, just after the end of module 3. The number of students attended was fewer than the first two interviews, mainly because it was so close to the mid-term exam period. The main focus of the 3rd interview was to elicit students' perceptions on autonomy in writing, and their views on how reflection, collaboration and feedback promoted their autonomy in descriptive writing while the 4th one focused on the same topic in argumentative writing.

The 4th focus group interview took place on the 23rd of May, 2013, after the 4th module ended, and 17 students, in groups of 5 or 6, attended this final interview. For an overall evaluation of the semester, a whole class interview was arranged on the 24th of May in order to get students' evaluation of the whole semester regarding the key issues of autonomy, focusing on how reflection, collaboration and feedback helped them develop their autonomy. The total number of the students attending the final focus group was 20.

Collecting Students' Essays

During four modules in process writing, students wrote a formal letter (March 11, 2013), an informal letter (March 30, 2013), a descriptive essay (May 6, 2013) and an argumentative essay (May 24, 2013). Most of the first drafts of the process essays were written in class environment, and the revision parts were given as homework. Before they wrote their essays, they had to complete several reading and language tasks related to the focus of the module in order to become aware of the required language and format. This process was done in order to raise students' awareness towards the subject and language required to be used while writing. When students covered the tasks, they became ready to write an outline for their essays followed with the first drafts. After completing their first drafts, students completed a checklist for self-evaluation. Self-evaluation, as a characteristic of autonomous student, is an effective way of reflection, which is a significant part of autonomy as Thanasoulas (2005) suggests. As soon as self-evaluation is done, each student swaped his/her essay with a partner (each time with a different one) and read the peer's essays to fill in the peer editing checklist, and commented on the peer's essays. This section was done in the class under the supervision of the teacher.

All students had to revise their essays for the second draft according to the feedback they got from their peers. In this part, students rethought and revised their essays by deciding on what to expand or modify considering the feedback they received from their peers. When they wrote their second drafts, students handed them in to the teacher for feedback and then revised their essays considering their teacher's feedback and gave it back to the teacher for assessment. As Gardner (2005) stated, students do not just do revision by implementing the suggested feedback, but by

"rethinking and reshaping the content and structure of a draft to improve it at all level: word, sentence, paragraph and essay" (p.119). At the end of the implementation of the CRWP, students' first and final essays were compared to see the development. According to Yeung (2008), "the process approach generally had positive impact on the development of learner autonomy in writing" (p.3).

Students also wrote one critical film review as product writing. First, the students watched a movie called 'Social Network' on March 30, 2013 in class and had a discussion about it. The teacher delivered guidance for critical review writing and a sample. The students had a month ahead to choose their own movie to watch, conduct a research, and find out how to write a film critique. This would provide the students with analytical and critical thinking skills, which were considered critical to promote autonomy. The film reviews were collected on May 3, 2013.

Collecting Post Module Reflective Journals

The post module reflective journals were given to students at the end of each module. Students were asked to reflect upon the tasks and materials considering the writing, collaboration, reflection and feedback dimensions of the module they have completed. The students were asked to complete the reflective journals at home, in their own relaxed environments. The students complained that they got bored in writing the first section of reflective journals when they did it for the first time since they reported that the same answers were repeated for different questions.

Seventeen students filled in the Module 1 reflective journal on March 7, 2013 just at the end of first module. The second one, completed by 19 students, was submitted on March 28, 2013, at the end of module 2. This time the students were given some

more time after the lesson to fill in the journals. Nineteen students submitted 3rd reflective journal at the end of the third module, on May 2, 2013. The students again filled in the reflective journals in the class. The final journal was completed and submitted by 15 students on the 22nd of May at the end of the fourth module. The reflective journals provided valuable ideas, criticisms, and comments highlighted by the students regarding the feedback, collaboration and reflection dimension of the instructional program implemented for 6 weeks.

3.7 Data Analysis Procedures

The quantitative and qualitative data were first analyzed separately and then triangulated. The whole process took place in a systematic manner.

3.7.1 Quantitative Data Analysis

As for the quantitative part, the autonomy questionnaire was analysed through Wilcoxon Signed Rank Test. Because the data was not normally distributed and because of the number of participants, Wilcoxon Signed Rank Test was preffered to use in this study to evaluate if the implemented Collaborative and Reflective Writing Program has an effect on the increase of students' autonomy in writing. Means, medians, standard deviations, and the p values of the results were also used. P value results were used to compare pre- and post-test results. Descriptive statistics were also used to figure out if the data is skewed or normally distributed.

3.7.2 Qualitative Data Analysis

In order to find out how collaboration and reflection dimension of the developed and implemented CRWP helped students develop autonomy, the data gathered through focus group interviews and reflective journals were analyzed through content analysis. To reach the aim, an inductive approach was followed within content

analysis, in which thematic categories were allowed to emerge from the data itself (Yıldırım & Şimşek, 2006).

The data were analysed though inductive approach, which is defined as "a systematic procedure for analysing qualitative data where the analysis is guided by specific objectives" (Thomas, 2003, p. 2). The two aims of using inductive approach in this study were "to establish clear links between the research objectives and the summary findings derived from the raw data and to ensure these links are both transparent and defensible" and "to develop a model or theory about the underlying structure of experiences or processes which are evident in the text (raw data)" (Thomas, 2003, p. 2). The data analysis procedure involved the following steps.

Phase 1: Organizing Raw Data for Transcription

The researcher's first step, for analysing the data of 12 focus group interviews and 78 reflective journals, was organizing the raw data for transcribing. Before starting the transcription process, the interviews and journals were categorized according to the four modules. Each module was categorized as M1, M2, M3 and M4. In each module, the data were categorized as pre-, while- and post-writing stages. At this stage, certain codes (ST1, ST2, and so forth) were given for each participating student, to veil their actual names.

Phase 2: Transcribing

The next step was the transcription of the raw data. The focus group interviews were listened for several times in order to write what each student told word by word. This process took time since each focus group consisted of 5 or 6 students and wording what each one said was difficult. It was necessary to pay extra attention in listening

and writing down who said what exactly because it was not a one-to-one interview and there were multiple voices sometimes during the interviews. Therefore, the tapes were listened for many times. While transcribing, (...) was used for uninterpretable words. The transcription of focus group interviews were done at the end of each module when the interviews were completed for the specific module because it would be more difficult and complex to transcribe all 12 focus groups together at the end of the semester. Similarly, reflective journals were also transcribed at the end of each module under the organized categories.

Phase 3: Member checking

When the transcriptions of all data were completed, the transcripts of the students were copied. The students were reached and requested to read and confirm the transcriptions. The purpose was to ensure the criteria of trustworthiness.

Phase 4: Identifying Themes and Subthemes

In light of the research questions, in order to become familiar with the content and also to gain an insight of the themes in the transcriptions, the transcriptions were read in detail for many times. Then, a search for transcripts was undertaken line by line to scan central themes (e.g. self-confidence, self-correction, using lexical knowledge) and subthemes (e.g. gaining task awareness, making their own decisions, gaining awareness of weaknesses) which were determined through repeated ideas and statements. The key terms were underlined in the transcriptions and the key phrases were restated. The key phrases were reduced to create the subthemes and similar ones were grouped together in themes (see Appendix M). The grouped themes and subthemes were coded under two dimensions: collaboration and reflection.

Collaboration dimension was coded as CD, Reflection dimension was coded as RD. The themes and subthemes were coded using meaningful abbreviations to help the researcher (see Appendix N) to analyze the data.

Phase 5: Creating Matrices

The themes and subthemes (Appendix O), which were identified as a result of detailed and repeated reading, aimed "to select and emphasize information that is important enough record, enabling the researcher to weed out extraneous information and focus his/her observations on the type of information needed for the study" (DeMunch & Sobo, 1998, quoted in Kuwalich, 2005). When the themes and subthemes were identified, the next phase was to prepare matrices. The matrices were prepared around themes, subthemes, students, modules and writing stages (Appendix P).

Phase 6: Identifying Categories

Considering the 3rd and 4th research questions, the data analysis of the transcriptions that yielded themes and subthemes were later categories around emotional, metacognitive and cognitive dimensions. This categorisation process was realized with the help of literature, that is literature was referred to tabulate the data themes under the dimensions emerged. For collaboration dimension of the CRWP, the following thematic categories emerged (See Table 3.3).

Table 3.3. Thematic Categories of Collaboration Dimension

Themes	*Categories*

Feeling secure

Taking responsibility

Gaining confidence → Emotional characteristics
(Emotional)

Enhancement of motivation

Self-evaluation skill

Gaining responsibility → Self-evaluation
&
Self-monitoring
Gaining awareness of weaknesses (Metacognitive)

Self-correction

Writing strategies

Mechanical aspects and grammar → Writing Strategies & Skills
(Cognitive)

Lexical knowledge

Writing skills

Collaboration Dimension of the CRWP

As Table 3.3 illustrates, the themes occurred throughout the data analysis procedure increased the awareness towards three main categories. The second dimension of data analysis process is reflection dimension and the thematic categories of this dimension are shown in Table 3.4 on the next page.

Table 3.4. Thematic Categories of Reflective Dimension

Themes	*Categories*

Self-confidence

Enhancement of motivation → Emotional characteristics (Emotional)

Awareness of own weaknesses and strengths

Awareness of learning strategies

Awareness of prior knowledge → Self-evaluation (Metacognitive)

Awareness in self-correction skill

Critical thinking skills

Planning strategies → Writing Strategies & Skills (Cognitive)

Creativity and imagination

Reflection Dimension of the CRWP

Phase 7: Analysing Students' Essays

The students' essays were graded on the basis of CEFR writing criteria (Appendix I) by the researcher after each module. Analyzing students' essays at the end of each module gave the researcher the opportunity to see the progress of students' writing performance throughout four modules. As soon as the researcher graded the essays according to the criteria, the essays graded were given to a colleague to cross-check and grade. The grades of the researcher and the grades of the colleague were compared at the end for standardization, and a common grade was given to the

students' essays. This procedure repeated throughout the four modules. Without this comparison of students' essays, the improvement would not have been seen. Thus, this comparison helped to see the development of students' autonomy in writing throughout the CRWP.

Phase 8: Verifying Data through Triangulation

The results from focus group interviews were compared with reflective journals to see if the emerged patterns converge or diverge. The transcriptions were read several times to make sure that the data were placed under the appropriate categories. Because of the multiple data, triangulation was done considering student essays, reflective journals, and focus group interviews.Therefore, the data from both instruments were used to answer the second and third research questions.

3.8 Trustworthiness

According to Miles and Huberman (1994), a qualitative study can be considered trustworthy if the following four criteria are met: validity/credibility, transferability/external validity, confirmability/objectivity, and dependability/reliability. Throughout the data collection and analysis process, significant attention was paid to ensure the trustworthiness of the study.

3.8.1 Validity / Credibility

For any research, "credibility is one of the most important factors in establishing trustworthiness" (Lincoln & Guba, 1985, p. 32). According to Merriam, credibility "deals with the question 'How congruent are the findings with reality" (cited in Shenton, 2004, p. 2). Various strategies were employed to increase the objectivity and credibility of the findings and ensure the rigor of the research. The validity of the study was increased through triangulation, which is required for the validity of

the study (Lincoln & Guba, 1985). In this study, the data were collected through various sources and triangulated in order to ensure the validity (Lincoln & Guba, 1985). Reflection journals, focus group interviews and students' essays were triangulated. Data and method triangulation was employed to strengthen the credibility of the study.

Besides, in order to validate the truth of the data, the transcriptions of reflective journals and focus group interviews were given back to the students for confirmation. All participants read the transcriptions, visited the researcher and submitted their feedback along with their confirmation of the accuracy of the transcriptions (Lincoln & Guba, 1985). Thus, through member check, accuracy of the data was ensured.

3.8.2 Transferability / External Validity

To ensure transferability, the study should include "as much detail as possible to allow the recipients of the work to see the setting for themselves" (Mills, 2007). In this study, in-depth information as regards the participants, setting, data collection and analysis procedures, development and implementation of the CRWP were provided.

The issue of whether the findings of the study are generalizable beyond the scope of the study is related with the external validity of the findings (Yin, 1994). According to Miles and Huberman (1994), the researcher should define the scope and the boundaries of reasonable generalization from the study. Although generalizability is a key factor in the nature of research, it is not directly applicable to teacher action research (Mills, 2007). According to Mills (2007), because of its highly contextualized nature, action research could not directly be generalized. "The goal of action research is to understand what is happening in your school or classroom and to

determine what might improve things in that context. Thus, action researchers do not need to worry about the generalizability of data because they are not seeking to define ultimate truths" (Sagor, 1992, p. 96).

In this study, the aim was to make a comprehensive in depth examination of the impact of collaboration and reflection dimensions on students autonomy in writing, so, a purposeful sampling was employed. Therefore, in this study the aim is "to expand and generalize theories (analytical generalization) and not to enumerate frequencies (statistical generalization)" (Yin, 2009, p.15).

3.8.3 Confirmability / Objectivity

Since the confirmability of the data is related to the objectivity of the data, triangulation was practiced to cross check the data (Guba, quoted in Mills, 2007). Method and data triangulation was employed since reflection journals, focus group interviews and student essays were triangulated.

Inquiry audit, through which some data are inspected by others, was employed in this study to ensure the objectivity of the data analysis. The accuracy of the analysis of data was verified by two audits (Patton, 2002) one of whom was an expert in curriculum and instruction, and the other was expert in English Language Teaching. The aims of the audits were to check the analysis made and to show adequate agreement on the analysis (Miles & Huberman, 1994).

3.8.4 Dependability / Reliability

Miles and Huberman (1994) suggest certain issues that can maximize the reliability of the research: field expert opinions, explicit description of the researcher's role, and making coding checks. In designing post module reflective journals, the opinion

of two field experts were referred to ensure the reliability of the instruments. Besides, the role of the researcher was detailed and clearly explored in the related section in order to overcome the reliability problem. Finally, peer review was employed in grading the students' essays in order to increase the reliability of the scores.

3.9 Limitations of the Study

Since participant observation was considered as a bias (Ratner, 2002), it was tried to be reduced through classroom observations and multiple data collection instruments.

The study was conducted with 21 freshman Law students in MLD at EMU. Since the aim of the study was to make in depth examination of the impact of collaboration and reflection dimensions on autonomy, making analytical generalization is appropriate for this qualitative part of the study (Becker, 1990).

3.10 Researcher's Role

The researcher had a dual role: as a course instructor and as a researcher. As a researcher, she focused on achieving her aim to collect data from multiple sources, and to analyze the comprehensive data in a consistent manner. As a course instructor, she focused on implementing and guiding her students adequately throughout the instructional process since she had to administer various data collection instruments, and at the same time cover the curriculum. When the researcher is a course organizer, this enables her/him to have direct access to the data sources, and thus, the understanding and interpretation of the data becomes more effective (Yıldırım & Şimşek, 2006).

3.11 Ethical Issues

Ethics plays an important role in both action research and qualitative research and Mills (2007) suggests, "The issue of ethics in qualitative research and action oriented

research has received considerable attention in recent years" (p.107). Therefore, throughout the whole research process adherence to the ethical principles was given prime importance. During data collection and analysis, getting consent, voluntariness, confidentiality, anonymity and privacy were given close attention and consideration.

One of the most important and central ethical values of research is the informed consent which ensures that research participants enter the research of their free will and with understanding of the study and any possible dangers that may arise (Mills, 2007). Informed consent should be paid sufficient attention since as Mills (2007) suggests, "it is the principle that seeks to ensure that all human subjects retain autonomy and the ability to judge for themselves what risks are worth taking for the purpose of furthering scientific knowledge" (p.107). When the students were asked for their participation in this study, they all volunteered and gave written consent (Appendix Q) before the implementation of the study.

As regards voluntariness, at the beginning of the study, the students were given detailed information on the procedure they would go through. Students were asked if they were willing to participate this study and asked to give their written consent. The students were told that they would be video recorded, tape recorded and observed throughout the semester. All students were informed and they accepted to be involved in this process.

At the beginning of the study, the participants were informed about the confidentiality of the data they would provide. They were said that the things they

wrote and told would only be used for this study. For the focus group interviews, the students were encouraged by the researcher to keep confidential what they hear during the sessions and the researcher had the responsibility to anonymise the data from the group (Gibbs, 1997). The students were informed that their actual names would be kept confidential and anonymous during analysis and reporting process. Their identities have to be described in a way that other members in the community would not identify them. For this reason, the students were all given codes as ST1, ST2, ST3, and so forth. In this way, anonymity was maintained and students' real names were promised to remain anonymous (Mills, 2007).

Concerning privacy, the participants were ensured that the data collected would not be shared with anyone else without their consent then or at any other time. The data would be protected by the researcher and anyone else would not have the access to reach the data.

Chapter 4

RESULTS

This section aims to provide the findings gathered through multiple data collection instruments in relation to the research questions.

4.1 Impact of 'Collaborative and Reflective Writing Program' on Students' Autonomy in Writing

The findings of learner autonomy questionnaire, student essays, classroom observations, and focus group interviews will be presented in this section to answer the first research question.

4.1.1 Quantitative Findings

Findings of Learner Autonomy Questionnaire

In the Learner Autonomy Questionnaire, students' perceptions of their autonomy in writing skill were investigated. For the analysis of the collected data, Wilcoxon Signed Rank Test was used in SPSS. To compare the pre- and post-test, p value results were shown clearly as the significant value. The p values for each item in pre- and post-test showed the statistical changes and if it is $\leq .05$ probability levels, it means they are accepted as statistically significant.

The descriptive statistics results demonstrated that students' autonomy in writing was over average in the post-test (Mean=3.59), therefore, the findings suggest that students' perceive themselves having developed autonomy. Students strongly agreed on some items in the post-test which result in an increase regarding the mean values

of these items in the pre- and post-test. For example, students perceived themselves having autonomy in certain aspects of writing as given in the following items: 'I depend on myself to understand what I am going to write about' (X=3.07), 'I make use of what I learnt before to improve my writing in English' (X=3.37), 'I set my own standards, techniques and procedures in writing in English' (X=3.3), I analyze what I write in order to make sure that I am handling the writing task properly' (X=3.47), 'I revise what I write in order to improve my writing performance' (X=3.4), 'I can identify my own difficulties in writing' (X=3.45), 'I seek effective solutions to my writing difficulties on my own'(X=3.55), 'I make an outline of what I will write about before writing' (X=3.52), and 'I see the teacher as a facilitator in writing tasks' (X=3.3).

Table 4.1 shows the comparison of pre- and post-test results of students' perceptions of their autonomy in writing skill. While the mean for the pre-test is 2.5729, the mean of the post-test is 4.6188. The data illustrate that standard deviation for the pre-test was 0.28191, while it was 0.15430 for the post-test. The minimum value for the pre-test was 2.21 and the maximum value was 3.13. On the other hand, the minimum and maximum values for the post-test were 4.42 and 4.92.

Table 4.1. Descriptive Statistics for Pre- and Post-test Values of Autonomy Questionnaire

Descriptive Statistics

						Percentiles		
	N	Mean	Std. Deviation	Minimum	Maximum	25th	50th (Median)	75th
pre writing autonomy mean	22	2.5729	.28191	2.21	3.13	2.2917	2.5625	2.7396
post writing autonomy mean	22	4.6188	.15430	4.42	4.92	4.5000	4.5833	4.7604

The Ranks in Table 4.2 below provide some interesting data on the comparison of students' before (pre) and after (post) perceptions of their autonomy in writing skills. It can be seen from the table's legend that for all of the 22 students, their scores on post-test were greater than on pre-test, indicating greater autonomy compared to the pre-test. There were no tied ranks.

Table 4.2. Wilcoxon Signed Ranks Test Results for Pre- and Post-test Values of Autonomy Questionnaire

Rank		N	Mean Rank	Sum of Ranks
post writing autonomy mean - pre writing autonomy mean	Negative Ranks	0[a]	.00	.00
	Positive Ranks	22[b]	10.50	210.00
	Ties	0[c]		
	Total	22		

a. post-writing autonomy mean < pre-writing autonomy mean

b. post-writing autonomy mean > pre-writing autonomy mean

c. post-writing autonomy mean = pre-writing autonomy mean

Since the data is skewed (not normally distributed), the most appropriate statistical test was Wilcoxon Signed Rank Test. A Wilcoxon Signed Ranked Test was conducted to evaluate whether the implemented writing program increased students' autonomy in writing. As Table 4.3 on the next page illustrates, the results indicated a significant difference, $z = -3.921$, $p=.000 < .01$. The mean rank of differences when pre-test scores were greater than the post-test scores was 0.00 and the mean rank of differences when post-test scores were higher was 10.50. As a result, post-test scores are revealed to be significantly higher than the pre-test scores for autonomy in writing.

Table 4.3. Test Statistics for Pre- and Post-test Values of Autonomy Questionnaire

	Test Statistics[b]
	Post-writing autonomy mean – pre-writing autonomy mean
Z	-3.921[a]
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The quantitative data, based on students' perceptions, indicated that the CRWP implemented helped students develop their autonomy in writing. Therefore, in the light of the quantitative data, it could be said that the students had higher autonomy at the end of the modules when compared with the beginning of the semester. In this regard, the CRWP has an impact on students' development of autonomy in writing.

Findings of Students' Essays

In order to see the impact of the CRWP on students' autonomy in writing, students' process essay grades were compared. The reliability of grading was ensured through multiple graders. Table 4.4 shows the statistical information as regards the levels of the graded essays throughout four modules.

Table 4.4. Overall Results of Students' Writing Grades throughout Modules

MODULE→ LEVEL↓	1		2		3		4	
	N=22	%	N=22	%	N=22	%	N=22	%
GOOD	7	31%	9	40%	13	59%	18	81%
SATISFACTORY	2	9%	4	18%	4	18%	3	14.5%
WEAK	13	60%	9	42%	5	23%	1	4.5%

As can be seen from the Table 4.4, while the number of students who got 'good' increased from 7 to 18, the number of students who got 'weak' decreased from 13 to 1 throughout the modules. These results show that the implementation of the CRWP had an impact on students' autonomy in writing. Regarding the slight increase as regards students' grades from the first to the fourth module, it is clear that this increase did not happen at once.

Table 4.5. Development of Students' Writing Levels throughout Modules

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
ST1	Good	Good	Good	Good
ST2	Weak	Satisfactory	Good	Good
ST3	Weak	Weak	Satisfactory	Good
ST4	Satisfactory	Good	Good	Good
ST5	Weak	Weak	Weak	Satisfactory
ST6	Weak	Weak	Weak	Satisfactory
ST7	Weak	Weak	Weak	Weak
ST8	Good	Good	Good	Good
ST9	Weak	Weak	Weak	Satisfactory
ST10	Weak	Weak	Satisfactory	Good
ST11	Good	Good	Good	Good
ST12	Good	Good	Good	Good
ST13	Weak	Satisfactory	Good	Good
ST14	Weak	Satisfactory	Good	Good
ST15	Good	Good	Good	Good
ST16	Weak	Satisfactory	Good	Good
ST17	Good	Good	Good	Good
ST18	Satisfactory	Good	Good	Good
ST19	Weak	Good	Good	Good
ST20	Weak	Weak	Satisfactory	Good
ST21	Weak	Weak	Weak	Good
ST22	Weak	Weak	Satisfactory	Good

As illustrated in Table 4.5, it is possible to observe a steady increase in students' performance in writing from the first to the last module. For instance, the students who got 'Weak' in writing in the first module developed to 'Satisfactory', and then to 'Good' levels at the end. While the ones whose writings were at the beginning

'Satisfactory' developed to show a 'Good' level performance at the end. For example ST3 was graded as 'Weak' in the first two modules, as 'Satisfactory' and 'Good' in last two modules, respectively. The change in the process essays of ST3 throughout the modules can be considered as a good example for the development of his/her autonomy in writing (Appendix R). There was no student whose writing level decreased throughout the modules. However, only one student (ST7) showed no development in his writing level. The essay products of ST7 showed almost no development regarding his writing performance (Appendix S). However, in focus group interviews and reflective journals he stated that his motivation and self-evaluation were developed as a result of collaborative and reflective activities.

Table 4.6 on the next page illustrates the development of students' writing skils in essay components based on CEFR B1 writing criteria: Task fulfillment, coherence and unity, vocabulary/lexis, grammar, and organization and structure. The table displays the comparison of students' grades in essay components in Module 1 and Module 4. As can be seen from Table 4.6, almost all students showed an increase in their grades considering the five specific areas in the CEFR B1 writing criteria.

4.1.2 Qualitative Findings

Findings of classroom observations

The analysis of classroom observations revealed that students' autonomy in writing increased throughout the modules. All teacher observers stated that students possessed self-confidence, motivation and independence in the classroom through the modules as a result of the collaborative and reflective activities. Comparing the first and the last module, Teacher 1 stated,

Table 4.6. Students' Grades in Essay Components in Module 1 and Module 4

	Task Fulfilment	Coherence & Unity	Vocabulary / Lexis	Grammar	Organisation & Structure		Task Fulfilment	Coherence & Unity	Vocabulary / Lexis	Grammar	Organisation & Structure
ST1	8	7	7	8	8		9	10	10	10	10
ST2	3	3	4	3	4		10	10	9	9	10
ST3	3	2	2	2	3		8	9	10	10	10
ST4	6	5	5	6	6		10	9	9	8	10
ST5	3	2	3	2	3		6	5	6	5	6
ST6	3	2	2	3	3		6	6	6	6	6
ST7	3	3	2	2	2		3	3	3	2	3
ST8	8	6	7	6	8		10	9	10	10	9
ST9	2	1	1	2	1		6	5	5	6	6
ST10	3	2	3	2	3		10	9	9	10	10
ST11	8	7	7	8	9		10	10	10	10	10
ST12	9	8	7	7	8		10	9	10	10	9
ST13	4	4	2	2	4		10	10	10	9	10
ST14	3	1	3	3	4		10	9	9	10	10
ST15	7	7	8	7	8		10	10	10	10	10
ST16	3	4	4	3	4		10	10	10	10	9
ST17	8	8	7	7	7		9	10	9	9	10
ST18	6	5	5	5	5		10	10	10	10	10
ST19	7	7	8	7	8		10	10	10	10	10
ST20	3	2	2	3	3		7	7	8	9	8
ST21	2	1	1	2	2		4	4	4	3	4
ST22	3	3	2	3	3		8	9	10	8	10

Students were not always able to figure things out without teacher assistance in the first module but in the last module, they did peer editing without waiting the teacher's instruction. Therefore, the students' motivation and autonomy were developed. They seemed to gain self confidence in writing due to the process writing (T1, M4).

As T1 commented, students possessed and showed higher autonomy in self-confidence and motivation in taking the initiative to give their own decisions. Further, most of the teacher observers (T1, T3, T4) remarked that towards the end of the modules, students were willing to take risks and seemed as self starters since they started taking action regarding the tasks in the classroom.

All of the teacher observers stated that all students participated actively in joint and group dialogues during the tasks. It was observed by all teacher observers that students were always motivated in the class especially during the pre-writing stages. During some group works, engagement in a competitive environment fostered students' self-confidence as observed by half of the teacher observers (T1 and T4). Observing the first and last module, Teacher 1 also commented on students' observable higher thinking skills gained as a result of the collaborative activities of the implemented CRWP. Students' autonomy was developed since they employed higher thinking skills. She stressed,

In the first module, students were not aware of their own weaknesses or strengths, they were not even conscious of how they learn. But in the last module, I observed that almost more than half of the class were evaluating their own weaknesses in pair works and tell their pairs that they need to study grammar or they have worked on learning more vocabulary to write better. When I listened to them talking like this, I focused more on students' metacognitive behaviours such as their making self-evaluations and using planning strategies. These can be clearly observed and heard during my silent observations of collaborative activities (M4).

The analysis of the classroom observations revealed that students' self-awareness towards their strengths, weaknesses and mistakes were increased in Module 4. As T1 stated,

> Students were talking about their strengths and weaknesses with their peers during the peer-editing session. It was really nice to see that students become aware of their strengths and weaknesses because during the first module, they were not aware of them, and their peers were telling them their weaknesses. In the 4th module, most of the students' autonomy was observed as developed and they seemed conscious of their own positive and negative sides (M4).

Most of the teacher observers (T1 and T4) indicated that the joint dialogues between teacher and students, regarding the feedback process, promoted students' critical thinking skills and helped them reflect on their writing performances and they gained more autonomy. T4 highlighted this point as below:

> In the classroom, while the teacher was giving students their essays back, she asked them to look at the written feedback carefully because she then spent at least ten minutes with each student in the class commenting orally on the feedback she gave on the written essay. The teacher's critical feedback on student essays were not spoonfeeding, on the contrary, they were leading the students to think, and then to correct on their own. That was really impressive since students face with their own mistakes and try to find ways of correcting their mistakes. This practice of reflection helped students take the responsibility of their own learning and develop their skill of critical thinking. I believe that these promoted students' autonomy since students' attitudes in the classroom and their communication within classmates showed me that these students' autonomy were developed (M4).

To sum up, classroom observations revealed that students' autonomy was developed throughout the modules.

Findings of focus group interviews and post module reflective journals

The analysis of focus group interviews and reflective journals also showed that the collaborative and reflective activities of the implemented CRWP promoted students

autonomy. The data collected from focus group interviews and post module reflective journals revealed that students' autonomy in writing was stimulated during while-writing stages in 2nd (n=10) and 3rd modules (n=10) of the study.

When students were asked what their perception was regarding their independence in writing, most of them stated that their independence increased in the fourth module. Regarding the whole writing process, Student 19 indicated that,

> As I improved in realizing my own mistakes, I become more independent because I don't need anyone else to show me my mistakes or help me to correct them. I can find ways and reach sources by myself to correct my mistakes (M4).

Further, students underlined that being involved in collaborative and reflective processes helped them gain self-confidence which supported their autonomy in writing. As Student 6 indicated,

> Collaborative activities improved my autonomy because I realized that I can survive without my teacher in an English speaking environment. What made me develop is the tasks which guides us to be actively involved in the learning process as an autonomous student. Being an active student in collaborative activities helped me gain self-confidence and thus my confidence helped me improve in writing and helped my autonomy in writing developed (M4).

As the data from focus group interviews and reflective journals suggested, more than half of the students (ST1, ST3, ST4, ST6, ST11-14, ST17-21) stated that their writing skills were developed throughout the four modules. Student 21 commented on this issue,

> In the beginning of the semester, I wasn't feeling that much powerful in writing. As I learn more words, more strategies, more organization, I became more powerful in writing. I now believe that I can write by myself (M3).

Similarly, half of the students (ST3, ST6, ST8, ST11-12, ST15-16, ST18) indicated that the reason for their development of writing skill was because of their engagement in joint dialogues. Some students' statements regarding their development of autonomy are: "Towards the end of the semester, I become aware that I developed in evaluating my writing and this makes my autonomy developed" (ST5, M4), "being able to write easily and getting high grades show me that I developed in writing and thus my autonomy in writing developed as a result" (ST12, M4), "My friends asked for my help in writing now because I get higher grades than them. This made me feel developed in writing and increases my autonomy" (ST18).

The data gathered from reflective journals exhibited that students passed from dependence to independence in writing through the modules, as displayed in Table 4.7. While 12 students reported to be teacher dependent, 6 peer dependent and 4 self-dependent at the very beginning, only 2 students reported to be teacher dependent, 3 peer dependent and 17 self-dependent at the very end of the modules. Therefore, students gained autonomy, moving from dependence to independence through the collaborative and reflective activities of the CRWP implemented.

Table 4.7. Number of Dependent and Independent Students throughout Modules

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
TEACHER DEPENDENT	12	10	7	2
PEER DEPENDENT	6	4	3	3
SELF DEPENDENT	4	6	11	17

In conclusion, the data from focus group interviews revealed that students' autonomy in writing was promoted throughout the modules through the collaborative and reflective activities of the CRWP implemented.

4.2 Development of Students' Autonomy in Writing through the Collaboration Dimension of the 'Collaborative and Reflective Writing Program' Implemented

The data gathered from reflective journals and focus group interviews revealed that the collaboration dimension of the CRWP implemented helped sudents foster their autonomy through promoting their emotional aspects, self-evaluation and self-monitoring skills, and writing strategies and skills. In this section, each will be presented separately considering students' views related to their development of autonomy in pre-, while- and post-writing stages in all four modules. Figure 4.1 illustrates the key processes that helped students develop their autonomy in writing through the collaboration dimension of the implemented CRWP.
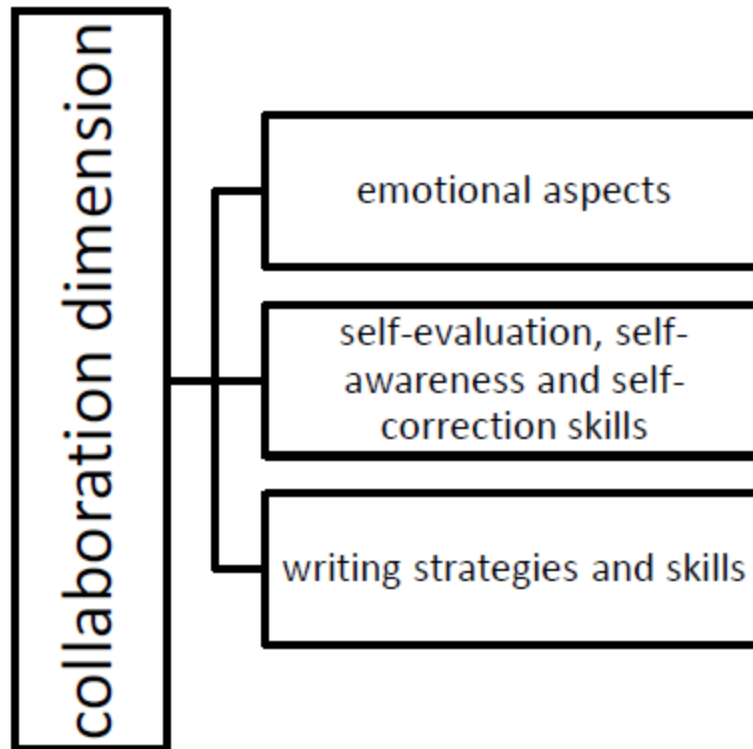
Figure 4.1. Key Processes Promoting Students' Autonomy through Collaboration

4.2.1 Development of Students' Emotional Aspects through Joint and/or Group Dialogues

The findings triangulated revealed that joint and group dialogues, through peer and teacher feedback and guidance, and group encouragement provided, fostered students' autonomy in writing throughout the modules. Students' engagement in these dialogues during pre- and while-writing stages promoted their emotional aspects that is their taking responsibility, feeling secure, gaining confidence and enhancing motivation in writing as a result of which their autonomy was enhanced. This is illustrated in Figure 4.2 on the next page:
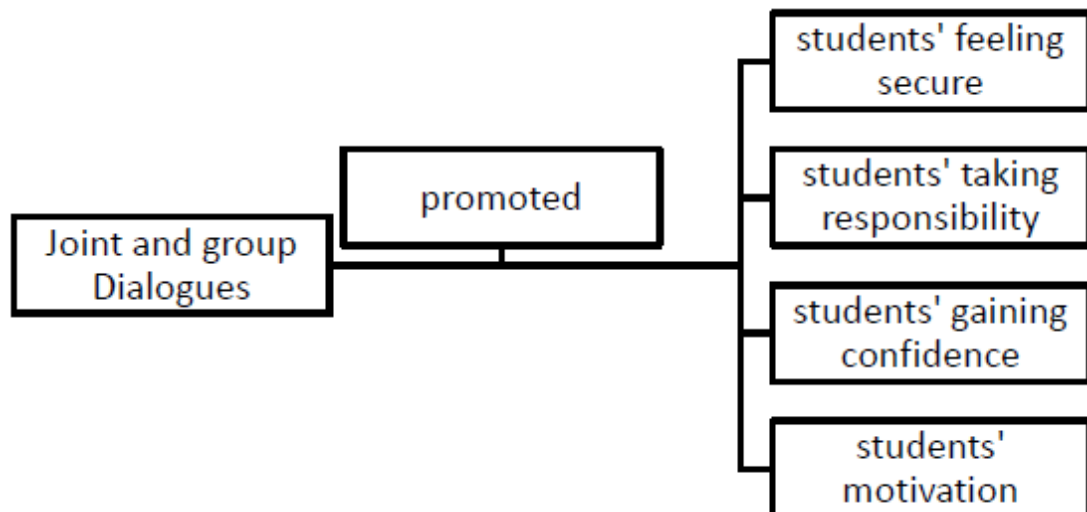
Figure 4.2. Development of Students' Emotional Aspects through Joint and Group Dialogues

4.2.1.1 Students' Feeling Secure

The findings triangulated revealed that students' autonomy in writing was fostered as a result of their enhancement of feeling secure through the peer and teacher feedback, guidance and support they received in pre- and while-writing stages.

The data collected from reflective journals revealed that the promotion of students' feeling secure was realized through the teacher and peer feedback and guidance in pre-writing in modules 1 and 2, as stated by almost half of the students (ST1-2, ST8-9, ST12, ST16-18, ST20). Most of these students (ST1-2, ST8-9, ST12, ST14, ST16-17) indicated that teacher guidance, feedback and help reinforced their feeling of secure in writing, as ST9 stressed, "with the help of my teacher, I became aware of my mistakes in writing. And then I know what to focus to improve my writing" (M2). ST17 similarly remarked the importance of teacher guidance as "Teacher's presence as a source and guide was beneficial because it made me feel secure. She helped us individually and played a key role in our learning" (M2). Some of the students emphasized the significance of peer feedback and guidance, as student 14

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remarked "In peer works I learnt to trust my friend to feel safe. When I trust someone next to me, I know that I can rely on someone so I trust myself more" (M1).

A few students (ST2, ST8-9, ST13-14, ST17-18) indicated that teacher and peer feedback helped them feel secure in while-writing stage in all modules. Highlighting the importance of peer feedback while writing, ST2 said, "I saw that I can write with the help of my teacher because the feedback she gave while writing made me feel safe and confident. Feeling that she is there for me makes me write confidently" (M1). ST8 also stressed the importance of peer collaboration, "In peer works, I felt secure because we completed each other because we know different things so we put our knowledge together to learn better. Having more ideas improves writing more" (M2).

4.2.1.2 Students' Taking Responsibility

The findings from reflective journals and focus group interviews revealed that students' autonomy in writing was promoted as a result of students' taking their own responsibility via their engagement in peer and group dialogues, getting teacher and peer feedback and guidance and gaining task-awareness during pre- and while-writing sessions in the second and fourth modules. Some of the students (ST2-4, ST6, ST17) indicated that teacher help and guidance helped them to take their own responsibility in pre-writing stage, as ST2 mentioned in focus group interviews,

> Collaboration with teacher before writing helped me to gain more responsibility of my own learning…When I improve myself as a result of my teacher's guidance, I achieved my aim of writing better (M2).

Some of the students (ST2, ST10-11, ST13, ST18-19) pointed out peer guidance as a reason for taking their own responsibility during pre-writing stage. ST13 stressed this

issue by saying that "Peer help made me feel responsible. I learnt from my peer's guidance in peer works before writing because it is possible that he can teach me something I don't know" (M2).

Teacher and peer guidance and feedback helped students' take their responsibility of learning during while-writing stage as well. For example, in reflective journals, ST2 expressed the significance of teacher guidance: "To improve my writing, I need teacher guidance because it is more to the point, which forces me to feel like I have to do better. When I do better, my teacher's effort would be valued" (M3). ST19 remarked the importance of peer guidance in focus group interviews, "Peer works made me feel responsible in writing because knowing that she [the teacher] will evaluate my essay made me to do it more responsive much attention to her ideas and writing because her suggestions showed me my weaknesses" (M3).

In focus group interviews, nearly half of the students (ST2-4, ST6, ST8, ST10-12, ST15, ST18-19) reported that gaining task awareness through peer guidance assisted them in taking responsibility in writing. That students' taking responsibility was promoted as a result of joint and group dialogues in while-writing stage was underlined by half of the students. As ST10 remarked, "When we choose what and how to do the task, we developed responsibility as we don't have anyone else to blame as we choose, we write, we make mistake and we correct. We take all the responsibility" (M4).

To sum up, Figure 4.3 illustrates the key aspects which promoted students' taking responsibility as a result of collaboration dimension of the implemented CRWP as reported in the focus group interviews and reflective journals.
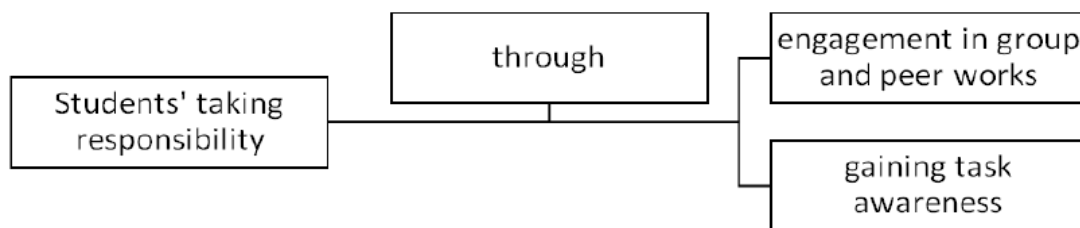
Figure 4.3. Processes Promoting Students' Taking Responsibility

4.2.1.3 Students' Gaining Confidence

The data gathered through focus group interviews and reflective journals revealed that students' autonomy was promoted as a result of gaining self-confidence through their involvement in joint and group dialogues, conducting research in peer and group works, engagement in self-correction via peer and teacher feedback, gaining awareness of weaknesses, engagement in reflection process via teacher and peer feedback, creation of ideas via peer and teacher feedback, gaining multiple perspectives in peer and group works, and involvement in process writing.

Engagement in pair and group works

The data gathered through focus group interviews and reflective journals revealed that students' autonomy was promoted as a result of students' gaining self-confidence via their engagement in joint and group dialogues during pre- and while-writing stages in all four modules, but mostly in the 1st and 2nd modules.

Almost all students expressed that their self-confidence was promoted through teacher guidance and feedback (n=21) in pre-writing stage. ST4, emphasizing the importance of teacher guidance in writing, remarked, "Teacher guidance was beneficial and motivating because it helped me to improve self-confidence before writing but also the teacher taught me to survive in English without her" (M1).

Further, more than half of the students (n=14) reported peer feedback as the reason for their gaining confidence in pre-writing stage, as ST5 stated, "Working with friends prohibits our shyness in using the language. In peer works I saw that we both have the same language level so we helped each other during peer feedback to write better. This helped me gain confidence as we worked together" (M2). Half of the students (n=10) indicated that group encouragement was the reason why they gained self confidence in pre-writing stage. ST1 emphasized,

> Working together with my friends in groups increased my self-confidence because I can easily see that I have more knowledge than my other friends. This helped me to be willing to learn as well. Sharing responsibility in group works improves the feeling of confidence and trust on myself and on others (M1).

Conducting research in peer and group works

Further, that students' gaining confidence was promoted through their conducting research as a result of peer collaboration in pre-writing stage was underlined by ST18 and ST19. As ST18 stated,

> Conducting research with my peer before writing was really helpful for gaining and increasing my confidence. Searching for a subject together made me become equipped with the knowledge I need for writing. This made me feel confident before writing (M1).

Engagement in self-correction via peer and teacher feedback

Majority of the students (ST5-6, ST9-12, ST16) stated in reflective journals that working in peers assisted them to be engaged in self-correction process through which their confidence was promoted during while-writing stage. ST11 reported, "I developed in finding and correcting my mistakes with peer guidance because in the beginning of the semester I was making more mistakes. Peer feedback helped me gain confidence and improve in writing" (M4). ST16, emphasizing the importance of

teacher feedback, stated in reflective journal, "Teacher guidance in his/her feedback made me feel more confident as it helped me to realize my mistakes and correct them. I learnt how to correct them by myself. Talking and working with the teacher helped me develop in self-correction since I do less mistakes now" (M2).

Gaining awareness of weaknesses

That students' gaining awareness of their own weaknesses as a result of peer guidance promoted their confidence was reported by some students (ST1, ST5, ST9-10, ST15-16, ST18, ST21). ST5 commented, "Peer guidance helped me to see my deficiencies. It not only showed me my own deficiencies, but also made me gain self-confidence because I can now realize my own mistakes in writing and work to improve them" (M2). A few students (n=5) reported that teacher guidance and support helped them become aware of their own mistakes which resulted in promoting their confidence during while-writing stage. ST6 highlighted, "Teacher guidance helped me feel more confidence as it helped me realize my mistakes and correct them. I learn how to correct them by myself but with the guidance of my teacher" (M2).

Engagement in reflection process via teacher and peer feedback

Students' reports in focus group interviews indicated that they gained self-confidence in while-writing stage through their engagement in reflection processes as a result of teacher and peer feedback and guidance (ST2, ST6, ST16). As ST2 emphasized:

> Collaboration with teacher was good for my development as I become more conscious in writing and become self-confident as we reflect upon what I can do with in writing. We also become faster writers as we share ideas. Writing fasted helped me not to spend too much time on creating ideas. When we write alone we remember all the things we do in group works and write quicker and more consciously (M4).

Creation of ideas through peer and group work

Few students (ST3, ST8, ST13) reported that their creation of ideas via teacher encouragement helped them gain confidence during while-writing stage, as ST8 stated in focus group interviews, "My peer's encouragement helped me to create ideas and thus creating ideas helped my self-confidence increase" (M1). ST3, stressing the importance of group works remarked:

> Talking with different friends in groups helped me become more creative in producing ideas because working together causes my brain works better. When I hear many ideas from friends, then I create ideas more easily; and when I realized that my ideas were valued, I create more and more. This helped me gain more confidence (M2).

Gaining multiple perspectives in peer and group works

That students' gaining multiple perspectives as a result of peer collaboration promoted their confidence during while-writing stage was reported by two students (ST10 and ST15). As student 15 remarked, "Peer works during writing sessions helped me develop in having different perspectives and it improved my confidence" (M1). ST10, emphasizing the importance of gaining multiple perspectives, reported in reflection journals, "In peer scaffolding, I feel improved as my perspective broadened with collaboration. I learn from my friends, and I think they learnt from me. Having different and many perspectives increased my confidence because I have ideas on many issues so that I can discuss on that issue" (M1).

Involvement in process writing

Another factor which helped students gain confidence was their involvement in process writing which was reported by only one student (ST3). ST3, emphasizing the importance of process writing, remarked in reflective journals, "The outlining and feedback sessions helped me write easily. By writing repetitively I become more

confident as I see that I can do it alone. I got the idea of writing better and evaluate myself to do better" (M2).

Consequently, the following figure illustrates the key processes that were reported to promote students' gaining confidence in writing through the collaboration dimension of the implemented CRWP.
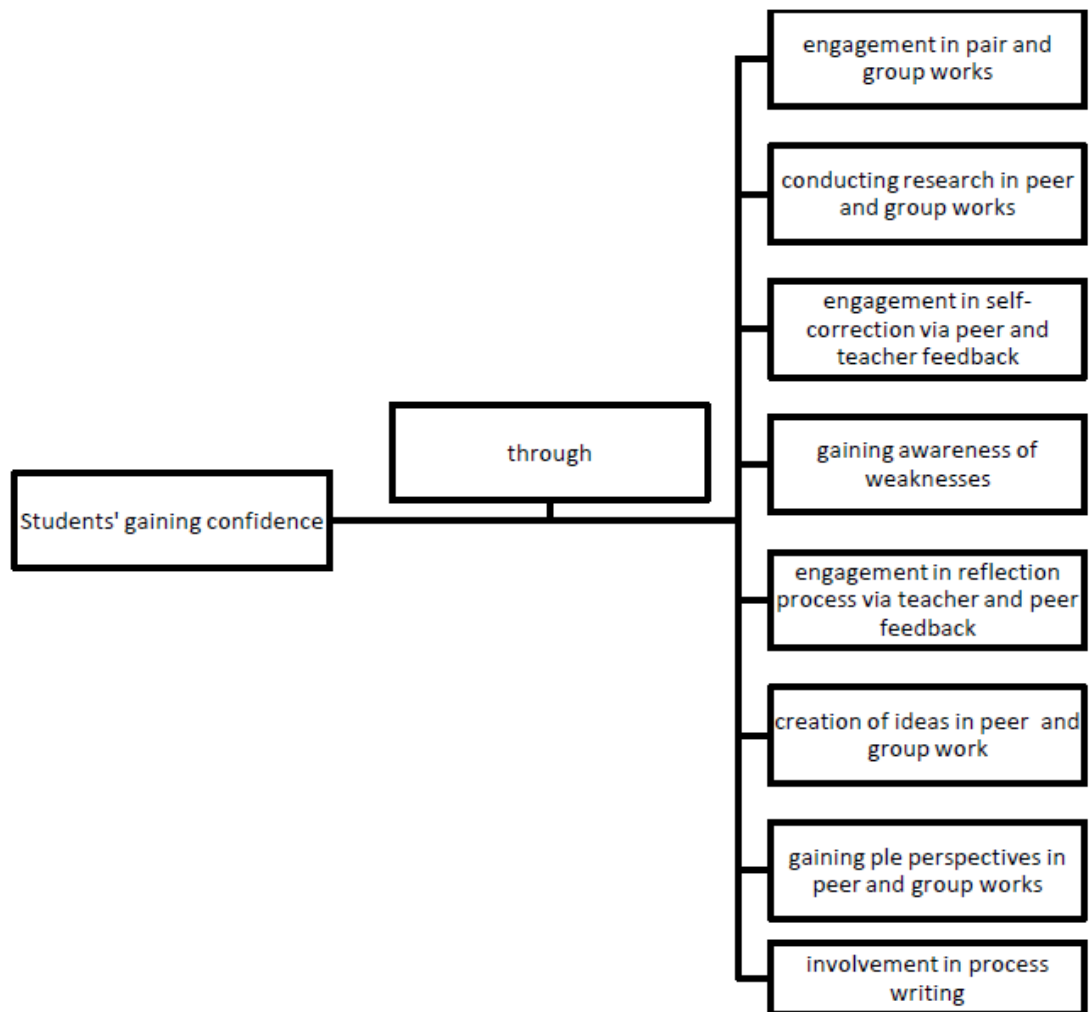

Figure 4.4. Processes Promoting Students' Gaining Confidence through Collaboration

4.2.1.4 Students' Motivation

The findings of focus group interviews and reflective journals revealed that enhancement of students' motivation through peer and group dialogues and teacher and peer feedback and guidance encouraged their autonomy in writing. This promotion was realized through various means during pre- and while-writing sessions in all modules. The processes below were reported to increase students' motivation, which as a result enhanced students' autonomy.

Engagement in group dialogues

Enhancement of students' motivation through group dialogues in pre-writing stage was reported by almost half of the students (ST1, ST7, ST9, ST11, ST14, ST16, ST22) in reflective journals and focus group interviews. As ST1 reported in focus group interviews, "Collaboration in groups motivated us more as we work together because you feel better ... You learn from your friend's knowledge" (M4). In reflective journals, ST9, highlighting the importance of dialogues on motivation, reported, "It was really motivating to work in groups because I felt more confident when I share my ideas. Knowing that my friends like my ideas helped me to share more, feel motivated more and gain confidence more" (M3).

Sharing loads in group works

In focus group interviews, few students (ST4-5, ST14) claimed that sharing loads in groups enhanced their motivation in pre-writing stage, as student 14 remarked,

> Group works in class increased my motivation because it was nice to help each other via comments and exchanging ideas because it reduced my load. In this way, we contributed to our essays content and organization as a result of the ideas we obtained from each other in pre-writing group works (M1).

ST5, emphasizing the importance of group works on raising her confidence, reported,

> In group works, I developed in finding sufficient encourage in being in an English spoken environment and it motivated me to speak the language. Also, collaboration in groups helped my writing develop because I learnt to use language to socialize, and this increased my motivation (M3).

Gaining task-awareness through peer collaboration

The findings drawn from focus group interviews revealed that the reason for the increase of the motivation of few students (ST7, ST15, ST4) in pre-writing stage was due to their gaining task awareness through peer collaboration, which promoted their autonomy. ST7 commented, "In pre-writing discussions with peers, I figure out what I will do in the task. When I know what to do, my motivation increases" (M1). ST15 indicated,

> Working in peers increased my motivation because it became easier for me to understand what the tasks asked me to do. Having a conversation on a task with my peer raised my awareness of what is expected from me and thus, I become motivated and because of this motivation, I became successful in completing the task in pair works (M2).

In focus group interviews, stressing the importance of gaining task awareness, ST4 reported, "Gaining task awareness through working with my peer increased my motivation because when I know how to do the task, I can teach it to others as well. This idea motivated me very much" (M4).

Making own decisions in group works

The findings from interviews revealed that only one student (ST5) indicated his increased motivation for writing as a result of giving his own decision during group works in pre-writing stage. As student 5 indicated,

In collaborative work, we feel motivated because we choose our group members and peers every time a different one, which is motivated and it became fun and we created more skillful works together. It was also motivating to choose my own topic because in this way, I wrote on the issues I like (M4).

The same student commented on the same issue in Module 1 as well,

I didn't like working in groups before because I feel insufficient when I see what others know. I was believing that they know more than me and this made me hate English lessons. But I don't think the same after Module 1. I didn't also know too many people in the class before so I don't know who to choose to work with. I didn't like this process before but now I know more people and I can give my own decision in choosing my group friends. Involving in group works helped me gain my independence since I can now give my own decisions (M1).

Gaining awareness of weaknesses via teacher and peer help

Another point highlighted by most of the students (ST2-4, ST8-12, ST18, ST20-22) in reflective journals was their gaining awareness of weaknesses through teacher and peer guidance, help and feedback during while-writing stage. As ST18 referred directly to this point, "Peer help made me feel safe and motivated. With the help of peer guidance, I saw my deficiencies and I become aware of them so I won't repeat them anymore. This makes me feel motivated" (M2). ST12 emphasized how his/her motivation was enhanced, by stating that "My motivation increased when my teacher made me become aware of my mistakes in writing. Her guidance helped me once, then I started becoming aware of mistakes by myself and this was really motivating. I write better now as a result of this" (M3).

Correction of own mistakes via teacher and peer help

Further, among the other factors for enhancing students' motivation during while-writing stage was students' correction of their own mistakes via teacher help, which was reported by almost half of the students (ST4-5, ST9, ST19-22). As ST4 reported in reflective journals, "Teacher feedback is motivating and beneficial. Her feedback

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was leading us to correct our own mistakes which made us learn it and the more we learn the more we feel motivated" (M4). Few students (ST9, ST21-22), in focus group interviews, reported that their motivation was enhanced during while-writing stage as a result of students' correction of their own mistakes via peer guidance. ST9 stated,

> Peer feedback made me feel motivated and confident because I firstly see my mistakes from his feedback before the teacher sees my essay. He gives me the chance of realizing my mistakes and correct them. And this motivates me since I would have fewer mistakes (M3).

Being careful in peer works

The findings from focus group interviews also revealed that students' motivation (ST1 and ST8) was enhanced though being more careful when working in peers during while-writing stage. ST1 expressed,

> Working with a peer was motivating because working together caused us to be more careful in writing. We do fewer mistakes as a result. Since another person will read my essay, I have that feeling of being more attentive and careful with my writing (M1).

Gaining confidence via teacher feedback

Some students (ST4, ST8, ST17, ST20) in focus group interviews also stated that gaining confidence via teacher feedback helped them feel motivated during while-writing sessions. ST8 highlighted the importance of teacher feedback in motivation by stating,

> My motivation increased through gaining more confidence because of teacher feedback on my writing. When I feel the power of teacher's feedback, I become more motivated. As I become more motivated, my confidence increases. That is two-sided, but the basis of these feelings is teacher feedback (M2).

Engagement in joint dialogues with teacher and peers

Engagement in peer dialogues with the teacher was reported to promote students' motivation for writing during pre- and while-writing stages by most of the students (ST1-3, ST5-13, ST15-18, and ST20). In reflective journals, Student 15 expressed the importance of teacher guidance during pre-writing stage, "Teacher guidance before writing was motivating and important because she helped us when necessary and guide us through learning the ways of surviving alone in writing" (M2). Focusing on the teacher feedback during while-writing stage, ST8 reported, "I become more motivated with teacher's negative feedback because I want to correct my mistakes and develop myself to get positive feedback" (M2).

Engagement in dialogues with peers was reported to promote students' motivation for writing by some students (ST1-4, ST6-7, ST11-12, and ST18-21). These students reported that peer help, guidance and feedback promoted their motivation for writing during pre- and while-writing sessions in the 1st, 2nd, and 3rd modules. ST3, emphasizing the importance of peer guidance in pre-writing stage, reported, "Collaboration helped me improve as it leads us towards competition. It motivates me before writing, so when I write, I do better than my peer do" (M2). ST21, stressing the importance of peer feedback during while-writing stage, underlined, "Collaboration in peer works was motivating because we told each other our mistakes without breaking our hearts and that was motivating in our learning process. Trusting each other is half way of success. And this motivation helps me to do better while writing" (M2).

Figure 4.5 below illustrates the processes which enhanced students' motivation through the implementation of the CRWP. The findings revealed that as a result of enhancement of students' motivation, their autonomy in writing skills was developed.
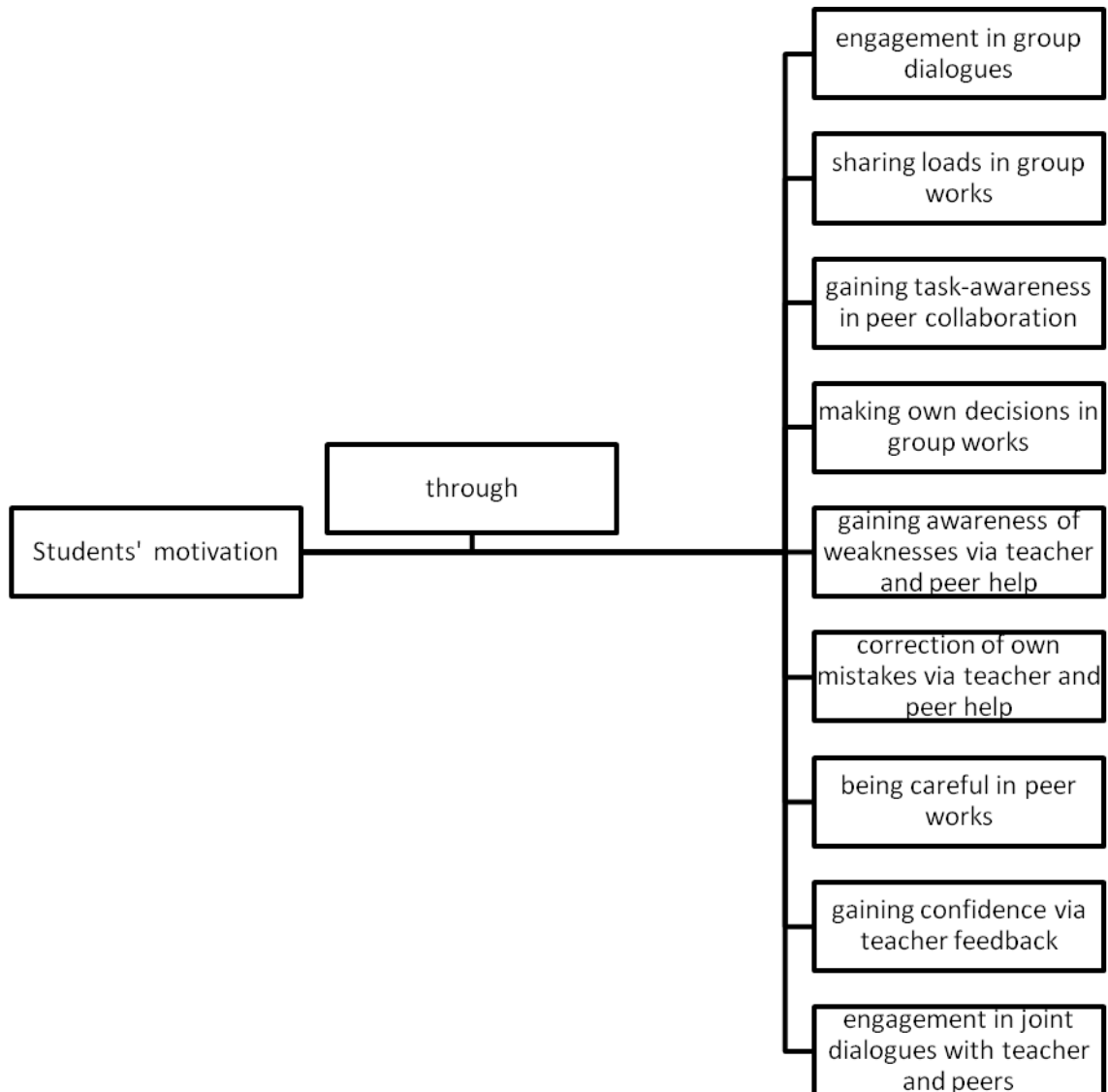

Figure 4.5. Processes Promoting Students' Motivation

To sum up, Figure 4.6 below illustrates the emotional aspects through which students developed their autonomy in writing as a result of their engagement in joint and group dialogues during pre-, while- and post-writing stages of writing throughout modules.
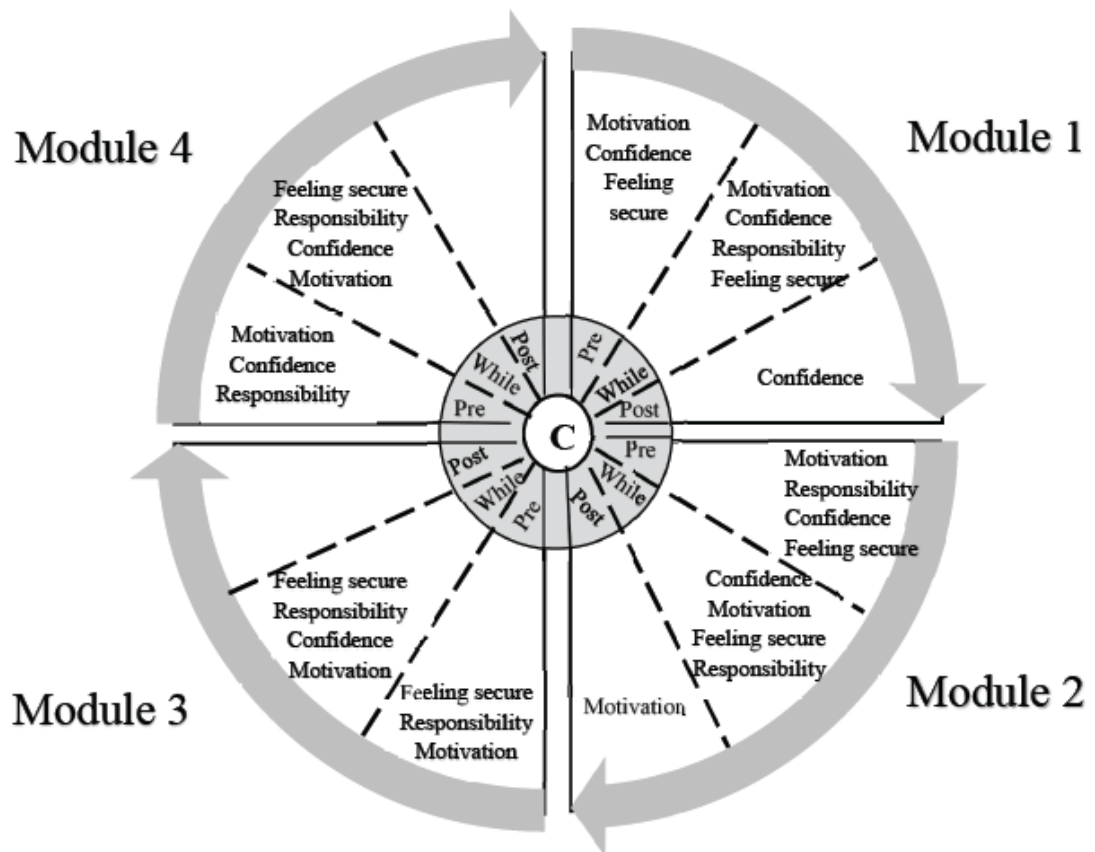
Figure 4.6. Development of Students' Emotional Aspects through Collaboration throughout Modules

4.2.2 Development of Students' Self-evaluation, Self-awareness and Self-correction Skills through Joint and/or Group Dialogues

The data triangulated revealed that joint and group dialogues enhanced students' autonomy through developing their self-evaluation, self-awareness and self-correction skills during pre-, while- and post-writing stages, but mostly during while- and post-writing stages. These skills were facilitated as a result of joint and group dialogues as demonstrated in Figure 4.7.
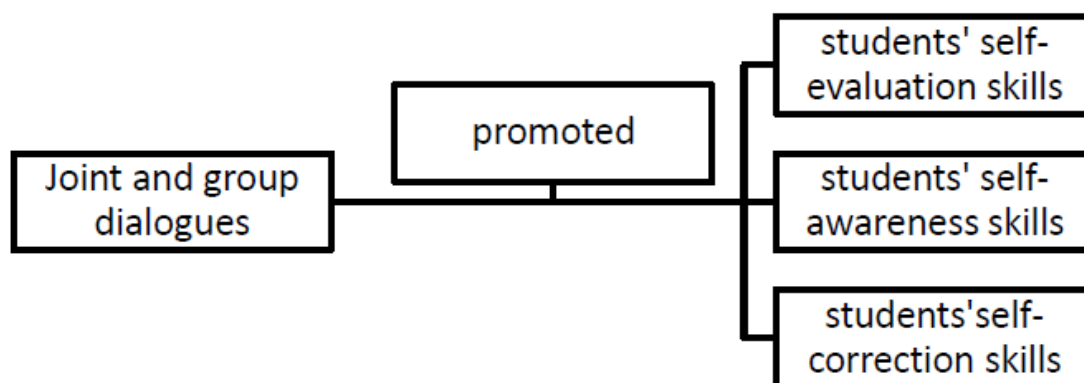
Figure 4.7. Development of Students' Self-evaluation, Self-awareness and Self-correction Skills through Joint and Group Dialogues

4.2.2.1 Development of Students' Self-evaluation Skills

The findings from focus group interviews and reflective journals revealed that students' autonomy in writing was promoted through the development of their self-evaluation skills as a result of joint and group dialogues during while- (n=9) and post-writing sessions (n=3) in the 3rd (n=8) and 4th modules (n=6). This development was facilitated through the following processes.

Getting multiple perspectives via teacher, peer and group collaboration

The multiple data collected illustrated that almost half of the students' evaluation skills (ST3, ST8, ST11-12, ST14, ST17, ST20) were promoted through gaining multiple perspectives via the teacher, peer and group dialogues and support provided during pre- and while-writing stages. In his reflective journal, ST20 reported, "Different perspectives from different people in group dialogues in pre-writing stage helped me develop while writing. By getting others' ideas I evaluate my essay from different perspectives" (M4). ST14, focusing on the benefits of peer feedback during while-writing stage, reported, "…I believe that if you have someone who tries to find your weaknesses, the work you do is always perfect because you keep evaluating

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your rights and wrongs while writing" (M3). Similarly, ST3, focusing on the significance of teacher guidance, remarked, "Teacher's guidance broadens my perspective because she has knowledge and experience. Gaining my teacher's point of view helped me evaluate my own essay from her perspective before I hand it in to my teacher for assessment" (M4).

Engagement in peer and teacher feedback

Almost half of the students (ST1, ST3, ST5-6, ST8, ST16-17, ST22) highlighted their increased self-evaluation skills as a result of their engagement in peer feedback during while-writing stage. As ST1 remarked in reflective journals, "With peer feedback I became aware of all of my mistakes. And when I hand it in again, I do self-evaluation and realize my own mistakes by myself. While correcting my mistakes, I learn indirectly" (M4).

Some of the students (ST1, ST3, ST15, ST17, ST20) reported that their self-evaluation skills was promoted via the teacher feedback given during while-writing stage. In focus group interviews as Student 20 stated,

> Teacher feedback played an important role on my development since it made me gain a new perspective and helped me consider how my teacher evaluate my essay and I try to look it at that way. This developed my self-evaluation skill objectively and thus increased my autonomy (M3).

Enhancement of motivation in peer dialogues

One student's self-evaluation skills were also promoted through her enhancement of motivation as a result of peer guidance during while-writing stage (ST19). In reflective journals, ST19 stated, "Peer works were motivating because I was tested. It

gave me the chance of testing my knowledge. Being motivated helps me to evaluate

my essay on my own" (M4).

Development of independence via teacher guidance

Only one student (ST13) reported that his/her gaining self-evaluation skill during

while-writing stage was promoted through his/her gaining independence via teacher

guidance (ST13). In reflective journals as ST13 reported,

> Teacher guidance improved my writing skill as I feel that I don't need anyone
> while writing. I feel independent because I can now write by myself, then I can
> evaluate my essay by myself. And maybe I then need a third eye to assess my
> essay (M3).

Correction of own mistakes via teacher guidance

The findings from reflective journals revealed that one student (ST18) developed his

self-evaluation skills through correcting his own weaknesses as a result of the teacher

guidance during while-writing stage. This process was reported to promote student's

autonomy. ST18 highlighted,

> My writing improved in collaborative work as I have more responsibility. I
> developed in creating new ideas and become more independent in sharing
> them. As I improved in realizing my own mistakes, I become more
> independent because I don't need anyone else to show me my mistakes or help
> me to correct them. I can find ways and reach sources by myself to correct my
> mistakes (M4).

Practicing critical thinking in peer dialogues

In focus group interviews, only one student (ST13) reported her development of self-

evaluation skill through practicing critical thinking skills via peer feedback and

guidance during while-writing stage. ST13 remarked, "As we know each other, we

evaluate each other realistically, without any shyness. Instead of thinking how I did

that mistake, you start thinking why I did that mistakes via peer work" (M4).

Engagement in peer-editing sessions

Few students (ST11-13, ST15) reported their development of self-evaluation skills as a result of post-writing peer-editing sessions since these sessions enabled them to realize their own weaknesses. These students reported that during peer editing peers' essays, they realized their own mistakes and evaluated themselves. As student 13 stressed, "Peer editing made me be aware of what I have already know. As I face my weaknesses through my peer's editing form, I focus more on them to improve myself" (M4).

Figure 4.8 illustrates the aspects which helped students develop their self-evaluation skills though the collaboration dimension of the implemented CRWP. The findings showed that students' development of self-evaluation skills helped students gain their autonomy in writing skills.
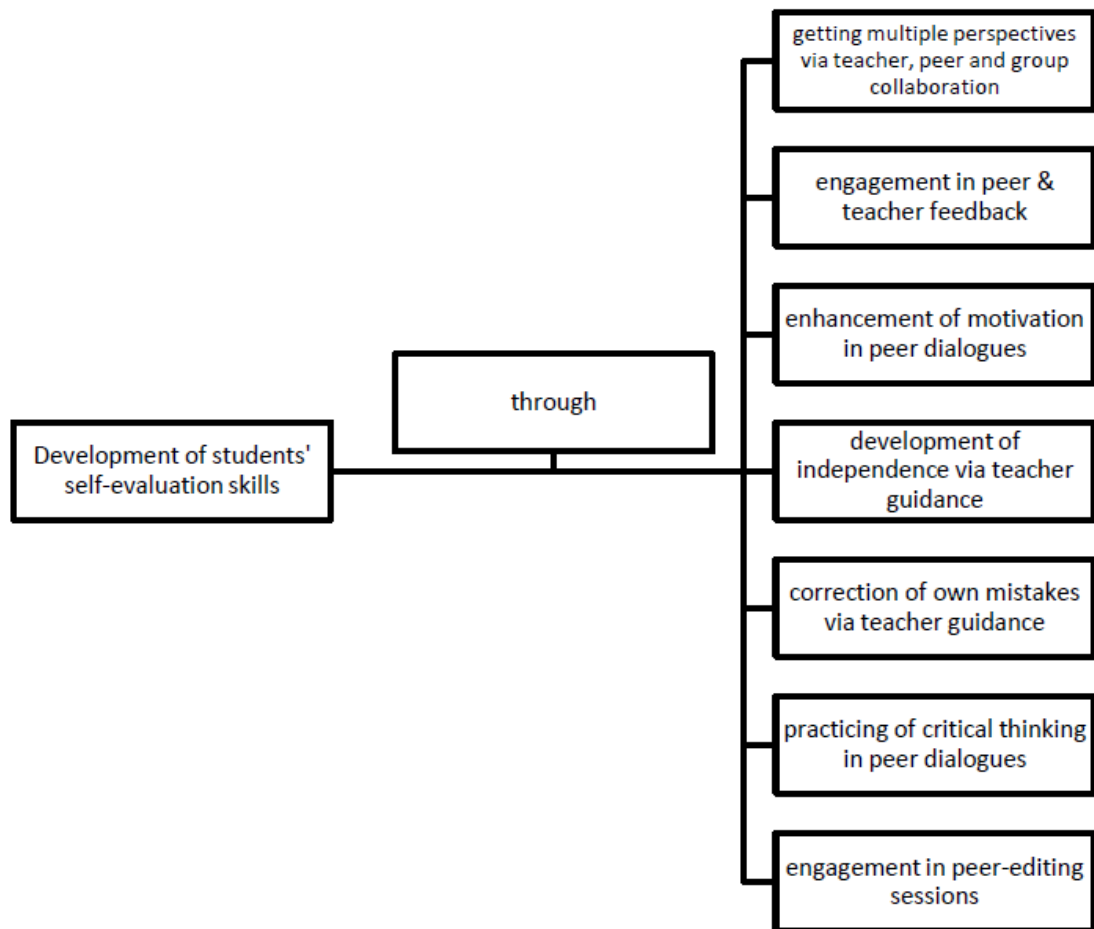
Figure 4.8. Processes Promoting Students' Self-evaluation Skills

4.2.2.2 Students' Gaining Self-awareness Skills

The data collected from reflective journals and focus group interviews revealed that students' gaining awareness of their own weaknesses via joint and group dialogues promoted their autonomy in writing during while- and post-writing stages in the 2nd (n=5), 3rd (n=20) and 4th (n=21) modules.

Getting group and peer guidance

That the group dialogues helped students gaining awareness of their own weaknesses during pre-writing stage was reported by ST9 as, "My awareness of weaknesses increased in brainstorming together with my friends in groups because we shared more ideas together" (M4).

In reflective journals only one student (ST3) reported his development of self-evaluation skill as a result of gaining awareness of her/his weaknesses via peer dialogues. ST3 commented on this issue in focus group interviews by stating that "peer guidance helped me to see my mistakes through the eyes of my friend. In this way, I can evaluate my own essay next time" (M3).

Engagement in teacher and peer dialogues

That peer and teacher feedback and guidance promoted students' awareness of own mistakes and autonomy during while-writing stage was reported by few students. ST5 stated, "Peer feedback helped me a lot in being sufficient by myself through finding my mistakes and trying to correct them by myself" (M4). In focus group interviews, ST16 also remarked, "When we give feedback to our friends we realize our own mistakes more. We realize our mistakes quickly because we gain that habit from teacher's feedback" (M4). ST15, emphasizing the importance of the dialogue between student and teacher, stated, "Collaborating with teacher increased our awareness I think as I realized that I write more carefully and because of this, I realized my mistakes and do less mistakes" (M4).

Modelling through teacher and peer feedback

Some students (ST2-4, ST8, ST10, ST12, ST19) also highlighted that their gaining awareness of weaknesses was promoted through teacher and peer modelling during the while-writing stages. As ST2 stressed, "In the first module, I didn't know how to give feedback but the teacher's feedback showed me how to analyze my friend's writing and give feedback. Learning this helped me become aware of my weaknesses as I learnt how to look at my essay" (M3). ST12 emphasized the value of peer

modeling in reflective journals and said, "Giving feedback to my peer helped me realize what mistakes I have and also how I can correct it or write better" (M4).

Improvement of critical thinking via teacher feedback

Another factor which helped few students (ST3, ST5) gain awareness of their own weaknesses was their improvement of critical thinking skill via teacher feedback during while-writing stage. In his/her reflective journal ST5 stated, "Teacher feedback was necessary for me because her instruction and guidance helped me improve in thinking critically, which results in realizing my own mistakes" (M3). In a reflective journal, ST3, highlighting the significance of improving critical thinking skills, reported,

> Collaboration with the teacher helped me develop in writing through sharing ideas and thus developed my critical thinking skills to realize my mistakes. In this way, when I get feedback of my teacher, her guidance leads me to think consciously in order to find ways of correcting my mistakes (M4).

Gaining multiple perspectives via peer feedback

That students' gaining multiple perspectives as a result of peer feedback promoted their gaining awareness of own weaknesses in writing was reported by both ST20 and ST22. In a reflective journal ST22 reported, "Peer feedback increased my awareness because our view of something we did is different from our view of something others did" (M3). Similarly, stressing the same issue, ST20 reported, "Acquiring multiple perspectives through peer feedback helped me to become more aware of my mistakes because my peer's feedback enabled me to evaluate my essay from different perspectives. Because of this, I realized my mistakes more easily" (M3).

Sharing responsibility in peer dialogues

Only one student (ST18) emphasized that sharing responsibility in peer dialogues promoted his/her gaining awareness of weaknesses. As ST18 remarked, "In collaboration with peers, sharing responsibility gave me the opportunity to see my mistakes" (M3). The same student reported in the first and second module that s/he liked working in peers as s/he stated "Peer dialogues reduced my responsibility of learning and thus motivated me to learn" (M1 and M2).

The following figure illustrates the processes which helped students' gain awareness of weaknesses through the collaboration dimension of the implemented CRWP.
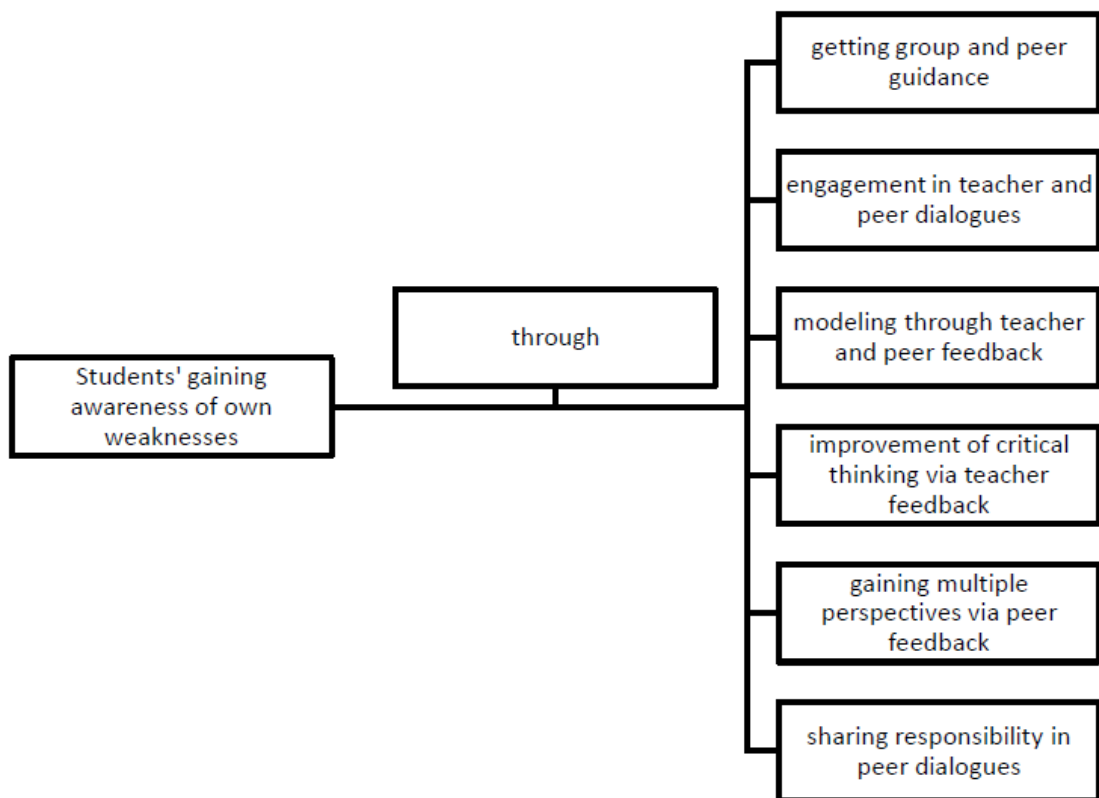

Figure 4.9. Processes Helping Students Gain Awareness of Own Weaknesses

4.2.2.3 Improvement of Students' Self-correction Skills

The data collected from reflective journals and focus group interviews exhibited that students' autonomy in writing was promoted as a result of their improvement of self-correction skills via peer and teacher feedback and guidance during while-writing sessions in the 2nd (n=3), 3rd (n=18) and 4th (n=21) modules.

Getting teacher and peer feedback

The findings revealed that students' self-correction skills was mostly promoted through teacher (ST1-6, ST8-12, ST14, ST16-22) and peer feedback (ST1-2, ST5-6, ST8, ST10-11, ST17, ST20-22) during while-writing stage. ST20 stressed how teacher feedback helped her/his development: "Teacher feedback was detailed and she talked with us about how we can correct our mistakes. This caused me to develop in self-correction skill which is an important development for my writing" (M4). ST6 also, highlighting the role of teacher feedback in reflective journals, said, "Teacher feedback helped me improve my writing via self-correction. For example, my teacher shows me my mistakes and I put on effort to correct myself and this made me to remember the mistake I did and not to repeat it" (M3).

Further, ST8, emphasizing the importance of peer feedback, reported, "Peer feedback helps me improve in writing because we learn from each other and also we guide each other not to make mistakes because if she makes a mistake, I pay for it as well. She used to show me my mistakes so that I work on them" (M4). ST22 remarked the same issue,

> Peer works were beneficial in realizing my mistakes. Similarly, when I check his [peer's] essay, I realize what positive and negative sides he [peer] has. I believe that correcting each other's mistakes was beneficial for both of us since

we develop ourselves in that way. When checking his essay, I become aware that I did the same mistakes (M3).

Gaining awareness of weaknesses via peer and teacher feedback

According to the data collected from reflective journals and focus group interviews, half of the students (ST5, ST7-12, ST15-16, ST19, ST22) reported their improvement in self-correction through gaining awareness of their own weaknesses via peer and teacher feedback during while-writing stages. In reflective journals ST7 remarked,

> The feedback I get from my teacher improves my writing. My teacher's feedback provides me with both seeing my mistakes and extra vocabulary and grammar knowledge. Teacher feedback made me realize my mistakes and this awareness helped me improve in correcting my own mistakes (M4).

In focus group interviews ST8 reported, "When peer feedback made me realize my weaknesses, I try to find ways of correcting them. In this way I learn, and don't forget them" (M4).

Modeling teacher and peer feedback

Some of the students (ST2, ST6, ST13-14, ST17) reported teacher and peer modelling as the reasons promoting their self-correction skills in writing. In focus group interviews ST13 commented how peer modelling developed his self-correction skills,

> Collaboration in peers helped me to improve faster because before I only review my own writing from my point of view…Then when I write alone I avoid doing mistakes because I remember that my friend did the same mistakes. I start evaluating myself from multiple perspectives and, therefore, correct myself (M3).

In reflective journals ST17, emphasizing the importance of teacher modeling, said,

> Teacher help made me feel that I am sufficient in correcting myself. Because of her feedback, I learnt how to evaluate my essay and at the same time, I learnt how to give feedback to my peers. I know that I give efficient feedback to my peers because I take my teacher's feedback as a role model (M2).

Developing planning and organizing strategies via teacher feedback

In reflective journals, only one student (ST4) highlighted the improvement of her self-correction skill through the development of planning and organizing strategies via teacher feedback. In a reflective journals she stated, "Teacher feedback was beneficial because she helped me to correct my mistakes. It makes me learn how to make a plan, which enables me to write better" (M3).

Being careful

The findings from reflective journals revealed that only one student (ST12) emphasized his improvement of self-correction skills through being careful in writing via teacher feedback, which was reported to promote students' autonomy in writing. S/he also remarked, "Teacher feedback improved my self-correction skill as I became more careful and think twice before I write. In this way, I felt that my autonomy in writing developed because being careful enabled me to write consciously" (M3).

Using prior knowledge

In focus group interviews, only one student (ST2) indicated that her gaining the skill of self-correction was promoted through using her pre-knowledge during while-writing process. ST2 stressed,

> The writing activities while writing helped me remember the things I forgot. Because I know that my peer will read it, I don't want him to find my mistakes.

Therefore, I force myself to remember the things I know before. For example, I force myself to remember some important grammar rules so that I can correct my own mistakes when I read my essay again before giving it to me peer (M1).

Gaining responsibility of self-correction

Most of the students (ST1, ST4, ST7, ST10-12, ST17, ST19, ST21) reported that teacher and peer feedback assisted them gain responsibility for self-correction. ST4, expressing the importance of teacher feedback, stated, "Teacher help and guidance made me feel responsible because I need to correct my errors. She encourages me to revise my essay and when my teacher guides me I feel that I have to improve my writing to show her that I valued her feedback and guidance" (M3).

ST17, highlighting the significance of peer guidance, reported, "Peer guidance helped me behave less selfish in doing a task. And I felt more responsible to correct my own mistakes when my peer showed me. I become my own teacher in correcting my own mistakes as I feel that my peer will read it" (M3).

Few students (ST1, ST10-11) emphasized that gaining awareness of writing process via peer help promoted their gaining responsibility of self-correction, as ST10 remarked, "Peer feedback is always important to feel the responsibility of correcting my mistakes. When my peer raises my awareness towards my weaknesses, I feel the responsibility to improve them" (M3).

Only one student (ST12) stressed that, through gaining self-confidence via teacher help, she gained the responsibility of self-correction. She stated,

My autonomy in writing was encouraged since when I become more responsible for making self-correction. When my teacher helped in writing, this encouraged my self-confidence. As I gained self-confidence, I became more

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responsible for correcting my own mistakes. Having that confidence provided me with the encouragement to correct my mistakes by myself (M3).

Figure 4.10 below illustrates the processes which helped students improve their self-correction skills through collaboration dimension.
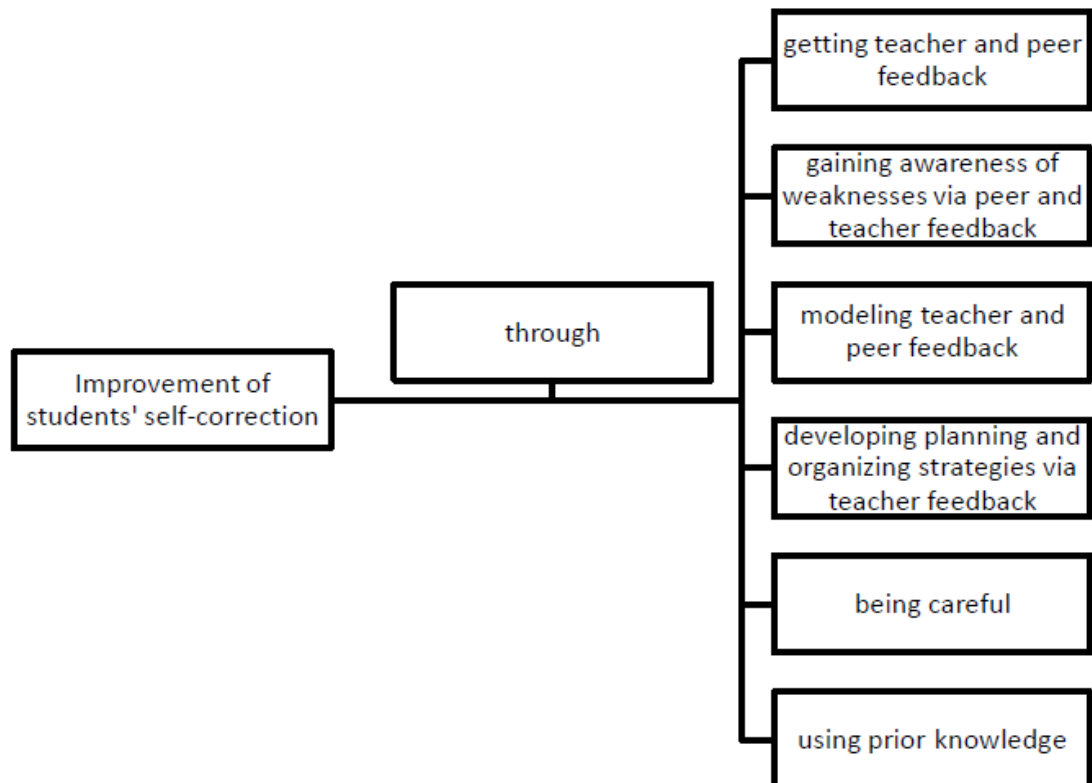

Figure 4.10. Processes Promoting Students' Self-correction through Collaboration

To conclude, the collaboration dimension of the CRWP implemented helped students promote their autonomy through developing their self-awareness, self-evaluation, self-correction during while-, and post-writing stages throughout the modules as shown in Figure 4.11 on the next page.
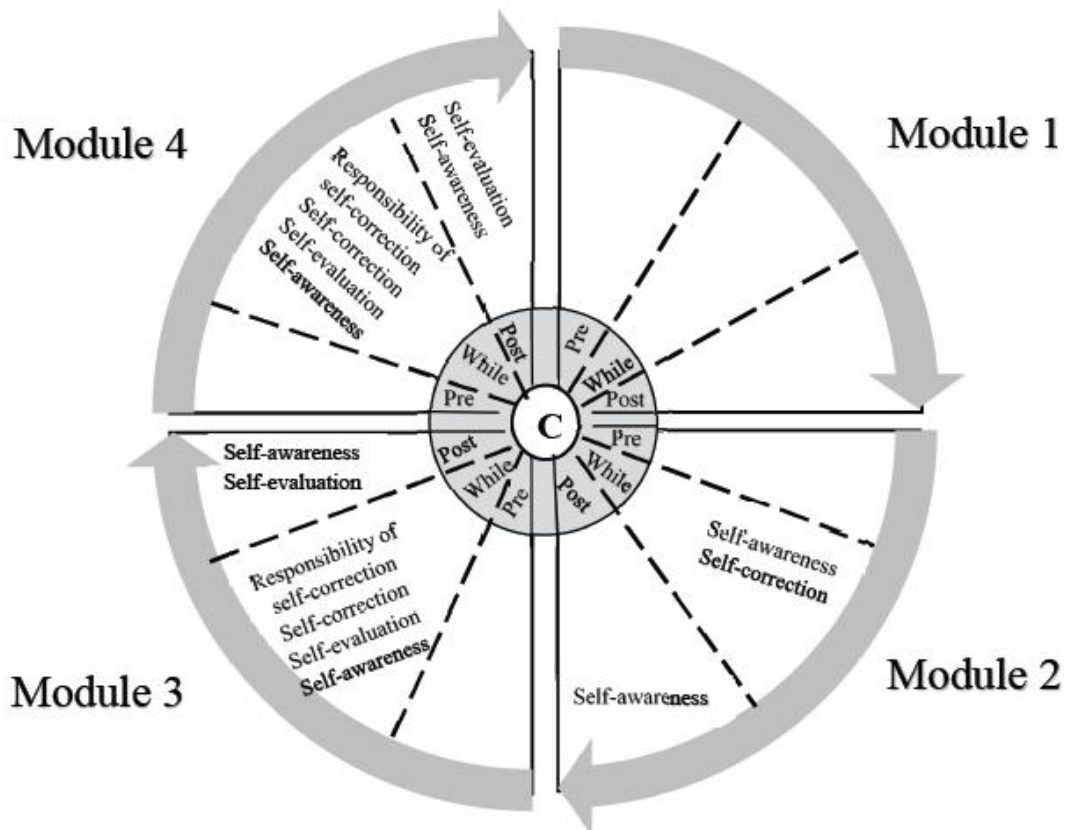
Figure 4.11. Development of Students' Self-evaluation, Self-awareness and Self-correction Skills through Collaboration throughout Modules

4.2.3 Development of Students' Writing Strategies and Skills through Joint and/or Group Dialogues

The data from reflective journals and focus group interviews indicated that joint and group dialogues, through peer and teacher help and feedback, fostered students' autonomy in writing. As demonstrated in Figure 4.12 on the next page, students' engagement in these dialogues during pre- and while-writing stages in all four modules helped them develop their writing performance through developing planning, organization, revision, and evaluation strategies, using lexical, grammatical and mechanical skills, and developing critical thinking skills.
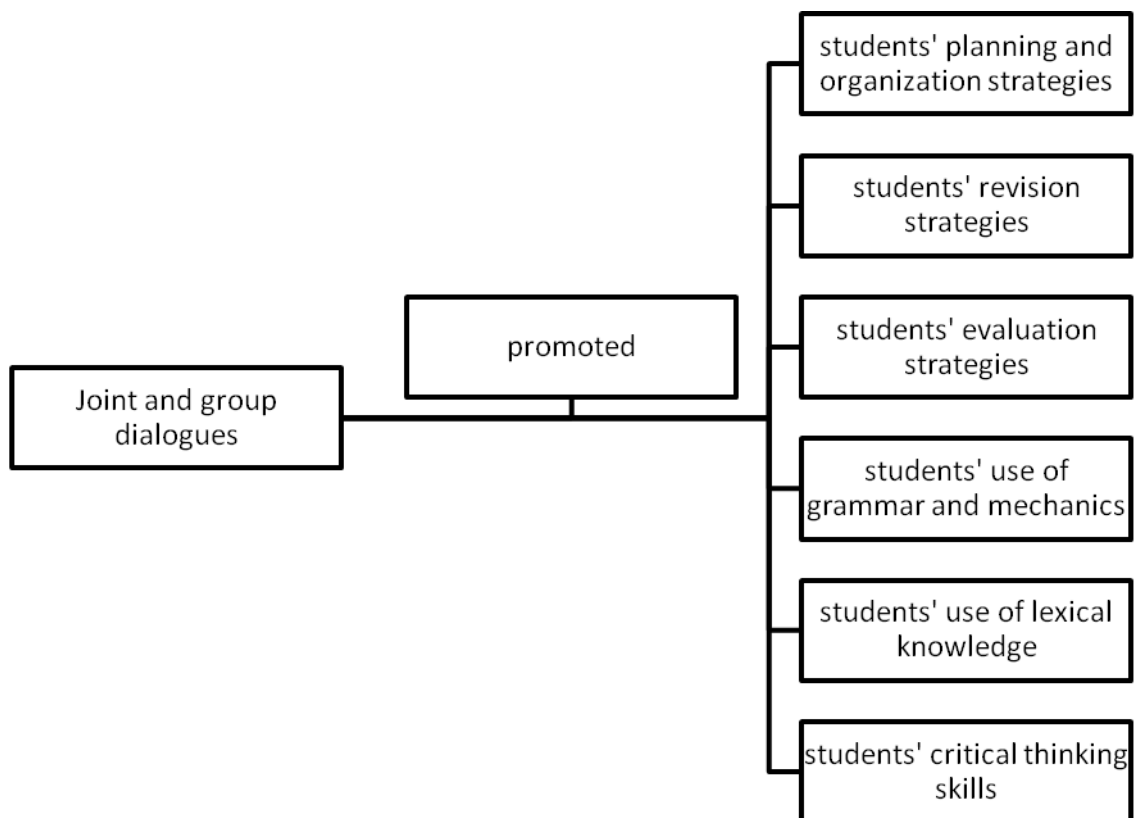
Figure 4.12. Development of Students' Writing Strategies and Skills through Teacher and Peer Dialogues

4.2.3.1 Development of Students' Planning and Organization Strategies

The findings from focus group interviews and reflective journals showed that students' autonomy was promoted as a result of their development of planning and organization strategies, which were supported through their engagement in joint and group dialogues during pre-writing (n=8) and while-writing stages in the 3rd (n=15) and 4th (n=7) modules.

Engagement in teacher and peer feedback

The data triangulated showed that most of the students' planning and organization strategies (ST1, ST3-5, ST9-16, ST18-19, ST21-22) were developed through getting

teacher feedback and guidance during while-writing stage. ST15 emphasized how teacher feedback helped develop his planning and organization strategies, "Through teacher feedback, I developed in organizing my essay. I learnt how to write an essay on a subject that I didn't know before. With the help of planning my essay and grammar, I become a better writer" (M3). Student 3 also stated,

> Teacher feedback helped me improve in writing because it made me focus on … planning strategy as they considered the skeleton of the writing. Teacher feedback guided me in developing myself in planning, since it helped me to write better as I plan to know what to write beforehand (M3).

Besides, some of the students (ST3-4, ST10, ST15, ST18) indicated that their planning and organization strategies were encouraged through peer feedback and help during while-writing stage. As ST10 stressed, "In peer works my peer's role was beneficial since his guidance helped me take actions to learn new things also learn from him. With his guidance I become a better writer because he helped my organization to improve" (M4). Similarly, ST4, focusing on the influence of peer feedback, stated:

> In creating ideas and in gaining different perspectives I believe I developed because of peer's feedback. Having different perspectives is always a must for our future job as a lawyer, as we have to provide different explanations for the same case. As we gain multiple perspectives from our peer's feedback during while-writing, we create our own ideas as we exchange ideas, and we plan and organize our essays accordingly. If we didn't do that brainstorming activity together, I would not be able to write the essay with that many ideas and with a better organization (M4).

Improvement of creativity and imagination via peer dialogues

The findings from focus group interviews and reflective journals revealed that some of the students (ST1, ST4, ST7, ST13, ST20) developed planning and organization

strategies as a result of improving their creativity and imagination via peer dialogues during while-writing stage. In focus group interviews ST1 stated,

> In dialogues with friends in peer works, my imagination developed before I write, so that I can imagine easily and then I write so that my writing becomes easier. My imagination improved, which helped my planning skill developed as well. As I imagine and make a plan for my writing, I write easily (M3).

In a reflective journal, emphasizing the significance of teacher dialogues, ST20 reported,

> In peer dialogues with my teacher during feedback sessions, my imagination developed as she helped me to think deeply from different perspectives and create ideas by myself. Teacher guidance towards the improvement of my imagination helped me plan my essay before I write and organize my ideas so that I have better written essays (M2).

Gaining critical thinking skills via teacher feedback and guidance

The findings triangulated also revealed that some students' autonomy in writing (ST2, ST8, ST11, ST19) was promoted as a result of developing their planning and organization strategies. This was reported to be realized through gaining critical thinking skill via teacher feedback and guidance during while-writing stages. In a reflective journal, ST8 reported,

> Teacher feedback and guidance helped me develop my planning and organization strategy since planning before writing is half of the success for me. When I make an outline, I feel more relaxed in writing and my autonomy increases when I do this. I need my peer's help in doing this because it weights too much to do it alone (M3).

Improving researching skills via peer feedback and guidance

The focus group interviews revealed that only one student (ST13) reported his development of planning and organization strategy as a result of his improved

research skills which were led by the peer feedback and guidance. Student 13, focusing on the benefit of researching, stated,

> Being in a researching situation with my peer was very beneficial for me because he helped me to get knowledge while writing on a topic which was very unfamiliar for me. When I do a research, I become more planned as I know what to write on (M3).

To sum up, Figure 4.13 below illustrates the key processes that helped students develop their planning and organization strategies through collaboration throughout writing stages and modules.
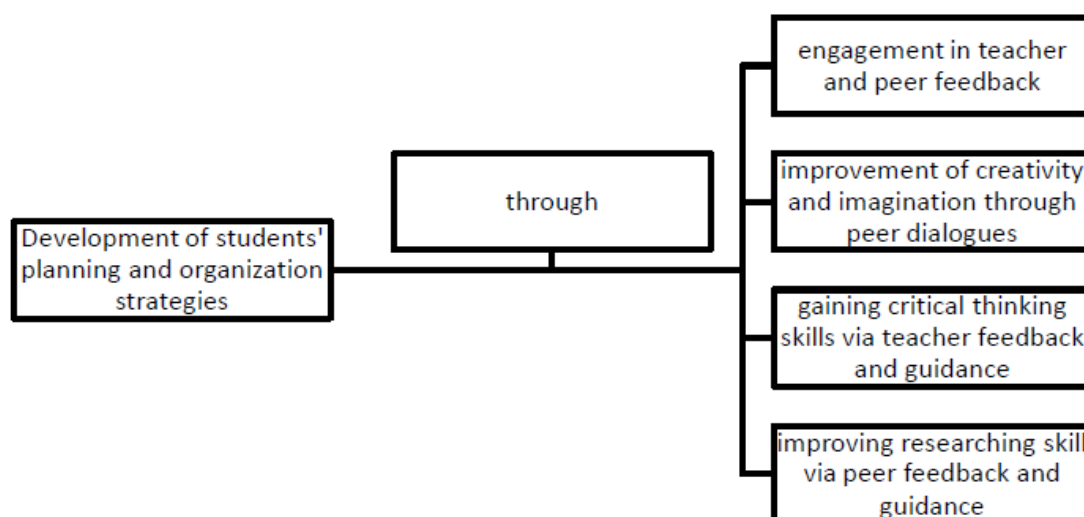

Figure 4.13. Key Processes Promoting Students' Planning and Organization Strategies

4.2.3.2 Development of Students' Revision Strategies

The analysis of the data gathered from focus group interviews and reflective journals revealed that students' autonomy was promoted through their development of revision strategies as a result of teacher feedback (n=12) and peer feedback (n=5) received during while-writing stages throughout the modules.

More than half of the students (ST5, ST7-8, ST11-16, ST18-20) emphasized the importance of teacher feedback for their improvement of revision strategies during while-writing stage. ST15 remarked, "Teacher feedback is necessary because the only way we improve in writing is making revisions since we correct ourselves there. If we don't have feedback, we can't see our mistakes and correct ourselves to develop in writing" (M4).

Further, some students (ST2-3, ST12, ST14, ST21) emphasized how peer feedback promoted their development of revision strategies during while-writing stage, as ST12 underlined,

> Peer feedback helped me to develop in revising my essay because writing repetitively with different feedback enriched my essay and improved my grammatical errors. So I think peer feedback plays an important role as it gives comments from a different point of view and this helps me develop in revising easily and practically (M4).

4.2.3.3 Development of Students' Evaluation Strategies

The analysis of focus group interviews and reflective journals revealed that students' autonomy in writing was promoted through developing their evaluation stratgies as a result of the feedback they received in joint and group dialogues during while-writing stages in the 3rd (n= 5) and 4th (n=4) modules.

The findings of reflective journals and focus group interviews indicated that some students (ST4, ST7, ST12, ST14-15, ST19) developed their evaluation strategies through evaluating their own writing performance via the teacher feedback they received during while-writing sessions. ST14, stressing the importance of teacher feedback on the improvement of students' evaluation strategies, stated,

> Teacher feedback helped me to evaluate what I know and what I need to correct in my essay. When I correct my mistakes my writing skill develops as I learn to evaluate myself from different angles. Teacher feedback showed me

how to improve my writing through evaluating my mistakes and revising my essay (M3).

Some of the students (ST1, ST3, ST6, ST16-18, ST22) stressed that peer feedback helped them evaluate their own essays, As ST18 indicated, "Giving feedback to my peers developed my evaluation strategy by giving me the chance of comparing myself with my peers. As I evaluate my essay, I improved myself by correcting my mistakes" (M3).

4.2.3.4 Students' Use of Grammar and Mechanics

Students' writing performance was promoted through developing their use of grammar and mechanics as a result of the feedback and guidance they received from the teacher (n=18) and peers (n=9) during while-writing stages in 2nd (n=6), 3rd (n=17) and 4th (n=5) modules.

Most of the students (ST1-4, ST8-15, ST17-22) emphasized that teacher feedback and guidance helped them develop in using grammar and mechanics as a result of which their autonomy in writing was fostered. Student 21 stressed how teacher guidance helped her development of writing below:

> Teacher guidance helped me to become better in writing because she showed me my mistakes in grammar and I start learning from my mistakes. …Also, teacher feedback made me feel improved in punctuation because before I wasn't paying that much attention to it. But now I do because I learnt that it's the face of my writing (M4).

Almost half of the students (ST4-5, ST10, ST13-14, ST18-21) stated that peer feedback facilitated their use of grammar and punctuation in language. ST19 remarked,

> Peer works helped my improvement of grammar. Because my friend will read my essay, I become more careful in writing and find my own mistakes as a

result, my grammar improved through collaboration with my peer. Repetitive peer feedback also helped me to correct my grammar errors and thus write more fluently since we repeatedly write the same essay to make it perfect grammatically (M4).

To sum up, students' getting teacher and peer feedback helped them develop their use of grammar and mechanics in writing throughout writing stages and modules.

4.2.3.5 Students' Use of Lexical Knowledge

The data collected from reflective journals and focus group interviews revealed that students' autonomy in writing was promoted as a result of their development in using lexical knowledge through researching in peer dialogues (n=3), engagement in group dialogues (n=3), and getting teacher (n=12) and peer feedback (n=10) during pre- (n=12) and while-writing stages (n=17) in all four modules.

Researching in peer dialogues

That researching in peer dialogues during pre-writing stages helped students grow in lexical knowledge was highlighted by few students (ST5, ST11, ST19). ST11 emphasized, "I developed in vocabulary because I did my own research on the topic I choose. This helped me learn new things by myself and use them in my essays" (M2).

Engagement in group dialogues

In focus group interviews, a few students (ST12, ST17, ST20-21) emphasized that their lexical knowledge was developed through group collaboration in pre-writing stage. ST12 stated,

> Group works helped us to learn vocabulary. For example, in group works, we had to learn the required words by ourselves. But if the teacher gave us the words in class I won't learn them. But in groups we had to learn them by ourselves to do the tasks (M2).

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In reflective journals, highlighting the significance of group dialogues on developing students' use of lexical knowledge, ST17 reported,

> When the teacher tells us the words, I don't remember them. But when I learn them in group works during brainstorming, I remember these words more and use them in my essay. I also use the words I learn from my friends because in group works I don't think that I have to learn them. When the teacher gives them, I resist learning them because I feel that I have to learn them (M2).

Getting teacher and peer feedback and guidance

Half of the students (ST1, ST10, ST12-14, ST16-22) indicated that teacher feedback and guidance helped them develop their lexical knowledge during while-writing sessions in all modules. ST22 highlighted this issue, "My vocabulary developed because of the teacher feedback and guidance. When we realized our mistakes in teacher feedback, I corrected my own mistakes and this helped me develop my writing" (M3).

Similarly, half of the students (ST1, ST11, ST13-17, ST19, ST21-22) reported their development in using lexical knowledge as a result of the peer feedback received during while-writing stage. As ST1 reported,

> Peer works helped us to learn from each other, especially vocabulary. In individual works, I used to have a dictionary but in peer works I feel developed in vocabulary through speaking-in collaborating with my friend. I learnt many new words that I used in my essay (M3).

To sum up, Figure 4.14 illustrates the processes which promoted students' development in using lexical knowledge via the collaboration dimension of the CRWP implemented throughout the modules.
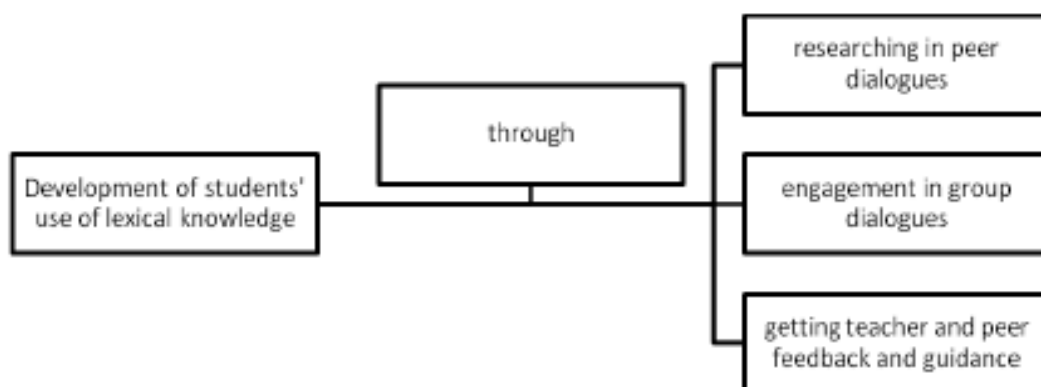
Figure 4.14. Processes Promoting Students' Use of Lexical Knowledge

4.2.3.6 Students' Critical Thinking Skills

The data gathered from multiple instruments revealed that students' autonomy in writing was fostered as a result of their development of critical thinking skill through joint and peer dialogues. Students' critical thinking skills were supported in both pre-(n=6) and while-writing (n=19) stages through gaining multiple perspectives from peer and teacher dialogues, group discussions, and peer-editing in the 3rd (n=20) and 4th (n=11) modules.

As the multiple data suggested, almost all of the students (ST1-20, ST22) stated that their critical thinking skills were developed through gaining multiple perspectives via peer and group dialogues. Highlighting the importance of the issue, ST14 reported,

> When I work with my peers and friends in groups, I feel that I have broader sense of the world because I learnt about my friend's ideas and I learnt to look at the things from different perspectives. This made me think critically as I have more views about the topic. Thinking critical made me to write better as I use more words and different ideas (M4).

Some of the students (ST2, ST8, ST10 ST11-12, ST16, ST22) indicated that the reason for their development of critical thinking skill was because of their engagement in peer-editing as a part of joint dialogues. ST8 stressed,

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I criticize my own ideas, and I criticize my peer's essays when peer editing. In peer-editing, I find my peer's mistakes and try to comment on the organization. I criticize the essay, I use multiple perspectives I possessed during collaborative works. In this way I had so many things to comment on and I become aware of my own and peer's mistakes easily (M4).

Some of the students (ST2, ST11, ST18, ST19, ST22) indicated that their engagement in joint dialogues with the teacher helped them gain critical thinking skills. ST2 emphasized how teacher feedback facilitated this, "Working with the teacher helped me to gain critical thinking skill because her ideas and feedback lead me to find my own solution when I have a mistake or problem" (M3).

Figure 4.15 illustrates the processes promoting development of students' critical thinking skills though engagement in peer and group dialogues, peer-editing and teacher feedback.
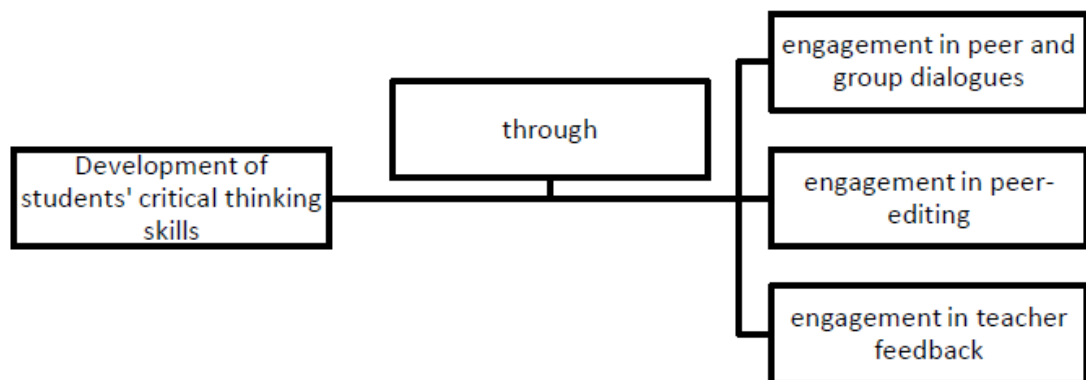

Figure 4.15. Processes Promoting Students' Critical Thinking Skills

Figure 4.16 on the next page illustrates the processes that promoted students' writing skills through joint and group dialogues during pre-, while-, and post-writing stages throughout the modules.
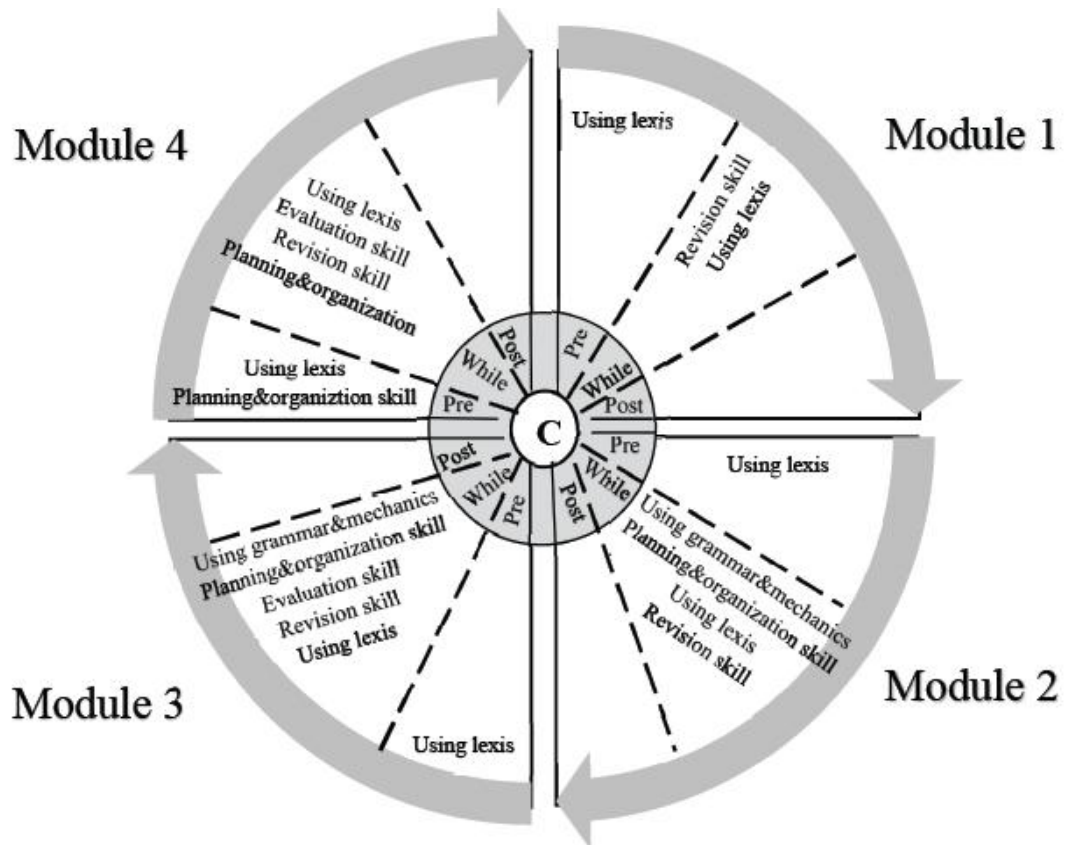
Figure 4.16. Processes Promoting Students' Writing Strategies and Skills through Collaboration throughout Modules

To sum up, the findings revealed that students' autonomy was fostered through the development of students' emotional aspects like motivation, responsibility, feeling secure and self-confidence. At the same time, students' use of lexis, and grammar and mechanics, planning and organization strategies, revision strategies, evaluation strategies were developed. Besides, students' self-evaluation, self-awareness, and self-correction skills were developed as a result of the implementation of the collaboration dimension of the CRWP. In this regard, Figure 4.17 summarizes the processes that helped students gain autonomy throughout the stages in all modules as a result of the implementation of the collaboration dimension of the CRWP.
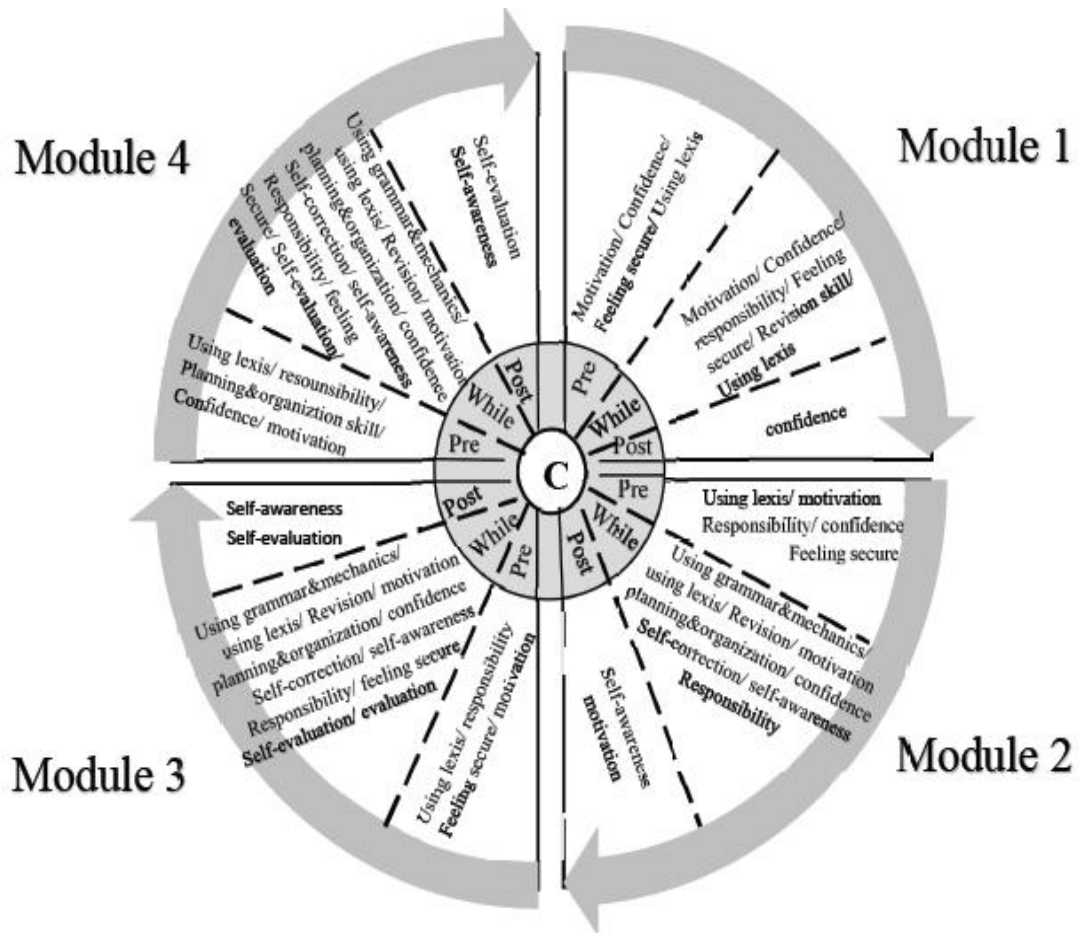
Figure 4.17. Processes Promoting Students' Autonomy in Writing through
Collaboration throughout Modules

4.3 Development of Students' Autonomy in Writing through the Reflection Dimension of the 'Collaborative and Reflective Writing Program' Implemented

The triangulation of the data from reflective journals and focus group interviews displayed that reflection dimension of the CRWP implemented encouraged students' autonomy in post-writing stages of the learning process. Figure 4.18 illustrates the key processes that emerged as a result of the reflective journals and focus group interviews considering the reflection dimension of the CRWP implemented.
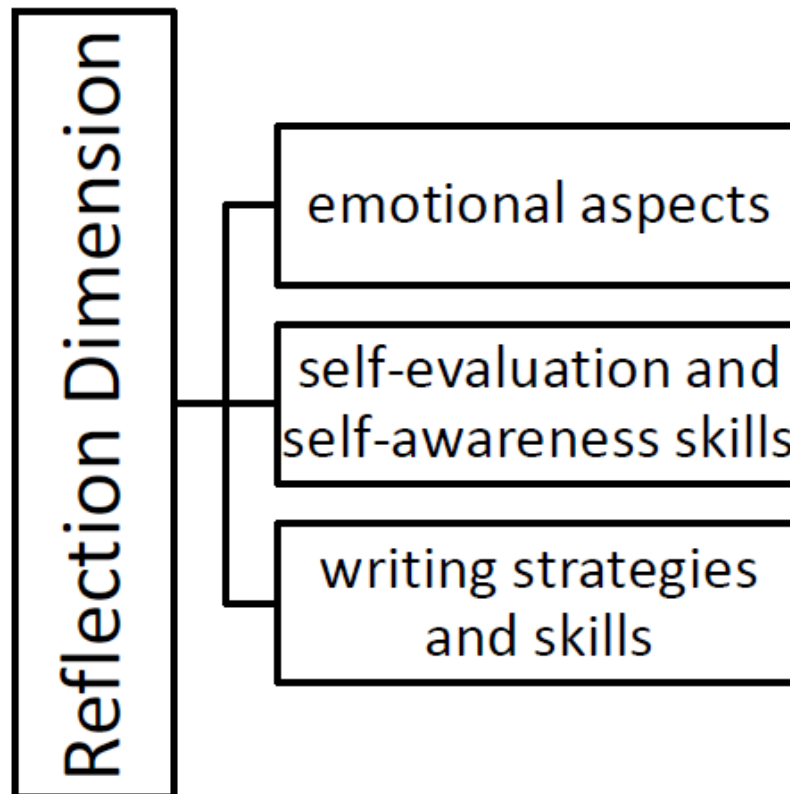
Figure 4.18. Processes Promoting Students' Autonomy through Reflection

4.3.1 Development of Students' Emotional Aspects through Reflective Journals

The findings drawn from focus group interviews and reflective journals revealed that students' involvement in writing reflective journals fostered their autonomy in writing. Students' engagement in reflective processes during post-writing stages helped them gain certain emotional aspects - self-confidence and motivation in writing - as a result of which their autonomy was enhanced (see 4.19).

Figure 4.19. Processes Promoting Students' Emotional Aspects through Reflection Dimension

4.3.1.1 Students' Gaining Self-confidence

The data triangulated showed that students' autonomy in writing was fostered through their increase of self-confidence by writing reflective journals during post-writing sessions in the 3rd (n=6) and 4th (n=5) modules. The processes below were reported to promote students' gaining self-confidence, as a result of which their autonomy was promoted.

Involvement in writing reflective journals

Almost half of the students (ST1, ST3-4, ST8-10, ST13, ST15, ST17, ST21) highlighted that their self-confidence was increased as a result of their engagement in writing reflective journals throughout the modules. In the final reflective journal, ST1 remarked, "Writing reflective journals made me see what I know and what I don't know. Knowing these increased my self-confidence. Because of the journals, my skill of creativity increased to help my self-confidence improve." ST15 emphasized the significance of writing reflective journals as, "Reflecting on what I learn helped me to journey the process of writing all alone at last because it caused me to trust myself and I have that confidence to write by myself" (M4). Similarly, ST10, pointing out the reflective process, stated, "I feel confident when I reflect what I have. It's like mirroring. The more I reflect, the more I feel confident" (M3).

Making own decisions

Another issue which promoted the growth of students' self-confidence was students' giving their own decisions during the learning process (ST1 and ST7). ST7 highlighted, "With reflective journals I become aware that I am more confident as

choosing my own topic makes me feel more confident in writing. Without reflective journals, I would not be that much confident in giving my own decision" (M1).

Gaining awareness of multiple roles

One student (ST1) emphasized that gaining awareness of his multiple roles, which was realized through reflective journals in post-writing stages, promoted his/her self-confidence and autonomy. ST1 commented on the significance of gaining awareness of multiple student roles:

> In reflective journals I realized that we were both students and teachers in the learning process. I feel like I am a teacher when I give feedback to my peer and correct my own mistakes. I feel like I am a student when I write my essay and get feedback from my peer. Having these multiple roles helped me gain self-confidence (M1).

Facing own mistakes

Only one student (ST13) emphasized that facing his/her own weaknesses in reflective writing promoted his/her confidence in writing. As ST13 stated,

> Writing these [reflective journals] helped me to face what I know and because of this, I focus on what I don't know to improve. I now become almost error free and this increased my self-confidence and my imagination was also increased because I was always writing in limits, but now I'm free to write what I imagine (M4).

To sum up, Figure 4.20 on thenext page illustrates the key processes which increased students' self-confidence in writing though the reflection dimension of the CRWP implemented. As a result of students' development of self-confidence in writing, their autonomy in writing skills was reported to be developed.

Figure 4.20. Processes Promoting Students' Self-confidence through Reflection

4.3.1.2 Students' Motivation in Writing

The data from focus group interviews and reflective journals exhibited that students' autonomy in writing was stimulated as a result of enhancement of students' motivation. This was reported to be facilitated by getting ideas regularly and gaining awareness of strengths and weaknesses as a result of reflective journal writing.

Getting ideas regularly through reflective journals

As the data collected revealed, only two students (ST7 and ST9) indicated that getting ideas regularly through reflective journals enhanced their motivation in writing. As student 7 stated, "I feel motivated in continuously writing my ideas in reflective journals. This guides me to develop in writing by myself" (M1).

Gaining awareness of strengths and weaknesses

Some students (ST5-9, ST21) pointed out that their autonomy was also reinforced since they became more motivated as a result of gaining awareness of their own strengths and weaknesses during reflective journal writing process. In focus group interviews ST21 emphasized, "When I see my deficiencies in reflective journals, I become motivated to work on I and become better. And when I see my strengths, I become more motivated to learn more" (M2). ST7, emphasizing the same issue in reflective journals, highlighted,

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While completing the 1st reflective journal, I thought it was too detailed and I got bored while completing it. When I did the 2nd one, I realized that there was no change regarding my weaknesses. Because of this, I focused on reducing my mistakes. During the 3rd one, I realized that I have less weaknesses and this started to increase my motivation for the last one, I was eager to complete reflective journals in order to face my weakness and work harder to overcome them (M4).

To sum up, Figure 4.21 summarizes the emotional aspects students developed through the reflection dimension of the CRWP implemented.
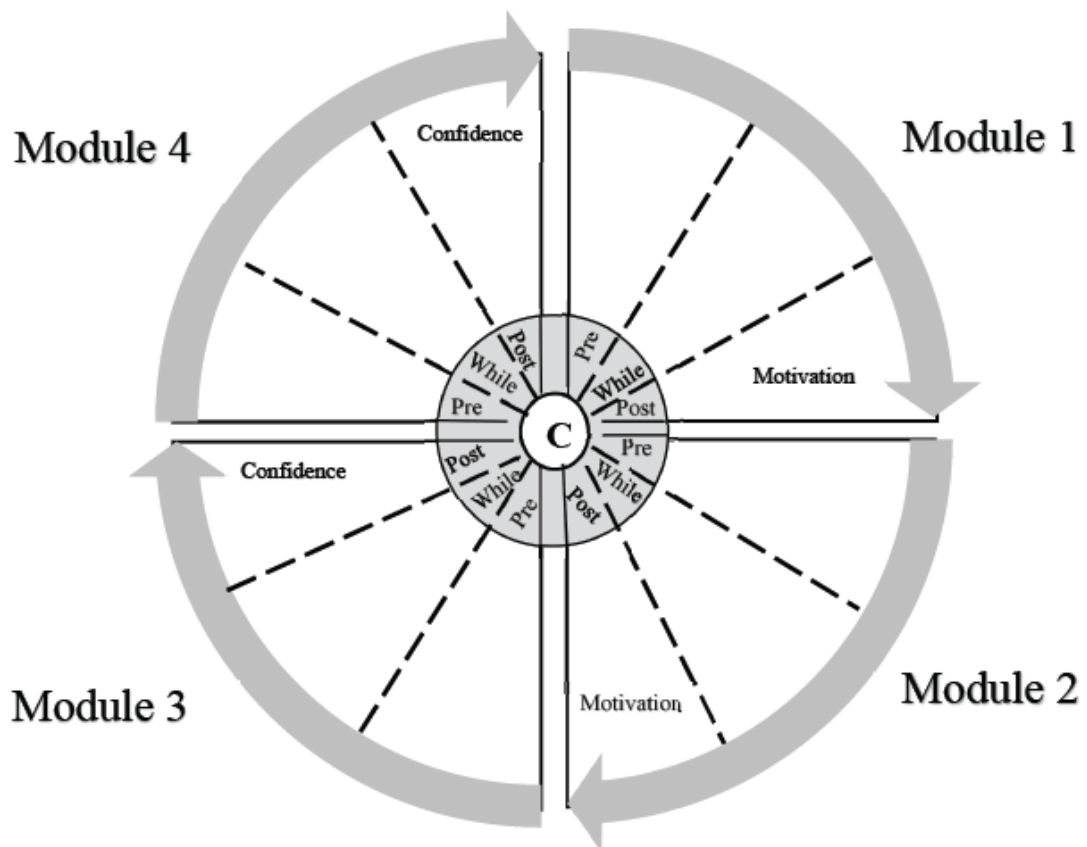

Figure 4.21. Emotional Aspects Developed through Reflection Dimension

4.3.2 Development of Students' Self-evaluation and Self-awareness Skills through Reflective Journals

The data collected from reflective journals and focus group interviews revealed that students' involvement in reflective journal writing fostered their autonomy in writing

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throughout the modules. Students' engagement in these reflective processes during post-writing stages promoted their self-evaluation skills - developing self-evaluation skill and gaining critical thinking skills – and self-awareness - gaining awareness of own strengths and weaknesses, gaining awareness of learning strategies, gaining awareness of prior knowledge, and gaining awareness in self-correction - as a result of which their autonomy was enhanced.

4.3.2.1 Development of Students' Self-evaluation Skills

The data collected from reflective journals and focus group interviews revealed that students' involvement in reflection processes promoted their autonomy in writing during the post-writing stages throughout the modules via their development of evaluation skills.

Writing Reflective Journals

The multiple data also exhibited students' promotion of autonomy in writing through the development of their self-evaluation skills via reflective journals. Some of the students (ST1, ST3-4, ST8, ST10, ST16, ST18) stressed that their self-evaluation skills were stimulated through reflective journals during the post-writing stages in the 4th module. As student 18 remarked,

> With reflective journals I became aware of the fact that I have a mistake in writing and I need to correct it. This self-evaluation make me look for and find the ways of correcting it. These journals made me to analyze what I did and how I did it (M4).

Gaining Critical Thinking Skills

Multiple data from focus group interviews and reflective journals indicated that students' developing critical thinking skill through reflective journals promoted their self-evaluation skills, which at the end helped them gain autonomy in writing. Few of

the students (ST2, ST8, ST11, ST19) indicated that reflective journals promoted their critical thinking skills during the post-writing sessions in the 2nd, 3rd and 4th modules. Student 8 commented on this issue as;

> With reflective journals, I become aware of my weaknesses and I question the feedback that I get. I try to learn the logic of that feedback and if it fits with my purpose, I try to learn the reasons and ways before I totally accept and approve the feedback" (M3).

ST11, highlighting how she gained awareness of her mistakes, reported, "In reflective journals I realized that for two times I mentioned the same topic as my weakness in writing. This made me think critically that I need to improve my mistakes. Then I did this as I gained this awareness towards my mistakes" (M3).

Students' engagement in reflective practices helped them develop their autonomy in writing through developing self-evaluation skills with the support of the processes given in Figure 4.22 below.
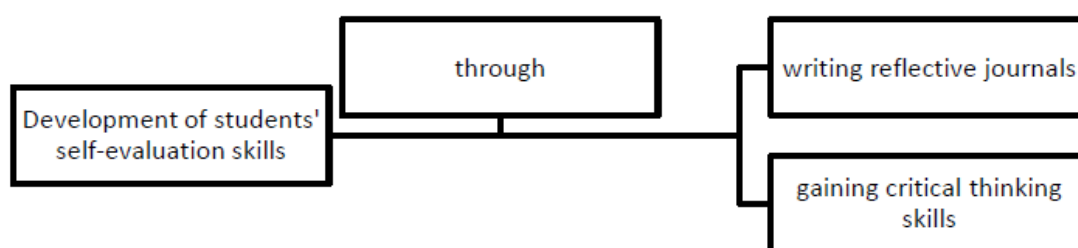

Figure 4.22. Development of Students' Self-evaluation through Reflection

4.3.2.2 Development of Students' Self-awareness Skills

The data collected from reflective journals and focus group interviews revealed that students' involvement in reflection processes promoted their autonomy in writing during the post-writing stages throughout the modules.

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Gaining Awareness of Own Strengths and Weaknesses

The data collected from multiple qualitative sources disclosed that students' autonomy in writing was promoted through gaining awareness of their own strengths as a result of reflective journals during post-writing stages in the 2nd (n=4) and the 4th modules (n=11). The data triangulated also exhibited that students' gaining awareness of their own weaknesses in writing via reflective journals promoted their autonomy in writing during post-writing stages in the 3rd (n=4) and the 4th (n=19) modules. Students' involvement in writing reflective journals, teacher's role and post-writing evaluation checklist were reported as promoting students' awareness of own strengths and weaknesses.

Most of the students (ST1-2, ST4-6, ST9, ST12, ST14, ST16-17, ST19, ST21-22) stated that their involvement in writing reflective journals promoted their awareness of own strengths in the 4th module. As ST17 remarked, "When I saw that I am good at grammar, I focused on punctuation because it was a weakness of mine. Becoming aware of my strengths via reflective journals, I write more consciously" (M4). ST1 also, highlighting the importance of reflective journals on raising his awareness, reported,

> In writing reflective journals, I became aware of many in-depth information. Becoming aware of my strengths is one of them, which promoted my autonomy and independence as well because knowing what I have made me more eager to learn what I don't know (M2).

On the other hand, ST19, stressing on how reflective processes promoted her/his awareness of weaknesses, said, "Journals helped me reflect on my ideas and become more independent in writing. I did what I wanted to do. And when I do I become aware of my mistakes by myself. We were free to write independently and without

interruption" (M4). Highlighting the issue of autonomy in focus group interviews, ST3 stated,

> I think reflective journals developed my autonomy in writing as I know my weaknesses. I feel that I write more consciously now. Before I wasn't aware of what I was doing in some sections of the essay but now I certainly know what I write and why I write it. Even if I have some minor mistakes, I write by myself (M3).

One student (ST6), stressed that she gained awareness of her own weaknesses through the roles teacher adopted, that is a goal setter and guide. In her reflective journal, student 6 highlighted the importance of teacher's role, "I believe that teacher's role as a guide helps me to find my mistakes and correct them by myself. Reflective journals helped me to realized my teacher's role as a guide in my learning process" (M3).

Also, writing reflective journals helped one student (ST13) become aware that teacher feedback was a kind of reflective process, and it promoted his/her autonomy. As ST13 remarked,

> Teacher gives me certain evaluations on my writing since she is more experienced and conscious. Talking with my teacher on her evaluations is like reflecting what I know and what I need to know. I become aware of my weaknesses in this way I realized that important role of my teacher in raising my awareness of weaknesses through writing in reflective journals (M4).

The data collected from reflective journals and focus group interviews unveiled that students' gaining awareness of their own weaknesses in writing via post-writing evaluation checklists promoted their autonomy in writing during post-writing stages in the 1st (n=9), 2nd (n=10), 3rd (n=14) and the 4th (n=19) modules. In a focus group interview, ST9 commented on the significance of self-evaluation as given below:

> Completing the self-evaluation checklist at the end of each module helped me to gain awareness of my own weaknesses and also promoted my autonomy because I realized that at the end of the 4th module, I didn't have any weaknesses or lacks. These checklists also helped me to compare my weaknesses regarding the first and the last module. This comparison showed me that I had many deficiencies at the beginning, but at the end, I improved them as I ticked every item on the list in the 4th module (M4).

In a reflective journal, ST21 reported,

> Evaluating myself using the checklist helped me realize my weaknesses but at the same time it made me to plan how to overcome these problems. Looking from another perspective, because of this process, I become aware that I don't need anyone else: I use the checklist, identify my mistakes, and find ways to improve them (M2).

Most of the students emphasized the contributions of the completion of the post module evaluation checklist on their improvement of writing performance and development of their autonomy in writing. Student 6 indicated,

> Filling in the checklist regularly helped me gain the awareness of what I can do and what I need to improve myself in. It was very beneficial for me to monitor my progress since when the modules ended, I realized that I only ticked 2 item while in the last module I ticked all of the items. This showed me that I improved in writing, therefore, my autonomy in writing developed and I feel in control of my own learning (M4).

Gaining Awareness of Learning Strategies

The data collected from multiple sources exhibited that more than half of the students (ST1, ST3, ST8-17, ST19, ST22) gained awareness of own learning strategies with the reflective journal writing during the 1st (n=3), 2nd (n=1), 3rd (n=7) and 4th modules (n=4). As ST15 reported in reflective journals,

> Reflective journals increased my awareness of how I learn. We usually don't think what and how we learn but when we do journals, we have the chance to think about it. I become aware that I learn by listening and writing, not reading. Reflective journals helped me to become aware of this and now I focus more on listening in class and write the things to repeat at home (M2).

In focus group interviews, ST11, stressing the significance of learning strategies, reported, "Reflective journals helped me to learn something about myself. I learnt that using the learning strategies help me become a conscious writer. For example, when I monitor my process of writing, I become more conscious of how I write better next time" (M2).

Gaining Awareness of Prior Knowledge

Students' autonomy in writing was promoted as a result of their gaining awareness of previous knowledge during post-writing stages in the 3rd module (n=7). Some students' (ST4, ST11-12, ST15, ST18, ST20-21) stated that filling in reflective journals promoted their consciousness of their prior knowledge, which facilitated their development of autonomy in writing. As ST18 stressed,

> I feel more independent in writing essays because at first I couldn't write anything by myself. Because of reflective journals, I realized that I use my previous knowledge. Filling reflective journals helped me develop in learning to use my background knowledge and connect it to my new knowledge by making me realize my previously learnt knowledge. By using my pre-knowledge and experience like this, I write the essays easily. As modules pass I gained more experience in writing (M3).

ST4, emphasizing the significance of prior knowledge, reported,

> I wasn't aware of my prior knowledge until I completed the first reflection journal. I realized that during the activities in class, I remember the things I forgot. Especially, I remembered much vocabulary I haven't been using for a long time. When I use those words with the new ones in my essay, I feel that I improve (M1).

Gaining Awareness of Self-correction

As the data collected revealed, reflective journals increased students' awareness of self-correction skills during the post-writing stages of the 4th module (n=4). Few of

the students (ST2, ST4, ST6, ST17) indicated the benefit of reflective journals on developing their self-correction skill. ST6 remarked,

> Reflective journals helped me first of all to improve myself in realizing my own weaknesses while answering the questions of the journal. Secondly, as I become aware of them, I become aware of the ways of correcting my weaknesses. When I do this, I feel developed and matured (M4).

In reflective journals, ST17 also highlighted the significance of becoming aware of self-correction,

> Reflective journals helped me gain the awareness of self-correction because I realized that I try to find ways of correcting my mistakes automatically as far as I see my mistakes in writing. While completing reflective journals, I find myself searching for ways of correcting my mistakes (M3).

To sum up, students' engagement in reflective practices helped them develop their autonomy in writing through reflection with the support of the processes given in Figure 4.23 below.
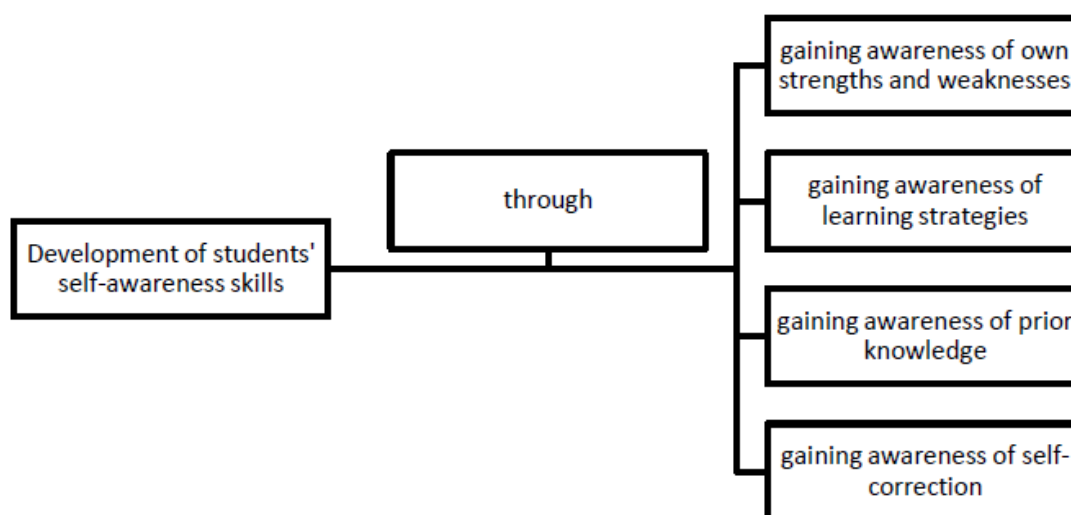

Figure 4.23. Development of Students' Self-awareness through Reflection

To sum up, students development of self-awareness and self-evaluation skills through reflection during the pre-, while- and post-writing stages is illustrated in Figure 4.24 below.
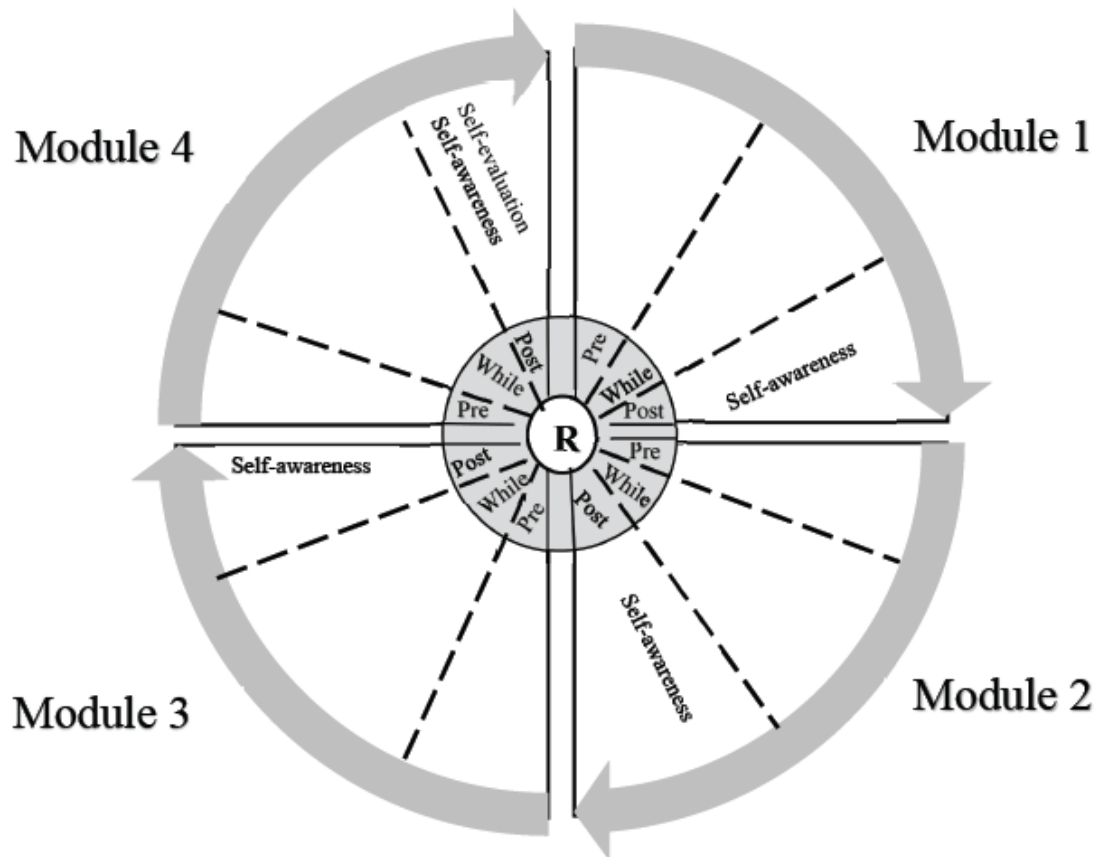

Figure 4.24. Development of Students' Self-evaluation and Self-awareness Skills through Reflection

4.3.3 Development of Students' Writing Strategies and Skills through Reflective Journals

Students' autonomy in writing was reported to be enhanced as a result of their improvement of writing strategies and skills via reflective journals in the 3rd (n=5) and 4th modules (n=4). The data collected through reflective journals and focus group interviews revealed that students' involvement in reflective journal writing promoted

students' planning strategies and creativity and imagination in writing as demonstrated in Figure 4.25 below.

Figure 4.25. Development of Students' Writing Strategies and Skills through Reflection

4.3.3.1 Students' Planning Strategies

Multiple data revealed that almost half of the students' use of writing strategies and skills (ST2, ST4, ST9, ST15, ST17-18, ST22) became better through developing planning strategies as a result of their engagement in writing reflective journals. These reflective journals enhanced students' awareness towards planning strategies and their willingness to develop their planning strategies. As ST9 emphasized,

> Reflective journals helped me to become aware of the significance of planning before writing. I wasn't focusing on this before but as I filled in the questions related to my weaknesses, I realized that the number of my weaknesses reduced after I started making plans. In focus group interviews I first heard about planning, and since then I use planning strategy which was really helpful for writing better (M4).

ST4 also reported, "My outlining developed because of reflection because I become aware that outlining improved my writing performance" (M4). ST22, stressing how planning strategy promoted his writing performance, reported,

> I become aware of the fact that my writing performance was developed through the development of planning as a result of reflective journals because while reflecting what and how I learn, my planning strategy improved. Therefore, reflections developed my planning/outlining. And thus it helped my writing performance improve (M2).

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4.3.3.2 Students' Creativity and Imagination in Writing

The data collected illustrated that students' writing performance was developed as a result of improving their creativity and imagination through reflective journals. Some students (ST1, ST4, ST7, ST20) reported that reflective journals helped them improve in being more creative and develop their imagination since the journals led them think deeper about their learning process. ST6 commented,

> Writing reflective journals helped me realize that I have that imagination when I write. But before I didn't know how to use or improve it. With the awareness I gained from the reflective journals, I developed myself in imagining before I write, so I write easily. My essays became richer. When I imagine, I create ideas. When I create ideas, I become better in writing (M3).

Some of the students also stated that their creativity and imagination was developed through becoming aware of the significance of independent writing via reflective journals. ST1 emphasized,

> In reflective journals I become aware that writing independently was very important for the improvement of my autonomy since I find the topic myself and I wanted to write about it. So I wrote easily. Being free to choose my own topic, helped me improve my imagination. In writing reflective journals, I become aware that I write freely, and this improved my creativity and imagination. My essays are richer than before regarding the ideas (M3).

Figure 4.26 on the next page illustrates the development of students' writing skills through reflection dimension during pre-, while- and post-writing stages of the CRWP implemented throughout the modules.
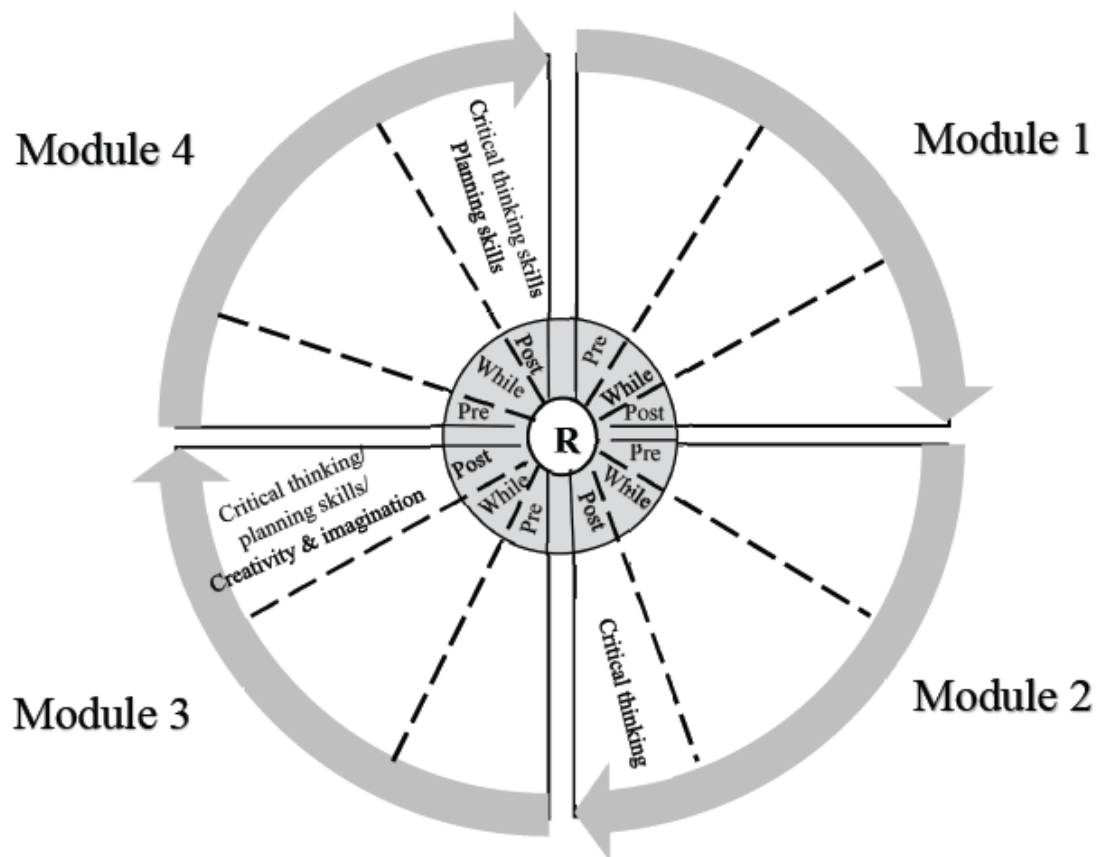
Figure 4.26. Development of Students' Writing Strategies and Skills through
Reflection throughout Modules

To sum up, the data triangulated showed that reflective activities of the CRWP
helped students' develop their self-confidence and motivation which as a resul
promoted their autonomy in writing. Besides, reflective activities of the CRWP
helped develop not only students' self-awareness and self-evaluation skills, but also
their planning strategies, critical thinking skills and creativity and imagination during
writing process, all of which contributed their autonomy. In this regard, these
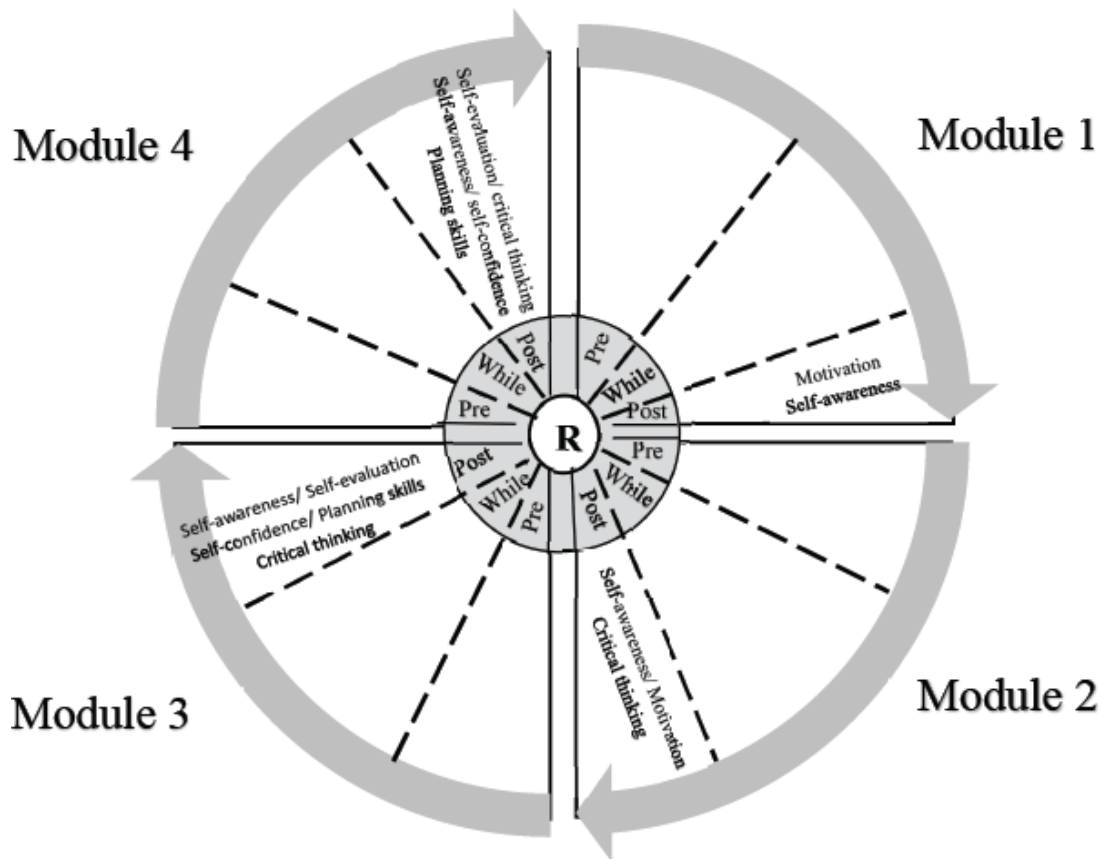findings illustrated in Figure 4.27 on the next page.

Figure 4.27. The Emotional, Metacognitive and Cognitive Characteristics Developed through Reflection Dimension

Chapter 5

DISCUSSION AND CONCLUSION

This chapter starts with the discussion of the findings in relation to the research questions and related literature. Conclusion covers the last remarks to summarize the content and related areas of literature and ends with the suggestions and implications.

5.1 Discussion

The data triangulated revealed invaluable findings which will be discussed in light of the literature below.

5.1.1 Impact of 'Collaborative and Reflective Writing Program' on Students' Autonomy in Writing

The aim of the study was two fold: First to examine the impact of implemented CRWP on students' autonomy in writing; and second, to scrutinize how collaboration and reflection dimensions of the writing program promoted students' autonomy in writing. For this purpose, multiple data collection instruments were administered and analysed to examine the issue under investigation comprehensively.

The data triangulated from both the quantitative and qualitative sources revealed that the collaborative and reflective activities of the developed and implemented CRWP promoted students' autonomy in writing. Autonomy in writing is a critical concept in literature because "writing in a second language is a complex, challenging, and difficult process. This difficulty and complexity arise from the fact that writing

includes discovering a thesis, developing support for it, organizing, revising, and finally editing it to ensure an effective, error-free piece of writing" (Langan, 2005, as cited in Shangarffam & Ghazisaeedi, 2013, p.180).

The findings of learner autonomy questionnaire and students' essays revealed that students' autonomy in writing was developed. First of all, the results of the data gathered from learner autonomy questionnaire disclosed that there is a significant difference in terms of pre- and post-test regarding students' perceptions of their autonomy in writing. That is to say, collaborative and reflective activities of the implemented CRWP helped promote students' autonomy in writing throughout the semester. Considering the pre- and post-tests, an increase was found considering students' autonomy in writing. There was a great increase in the item "I dependent on myself to understand what I am going to write about". Similarly, a great increase can be observed in that students do not depend on the teacher in writing. In this regard, the students feel independent in writing that they can initiate their writing and write by themselves. Students' being independent from others and having self-efficacy increased as a result of collaborative and reflective activities of the implementation of the CRWP. Independence and self-efficacy are considered in literature as characteristics of autonomous learners (Benson, 2001).

The studies in literature suggested that students' being aware of their own learning is one of the main characteristics of autonomous student (Benson, 2001; Scharle & Szabo, 2000). This is related with another item in the questionnaire in this study, which refered to students' awareness towards their own writing performance. In this sense, students' awareness was enhanced throughout the semester as a result of the

collaborative and reflective activities of the implemented CRWP. The students reported their awareness towards not only their own writing performance as researched in many studies, but also their own difficulties in writing. Data sources revealed that students' awareness towards their own writing performance and towards their writing difficulties were increased as a result of the collaborative and reflective activities of the implementation of CRWP.

Finally another item in the student autonomy questionnaire indicated that students showed a great increase in "questioning the usefulness, relevance and accuracy of the essay they wrote". That increase in this item showed that more students questioned their own written essays at the end of the semester than at the beginning. This skill of questioning helped students' autonomy develop since questioning is one of the significant characteristics of the students who are autonomous in writing, as stated by many studies in literature (Sardareh, Saad, Othman & Me, 2014; Watts, Alsop, Gould, & Walsh, 1997).

Apart from the items of the questionnaire and the difference between the means of pre- and post-test of the students' perceptions related to their autonomy in writing, the Wilcoxon Signed Ranks Test Results also illustrated the development of students' autonomy in writing. Accordingly, the results showed that 22 students out of 22 showed greater autonomy in writing in the post-test. Although the questionnaire findings revealed that all students showed development, the essay writing grades exhibited that one student showed no development. Though, this particular student, in her writings, expresses that his autonomy was developed and he gained certain autonomous characteristics.

Regarding the data obtained from the students' essays, there's a significant increase in students' grades which can be considered as the increase of students' autonomy in writing. These data support that the percentage of students' showing good performance increased from 31% to 81% while the percentage of students showing weak performance decreased from 60% to 4.5%.

Thus, as their grades displayed, students' autonomy in writing and their writing performance was developed since the expectation from the students were increased as well. The students at B1 level were expected to get good grades over the five areas of the assessment criterion of CEFR: task fulfilment, coherence and unity, vocabulary/lexis, grammar and organization. Starting with task fulfilment, when students get greater grades than before, this means that they fully satisfy the demand of the task and the essay is fully developed with relevant, fully extended and well supported ideas. The participants showed development in this respect since they improved their grades. Secondly, regarding coherence and unity, those developed students used cohesion adequately. In other words, these students used cohesive devices sufficiently and sequenced the ideas and information coherently and effectively. Thirdly, considering the vocabulary and lexis in the essays, the students used a wide range of vocabulary naturally and skilfully for the level and they did almost no spelling mistakes. As the participant students admitted, their use of vocabulary was increased as a result of collaborative and reflective activities of the CRWP implemented. Since effective use of vocabulary is considered as a characteristic of the students whose autonomy is developed, it can be concluded that the students showed an increase in their autonomy in writing. The next criterion in the assessment was grammar in which students used a wide range of structures with

full flexibility and accuracy, and made almost no errors. And finally, the students who showed development were well organized and structured in their essays with regard to paragraphing, topic and support aspects.

Students' essays revealed that the writing process developed their writing and critical thinking skills and strategies - the use of grammar and vocabulary, and planning, organizing, and revising strategies – throughout the modules. As the students' essay grades showed that their autonomy in writing was developed, they also showed that those students got higher grades regarding the above mentioned five areas of the criteria. The essays of those students were well organized, coherent and involved a wide range of vocabulary and grammatical structures. At the same time, these essays fulfilled the task requirement and had almost no spelling and grammatical mistakes.

Not only the quantitative data but also the qualitative data sources displayed that students' autonomy in writing increased. The findings revealed that gaining confidence and motivation throughout the modules helped students develop their autonomy because the students were observed to possess and to develop autonomy in writing through gaining self-confidence and motivation in taking the initiative to give their own decisions, which are supported by a number of significant studies in literature (Benson, 2001; Dickinson, 1995; Efklides & Volet, 2005; Holec, 1981; Scharle & Szabo, 2000; Yeung, 2008).

Similarly, the data collected from focus group interviews indicated that students gained independence and autonomy in writing with the help of various means throughout the implementation of the writing program. Developing students into independent writers is one of the significant goals for helping students become

autonomous students (Chiu, 2012). The data triangulated indicated that the implemented 'Collaborative and Reflective Writing Program' helped Law students develop their autonomy in writing.

In literature, many studies have proposed different approaches for promoting students' autonomy since students are not autonomous by themselves. As Little (2001) suggests, "Students are not automatically autonomous in the formal classroom. The teacher's job is to equip them with appropriate tools and opportunities to practice using them" (cited in Minh Hue, 2008, p. 248). To sum up, the Law students in the Faculty of Law gained autonomy in writing through the collaborative and reflective activities of the CRWP implemented. And the results of the data collected and triangulated showed that students were not automatically autonomous but as a result of the processes involved in collaborative and reflective activities of the implemented CRWP.

5.1.2 Development of Students' Autonomy in Writing through the Collaboration Dimension of the 'Collaborative and Reflective Writing Program' Implemented

The findings triangulated from qualitative data sources revealed that joint and group dialogues developed students' writing as a result of enhancing their emotional aspects, metacognitive and cognitive skills.

Learner autonomy is developed in social context and it cannot be acquired in isolation (Dam, 1995; Hart, 2002; Little, 2000). As Hart (2002) suggested, students "need specific support from teachers and from their peers, who can model and provide the context for autonomous learning" (p.113). Similarly, Wei (2008) emphasized the importance of collaboration on student autonomy:

> Developing learner autonomy in the classroom context does not mean that students are all on their own in learning without any instruction from the teacher or without any help of other learners, on the contrary, it refers to students working together with teachers and other learners towards shared goals (p.113).

Therefore, student autonomy is considered to be developed as a result of co-constructed knowledge within context.

5.1.2.1 Development of Students' Emotional Aspects

The multiple data exhibited that students' development of emotional aspects through joint and group dialogues, specifically pair and group works, peer and teacher feedback, guidance and support promoted their autonomy in writing. Students' autonomy was promoted through feeling secure, taking responsibility, gaining self-confidence, and motivation. These socio - emotional aspects were reported to promote students' autonomy throughout the four modules.

The qualitative data triangulated revealed that students' involvement in joint and group dialogues helped them enhance their autonomy in writing stages and modules. This shows that writing is a social process (Zainurrahman, 2010). This enhancement, as stated by students, occurred through developing their emotional aspects via these joint and group dialogues. The results of reflective journals and focus group interviews demonstrated that majority of the students developed their autonomy in writing through certain emotional aspects such as feeling secure, taking responsibility, gaining self-confidence, and motivation during pre- and while-writing stages throughout the modules. Those characteristics were developed through the collaborative component - scaffolding, guidance, encouragement, and give feedback in peer and group dialogues - all of which helped promote students' autonomy. In his

study, Benson (1997) highlighted the fact that scaffolding, teacher guidance, teacher encouragement and giving feedback in peers helped students develop their autonomy. Wang (2010) also emphasized the significance of these collaborative components on promoting students' autonomy, "Cooperative learning means sharing, encouraging, and accepting responsibility for one's own learning and that of others…thus [students] gradually become autonomous learners" (p.5).

As mentioned before, the multiple data sources revealed that peer feedback or peer editing between students helped promote their autonomy through developing emotional characteristics throughout the collaborative and reflective activities of the implemented CRWP. First of all, students' feeling secure during the learning process was reported to promote students autonomy in writing throughout the modules. Students' learning in a safe environment and knowing that someone is always around to help developed their self-confidence in writing. Thus, collaborative dialogues and feedback can provide a safe environment in which students gain autonomy.

Second, gaining responsibility, one of the main characteristics of the students whose autonomy is developed (Boud, 1995; Holec, 1981), was promoted by collaboration between and among students. The multiple data triangulated revealed that students' gaining responsibility as a result of peer and group dialogues, teacher and peer feedback and guidance developed their autonomy in writing as well. Students' taking active role during collaborative works helped them gain their awareness regarding the tasks they were involved in. Students who possess certain responsibility and hold task awareness can better achieve task completion.

Third, the data disclosed that students' engagement in peer editing increased their self-confidence in writing during the while-writing stages of the writing process. Involvement in the same editing process throughout the four modules increased students' emotional characteristics since learning is a process. Particularly the peer feedback given enhanced students' autonomy by promoting their active involvement rather than making them passive reliance on teacher's feedback. This is confirmed by previous studies - Benson (1996), Cheng & Warren (1996), and Hyland & Hyland (2006) - in that peer feedback promotes students' self-confidence. Students' active involvement in feedback process helped them not only practice self-correction skills but also gain awareness of their own weaknesses, which developed their self-confidence and autonomy in writing.

Finally, students' motivation, one of the main emotional aspects of autonomous students (Murray, 2014; Ryan & Deci, 2006; Ushioda, 2007) was enhanced through dialogues and feedback given between students and the teacher. Students' engagement in group dialogues is motivating (Turner, 1995) because students not only share their loads with colleagues but also make their own decisions in groups. Therefore, being both a member of a group and a separate identity at the same time increase students' motivation during all writing stages throughout the modules. During dialogues with peers, students gain awareness of weaknesses (Bossert, 1988) and correct their own mistakes. Because of gaining self-correction and awareness, students become motivated in writing. Students' feeling motivated was also achieved through being careful during peer works. Paying too much attention and being careful in doing collaborative tasks is an important aspect in the enhancement of

motivation (Frankfurt 1982). Therefore, motivation is considered a significant aspect of student autonomy.

Although process writing is related with students' cognitive skills, cognitive processes breed their emotions as suggested by Murray (2014), considering Zimmerman's social cognitive model (1989) and cyclical model (2013). Emotional characteristics are considered as "international phenomena related to the individual learner's cognitive and metacognitive processes" (Murray, 2014, p.328). In this regard, as the qualitative data triangulated revealed, students' motivation was increased as a result of certain metacognitive processes such as gaining awareness of weaknesses, making decisions and self-correction in writing process.

To sum up, it can be concluded that the collaboration dimension of the CRWP proposed helped students develop certain emotional characteristics firstly during pre-writing stage, and secondly during while-writing stages. Although the findings showed that majority of students gained self-confidence and motivation during these stages, some students gained the feeling of security/safety and responsibility in writing throughout the modules.

5.1.2.2 Development of Students' Metacognitive Skills

Metacognitive skills are considered to be possessed by the students whose autonomy is developed and as for Wenden (1995), "There's no autonomy without metacognition" (p.49). The findings triangulated from qualitative data sources revealed that students' engagement in joint and group dialogues throughout the modules encouraged their metacognitive skills during while-writing stages, as a result of which their autonomy was promoted. Students' autonomy was stimulated

through their development of self-evaluation, self-awareness and self-correction skills during pre-, while- and post-writing stages throughout the modules.

In writing, developing students' self-evaluation skills is critical for their development of autonomy, as confirmed by various studies in literature (Grabbe & Kaplan, 1996; Hirvela & Pierson, 2000; Muller-Verweyen, 1999; Weigle 2002). Students gain self-evaluation skill through becoming aware of their own weaknesses. This is considered as one of the main aspects of metacognitive awareness. Metacognitive awareness is an important and crucial element for the development of student autonomy, and a prerequisite to self-regulation, helping students to become active participants in their performance rather than passive recipients of instruction, and providing the knowledge base for effective planning, monitoring and evaluating (Gardner & Miller, 1999; Van Lier, 2001; Vygotsky, 1978, as cited in Wei, 2008).

As the findings from multiple data revealed, students' evaluating their own performance was done in two ways: through collaborative dialogues with peers and joint dialogues with the teacher during writing performance. These dialogues, through teacher feedback and peer editing sessions, helped students think backwards on their learning process and evaluate their own strengths and weaknesses and to think forwards on their plans to overcome their writing problems or improve their weaknesses. Their dialogues with the teacher helped them evaluate their writing performance since these dialogues were considered as oral feedback. Students were led by the teacher to find the ways of improving their essays and any other weaknesses through their engagement in these dialogues in which deep thinking was critical. However, too much of feedback "simply breed[s] dependence and

helplessness" (Van Lier, 2001, as cited in Wei, 2008, p.96). So its sufficiency is very important in learning process. Therefore, sufficient teacher assistance helps students gain their independence which helps their self-evaluation skills develop (Wei, 2008).

Not only is feedback a social phenomena, but it also breeds development of self-evaluation skill due to the fact that students become able to correct their own writing mistakes. Therefore, it can be concluded that students' self-evaluation skills are developed through the mutual feedback sessions as in Vygotsky's ZPD, in which students move from interdependence to independence (Benson, 2001; Little, 2000; Vygotsky, 1978). Self-correction skill or taking the responsibility of self-correction in writing is considered a characteristic of the students whose autonomy is developed because "It stimulates active learning, induces cooperative atmosphere and develops independent learner" (Bartram & Walton, 1991, as cited in Nazari, 2014).

The data also revealed that students gained self-correction skills as a result of feedback sessions during joint dialogues since they helped them monitor their progress in writing throughout the modules and throughout the writing process. As a result, students' developing self-monitoring skills is a significant issue because self-monitoring is a skill possessed by the students whose autonomy is developed (Dam, 2000; Little, 1997; Nunan, 1995; Yeung, 2008; Zimmerman & Martinez-Pons, 1990).

Students' self-correction skill was mostly promoted through the feedback provided by the teacher and peer dialogues during while-writing stages throughout the modules. In this way, students were able to monitor their own writing process by becoming aware of their own problems in writing and improve them in their

following writing tasks. Feedback, not only as a collaborative activity but also as a self-correction technique, is considered to raise students' autonomy in writing (Cresswell, 2000). Therefore, this social process, involving peer-editing and teacher feedback sessions, raised students' metacognitive skills which resulted in the development of their autonomy in writing.

Students' self-awareness skills were developed as a result of collaborative and reflective activities of the CRWP implemented since it helped them gain awareness of not only their weaknesses but also the tasks they are involved. Self-awareness skill was mostly employed through students' getting feedback from peers and teacher throughout the writing process. Students' gaining awareness towards their own mistakes helped them become more autonomous because the feedback provided them not only with critical thinking skills but also with multiple perspectives. This is considered as one of the characteristics of autonomous students (Benson, 2001; Scharle & Szabo, 2000; Qi, 2012).

To sum up, the majority of the students stated that they have developed themselves in self-evaluation, self-correction and self-awareness skills mostly during the post-writing stages, and sometimes during while-writing stages. Therefore, the collaboration dimension of the implemented CRWP helped students promote their autonomy through developing their self-evaluation, self-awareness and self-correction skills throughout the modules.

5.1.2.3 Development of Students' Cognitive Skills

The findings triangulated showed that students cognitive skills were developed throughout the modules as a result of their engagement in joint and group dialogues

during while-writing stages in the CRWP implemented. This development helped students grow in autonomy in writing. Previous studies consider writing as a process involving cognitive processes (Becker, 2006; Deane et al., 2008; Flower & Hayes, 1981) which promote students' autonomy. During pre- and while-writing stages, students' developing planning, organization, revision, and evaluation strategies, using mechanics, grammar and lexical knowledge, and acquiring multiple perspectives via peer and group works fostered their cognitive skills which helped them develop their autonomy in writing throughout the modules.

First of all, peer and group dialogues helped students' use writing strategies – planning, organization, revision, evaluation- during process writing which developed their cognitive skills. In Flower and Hayes writing model, planning, organising, evaluating and revising are considered as cognitive processes while in Hurd's (2008) study revision is regarded as a cognitive skill which promotes students' autonomy. MacArthur, Graham and Harris (2004), supporting the same idea, highlight the collaborative side of the issue by arguing that working with peers increases students motivation but at the same time helps them develop their cognitive skills.

Not only writing strategies but also gaining critical thinking skills during joint and group dialogues assisted students develop their critical thinking skills. According to Mall-Amiri and Sheikhy (2014), critical thinking and autonomy are desirable goals of education. Therefore, helping students find the ways to become both autonomous and critical thinkers is an important role adopted by teachers (Pemberton & Nix, 2012). Collaboration was raised as one of the ways through which teachers guide students to be autonomous. Collaborative works are considered as means not only to

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help students' autonomy develop and become independent, but also to improve in the skills students are working on collaboratively (Benson, 2001; Naizhao & Yanling, 2004; Pemberton & Nix, 2012). Students learn to think critically by interacting with other students (Little, 2000) because peer-editing helps students think critically (Keh, 1990). Peer evaluation was considered to increase students' autonomy. It is considered as one of the most effective techniques in developing both students' autonomy and critical thinking skills (Thomas, Martin & Pleasants, 2011).

Using lexical knowledge is considered as another cognitive skill during writing. As confirmed by a number of studies (Brajcich, 2000; Moir, 1996; Scharle & Szabo, 2000), students' using their lexical knowledge, in other words vocabulary, can be given as an example for developing students' cognitive skills. The findings also revelaled that students developed their use of lexical knowledge, which in return promoted their autonomy in writing.

As the majority of the students stated, their writing performance was developed mostly during while-writing stage. In other words, the collaborative activities throughout the stages and components of the implemented CRWP during while-writing stage helped students develop their writing performance throughout the modules.

Regarding the findings and discussions above, it can be stated that the collaboration dimension of the implemented CRWP helped students foster their autonomy in all stages of writing through developing their emotional, cognitive and metacognitive skills. Students' cognitive skills were developed mostly during the while-writing stage while metacognitive skills were developed frequently during the post-writing

stage. However, it was not really surprising to figure out that emotional and socio-emotional skills were developed during the pre- and while-writing stages because as Vygotsky's socio-cultural theory of development and learning puts forward, social interaction plays a significant role in student development in which autonomy of students is also fostered (Little, 2004; Vygotsky, 1978).

5.1.3 Development of Students' Autonomy in Writing through the Reflection Dimension of the 'Collaborative and Reflective Writing Program' Implemented

Reflection, as a means for metacognition, is one of the significant features of autonomy. Since student autonomy is defined as the "ability to take charge of one's own learning" (Holec, 1981), this particular ability includes "capacity to reflect" (Little, 1991; Nunan, 1997). Therefore, students whose autonomy is developed possess reflective skills and are considered to reflect on their learning process (Benson, 2001; Dam, 1995; Scharle & Szabo, 2000; Wenden, 1991). According to Little (1991), "Learners need to reflect on their learning process as a previous step to becoming autonomous learners" (cited in Alonso, 2011, p.50). In this regard, reflective activities help students develop their autonomy in writing, as the findings of this study revealed. The findings from multiple sources revealed that students' autonomy was promoted in post-writing stages through students' developing emotional characteristics, cognitive and metacognitive skills as a result of reflective processes throughout the modules.

5.1.3.1 Development of Students' Emotional Aspects

The data triangulated from reflective journals and focus group interviews displayed that students' engagement in reflective processes during post-writing stages promoted their autonomy in writing. Reflective processed helped students develop their motivation and self-confidence as a result of which their autonomy was

promoted. Regarding motivation, students' gaining awareness of their strengths and weaknesses through reflective journals increased their motivation during writing. According to Little (2000), success in learning strengthens students' intrinsic motivation. In this regard, students' engagement in reflective practices helped them become aware of their strengths and weaknesses. As a result of reflection, students become more motivated because they become aware of their own strengths, weaknesses and learning process, which in return promotes their autonomy. Motivation is one of the main characteristics of the students who have developed autonomy. In this study self-reflection helped students increase their motivation.

Not only students' motivation, but also their self-confidence increased as a result of students' involvement in writing reflective journals, which promoted their self-direction in writing. Having self-confidence helps students become motivated and at the same time become aware of their strengths and weaknesses. Reflection processes helped students gain self-confidence through facing their own weaknesses and giving their own decisions to improve. Some studies supported the same issue that students' engagement in self-reflection process increases their self-confidence (Lum, 2015; Ogawa & Hall, 2011; Perez Canava, 2012; Scharle & Szabo, 2000). The findings of this study revealed that students' emotional aspects - motivation and self-confidence - were developed during the post-writing stages throughout the modules. The critical point to raise regarding the data is that students' motivation was developed first, in the first two modules, and then their self-confidence developed, in 3rd and 4th modules. It was significant to reconsider the order of these emotional aspects as the students gained their confidence when they became motivated first.

5.1.3.2 Development of Students' Metacognitive Skills

Considering self-reflection as a critical aspect of developing students' autonomy (Grabe & Kaplan, 1996; Hirvela & Pierson, 2000; Muller & Verweyen, 1999; Weigle 2002), the reflection dimension of the implemented CRWP helped students develop their metacognitive skills through gaining self-evaluation and self-awareness of strengths and weaknesses in post-writing stage throughout the modules.

Students' self-evaluation skills were developed as a result of post module reflective processes throughout the modules. Students' self-evauation skills were developed in post-writing stage throughout the modules through various means such as practicing evaluating and critical thinking skills, which were considered as critical essentials for student autonomy (Benson, 2001; Dam, 2000; Little, 1991).

Students' engagement in reflective processes through developing self-evaluation skills is considered vital for developing student autonomy by Hurd (2000). Students' practicing self-evaluation of their writing process and essays written plays a significant role on developing their autonomy (Dam, 1995) since it boosts reflectivity and gives students the chance to judge their performance (Dickinson, 1992; Nunan, 1995).

Students' developing self-awareness skill was achieved through various means such as their gaining awareness of strengths and weaknesses, learning strategies, their prior knowledge and self-correction as a result of being involved in reflective journals, teacher' role as a guide and being involved in post-writing evaluation checklist. The findings of some of the previous studies (Çakır & Balçıkanlı, 2012; Doyle 2013; Ormeno Cardenas, 2009) support that students develop awareness of

own strengths and weaknesses through reflective activities. Similarly, students' becoming aware of their self-correction skill is another factor which helped students develop self-awareness skill in reflective activities. The reflection dimension of the CRWP involved feedback because feedback is considered as one of the main strategies for reflection, and it also helps students develop their reflective skills (Dufy, 2009; Ng, 2011).

5.1.3.3 Development of Students' Cognitive Skills in Writing

Reflection dimension of the CRWP implemented is a critical part of the study since reflecting on the learning process is a significant characteristic of the students whose autonomy is developed as many researchers emphasized (Benson, 2001; Dewey, 1910; Little, 1997; Scharle & Szabo, 2000; Sinclair, 2000). Students' engagement in reflective processes through reflective journals and post-writing evaluation checklist helped students develop their writing skills throughout the modules. This was realized through developing their planning strategies and improving their creativity and imagination since these are considered as essential cognitive skills (Akinwamide & Adedara, 2012; D'Inverno & Luck, 2012; Minh Hue, 2008; Liu & Noppe-Brandon, 2009; Murray, 2013).

As the findings triangulated showed, students' emotional and socio-emotional aspects - feeling secure, gaining responsibility, self-confidence, motivation - were developed throughout the modules in all stages of writing process. The emotional aspects are considered significant in developing students' autonomy since the Humanistic theory, one of the milestones of this study, emphasizes the importance of emotions and socialization of students. According to some researchers (Scharle & Szabo, 2000; Wang, 2010), possessing confidence is very important for autonomy as

it is also related with the independence of students. According to Wang (2010), "Self-confidence is a necessary characteristic of autonomous learner" (p. 5). Similarly, literature shows that taking responsibility of their learning is another significant characteristic of the students who have developed autonomy (Balçıkanlı, 2006; Benson, 2001; Candy, 1991; Dam, 1995). As the findings of this study revealed, students whose autonomy was developed not only take the responsibility of their own learning but also have motivation to learn as some researchers stressed (Benson, 2001; Dickinson, 1995; Dörnyei, 1998; Efklides & Volet, 2005; Murray, 2014; Reinders, 2000; Sharle & Szabo, 2000; Wang, 2010). Although emotional aspects played a significant role in all stages of writing process, students' cognitive skills were developed during the while-writing stages of the CRWP throughout the modules. Students' planning, organization, revision and evaluation strategies, use of lexical knowledge, grammar and mechanics are highlighted as the most significantly developed points related to cognitive skills. Development of students' writing strategies is considered to develop students' autonomy, as stressed by some other studies (Benson, 2001 & 2006; Bollen & Osboe, 2007; Brown, 2001; Camilleri, 1997; Cotterall, 1995 & 2000; Dickinson, 1993; Ho & Crookall, 1995; Holec, 1981; Littlewood, 1999; Nunan, 1997; Oxford, 1990; Qi, 2012; Scharle & Szabo, 2000; Vygotsky, 1978). The final point displayed by the findings regarding the writing stages was that students' metacognitive skills were developed during the post-writing stages of the writing process. Students' self-evaluation, self-awreness and self-correction skills, considered as the characteristics of the students having autonomy in literature (Benson, 2001; Dam, 2000; Little, 1997; Nunan, 1995), were developed through the CRWP implemented. Concerning the metacognitive skills, students gaining awareness of own weaknesses were promoted through collaboration

dimension of the implemented program. Self-evaluation plays a vital role on student autonomy (Cumming, 1995; Dickinson, 1992; Nunan, 1995; Yeung, 2008) and self-monitoring is one of the basic means for promoting autonomy (Dickinson & Carver, 1980; Sardareh, Saad, Othman & Me, 2014). Raising students' awareness towards their learning process helps them realize their weaknesses, use necessary strategies and turn own weaknesses into strengths. Actually, awareness raising can be accepted as the starting point of gaining metacognitive skills since the collaborative and reflective activities of the CRWP helped students become aware of their strengths, weaknesses and learning strategies, improve their self-correction skills, take the responsibility of self-correction, and develop their self-evaluation skills. As a result, these metacognitive strategies helped students foster autonomy in writing throughout the modules (Benson, 2001; Dam, 2000; Little, 1997; Nunan, 1995).
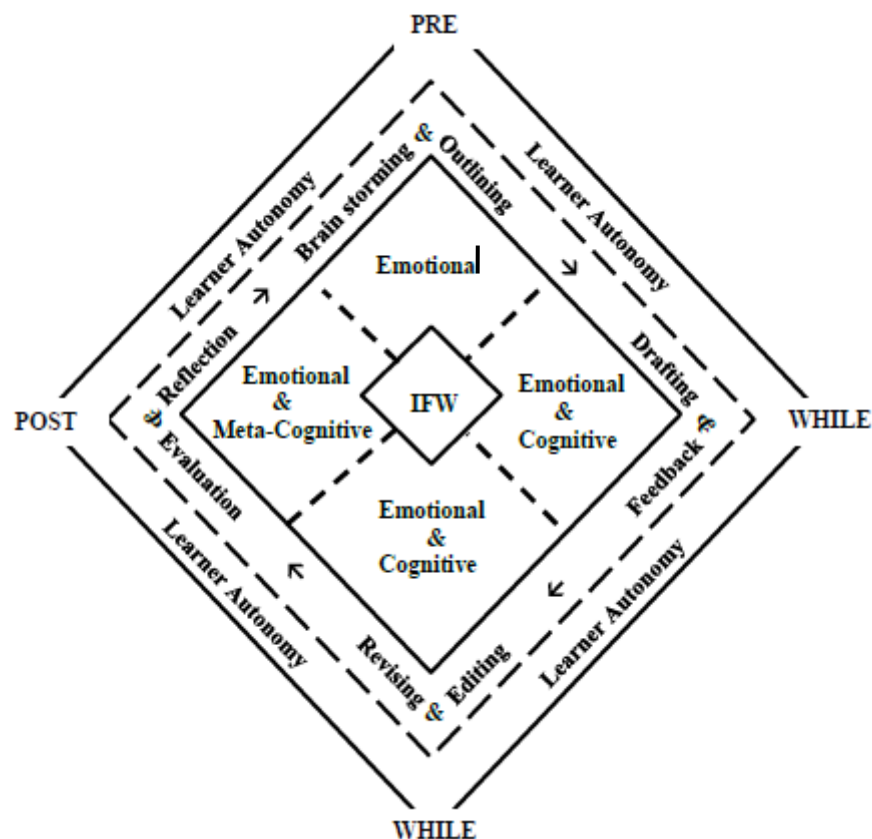
Figure 5.1. Development of Students' Characteristics through Collaborative and Reflective Activities

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Figure 5.1 displays the emotional aspects, cognitive and metacognitive skills students developed in writing skill through the collaborative and reflective activities of the CRWP implemented throughout the stages. As is clearly seen in the figure, students' emotional aspects were developed during the pre-writing stages of the writing process. The implemented writing program helped students develop cognitive skills during the while-writing stage while their meta-cognitive skills were developed during the post-writing stage of writing.

5.2 Conclusion

The main focus of the study was the comprehensive examination of the implementation of collaboration and reflection dimensions of the 'Collaborative and Reflective Writing Program' with regard to its impact on the development of student autonomy in writing skills. The findings displayed that collaboration and reflection dimension of the CRWP implemented fostered students' autonomy in writing through the pre-, while- and post-writing stages of the writing process. In the light of the findings, it can be concluded that collaborative and reflective dimensions of the program helped students develop emotional aspects, and cognitive and metacognitive skills which as a result promoted students' autonomy in writing.

Collaboration and reflection dimension of the implemented CRWP helped students develop emotional, cognitive and metacognitive aspects, all of which are considered as contributing to the holistic development of an individual in becoming an autonomous student in writing. The collaboration dimension of the implemented CRWP helped students develop themselves in a cooperative environment. Significance of collaboration was highlighted in Vygotsky's social constructivist theory emphasizing the role of scaffolding, peer-editing and other collaborative

activities in encouraging student autonomy. The data triangulated also revealed that the collaboration dimension of the CRWP implemented helped students develop their cognitive skills. In this regard, it could be said that the relationship between a person, his behaviours and the environment constructs the basis for students' cognitive development, as highlighted in Bandura's social-cognitive approach (Bandura, 1977; Drolet, 2012). Further, considering the findings related to metacognitive processes, it can be said that students' autonomy is promoted as a result of developing their metacognitive skills. The writing program helped students use metacognitive skills effectively in order to take control of their own learning through engaging in reflective processes (Benson, 2001; Camilleri, 1997; Cotteral, 1995; Dam, 1995; Little, 1995; Oxford, 1996; Scharle & Szabo, 2000).

In the light of the findings of the study, students' development of autonomy was promoted via empowering students by focusing on their internal experiences and incorporation of their feelings into their learning experiences, as suggested by Humanistic theory (Breen & Mann, 1997; Dickinson, 1995; Dörnyei, 2001; Scharle & Szabo, 2000; Wenden, 1998). Not only constructivist, cognitive and metacognitive theories but also humanistic theory emphasized the student centeredness of education and argued that students should become sufficient enough to educate themselves without the help of others, which was the prime consideration of the CRWP implemented.

To sum up, the findings of the study provided a holistic perspective to the development of students' autonomy in writing: Students autonomy in writing significantly develops through planning, producing, evaluating, trusting and sharing

their writing during the writing process, all of which enable students to possess cognitive (using writing strategies, creativity and imagination), metacognitive (adopting self-evaluation, self-monitoring and self-awareness skills), emotional (having self-confidence, motivation and responsibility) and social aspects (working in collaboration and sharing).

5.3 Implications for Practice and Further Studies

In the light of the findings, the following suggestions for practice can be proposed:

- This study showed that gaining autonomy is half of the way to be successful in life. Thus, in order to achieve this, the course syllabus of ENGL158 should be reconsidered to include both collaborative and reflective components to promote students' autonomy in writing. Teachers should train their students in order to develop the ability to learn by themselves in their freshman year because this would guide them to become more successful students. To do this, it should be known that autonomy can be gained since it is not something we are born with.

- This study showed that joint dialogues between the teacher and students and among students can be integrated in instructional practices to promote students' socio-emotional, metacognitive and cognitive skills in order to promote their self-direction in learning.

- This study indicated that post reflective writing processes can be incorporated in writing classes to promote students' autonomy in writing. Therefore, teachers should integrate reflective activities in their writing classes.

Considering future research, the study makes the following suggestions:

- A follow-up replication study can incorporate the skills other than writing since autonomy is important not only for writing but also for reading, speaking and listening.

- A further study with a larger number of students can be conducted in different faculties because English medium faculties need higher degree of autonomy in writing skills.

- A study can be conducted as a qualitative study to comprehensively examine how students develop autonomy in each behavior as regards emotional, cognitive and metacognitive skills.

- A study can be conducted incorporating all Law students in order to see how this CRWP program works in a larger context in departmental (subject-matter) courses.

- A follow-up survey, incorporating the quantitative part of the study, can be conducted to examine the autonomy of all freshmen Law students in writing skills in FLEPS at EMU.

- A follow-up survey can examine students' autonomy in writing skills in Preparatory Schools in other universities in Northern Cyprus.

5.4 Researcher's Reflection

This research has contributed to my personal and professional development in many different ways. During the process of researching I realized that we, my students and I, have learnt a lot from each other.

Being involved in this study helped me develop professionally in various ways. First of all, my researching skills developed as I conducted research before, during and even after the process. At the same time, not only the study but also the continuous research have widen my horizon in this field, in this subject-matter because I was not aware of the fact that student autonomy plays a vital role both on the ways of learning and the ways of teaching. This process also helped me learn how to realize students' problems and overcome them. My development of this problem management skill helped me develop certain strategies in coping with the potential problems. Further, this study helped my time management skills develop because dealing with many administrative and academic issues at the same time, while working as a full time teacher, required high time management skills.

This study also helped me gain invaluable awareness related to my personal development as well. To start with, the research helped me become motivated and refresh myself because I gained awareness of my knowledge, experience, beliefs, strengths, weaknesses, and patience. The whole process of the study helped me grow in research skills. Now I am more aware of the planning, implementing and writing processes related to a research study. I also became open to learning since throughout my conducting research, implementing the program, collecting and analyzing data and synthesizing practice and literature to reach a conclusion, I learnt not only from

the resources but also from my students. Most significantly, now I feel more autonomous and count on myself in considering research. At the same time, I feel autonomous because I also developed certain emotional, cognitive and metacognitive skills as a result of the collaboration processes with my students and reflection processes I was involved in the discussions with my supervisor during this study. The discussions with my supervisor contributed to my personal development a lot since I had to reflect on all aspects of the study in order to improve it. The mutual discussions and reflective dialogues enabled me to look upon the issues from various perspectives which helped me develop a critical stance for those issues.

To conclude, this study contributed my personal and professional development in various ways. It helped me gain not only some cognitive and metacognitive skills – problem and time management, organization strategy, critical thinking skills and awareness towards learning - but also some emotional aspects – trust, motivation and self-confidence. For me, the process of doctoral dissertation is a symphony. It involves various sounds at various stages and from various sources. And, the synthesis of these discrete sounds helps create musical composition, which is unique and invaluable in itself.

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APPENDICES

Appendix A: Learner Autonomy Questionnaire – English

Dear Student,
I am conducting my doctoral dissertation research in the Department of Educational Sciences at Eastern Mediterranean University. I am currently carrying out a study which aims to investigate the students' views with regards to student autonomy in writing classes. I kindly invite you to fill out the questionnaire on the following page. Please be assured that your individual responses will be strictly kept confidential and will not be disclosed for any other purpose than the current research.
Thank you very much in advance for your participation and contribution.

Nadıran Tanyeli

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- -- -

CONSENT FORM

I, the undersigned, declare that I have read and understood the information above. I agree to participate in this research study on a voluntary basis.

Name and Surname : _____

Student No: _____

Signature: _____

May 20, 2013

PART 1
Personal Information
Please tick (√) the most appropriate option for you.

1. Gender: (a) Male
                    (b) Female

2. Age: (a) 16-18
                    (b) 19-21
                    I over 22

3. Have you studied English before?
(a) Yes
(b) No

4. If yes, how long have you been learning English?
(a) Between 0-2 years
(b) Between 2-4 years
(c) Between 4-6 years
(d) More than 6 years

PART 2
Please indicate to what extent the following statements suits you by ticking (√) the most appropriate option in the 5 point Likert scale below.
(a) Corresponds exactly
(b) Corresponds a lot
(c) Corresponds moderately
(d) Corresponds a little
(e) Does not correspond at all

Statements	Corresponds exactly	Corresponds a lot	Corresponds moderately	Corresponds a little	Doesn't correspond at all
5. I know clearly what I am writing about.	A	B	C	D	E
6. I identify ideas relevant to my essay on my own.	A	B	C	D	E
7. I make my own way in writing.	A	B	C	D	E
8. I depend on myself to understand what I am going to write about.	A	B	C	D	E
9. I make use of what I learnt before to improve my writing in	A	B	C	D	E

English.					
10. I set my own standards, techniques and procedures in writing in English.	A	B	C	D	E
11. I question the usefulness, relevance, and accuracy of my essay.	A	B	C	D	E
12. I analyze what I write in order to make sure that I am handling the writing task properly.	A	B	C	D	E
13. I revise what I write in order to improve my writing performance.	A	B	C	D	E
14. I can identify my own difficulties in writing.	A	B	C	D	E
15. I seek effective solutions to my writing difficulties on my own.	A	B	C	D	E
16. I depend on my teacher in writing.	A	B	C	D	E
17. I cannot solve my writing problems alone.	A	B	C	D	E
18. I follow the directions in writing set by the instructor.	A	B	C	D	E
19. I see the teacher as a facilitator in writing tasks.	A	B	C	D	E
20. I prefer my teacher to decide what we write about.	A	B	C	D	E
21. I cannot revise my essay without teacher help.	A	B	C	D	E
22. The main source I use in writing is the course book.	A	B	C	D	E
23. I make an outline of what I will write about before writing.	A	B	C	D	E
24. I review the instruction to do the task properly before writing.	A	B	C	D	E
25. I cannot revise my essay without teacher's feedback.	A	B	C	D	E
26. I start writing immediately without waiting for help.	A	B	C	D	E
27. I am aware of my performance in writing in English.	A	B	C	D	E
28. I do all of the corrections my teacher suggested without questioning.	A	B	C	D	E

Appendix B: Learner Autonomy Questionnaire - Turkish

BÖLÜM 1

Kişisel Bilgiler

Lütfen sizin için en uygun olanı işaretleyiniz.

1. Cinsiyetiniz: (a) Bay (b) Bayan	
2. Yaşınız: (a) 16-18 yaş (b) 19-21 yaş (c) 22 yaş ve üzeri	
3. Daha önce İngilizce dil eğitimi aldınız mı? (a) Evet (b) Hayır	
4. Cevabınız evet ise, kaç yıldır İngilizce öğreniyorsunuz? (e) 0-2 yıl arası (b) 2-4 yıl arası (c) 4-6 yıl (d) 6 yıldan fazla	

BÖLÜM 2

Lütfen aşağıda verilen her ifadeyi dikkatle okuyunuz. Her ifadenin size uygunluğunu, 5'li Likert dereceleme ölçeğini göz önünde bulundurarak, sizi en iyi tanımlayan seçeneğin bulunduğu kutucuğa (X) işareti koyarak belirtiniz, ve de ayni seçeneği optik form cevap kağıdında da işaretleyiniz.

5'li Likert dereceleme ölçeği:
(a) Tamamen uygun   (b) Çok uygun   (c) Yeteri kadar uygun
(d) Biraz uygun   (e) Hiç uygun değil

İfadeler	Tamamen uygun	Çok uygun	Yeteri kadar uygun	Biraz uygun	Hiç uygun değil
5. Ne hakkında yazdığımı net olarak bilirim.	(a)	(b)	(c)	(d)	(e)
6. Yazdığım yazıyla ilgili fikirleri kendi kendime belirlerim.	(a)	(b)	(c)	(d)	(e)
7. Yazdığım yazıda kendi yolumu belirlerim.	(a)	(b)	(c)	(d)	(e)

8. Ne hakkında yazacağımı anlamakta kendime bağımlıyım.	(a)	(b)	(c)	(d)	(e)
9. İngilizce yazı yazmamı geliştirmek için önceki bilgilerimi kullanırım.	(a)	(b)	(c)	(d)	(e)
10. İngilizce yazı yazarken kendi standartlarıma, tekniğime ve, izleyeceğim yola kendim karar verirdim.	(a)	(b)	(c)	(d)	(e)
11. Yazdığım yazının içeriğinin kullanılırlığını, anlamlılığını ve doğruluğunu sorgularım.	(a)	(b)	(c)	(d)	(e)
12. Yazma işini düzgün yaptığımdan emin olmak için ne yazdığımı analiz ederim.	(a)	(b)	(c)	(d)	(e)
13. Yazı yazma performansımı geliştirmek için yazdıklarımda düzeltme yaparım.	(a)	(b)	(c)	(d)	(e)
14. Yazma zorluklarımı kendi kendime belirleyebilirim.	(a)	(b)	(c)	(d)	(e)
15. Yazı yazmadaki zorluklarıma etkili çözümü kendim ararım.	(a)	(b)	(c)	(d)	(e)
16. Yazı yazmada öğretmenime bağımlıyım.	(a)	(b)	(c)	(d)	(e)
17. Yazma zorluklarımı kendi başıma çözemem.	(a)	(b)	(c)	(d)	(e)
18. Öğretmenin yazı yazma için söylediği yönergeleri takip ederim.	(a)	(b)	(c)	(d)	(e)
19. Yazı yazma görevlerinde öğretmeni bir yardımcı olarak görürüm.	(a)	(b)	(c)	(d)	(e)
20. Ne hakkında yazacağımıza öğretmenimizin karar vermesini tercih ederim.	(a)	(b)	(c)	(d)	(e)
21. Yazdığım yazıyı düzeltmek için tamamen öğretmenime bağımlıyım.	(a)	(b)	(c)	(d)	(e)
22. Yazdığım yazı için kullandığım ana kaynak ders kitabımdır.	(a)	(b)	(c)	(d)	(e)
23. Yazı yazmadan önce ne yazacağımın ana hatlarını hazırlarım.	(a)	(b)	(c)	(d)	(e)
24. Yazmadan önce, yazım işini düzgün yapmak için yönergeyi tekrar gözden geçiririm.	(a)	(b)	(c)	(d)	(e)
25. Öğretmenimin dönütü (geribildirimi) olmadan yazımı düzeltemem.	(a)	(b)	(c)	(d)	(e)
26. Yardım beklemeden hemen yazımı yazmaya başlarım.	(a)	(b)	(c)	(d)	(e)
27. İngilizce yazı yazarken performansımın farkındayım.	(a)	(b)	(c)	(d)	(e)
28. Yazımı düzeltirken öğretmenimin önerilerini sorgulamadan yaparım.	(a)	(b)	(c)	(d)	(e)

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Appendix C: Factor Analysis of the Questionnaire

Factor Analysis

Rotated Component Matrix[a]

	Component 1	2	3	4
I know clearly what I am writing about	.866			
I make my own way in writing	.821			
I depend on myself to understand what I am going to write about	.818			
I identify ideas relevant to my essay on my own	.813			
I make use of what I learnt before to improve my writing in English	.741			
I set my own standards, techniques and procedures in writing in English	.646		.303	
I am aware of my performance in writing in English	.602			
I can identify my own difficulties in writing	.575		.429	
I revise what I write in order to improve my writing performance	.567		.502	
I ask the instructor to correct every single mistake in my writing		.748		
I depend mainly on the instructor when I need help in writing		.744		
I fully depend on the instructor to revise my essay		.703		.328
I see the instructor as a facilitator in writing tasks		-.641		
It is better when the instructor decides what we write about		.627		.422
I need the teacher's feedback for revising my writing		.592		.406
I strictly follow the directions in writing set by the instructor	-.503	.590	-.331	
I question the usefulness, relevance, and accuracy of my essay			.740	
I review the instruction to do the task properly before writing			.683	
I analyze what I write in order to make sure that I am handling the writing task properly	.484	-.301	.596	
I seek effective solutions to my writing difficulties on my own	.486		.589	
I start writing immediately without waiting for help	.469		.572	
I make an outline of what I will write about before writing		-.376	.481	
I wait till someone offers help when I face writing difficulties				.805
I depend on the classroom textbook as the sole source for my writing				.687

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.861
Bartlett's Test of Sphericity	Approx. Chi-Square	1564.078
	Df	276
	Sig.	.000

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	5.904	24.600	24.600
2	3.660	15.249	39.850
3	3.249	13.536	53.385
4	1.804	7.517	60.903

Extraction Method: Principal Component Analysis.

Component Transformation Matrix

Component	1	2	3	4
1	.794	-.293	.532	.024
2	.247	.862	.086	.434
3	-.454	-.266	.500	.688
4	-.319	.316	.678	-.582

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.312	34.635	34.635	8.312	34.635	34.635
2	3.672	15.302	49.937	3.672	15.302	49.937
3	1.619	6.745	56.682	1.619	6.745	56.682
4	1.013	4.221	60.903	1.013	4.221	60.903
5	.968	4.035	64.938			
6	.882	3.676	68.614			

7	.793	3.303	71.917
8	.731	3.045	74.962
9	.697	2.903	77.865
10	.610	2.542	80.407
11	.572	2.383	82.790
12	.548	2.282	85.072
13	.537	2.236	87.308
14	.472	1.967	89.275
15	.398	1.659	90.934
16	.369	1.536	92.469
17	.336	1.399	93.869
18	.318	1.324	95.193
19	.266	1.109	96.302
20	.243	1.014	97.316
21	.196	.816	98.132
22	.187	.780	98.912
23	.143	.596	99.508
24	.118	.492	100.000

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	5.904	24.600	24.600
2	3.660	15.249	39.850
3	3.249	13.536	53.385

4	1.804	7.517	60.903
5			
6			
7			
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Extraction Method: Principal Component Analysis.

Scree Plot
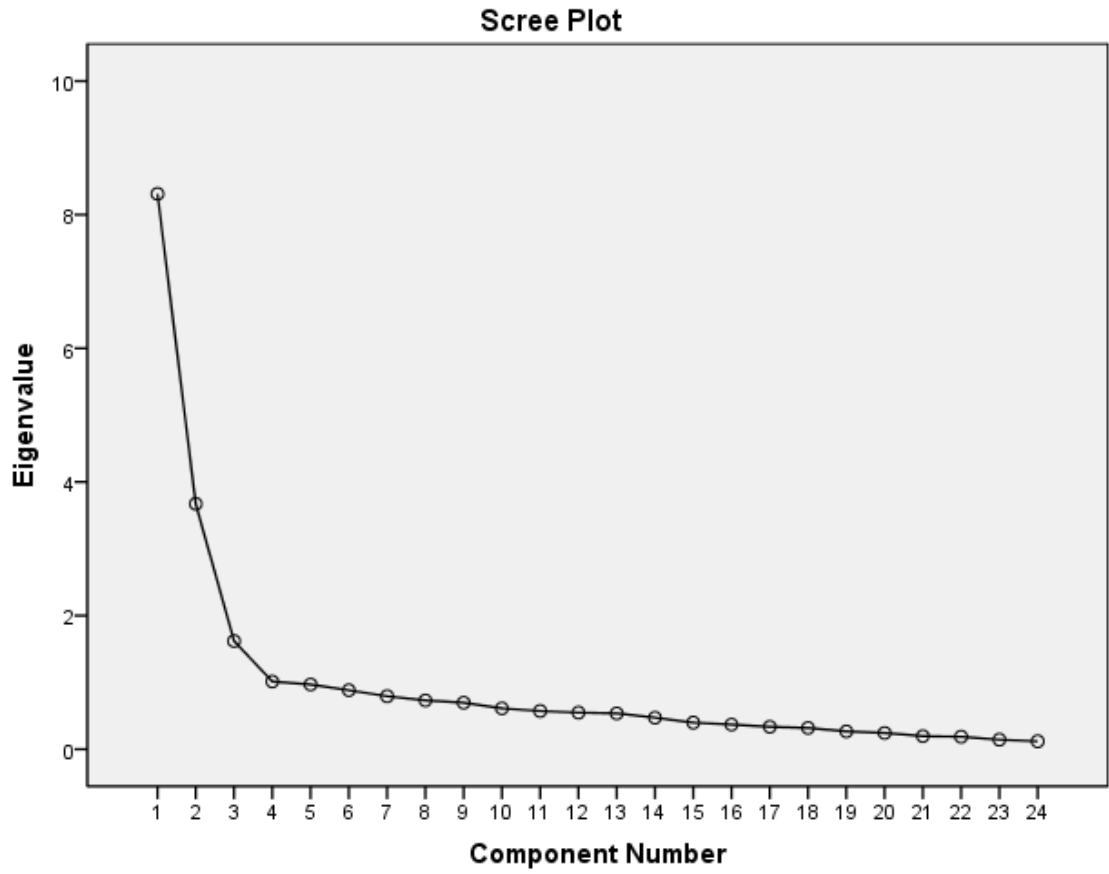
Appendix D: Classroom Observation Checklist

CLASSROOM OBSERVATION CHECKLIST

"Whether or not you can observe a thing depends on the theory you use. It is the theory which decides what can be observed." - Albert Einstein

Your name: _____ Date: _____

<u>Instructions:</u> Please comment on the points in each section in detail. The aim is to observe students' development of autonomy.

How do collaboration help students' writing performance develop?
How do reflective activities help students develop in writing?
What were the teacher's major strengths and weaknesses in terms of the ways she used to promote student autonomy?
What suggestions can you make upon improving teacher's weaknesses you mentioned above?

What is the general attitude of students towards learning?(motivation, interest, participation, etc)

Do the students show any characteristics of autonomous learners? What? How? When?

Appendix E: Focus Group Interview Guide

Focus Group Interview Guide

A. Introduction

Welcome

I would like to welcome you and thank you for coming to this first focus group interview. I want you to know that each of you has been selected to participate because your point of view is important for me. Please keep in mind that this discussion is not a test and there is no right or wrong answers to the questions we will be talking on. This is the opportunity for me to learn about you since I am interested in what you think and feel. I want to know your ideas about student autonomy in writing.

Purpose

The purpose of this focus group discussion is to find out how collaboration and reflection dimensions of the CRWP implemented help students develop their autonomy in writing.

Guidelines

There are some guidelines I would like you to follow during the focus group discussion. To start with the first one, you do not need to speak in any order. Please feel free when you have something to say. However, please do not speak while one of your friends is talking. Since there are 4 people in this group, it is important for me to get the point of view from each one of you. Third, do not forget that you do not need to agree with what have been said by your friends. You just state what your opinion is on the issue and do not make any negative comments on other group members since every one may have a different idea to share. Do you have any questions?

B. Interview Questions

On Feedback
1. Do you consider feedback as inseparable part of writing process? Why?
2. Was feedback provided for your learning in writing lessons?
   - When?
   - By whom?
3. How did you find your teacher's feedback on your writing? (useful, necessary, useless, etc)
4. What sort of benefits did teacher's feedback provided you with? Explain in detail.
5. How did you find your peer's feedback on your writing?
6. What sort of benefits did peer feedback provided you with? Give examples.
7. On which of the following issues do you think you need more feedback on from your teacher?
   - Grammar

- ➤ Vocabulary
- ➤ Content
- ➤ Organization

Why?

8. On which of the following issues do you think you need more feedback on from your peer?
    - ➤ Grammar
    - ➤ Vocabulary
    - ➤ Content
    - ➤ Organization

9. Do you benefit from your teacher's feedback in revising your essay?
    - If so, in what ways?
    - If not, why not?

10. Do you benefit from your peer's feedback in revising your essay? If so, in what ways. If not, why not?

11. Which one do you prefer?
    a. Only teacher feedback
    b. Only peer feedback
    c. Both teacher and peer feedback
    d. No feedback

Why?

12. How did you find giving feedback to your friends?
13. Did giving feedback to your friends help you in realizing your own mistakes? How?
14. Does peer's or teacher's feedback help you question what you already know?
15. Does receiving feedback affect your dependency in writing? How?
16. How do you think receiving feedback improve your decision making skills? Explain in detail and give examples.

On Collaboration

1. What did you do in collaborative works?
2. How did you find group work and pair works?
3. If you have the chance, how would you like to work?
    - Individually,
    - in pairs or
    - in a group?

Why?

4. Did group work affect your _____
    - learning? How?
    - Writing? How?
    - Confidence? How?
    - Other language skills (listening,reading,speaking)? How?

5. Did pair work affect your _____
    - Learning? How?
    - Writing? How?
    - Confidence? How?
    - Other language skills (listening, reading and speaking)? How?

6. What did you like the best about
    - working in a group?
    - working in pairs?

Explain in detail and give examples.

7. What was the most difficult part of
   - working in a group?
   - working in pairs?

   Explain in detail and give examples.
8. How did collaboration with the teacher contribute to your learning?

On Reflection
1. How do you feel about keeping a diary?
2. Do you think keeping a diary help you to improve in any specific area? In which area? Why?
3. How did you find self-reflection (logbooks) practices? In what aspects?
4. How do you feel about writing reflection sheets? Why?
5. Do you think the reflection sheets are designed to reflect what you did and how you feel?
6. What would you like to change about reflection items?

On Writing
1. How does having the marking criteria affect your writing?
2. What is the difference between your writing approach before and now?
3. Do you feel any improvement in a specific area of writing with this course? How? What made you develop in writing skills?
4. How well do you think your writing skills are? Poor, good, excellent? Why? How do you think you will develop yourself?

On Awareness
1. In your own view, how should a good teacher be in teaching writing?
   - How do you define it?
   - Can you give examples and reasons?
2. In your own view, how should a good student be? How do you define it? Can you give examples and reasons?
   - Independent
   - Curious
   - Active
   - Responsible
3. What do you think was your role in your writing lessons?
   - Listener
4. What do you think was your teacher's role in the writing lessons?
   - Facilitator
   - Guider
   - Helper
5. Did you ever question the materials or the tasks in writing lessons? Why?
6. In writing, did you ever feel that you have the control over your own learning? How?
7. Did you ever assess your own learning in writing?

   - Did you ever realize how you progress in writing? Why/why not?
8. Did you identify your own mistakes in writing? How?
9. Did you set goals for your writing or your teacher does that for you? How did you feel about this?
10. Are you aware of your strong points in writing?

- What are they?
11. Are you aware of your weak points in writing?
    - What are they?
    - How do you plan to improve?
12. Did you ask yourself these questions:
    - What do I learn?
    - Why do I learn?
    - How do I learn?

C. Closing Statements

As we are closing, I want you to know that this tape will be transcribed and you will be assigned codes for the purpose of transcript and data analysis in order to keep your names confidential. I again thank you for your contribution. This was a very fruitful interview and your sincere and honest responses will provide a valuable benefit to my study. And again, I very much appreciate your involvement.

Appendix F: Lesson Plan Sample

Lesson Plan I

A) Pre-planning

Location	
Date	6-10 May (week 13)
Time	100 minutes (2 lecture hours; 50 minutes for each lesson)
Class size	27 Students
Level of class	Pre-Intermediate
Other relevant information	All students are Turkish between the ages of 18 and 20. In the Faculty of Law, medium of instruction is Turkish as their entire faculty courses are in Turkish. The students are in their second semester. The course is normally 5 hours per week, but only two hours per week are allocated for writing skills. Ss follow "New English File – Pre-Intermediate" course book for ENGL158 course. ENGL158 course book focuses on General English. Ss also have supplementary materials for the writing lesson.

B) Planning

AIMS:

By the end of the lesson, the students will be able to familiarize with the structure, organization and language of an opinion essay.

Performance Objectives:

The students will be able ask and give opinion about what an opinion essay is

Given 3 or 4 questions as prompts like "What is in it?, Where is it?, What is happening?, What does it tell you?", the students will be able to describe and discuss about a picture

In a group work, the students will be able to discuss the given statements "Technology is good" and "Capital punishment should be banned" to find out positive and negative perspectives

Given five sentences containing connectors of support and oppose, the students will be able to identify the type of the connectors in each one.

Given a paragraph containing connectors of support and oppose, the students will be able to find and correct the wrong connects.

Given twelve sentences containing quantity of expressions, the students will be able to circle the correct one.

By analyzing the given informative table, the students will be able to create their own sentences using 5 of the useful phrases given in the table.

PLACE IN SCHEME OF WORK

Students have practiced writing essays in another genre in their previous lessons.

ASSUMPTIONS

It is assumed all students have written an essay before in their previous English lessons, and it

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is assumed that they dont have problem in sentence structuring.

ANTICIPATED PROBLEMS

Some students may have problems in producing opinions regarding their essay topics, in this case Teacher will help to generate ideas related to their topics.

AIDS

White-board

MATERIALS

      Module 4 Supplementary Material: Giving Opinion

c) PROCEDURE

Steps	Int. patterns	Timing	What teacher does….	What students do…
1	T ↔ Ss	10 mins.	T ask Ss what they think an opinion essay is after reading the short description of it on the title page (p.1) and discuss their ideas	Ss tell their descriptions of an opinion essay
2	Ss↔ Ss	10 mins.	T shows a picture and ask Ss to get into groups to discuss positive and negative sides of	Ss form their groups and share their + and - ideas about the picture with

			the picture	their group members
3	S ↔ S	15 min.	T asks Ss to get into pairs and brainstorm about the ideas/statements in the charts and takes short notes	Ss share ideas with their peers by asking question to each other on these statements: "Technology is good" and "Capital punishment should be banned"
4	T ↔ Ss	7 mins.	T asks each pair to share their positive and negative ideas about the first statement and takes notes on the board while discussing	Ss share their ideas with their friends
5	T ↔ Ss	8 mins.	T asks Ss each pair to share their ideas about the second statement and takes notes while discussing these ideas	Ss share their ideas with their friends
			LESSON BREAK	
6	S ↔ S	5 mins.	T asks Ss to do exercises on connectors of support and opposition (p.3-4)	Ss does the exercises on connectors
	T → Ss	2 mins.	T check the answers together with all students by getting the	Ss share their answers with the rest

			correct answers from all Ss	
7	T → Ss	10 mins.	T asks Ss to read the paragraph in exercise 2 (p.4) with their peers, identify the 5 wrong connectors and correct them	Ss identify and correct the 5 wrong connectors
	S ↔ S	5 mins.	T elicits the answers from the whole class	
8	S ↔ S	5 mins.	T asks Ss to do the exercise on quantity expressions (p.5)	Ss circle the correct quantity expression in the sentences
9	T → Ss	10 mins.	T asks Ss to create their own sentences using the quantity expressions from the previous exercise	Ss make their own sentences
		3 mins.	T checks Ss' sentences	Ss share their sentences with the rest of the class
10	S ↔ S	10 mins.	T asks Ss to have a look at the useful expressions and linkers and create sentences using 5 of the expressions in the given table and compare their sentences with their peers	Ss make their sentences up and compare them with their peers

HOMEWORK

As a homework, students will do a research to find a topic of their interest for next week's class in which they will write an outline of their opinion essays. They may bring a photo if they wish to help brainstorming in pair work.

BOARDPLAN

Positive ideas   "Technology is good"   Negative ideas

\------   1. \------

\------   2. \------

Sentences that the students created will be written on the board.

CONTINGENCY PLAN

If extra left, T asks students to get into groups and brainstorm on an important environmental or social issue to figure out positive and negative sides of it.
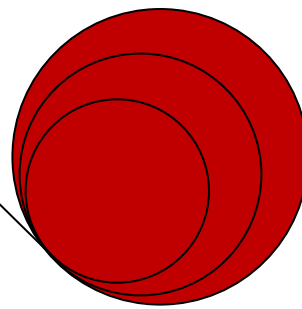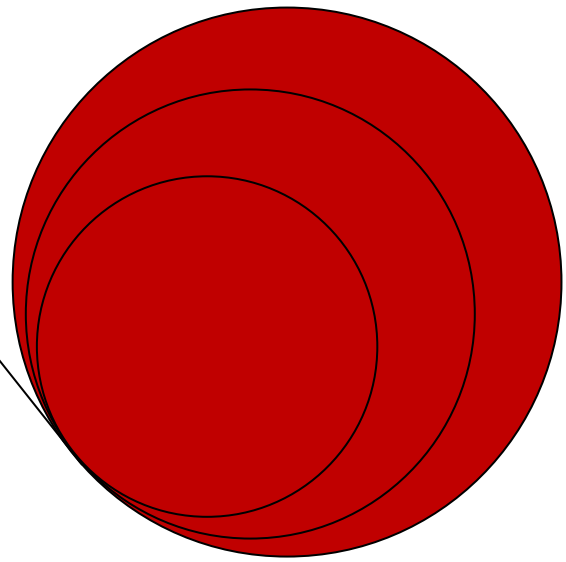
Season 4: Winter
Giving Opinion

Name:
Student Number:

ENGL 158
Spring 2012-13
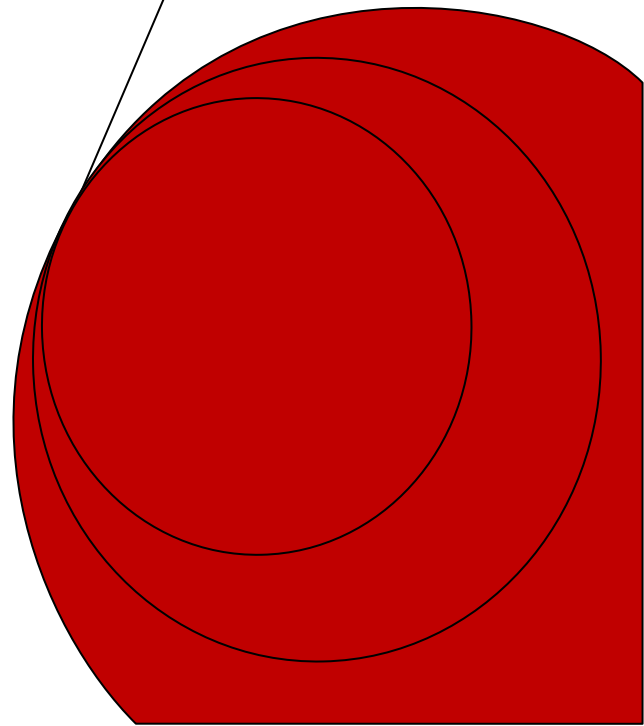
Season 4: Giving Opinion

What is an opinion essay?

An **opinion** *is a thought or belief about something or someone. An* **essay** *is a piece of writing that has more than one paragraph and is organized in a specific way.*

An **opinion essay** *is a formal piece of essay writing which presents the author's point of view on a particular subject supported by reasons and examples. In order to write an opinion essay, you need to take a stand on the given topic. In other words, you need to choose either agree or disagree.*

SECTION ONE: PRE-WRITING

BRAINSTORMING

TASK A

Instructions: Read the opinions presented in the charts below. Think of arguments for and against these opinions, and make notes in the *Agree* or *Disagree* columns. Consider your arguments: do you agree or disagree with the opinion?

Agree	Opinion	Disagree
	Death Penalty should be banned.	

TASK A

Instructions: Each of the sentences below has two clauses joined by a connector. Write O for opposition if the clauses show opposing information and S for support if they show supporting information, such as an example or a similar idea.

__O__ 1. The Western calendar is used around the world; however, many countries have a traditional calendar that they also use.

_____ 2. Most people say they want to exercise; however, only one in ten adults works out three times a week or more.

_____ 3. Frank Lloyd Wright was an architect who liked straight lines; in contrast, Antonio Gaudi preferred bends and curves in his designs.

_____ 4. Surgeons try hard to protect their hands; for example, they avoid sports such as baseball that might cause an injury to their fingers.

_____ 5. The place where I grew up only has two reasons; however, my new home, New York, has four.

_____ 6. Women often buy a house before getting married; in fact, single women purchase approximately one in five.

TASK B

Instructions: Read the paragraph with underlined correctors. There are 5 wrong connectors. Can you find and correct them?

Immigrants today have an easier life than immigrants of the past because communication and travel make it easier for us to stay connected to our countries. Homesickness and culture shock are big problems; in contrast, many people get very depressed if they cannot speak their language or communicate with their parents. In the past, people had letters and the telephone, but letters took a long time and the telephone was very expensive so people had a long time to wait for communication. For example, e-mail allows today's immigrants to communicate as often as they want for free. E-mail has other advantages too; for example, I send photographs by e-mail, and my friend has a special video camera that she uses when she talks to her family. She can see them and they can see her. Another advantage for immigrants today is travel. People sometimes visited their country in the past, but it was a long and expensive trip; in fact, travelling overseas is easier nowadays because there are many flights and the tickets are not too expensive. I know many people who live in the United States, but they go back to their countries for special occasions; however, my

friend went back two times last year for two different wedding celebrations. For an immigrant, going back home for a visit is the best cure for homesickness; in contrast, it sometimes helps them feel better about living in the new country. Although many people say that an immigrant's life is never easy, I am very glad that I live in these days and not fifty years ago.

<u>**LANGUAGE INPUT**</u>

Using Connectors to Show Support and Opposition

When we explain an opinion, we can use connectors to clarify the relationship between ideas. Connectors can be used to signal that the second idea will support the first in some way. They can also be used to contrast the first idea with an opposite or very different idea. When they introduce an independent clause, the connector is followed by a comma.

Connectors That Show Support

- One way to support an idea is to give an example that illustrates the idea. Connectors like *for example* and *in particular* introduce examples.

  Most people are willing to spend money to make their lives easier; **for example**, nearly every new house has an automatic garage door opener.

  Children should avoid junk food; **in particular**, they should stay away from sugary snacks.

- A second way to show support is to add facts or explanations that clarify the idea.
  The automobile industry is responding to consumer demands for more

fuel-efficient cars; **in fact**, the number of available models has tripled in the past three years.

Connectors That Show Opposition

It is sometimes difficult for the writer to show that two ideas are opposed to each other. Connectors like *however, in contrast, on the other hand* help the writer focus the reader's attention on differences.

I'm late every morning; **however**, I never get into trouble.

Many people enjoy listening to CDs; **in contrast**, live concerts are more exciting.

TASK C

Instructions: Complete the following essay with the given transitions.
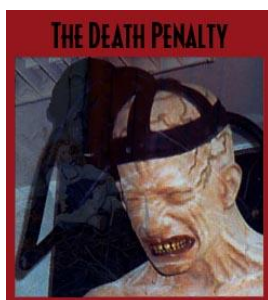
DEATH PENALTY

Some countries still have the death penalty …1… it no longer exists in Britain. ……2……, after a particularly violent murder, British people sometimes call for it to be brought back. …….3…….my opinion, the death penalty cannot be defended for a number of reason.

………4…… and most important reason is that one can never be entirely certain that the accused person is guilty. In the past, people have been sentenced to death and later it is discovered that they were completely innocent.

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It is often told that the death penalty prevents crime and that the risk of death acts as a deterrent. ……5…, many serious crimes are caused by a sudden and very powerful emotion. In these cases, the individual is not thinking sensibly and does not stop to consider the risks.

One final reason against the death penalty is that it sets a bad example. The laws of society should reflect its values. If it is wrong for one individual to murder another …6…… it is also wrong for the state to execute an individual.

………7…. believe the death penalty cannot defended. There are other ways of punishing criminals and these ways should always be tried.

Source: http://*e-edu.nbu.bg/mod/resource/view.php*?

1- A) and   B) despite   C) although   D) moreover

2- A) In addition   B) also   C) Nevertheless   D) In contrast

3- A) In   B) for   C) About   D) With

4- A) Firstly   B) The first   C) The one   D) Initially

5- A) Therefore   B) However   C) Moreover   D) Despite

6- A) then   B) as   C) and   D) too

7- A) In contrast   B) To sum up   C) At last   D) Fourthly"

http://*e-edu.nbu.bg/mod/resource/view.php*

TASK D*:*

Instructions*: Match paragraphs 1-5 with the following headings

- Introduction
- Society should set an ex ample
- The death penalty does not prevent all crime

- Innocent people should never be killed
- Conclusion

Transitional signals and Useful language

A. INTRODUCTION PARAGRAPH

This question/matter/subject can be looked at from several points of view.

This problem should be considered in relation to ……

State a strong, firm opinion e.g.: *There is no doubt that women are more intelligent than men …*

I believe that by the year 2000, every home will have a computer …

Address the reader directly e.g.: *Have you ever considered …?*

Has it ever occurred to you that computers will one day organize your life?

Start with the problem that needs a solution e.g.:

More and more species are becoming extinct …

As time passes, our lives will be controlled by computers.

B. BODY – PARAGRAPHS 1,2,3

To list point:

The first reason is ….	First of all,	The second reason is …
To start with,	The third reason is ……..	Secondly,
The third and most important reason is …..	Thirdly,	Finally,
Another reason is ….		On the other hand, ….
On the contrary,	The final reason is ……	
One major advantage of,		One major disadvantage of,
A further advantage		One point of view in favor against
One point of view in favor of	In the first place	Last but not least

To add more points to the same topic:

What is more   Furthermore   Also

In addition to   Besides   Apart from this

Apart from that

To make contrasting point

On the other hand   However   In spite of

While   Nevertheless   Despite

Even though   Although   It can be argued that

One can argue that   Yet   But

C. CONCLUSION PARAGRAPH

To sum up, …..   To conclude …   On balance, ……

In conclusion   It seems that …..   In my view …

All in all,….   I believe …   All things considered,

On the whole,   Taking everything into account,   Above all,

As was previously stated

Source: http://*e-edu.nbu.bg/mod/resource/view.php?*

TRANSITION WORDS
To list points

one major advantage of   *one major disadvantage of*

a further advantage   *one point of view in favour of*   *in the first place*

to start with   *secondly*   *thirdly*   *finally*

last but not least   *first of all*

TASK D:

<u>Instructions</u>: Look at the box below. Notice how we use the words in italics to contrast points in an argument.

Although   ***While***

<u>*In spite of the fact that*</u> life in the countryside is very peaceful, it can also be lonely.

Nevertheless,

Life in the countryside is very peaceful. ***On the other hand,*** it can also be lonely.

However   ***In spite of this,***

http://diendan.dethi.com/showthread.php?t=2071&page=3

Now complete the sentences:

1. Keeping animals in zoos can be cruel. **In spite of this,**
………………………….
2. If you have a car you can get around easily. **On the other hand,**
……………….
3. **Although** learning a foreign language is hard work,
………………………….
4. **While** camping holidays can be great fun,
………………………………………

Source: http://diendan.dethi.com/showthread.php?t=2071&page=3

SECTION TWO: WHILE-WRITING

OUTLINING & DRAFTING

TASK A

Instructions: *Match the first paragraphs in the left column with the last paragraphs in the right column.* Then write a title for each topic.

FIRST PARAGRAPHS	**LAST PARAGRAPHS**
……………………………..	**a.** To conclude, it seems that the only way to improve the quality of our surroundings is to work together to protect the environment. Unless this is done, many cities and towns will have become uninhabitable within the next fifty years.
1. When students are having discipline problems at school, I strongly believe that the parents are to blame. <u>Children who are not well-disciplined at home do not behave properly at school.</u>	
……………………………..	**b**. In conclusion, the best solution to the problem is to inform parents about the situation and offer them suggestions on disciplining their children at home. Thus, the child's behavior will eventually improve at school as well.
2. What can be done to protect our cities from environmental pollution? Over the past decade our cities and towns have become more polluted than ever and this is a trend that looks set to continue.	
……………………………..	**c.** The negative role that television plays in the development of a child can be summed up with a quotation from George Mikes, who said "Television is of great educational value. It teaches you while still young how to kill, rob, embezzle, shoot, or poison."
3. There can be no doubt that television is the sole/only cause of the breakdown/failure of modern society and that <u>it has absolutely no beneficial effect upon a child's development</u>.	

Source: http://www.michaelchretien.com/FC./file516.doc

INPUT

THESIS STATEMENT in ARGUMENTATIVE ESSAYS

- The argumentative thesis takes **a side of an issue**; frequently it proposes an approach of action which is often expressed with the modal *should*).

- In the argument concerning the **nuclear power plant**, the thesis for a paper on

this topic might be:

"Governments **should ban further construction** of nuclear power plants."

- Someone else might argue:

"Our government **should continue building** nuclear power plants."

Examine the sample thesis statements below:

- Students should have a say in the hiring and firing of teachers.
- Pornographic books should be banned from the library.
- State University should not have a football team.
- The citizens of this state should be allowed to carry guns.

Source: http://www.michaelchretien.com/FC./file516.doc

PLANNING/ORGANIZING THE ARGUMENTATIVE ESSAY

When you are **planning the argumentative essay,** be aware that the essay should contain the following characteristics:

1. The argumentative essay should **introduce and explain the issue or case**. The reader needs to understand what the issue is going to being argue.
2. The essay should **offer reasons and support** for those reasons. In other words, the essay should prove its point.
3. The essay should **refute opposing arguments**. (refute: to prove wrong by argument or to show that something is invalid/untrue/illogical)

ORGANIZATION of an ARGUMENTATIVE ESSAY

1. **Introduction.** You can **first introduce the problem** and give background information necessary for the argument and the thesis
2. **Reasons.** It is usually a good idea to spend one paragraph for each reason. Two or three reasons are typical.
3. **Refutation.** Depending on the points the writer wants to make, one or two paragraphs are typical.
4. **Conclusion**.

Source: http://diendan.dethi.com/showthread.php?t=2071&page=3

OUTLINE of an ARGUMENTATIVE ESSAY

TYPE 1

INTRODUCTION

Introduction: Background about the topic

Thesis statement: …..

BODY

I. Pro(for/in support of) argument: (*weakest* argument that supports your opinion)

II. Pro(for/in support of) argument: (*stronger* argument that supports your opinion)

III. Pro(for/in support of) argument: (*strongest* argument that supports your opinion)

IV. Con (against/negative): (Counter/oppose arguments and your refutation)

CONCLUSION

Summary, solution, prediction, or recommendation

Source: http://diendan.dethi.com/showthread.php?t=2071&page=3

TASK B: Read the essay and answer the questions on the model essay.

The Right to Die

A difficult problem that is facing society is euthanasia, another word for mercy killing. Thousands of young people are fatally ill because of incurable disease. They are all kept alive in artificial ways. They have no chance to recover completely, but most of the legal systems do not allow doctors to end their lives. However, fatally ill patients should be allowed to die for several reasons.

The first reason is that medical costs are very high. The cost of a hospital room can be as much as a hundred dollars per day and even more. The costs of medicines and medical tests are also high. The family of the patient is responsible for

280

these expenses. Consequently, they would be a terrible financial burden for them for a long time.

The second reason is that the family suffers. The nurses can only give the fatally ill patient minimum care. The family must spend time to care for the special needs of their loved one. They should talk, touch, and hold the patient even though he or she may be in a coma. For example, Karen Quinlan's parents visited her every day even though she was unable to speak or to see. Also, it is very difficult to watch a loved one in a coma because his or her condition does not improve.

The third and most important reason is that the patients have no chance of recovery. They can never lead normal lives and must be kept alive by life – support machines. They may need a machine to breathe and a feeding tube to take in food. They are more dead than alive and will never get better. For example, in 1975, Karen Quinlan became unconscious after the she swallowed some drugs and drank alcohol. She was kept alive by machines. Her parents knew that her body and brain would never be normal. Therefore, they asked the court to allow their daughter to die. The judge agreed, and Karen's breathing machine was turned off. She was able to breathe on her own, but she died nine years later in June of 1985.

People who oppose euthanasia point out to the fact that it is against the wishes of the God. As the creator of the entire universe, God has put every soul on earth for a purpose and until that purpose is met, He doesn't terminate its existence. Euthanasia supporters refute this argument as it doesn't apply to people who do not believe in the existence of God. Opponents of euthanasia also argue that it weakens society's respect for the value of life and accepting euthanasia accepts that some lives are worth less than others. They argue that all human beings are to be valued, irrespective of age, sex, race, religion, social status or their potential for achievement.

In conclusion, because terminally ill patients have no chance to live normal lives, they should be allowed to die with dignity. Therefore, the family should have the right to ask to turn off the life-support machines or to stop further medical treatment.   (dignity: self-respect, pride)

1. Underline the thesis statement.
2. Underline the topic sentences that give reasons.
3. Circle the transition signals

4. What words begin each of the topic sentences?

_____

5. What is euthanasia?

_____

6. What would be a terrible financial burden for the family? (burden: problem)

_____

7. How does the family suffer?

_____

8. Which sentence expresses the writer's opinion about the right to die?

_____

9. Do you agree with the writer's argument? Why or Why not?

_____

Source:

Rhetorical Focus

Counter Argument and Refutation

In order to make an opinion essay as persuasive as possible, the writer includes a

counter-argument and a refutation.

- The counter argument is the opposing opinion. It disagrees with the writer's position. By including the counter argument, the writer shows an understanding of other points of view.

- The refutation is the writer's response to the counter-argument. In the refutation, the writer shows why the counter argument is weak and the

writer's position is strong. The refutation may also address doubts the reader may have about the writer's position.

Look at the example below:

Counter-argument	Many people think that a child is unhappy without brothers or sisters; however, most only children would disagree with this statement.

Refutation	An only child receives more attention from parents, gets into fewer Fights, and has plenty of social contact with friends and classmates.
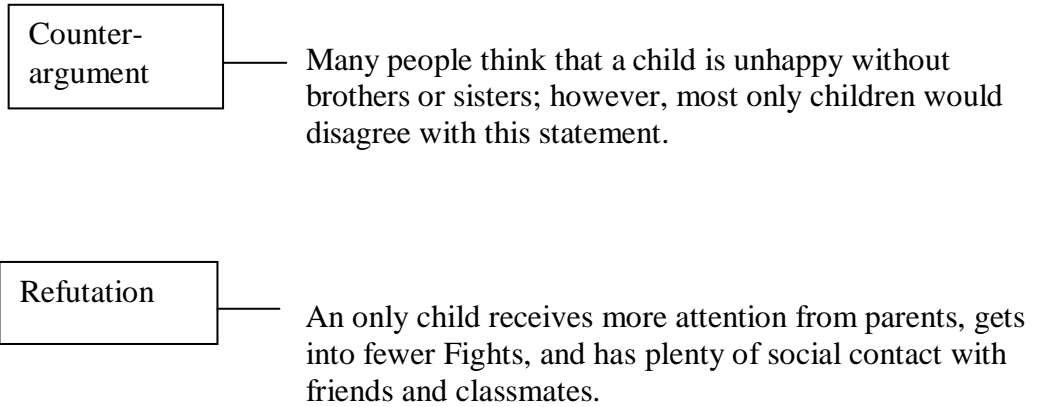
In the above example, the writer raises a counter-argument (that people think that children are unhappy without siblings). Then the writer gives a refutation: only children are not unhappy, and then gives reasons to support the argument.

OUTLINE of an ARGUMENTATIVE ESSAY
TYPE 2

When you are giving arguments for and against a topic you **should present both views in a fair way**. Discuss them in equal details and show no bias (=prejudice).

OUTLINE:

Introduction: Introduce the subject of the essay. *State why it is an important issue at the present time.*

Main body:

Para. 1: Give the arguments **in favour of** the statement.	
Para. 2: Give the arguments ***against** t*he statement.	

Conclusion: Conclude by giving a well-balanced consideration.

TASK C: *Read the model essay and:*

1. Underline the transition words,

2. Try to replace them with other similar words which are given.

Source:

Working Mothers have Positive Effects on the Family

Nowadays, more and more women work outside the home, which affects many people positively or negatively. Germaine Greer, the Australian feminist, said, "Most women still need a room of their own and the only way to find it may be outside their own homes." If it is true, can it be done without having a negative effect on the family?

One point in favour of mothers working is that their children often learn to be independent from an early age, which can only be help them in the future. Also, in many families, the man's salary alone is not enough to cover all household expenses. Thus, the need for extra income arises, and the woman has to work. Moreover, working outside the home gives a woman a sense of her own personal identity and self-confidence. A woman who stays at home will always be known as "John's wife" and not as a person in her own right.

On the other hand, child care is expensive. Therefore, a large proportion of the money a working mother earns will be sent on childcare. What is more, if both parents are out working all day, they only see their children for a few hours in the evening. This can have a negative effect, as children may start to see their parents as strangers. Finally, working mother usually has to look after both the children and home in her spare time, so she is actually doing two jobs instead of

one, which can be very tiring. She may also miss out important events in her children's lives, such as their first words.

To sum up, there are many arguments both for and against mothers working. Every family is different and what is good for one family may not necessarily be good for another. Taking everything into account, it should be left to the individual mother to decide whether working or not is something that she wants to do.

Source: http://scc.losrios.edu/thomasb/ESLW310_Argument_Practice_32pp.doc

TASK E

Instructions: Choose one of the outline types below and write the outline of your essay.

My Outline type 1

Introduction

Background Information:

_____

_____

_____

Thesis Statement:

_____

_____

Body

I.   Pro(for/in support of) argument: (*weakest* argument that supports your opinion)

_____

_____

_____

II.   Pro(for/in support of) argument: (*stronger* argument that supports your opinion)

_____

_____

_____

III.   Pro(for/in support of) argument: (*strongest* argument that supports your opinion)

_____

_____

_____

IV. Con (against/negative): (Counter/oppose arguments and your refutation)

_____

_____

_____

_____

Conclusion

Summary, solution, prediction, or recommendation

_____

_____

_____

Source: http://diendan.dethi.com/showthread.php?t=2071&page=3

My Outline type 2

Introduction: Introduce the subject of the essay. *State why it is an important issue at the present time. (*There is a lot of talk these days about….)

_____

_____

_____

Main Body:

Par. 1: Give the arguments **in favor** of the statement. (Many people think…/It is obvious that…/ People should be allowed …)

_____

_____

_____

Par. 2: Give the arguments *against* the statement. (We must, however, take into consideration…/ We cannot ignore the fact that…/Then, of course, there is also the question…)

_____

_____

_____

Conclusion: Conclude by giving a well-balanced consideration. (In my opinion…/I don't think it's right to…)

_____

_____

_____

Source: http://www.michaelchretien.com/FC./file516.doc
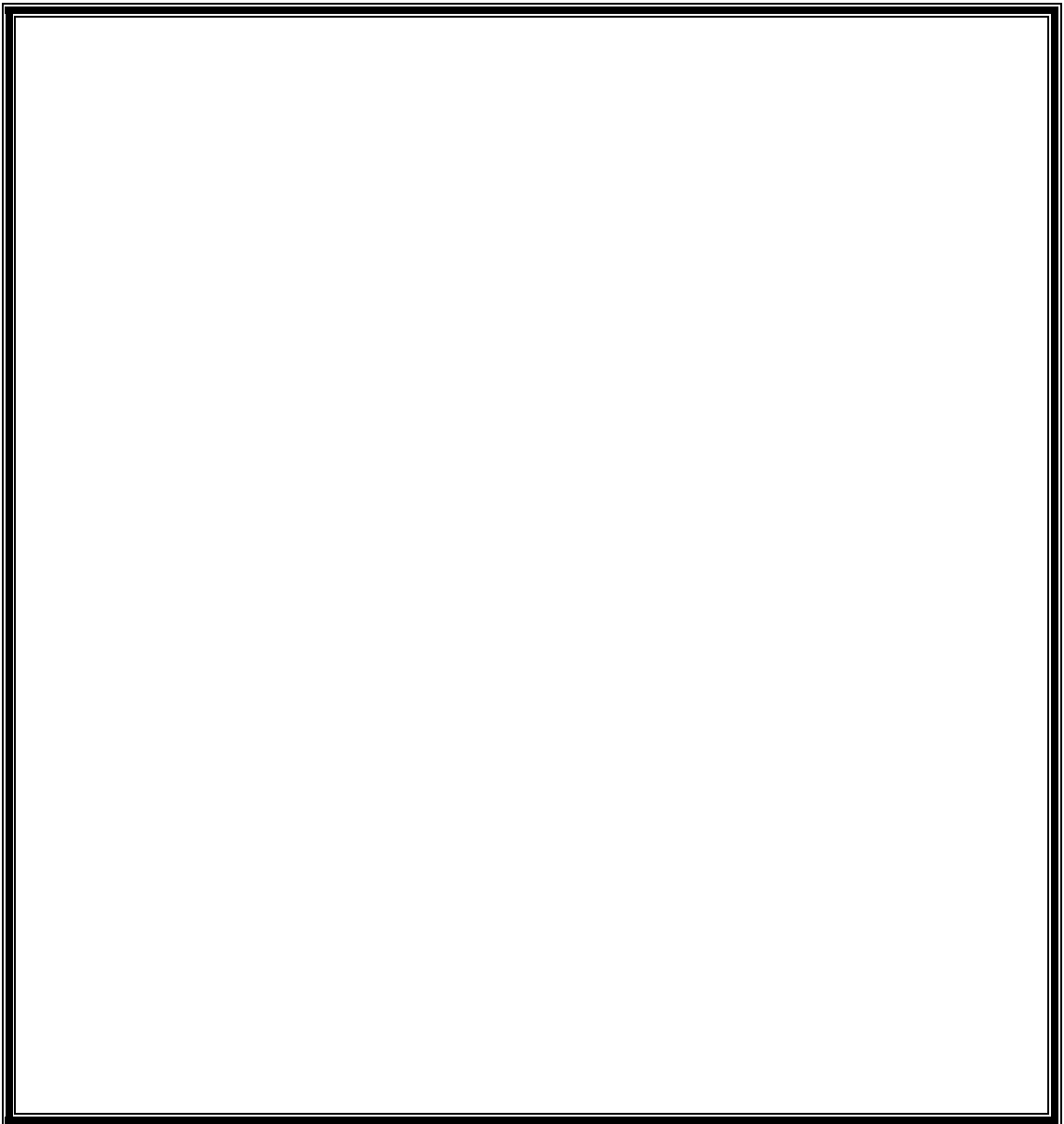
TASK E

Instructions: Review your outline and then write the first draft of your opinion essay. When you finish, answer the checklist below.

My First Draft

CHECKLIST

☐ 1. *Does the essay have a title?*
☐ 2. *Does the introduction include a thesis?*
☐ 3. *Does the body paragraph contain a counter argument?*
☐ 4. *Did you use connectors to show opposition?*
☐ 5. *Did you use connectors to show support?*
☐ 6. *I checked my spelling and punctuation.*
☐ 7. *I don't have missing word.*
☐ 8. *I used all my points from my plan in my essay.*

SECTION THREE: POST-WRITING

EDITING & REVISING

TASK A   **Peer editing**

Instructions: Read your peer's essay and evaluate/comment on her work by filling in the checklist on the next page.

Editor: _____

1. *Does the essay have three parts?*   *Yes_____*   *No_____*
2. *Is there an introduction paragraph?*   *Yes_____*   *No_____*
3. *Does the introduction include a hook to get the readers' attention along with background inf*
4. *Does the introduction include a thesis?*   *Yes_____*   *No_____*
5. *Is the writer's opinion about the issue clearly stated in the thesis statement?*
   Yes_____   *No_____*

6. *Does the body paragraph give the reasons and explanations that support the topic sentence?*
   Yes_____   *No_____*

7. *Does it give a counter argument and refutation?* *Yes_____*   *No_____*
8. *Are quantity expressions used to avoid overgeneralizations?*   *Yes_____*   *No_____*
9. *Are connectors used to show the relationship (opposition or support) between ideas?*
   Yes_____   *No_____*

10. *What part should be developed more?*
    Introduction ____

    Body _____

    Conclusion _____

Why? _____

11. *What two did you like the best?*
    Vocabulary _____   *Well-developed ideas _____*

    Linked ideas _____   *Attention grabbing introduction _____*

    Clear _____   *Strong conclusions _____*

    Easy to follow _____   *Effective reasoning _____*

    Understandable connectors_____

Comment: _____

12. *What two did you find the worst?*
    Vocabulary _____   *Undeveloped ideas _____*

    Weak ideas _____   *Poor introduction _____*

    Unclear _____   *Weak conclusion _____*

    Difficult to follow _____   *Wrong use of connectors_____*

Unnecessary repetition _____   *Irrelevant information _____*

Comment: _____

13. What is your overall comment and suggestion for the writer?

_____

TASK B   **Revising**

Instructions: Revise your essay according to the feedback that your peer

suggested.

My 2ⁿᵈ Draft

TASK C   **Second Revision**

Instructions: Revise your essay according to the feedback that your teacher suggested.

My Final Draft
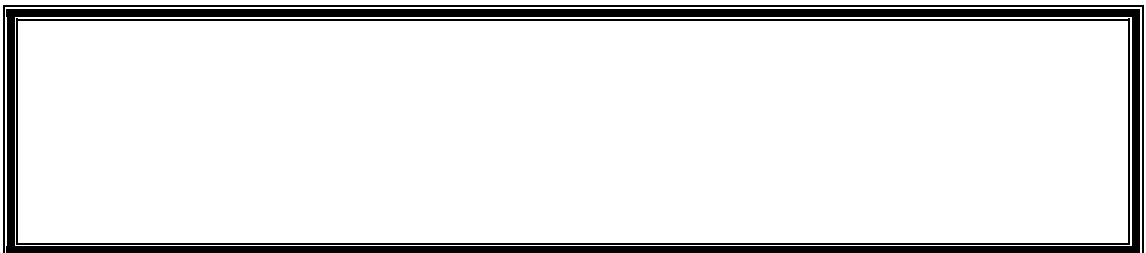
Appendix H: A Critical Film Review

Film Report Guidelines

- **Your report should be about 500 words (typed).**
- **Choose any film (movie) that you are interested in for your report.**
- **Include the following information in your report.**

1. Title of Film and Genre of the Film
2. Write a brief summary of the plot of the film - in your own words.
3. Which character in the film would you most like to meet? Why?
4. Which character did you like the least in the film? Why?
5. What was your favorite scene in the film?
Describe the scene and describe why you liked it? Describe the setting (where the scene takes place), describe the characters (names of the most important characters in the scene), and describe the action (the main things that happen in the scene).
6. What were your favorite lines in the film?
 Write two lines and who said them /when they were said. Why do you like these lines?
7. Tell me two things you learned about the actors in the film from the Internet Movie Database. (http://www.imdb.com)
8. What new words or phrases did you learn? Write 10 - 15 below.
  Give a definition for 10.
9. What were the filmmakers trying to tell us?
  Do you think they were successful? Why or why not?
10. Was there anything you didn't understand about the film? What was it?
11. What did you like best (acting, cinematography, music, etc.) about the film? Why?

Useful Internet Sites
General Movie Information
 All-Movie Guide: http://allmovie.com
A massive database of film reviews and biographies
 Drew's Scripts-O-Rama: http://www.script-o-rama.com
 A comprehensive collection of scripts and transcripts of feature films.

Appendix I: CEFR Level B1

Appendix J: Reflective Journal - Turkish

"Yansıtmadan çalışma yapma zaman kaybıdır; çalışmadan yansıtma yapma ise tehlikelidir"

Konfiçyüs

Adım Soyadım: _____
Öğrenci numaram: _____

KİŞİSEL YANSITMA

<u>Yönerge</u>:

- 1. soruda uygun seçeneği işaretleyiniz.
- 2. soruda fikirlerinizi detaylı yazınız.
- 3,4,5 ve 6. sorulardaki ifadeleri, bu modülü göz önünde bulundurarak, tamamlayınız.

Bugünün tarihi _____

Modülün konusu _____

1. Taslak yapımını ve yazıyı *kendi başıma / öğretmenimin yardımıyla / arkadaşımın yardımıyla* yaptım.
2. Bu sana etkinliği yapmanda nasıl yardımcı oldu?

_____

_____

_____

3. Bence bu modülde

_____ konusunda

iyiydim çünkü _____

_____

_____

4. Bu modül sonunda _____
konusunda kendimi geliştirmem gerektiğini
farkettim çünkü _____
_____

5. Kendimi geliştirmek için _____
_____
_____
_____

6. Bu modülü **beğendim** */ beğenmedim* çünkü _____
_____

ORTAK ÇALIŞMAYA İLİŞKİN YANSITMA

Yönerge:
- 2. soruda en uygun seçeneği, 1, 3 ve 4. sorularda uygun seçenekleri işaretleyip cümleleri tamamlayınız.
- 5. soruda fikirlerinizi detaylı yazınız.
- 6. soruda cümleyi tamamlayınız.

1. Ortak çalışmayı _____ buldum.
- ☐ yararlı   ☐ faydasız
- ☐ gerekli   ☐ gereksiz
- ☐ önemli   ☐ önemsiz
- ☐ motive edici   ☐ motive bozucu

Çünkü
_____
_____

2. Sorumluluğu arkadaşlarımla paylaşmayı *sevdim / sevmedim* çünkü

_____
_____
_____
_____

_____

3. İkiliçalışmalarda arkadaşımın rolü _____.
☐ faydalıydı   ☐ faydasızdı
☐ gerekliydi   ☐ gereksizdi
☐ önemliydi   ☐ önemsizdi
☐ motive ediciydi   ☐ motive edici değildi

çünkü

_____

4. Bence öğretmenin rolü ___.
☐ yararlıydı   ☐ faydasızdı   ☐ önemliydi
☐ gerekliydi   ☐ gereksizdi   ☐ önemsizdi
☐ motive ediciydi   ☐ motive edici değildi

çünkü

_____
_
_____
_____

5. Ortak çalışmalar hangi açıdan gelişmene yardımcı oldu?

_____

_____

_____

6. Bence ortak çalışmalar benim için daha faydalı olurdu eğer

_____

_____

_____

DÖNÜTE İLİŞKİN YANSITMA

Yönerge:

- 1,2,3, ve 4. sorularda uygun seçeneği işaretleyin ve sebeplerinizi yazınız.
- 5 ve 6.sorularda cevaplarınızı detaylı açıklayınız.

1. **Öğretmenimden** dönüt almak beni ____

____ motive edilmiş   ____ güvende
____ eksik
____ endişeli   ____ motive bozucu   ____ özgüvenli
____ pasif   ____ bağımlı
                             ____ sorumsuz
____ sorumlu   ____ bağımsız
          güvensiz

2. **Arkadaşımdan** dönüt almak beni ____

____ motive edilmiş   ____ güvende   ____ eksik
____ endişeli   ____ motive bozucu   ____ özgüvenli
____ pasif   ____ bağımlı   ____ sorumsuz
____ sorumlu   ____ bağımsız   ____ güvensiz

hissettirdi çünkü _____

_____

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3. Yazdığım yazıda arkadaşımın önerilerini göz önünde *bulundururum / bulundurmam* çünkü _____

4. Kendimi geliştirmek için *öğretmenimin / arkadaşımın / hem öğretmen hem arkadaşımın* dönütünü tercih ederim çünkü
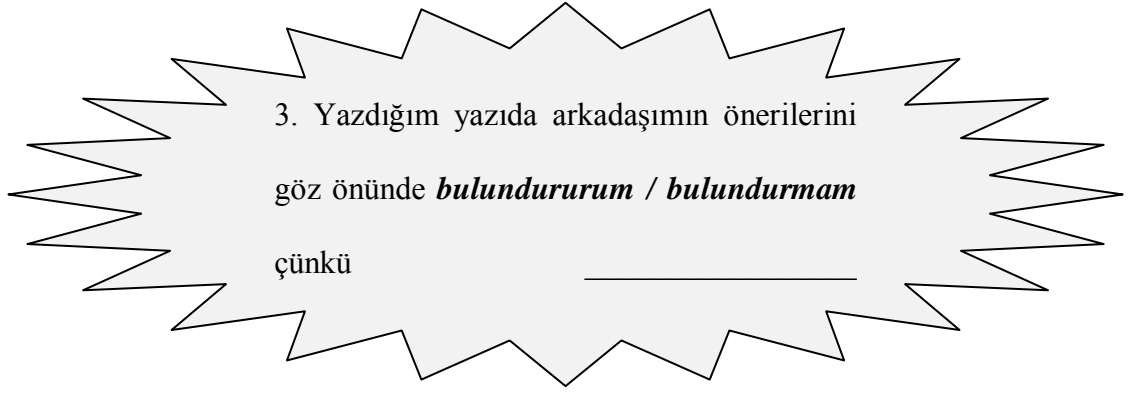
5. Dönüt almak yazı yazma becerinizi hangi konuda geliştirdi? (kendini düzeltme, noktalama, organizasyon) Örnek veriniz.

_____

_____

_____

6. Bence dönüt almak benim için daha yararlı olabilirdi eğer

_____

_____

Appendix K: Reflective Journal - English
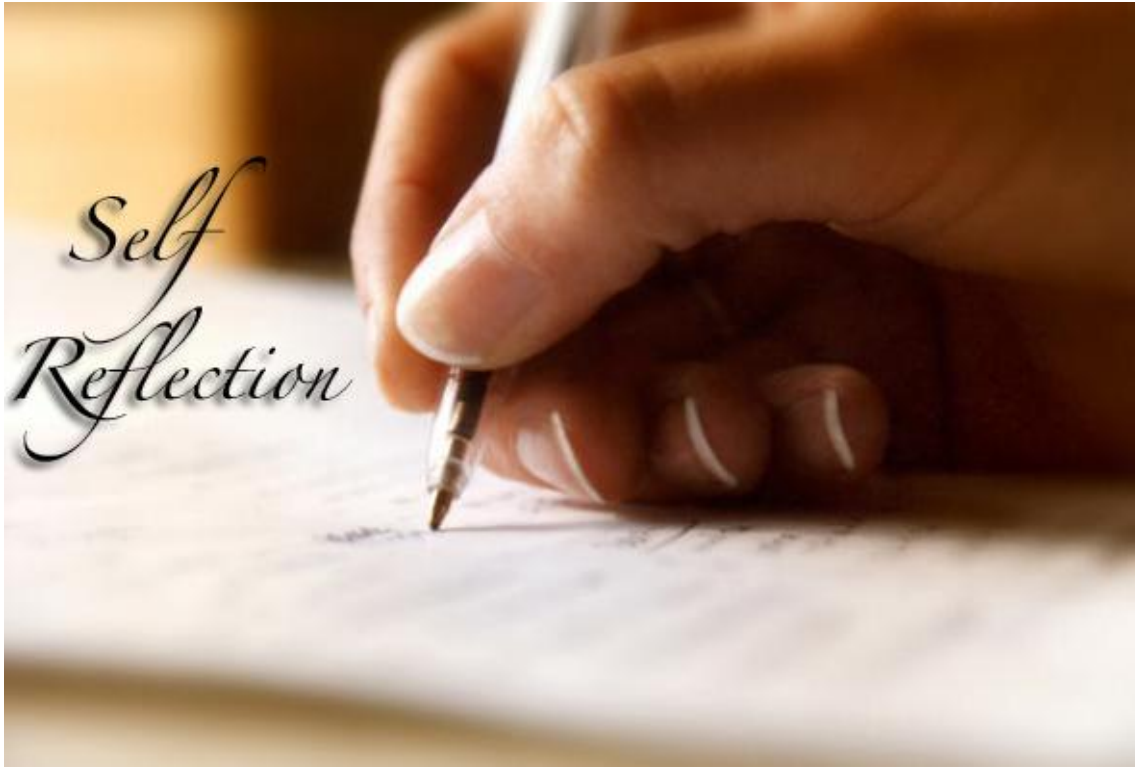
"Study without reflection is a waste of time; reflection without study is dangerous"

Confucius

My Name and Surname: _____

My Student Number:_____

SELF-REFLECTION

Instructions:

- For questions 1,2,4,6 and 11, please circle the appropriate option(s).
- For questions 3,5 and 7, please give your ideas in detail.
- For questions 8,9,10 and 11, please complete the statement referring to the lesson today.

The date today is _____

Today's topic was _____
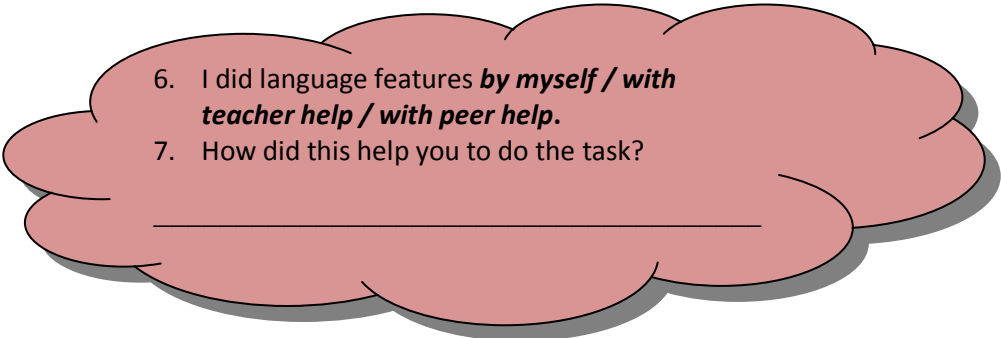
1. In the class today I did *outlining / writing / language features* successfully.
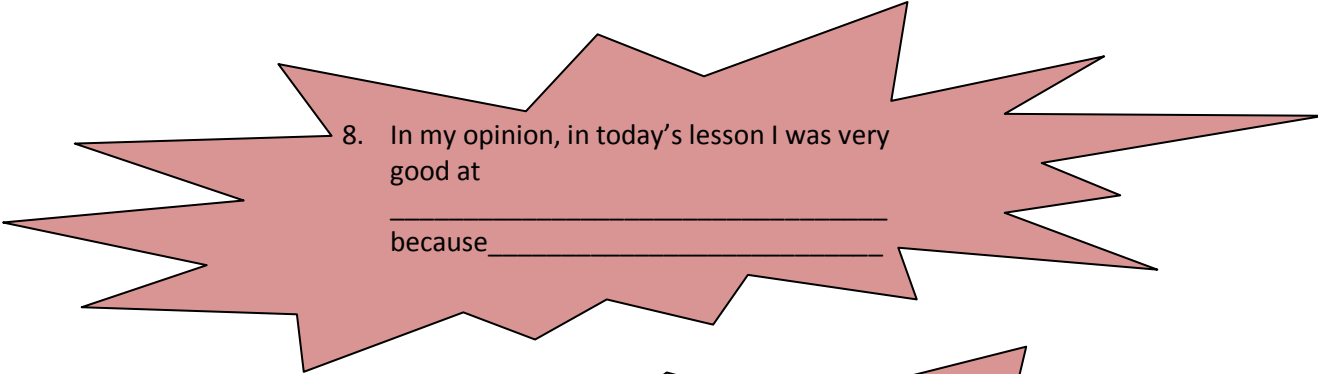
3. I did outlining *by myself / with teacher help / with peer help.*
4. How did this help you to do the task?
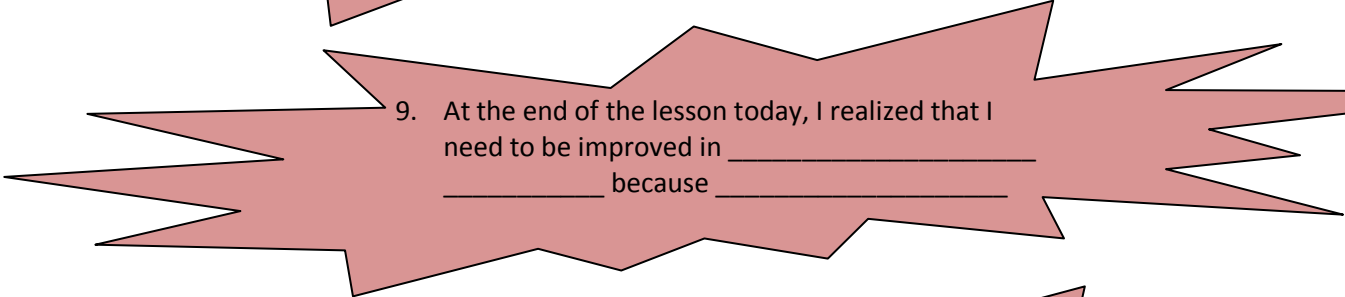
_____
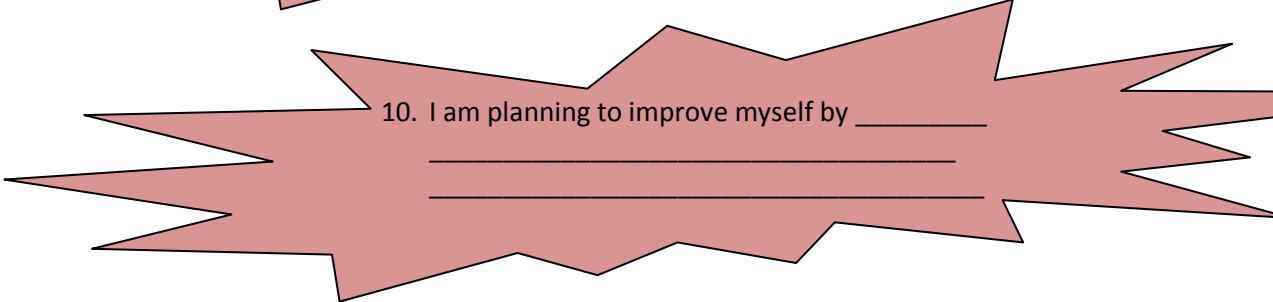
4. I did writing *by myself / with teacher help / with peer help.*
5. How did this help you to do the task?
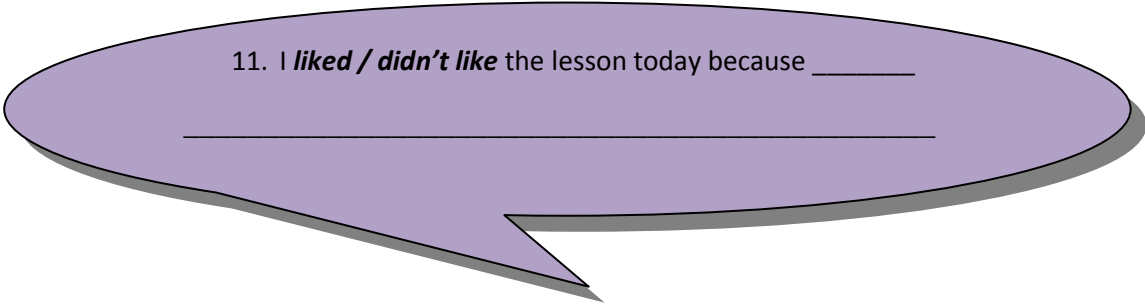
_____

6. I did language features *by myself / with teacher help / with peer help*.
7. How did this help you to do the task?

_____

8. In my opinion, in today's lesson I was very good at

_____

because_____

9. At the end of the lesson today, I realized that I need to be improved in _____ _____ because _____

10. I am planning to improve myself by _____ _____ _____

11. I *liked / didn't like* the lesson today because _____

_____

REFLECTION on COLLABORATION
Instructions:
- For questions 1,2,3,6,7,8, and 12, choose the most suitable option, for questions 4, 9, and 11 choose suitable options first and then complete the sentence.
- For questions 5 and 10, please tick the one(s) which is/are suitable for you.
- For questions 13, and 14, please write your opinions in detail.
- For question 15, please complete the sentence.

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1. The aim of the collaborative work *was / wasn't* clear. It was

_____

_____

2. I *enjoyed / didn't enjoy* taking part in collaborative work because

_____

_____

3. I *liked / didn't like* working with other member(s) because _____

_____

4. I found working in collaboration _____.
   ☐ useful   ☐ useless
   ☐ necessary   ☐ unnecessary
   ☐ important   ☐ unimportant
   ☐ motivating   ☐ not motivating

   because_____

5. My duty in the collaborative work was to ____.

   listen ☐ discuss ☐ give ideas ☐
   criticize ☐

6. In the collaborative work, I *completed / didn't complete* my task because _____

_____

7. The responsibility of the task *was / wasn't shared* equally among the members because

_____

_____

8. I *enjoyed / didn't enjoy* sharing responsibility with other member(s) because

_____

_____

9. I think the peers' role was _____.
   ☐ useful   ☐ useless
   ☐ necessary   ☐ unnecessary
   ☐ important   ☐ unimportant
   ☐ motivating   ☐ not motivating

because

_____

10. What was your teacher's role when you were working in collaboration?

☐ facilitator ☐ guide
☐ organizer ☐ advisor
☐ mediator ☐ model

11. I think the teacher's role was ___.

☐ useful ☐ useless
☐ necessary ☐ unnecessary
☐ important ☐ unimportant
☐ motivating ☐ not motivating

12. If I had a choice, I would work **a) in groups, b) in pairs, c) both**, or **d) individually** because

_____

13. In what way(s) did the collaborative work help you to develop?

_____

14. What would you like to do different next time in a collaborative work?

_____

15. I think the collaborative work will be more useful for me if

_____

_____

REFLECTION on FEEDBACK

Instructions:

- For questions 1 and 4, tick the appropriate option(s) for you.
- For questions 2,5,7,8,9,10,11 and 12, choose the suitable option and provide your reasons.
- For questions 3,6,13 and 14, explain in detail your response.

1. I found teacher's feedback _____.

   ☐ useful   ☐ useless
   ☐ necessary   ☐ unnecessary
   ☐ important   ☐ unimportant
   ☐ motivating   ☐ not motivating

2. Receiving feedback from my **teacher** made me feel…

   ____ motivated   ____ secure
   ____ worried   ____ unmotivated
   ____ passive   ____ dependent
   ____ responsible   ____ irresponsible
   ____ confident   ____ lacking
   ____ independent   ____ unsecure

because _____

3. What is the best and the worst side of receiving feedback from your **teacher**?

   The best: _____

   The worst: _____

4. I found my friends' feedback _____.

☐ useful   ☐ useless
☐ necessary   ☐ unnecessary
☐ important   ☐ unimportant
☐ motivating   ☐ not motivating

5. Receiving feedback from my **friends** made me feel …

_____ motivated   _____ secure
_____ worried   _____ unmotivated
_____ passive   _____ dependent
_____ responsible   _____ irresponsible
_____ confident   _____ lacking
_____ independent   _____ unsecure

because…..

6. What is the best and the worst side of receiving feedback from your **friends**?

The best:
_____
_____
___
The worst:
_____

7. In my writing, I considered **all / some / none** of my peers' suggestions because ___

_____

8. I found **teacher's / peer's** feedback more useful because

_____

9. I prefer *teacher / peer / teacher and peer / no*

feedback to improve because _____

_____

10. *Positive / Negative* comments help

me to understand the ways of improving

because _____

11. In writing, I like getting more feedback on _____.
    ____ grammar   ____ content
    ____ organization   ____ coherence
    ____ vocabulary   ____ linkers

because _____
_____
12. I like getting feedback as a ____ question
                            ____ correction
                            ____ comment
                            ____ suggestion

because _____
_____
_____

13. In what aspects does feedback improve you in writing? (e.g. self correction, spelling, organization) Give examples.

_____

14. I think receiving feedback will be more useful for me if _____

_____

_____

Appendix L: Data Collection Procedure

WHEN?	WHAT?	HOW?
February 19, 2013	• Orientation • Wrote Product Essay (PRE) • Gave Learner Questionnaire (PRE) • Gave Autonomy Level Questionnaire (PRE)	
February 25, 2013 **Module I**	• Had a meeting with T1 to give information and necessary documents	• Observation Checklist • Module 1 Booklet
February 26, 2013 **Module I**	• Observation 1 by T1 and a short evaluation afterwards	• Module1/Lesson Plan 1 • Module 1 Booklet
March 5, 2013 **Module I**	• Observation 2 by T1 and a short evaluation afterwards • Assigned Reflection Journal #1 • Students wrote first drafts and self-evaluated • Students did peer editing for their friends' essays • Students revise their essays if necessary • Collected Module 1 First Draft • Arrange FG1 Meeting time	• Module1/Lesson Plan 2 • Module 1 Booklet • Self-evaluation checklist • Peer-editing checklist
March 6, 2013 **Module I**	• Check students' First Drafts	• Students' Module 1 Essays
March 7, 2013 **Module I**	• Collected Reflection Journal #1 • Gave feedback and first drafts back to students • Gave diaries	• Reflection Journal #1
March 11, 2013 **Module I**	• Focus Group Interview #1 • Collected Module 1 Final Products • Had a meeting with T2 to give information and necessary documents	• Focus Group Interview Guide • Observation Checklist • Module 2 Booklet
March 12, 2013 **Module II**	• Observation 3 by T2 and a short evaluation afterwards	• Module2/Lesson Plan 1 • Module 2 Booklet
March 19, 2013 **Module II**	• Observation 4 by T2 and a short evaluation afterwards • Gave outline writing as a homework	• Module2/Lesson Plan 2 • Module 2 Booklet
March 26, 2013 **Module II**	• Observation 5 by T2 and a short evaluation afterwards • Check Outlines • Students wrote first drafts and self-evaluated • Students did peer editing for their friends' essays • Students will revise their essays as a homework if necessary	• Module2/Lesson Plan 3 • Module 2 Booklet • Self-evaluation checklist • Peer-editing checklist
March 28, 2013 **Module II**	• Collected Module 2 First Drafts • Assigned Reflection Journal #2	• Reflection Journal #2

March 29, 2013 **Module II**	• Gave feedback and first drafts back to students • Focus Group Interview #2	• Focus Group Interview Guide
March 30, 2013 **Module II**	• Collected Module 2 Final Products • Showed students the film 'Social Network' • Assigned a critical film review • Collected Reflection Journal #2	• Module 2 final products • Film review sample
April 15, 2013 **Module III**	• Had a meeting with T3 to give information and necessary documents	• Observation Checklist • Module 3 Booklet
April 16, 2013 **Module III**	• Observation 6 by T3 and a short evaluation afterwards	• Module3/Lesson Plan 1 • Module 3 Booklet
April 22, 2013 **Module III**	• Observation 7 by T3 and a short evaluation afterwards • Wrote an outline in class	• Module3/Lesson Plan 2 • Module 3 Booklet
April 30, 2013 **Module III**	• Observation 8 by T3 and a short evaluation afterwards • Students wrote first drafts and self-evaluated • Students did peer editing for their friends' essays • Students will revise their essays as a homework if necessary	• Module3/Lesson Plan 3 • Module 3 Booklet • Self-evaluation checklist • Peer-editing checklist
May 2, 2013 **Module III**	• Collected Reflection Journal #3 • Collected Module 3 First Drafts	• Reflection Journal #3
May 3, 2013 **Module III**	• Gave feedback and first drafts back to students • Collected Critical film reviews	
May 6, 2013 **Module III**	• Collected Module 3 Final Products • Focus Group Interview #3 • Assigned Reflection Journal #3 • Had a meeting with T4 to give information and necessary documents	• Module 2 final products • Focus Group Interview Guide
May 7, 2013 **Module IV**	• Observation 9 by T4 and a short evaluation afterwards	• Module4/Lesson Plan 1 • Module 4 Booklet
May 14, 2013 **Module IV**	• Observation 10 by T4 and a short evaluation afterwards • Wrote an outline in class • First draft writing and self evaluation as a homework	• Module4/Lesson Plan 2 • Module 4 Booklet
May 21, 2013 **Module IV**	• Observation 11 by T4 and a short evaluation afterwards • Assigned Reflection Journal #4 • Students did peer editing for their friends' essays • Collected Module 4 First Drafts	• Module4/Lesson Plan 4 • Module 4 Booklet • Self-evaluation checklist • Peer-editing checklist
May 22, 2013 **Module IV**	• Gave feedback and first drafts back to students • Gave Learner Questionnaire (POST) • Gave Autonomy Level Questionnaire (POST)	• Learner Questionnaire • Autonomy Level Questionnaire
May 23, 2013 **Module IV**	• Focus Group Interview #4 • Collected Module 4 Final Products	• Focus Group Interview Guide • Module 4 final products

May 24, 2013 Module IV	• Observation 12 by T4 and a short evaluation afterwards • Collected Reflection Journal #4 • Collected Product writing (POST) • Whole-class Discussion	• Reflection Journal #4 • Product writing

Appendix M: Coded Transcript Sample

Appendix N: Code List for Themes and Subthemes

ILLUSTRATION OF LIST OF CODES

Dimension: Theme - Subtheme	Codes
Collaboration: Weakness – Perception	CD:WEAK/PERC
CD: Weakness – Beliefs	CD:WEAK/BLF
CD: Weakness – Inconfidence	CD:WEAK/INCONF
CD: Weakness – L Self-esteem	CD:WEAK/LSE
CD: Weakness – Emotions	CD:WEAK/EMO
CD: Weakness – Attitudes	CD:WEAK/ATT
CD: Weakness – Self Monitoring	CD:WEAK/SMON
CD: Weakness – Self Management	CD:WEAK/SMAN
CD: Weakness – Reflection	CD:WEAK/REF
CD: Weakness – Self Evaluation	CD:WEAK/SEVA
CD: Weakness – Organization	CD:WEAK/ORG
CD: Weakness – Planning	CD:WEAK/PLAN
CD: Strengths – Focus on Action	CD:STR/FOCACT
CD: Strengths – Willingness	CD:STR/WILL
CD: Strengths – Feelings	CD:STR/FEEL
CD: Strengths – Confidence	CD:STR/CONF
CD: Strengths – Cooperation	CD:STR/CORP
CD: Strengths – Beliefs	CD:STR/BLF
CD: Strengths – Self Evaluation	CD:STR/SEVA
CD: Strengths – Self Monitoring	CD:STR/SMON
CD: Strengths – Self Management	CD:STR/SMAN
CD: Strengths – Planning	CD:STR/PLAN
CD: Strengths – Organizing	CD:STR/ORG
CD: Strengths –Decision Making	CD:STR/DMAK
CD: Development Through – Motivation	CD:Dt/MOT
CD: Development Through – Confidence	CD:Dt/CONF
CD: Development Through – Cooperation	CD:Dt/CORP
CD: Development Through – Feelings	CD:Dt/FEEL
CD: Development Through – Environment	CD:Dt/ENV
CD: Development Through –Beliefs	CD:Dt/BLF
CD: Development Through – Attitudes	CD:Dt/ATT
CD: Development Through – Courage	CD:Dt/COU
CD: Development Through – Self Evaluation	CD:Dt/SEVA
CD: Development Through – Self Management	CD:Dt/SMAN
CD: Development Through – Decision Making	CD:Dt/DMAK
CD: Development Through – Accessing	CD:Dt/ACC
CD: Development Through – Organizing	CD:Dt/ORG
CD: Development Through – Self Monitoring	CD:Dt/SMON
CD: Development Through – Reflection	CD:Dt/REF
CD: Development Through – Setting Goals	CD:Dt/STGOAL
CD: Development Through – Problem Identification	CD:Dt/PRID
CD: Collaboration – Confidence	CD:COLL/CONF

CD: Collaboration – Cooperation	CD:COLL/CORP
CD: Collaboration – Feeling	CD:COLL/FEEL
CD: Collaboration – Environment	CD:COLL/ENV
CD: Collaboration – Beliefs	CD:COLL/BLF
CD: Collaboration – Attitude	CD:COLL/ATT
CD: Collaboration – Courage	CD:COLL/COU
CD: Collaboration – Motivation	CD:COLL/MOT
CD: Collaboration – Self Evaluation	CD:COLL/SEVA
CD: Collaboration – Self Management	CD:COLL/SMAN
CD: Collaboration – Decision Making	CD:COLL/DMAK
CD: Collaboration – Accessing	CD:COLL/ACC
CD: Collaboration – Organizing	CD:COLL/ORG
CD: Collaboration – Self Monitoring	CD:COLL/SMON
CD: Collaboration – Reflection	CD:COLL/REF
CD: Collaboration – Setting Goals	CD:COLL/STGOAL
CD: Collaboration – Problem Identification	CD:COLL/PRID
CD: Feedback – Motivation/Teacher	CD:FEED/MOT_T
CD: Feedback – Motivation/Peer	CD:FEED/MOT_P
CD: Feedback – Self Confidence/Teacher	CD:FEED/SCON_T
CD: Feedback – Self Confidence/Peer	CD:FEED/SCON_P
CD: Feedback – Guidance/Teacher	CD:FEED/GUID_T
CD: Feedback – Feeling Safe/Teacher	CD:FEED/SAFE_T
CD: Feedback – Feeling Safe/Peer	CD:FEED/SAFE_P
CD: Feedback – Feeling Inadequate/Teacher	CD:FEED/INAD_T
CD: Feedback – Feeling Inadequate/Peer	CD:FEED/INAD_P
CD: Feedback – Responsibility/Teacher	CD:FEED/RESP_T
CD: Feedback – Responsibility/Peer	CD:FEED/RESP_P
CD: Feedback – Independence/Teacher	CD:FEED/INDEP_T
CD: Feedback – Independence/Peer	CD:FEED/INDEP_P
CD: Feedback – No Need/Peer	CD:FEED/NONEED_P
CD: Feedback – Feel Good/Peer	CD:FEED/GOOD_P
CD: Feedback – Trust/Peer	CD:FEED/TRST_P
CD: Feedback – Mistakes/Peer	CD:FEED/MIST_P
CD: Feedback – Cooperation/Peer	CD:FEED/CORP_P
CD: Feedback – Worrying/Peer	CD:FEED/WORRY_P
CD: Feedback – Passive/Peer	CD:FEED/PASS_P
CD: Feedback – Self Correction_Teacher	CD:FEED/SCOR_T
CD: Feedback – Self Correction_Peer	CD:FEED/SCOR_P
CD: Feedback – Organizing/planning_Teacher	CD:FEED/ORG_T
CD: Feedback – Organizing/planning_Peer	CD:FEED/ORG_P
CD: Feedback – Realizing/awareness_Teacher	CD:FEED/AWAR_T
CD: Feedback – Self Evaluation_Teacher	CD:FEED/SEVA_T
CD: Feedback – Self Evaluation_Peer	CD:FEED/SEVA_P
CD: Feedback – Realizing Mistakes_Peer	CD:FEED/AWMIST_P
CD: Feedback – Creativity_Peer	CD:FEED/CREAT_P
RD: Weakness – Decision Making	RD:WEAK/DMAK
RD: Weakness – Evaluation	RD:WEAK/EVA

RD: Weakness – Making Connections	RD:WEAK/MCON
RD: Weakness – Analyzing	RD:WEAK/ANLZ
RD: Weakness – Attention	RD:WEAK/ATT
RD: Strengths – Making Connection	RD:STR/MCON
RD: Strengths – Forming Interpretation	RD:STR/FORINT
RD: Strengths – Perception	RD:STR/PERC
RD: Strengths – Evaluation	RD:STR/EVA
RD: Strengths –Analyzing	RD:STR/ANLZ
RD: Development Through – Attention	RD:Dt/ATT
RD: Development Through – Perception	RD:Dt/PERC
RD: Development Through – Revising	RD:Dt/REV
RD: Development Through – Making Connection	RD:Dt/MCON
RD: Development Through – Language	RD:Dt/LANG
RD: Development Through – Recall	RD:Dt/RCLL
RD: Collaboration – Attention	RD:COLL/ATT
RD: Collaboration – Perception	RD:COLL/PERC
RD: Collaboration – Revision	RD:COLL/REV
RD: Collaboration – Motor Skills	RD:COLL/MS
RD: Collaboration – Social Interactions	RD:COLL/SINT
RD: Collaboration – Making Connections	RD:COLL/MCON
RD: Collaboration – Visualizing	RD:COLL/VIS
RD: Collaboration – Evaluation	RD:COLL/EVA
RD: Collaboration – Language	RD:COLL/LANG
RD: Collaboration – Decision Making	RD:COLL/DMAK
RD: Collaboration – Forming Interpretation	RD:COLL/FORINT
RD: Collaboration – Recalling	RD:COLL/RCLL
RD: Feedback – Showing Mistakes_Teacher	RD:FEED/SHWMIST_T
RD: Feedback – Multiple Perspective_Teacher	RD:FEED/PERSP_T
RD: Feedback – Multiple Perspective_Peer	RD:FEED/PERSP_P
RD: Feedback – Repeat Mistakes _Peer	RD:FEED/RPTMIST_P
RD: Feedback – Revision_Peer	RD:FEED/REV_P
RD: Feedback – Making Mistakes_Peer	RD:FEED/MKMIST_P
RD: Feedback – Competitive Skill_Peer	RD:FEED/COMP_P
RD: Feedback – Deficiency_Peer	RD:FEED/DEF_P

Appendix O: List of Themes and Subthemes

	HOW DID COLLABORATIVE DIALOGUES in THE IMPLEMENTED PROGRAM FOSTER STUDENTS' AUTONOMY IN WRITING?	RJ	FGI
1.	Students' development of emotional aspects while writing through joint and/or group dialogues		
1.1	Students' feeling secure	√	√
1.2	Students' taking responsibility	√	√
1.2.1	engagement in group & peer works		
1.2.2	gaining task awareness		√
1.3	Students' gaining confidence	√	√
1.3.1	engagement in peer & group work		
1.3.2	Conducting research	√	
1.3.3	Engagement in self correction	√	√
1.3.4	gaining awareness of weaknesses	√	√
1.3.5	Engagement in reflection process	√	√
1.3.6	Creation of ideas	√	
1.3.7	Gaining multiple perspectives		√
1.3.8	Involvement in process writing		√
1.4	Students' enhancement of motivation	√	√
1.4.1	Engagement in group dialogues		
1.4.2	sharing loads		√
1.4.3	Gaining task awareness		√
1.4.4	Making their own decisions		√
1.4.5	Gaining awareness of weaknesses		√
1.4.6	Correction of own mistakes		
1.4.7	Being careful in peer works		
1.4.8	Gaining confidence		
1.4.9	Engagement in joint dialogues		
2.	Students development of self-evaluation, self-awareness and self-correction skills in writing through joint and/or group dialogues		
2.1	Students developing self-evaluation skill in writing	√	√
2.1.1	Getting multiple perspectives	√	
2.1.2	Engagement in peer and teacher feedaback	√	
2.1.3	Enhancement of motivation	√	
2.1.4	Development of independence	√	
2.1.5	Correction of own mistakes	√	
2.1.6	Practicing critical thinking		√
2.1.7	Engagement of peer editing sessions		√
2.2	Students gaining self-awareness skills	√	√
2.2.1	Getting group and peer guidance	√	
2.2.2	Engagement in teacher and peer dialogues	√	
2.2.3	Modeling teacher and peer feedback	√	√
2.2.4	Improvement of critical thinking	√	√
2.2.5	Gaining multiple perspectives	√	
2.3	Students gaining awlf-correction skills	√	
2.3.1	Getting teacher and peer feedback	√	
2.3.2	Gaining awareness of weaknesses	√	√
2.3.3	Modeling teacher and peer feedback	√	
2.3.4	Developing planning and organizational strategies	√	√

2.3.5	Being careful	√	
2.3.6	Using prior knowledge	√	
3.	Students' development of writing strategies and skills through joint and/or group dialogues		
3.1	Planning / organization strategies	√	√
3.1.1	Engagement in teacher and peer feedback	√	√
3.1.2	Improvement of creativity and imagination		√
3.1.3	Gaining critical thinking skills		√
3.1.4	Improving research skill		√
3.2	Revision strategies		√
3.3	Evaluation strategies	√	√
3.4	Use of mechanical aspects	√	√
3.5	Use of lexical knowledge	√	√
3.5.1	Researching	√	
3.5.2	Engagement in group dialogues	√	
3.5.3	Getting teacher and peer feedback	√	
3.6	Development of critical thinking skills		√
3.6.1	Engagement in peer and group dialogues	√	√
3.6.2	Engagement in peer editing	√	√
3.6.3	Engagement in teacher feedback	√	√
	HOW DID REFLECTIVE PROCESSES OF THE IMPLEMENTED PROGRAM FOSTER STUDENTS' AUTONOMY IN WRITING?	*RJ*	*FGI*
1.	Students' development of emotional aspects while writing through reflective journals		
1.1	Gaining self confidence	√	√
1.1.1	Involvement in writing reflective journals		√
1.1.2	Giving own decisions		√
	Gaining awareness of multiple roles		
	Facing own mistakes		
1.2	Motivation	√	√
	Getting ideas regularly		
	Gaining awareness of weaknesses and strengths		
2.	Students development of self-awareness and self evaluation skills in writing through reflective journals		
2.1	Students gaining awareness of weaknesses	√	√
2.1.1	Gaining awareness of strengths and weaknesses	√	
2.1.2	Gaining awareness of learning strategies	√	
2.1.3	Gaining awareness of prior knowledge	√	
2.1.4	Gaining awareness in self-correction	√	√
2.2	Development of self evaluation skill	√	√
2.2.1	Writing reflective journals	√	
2.2.2	Gaining critical thinking	√	
3.	Students' development of writing strategies and skills through reflective journals		
3.1	Developing planning skills	√	
3.2	Improvement of creativity and imagination	√	√

Appendix P: Martix Sample for Data Analysis

Appendix Q: Written Consent of Students

<u>Statement of Consent</u>

Title of the Research: Impact of Collaborative and Reflective Writing Activities on Students' Autonomy in Writing: An Action Research on Freshmen Law Students

Name of the Researcher: Sen. Instr. Nadiran Tanyeli

Aim of Research: The primary aim of this study is to investigate the impact of collaboration and reflection dimensions of the 'Collaborative and Reflective Writing Program' (CRWP) on the development of students' autonomy in writing.

In order to have an ethical research, your informed consent is required to allow you to participate in this research which takes part in Spring 2013-14. Please read the following statements carefully, and tick the boxes required if you are willing to participate, and then sign the form.

☐ I have read and understand the purpose of the study.

☐ I have had the chance to ask questions about the study and the answers satisfied me.

☐ I agree to participate focus group interviews four or five times to talk about my feelings, beliefs, and comments regarding this class.

☐ I am happy for my comments and ideas to be tape recorded during the focus group interviews.

☐ I agree to allow the researcher to observe and video record me by herself and by her colleagues as I participate in the lessons. I understand that there will be 10 or 11 observations throughout the semester.

☐ I agree to fill in post module reflection journals 4 times throughout the semester after the completion of each module.

☐ I agree to be enrolled in the research where I will have to write 4 process-writings and 1 product-writing.

☐ I am happy to fill in the learner autonomy questionnaire at the beginning and at the end of the semester.

☐ I am happy to fill in the autonomy level questionnaire at the beginning and at the end of the semester.

☐ I understand that any data I may provide will be used only for the purposes of the research and that it will be kept secure and confidential.

☐ I understand that I can withdraw at any time if I change my mind and this will not affect my coursework in any way.

☐ I further understand that any information that I provide with be reported using a fictional name (which I will choose) and no family name will be reported.

Thank you, your participation is very much appreciated.

Participant's signature: ……………………………………………

Appendix R: 'Good' Graded Paper Sample

Appendix S: 'Weak' Graded Paper Sample

APPENDIX I: CEFR Level B1

	Task Fulfilment/Achievement	Coherence and unity	Vocabulary/Lexis	Grammar	Organization & Structure
9-10	▪ Fully satisfies the demand of the task (using all the info.) ▪ Fully-developed with relevant, fully extended and well-supported ideas	▪ Uses cohesion in such a way that it attracts no attention	▪ Uses a wide range of vocabulary naturally & skillfully for the level ▪ Almost no spelling mistakes	▪ Uses a wide range of structures with full flexibility and accuracy ▪ Makes almost no errors	▪ Well organized and structures in terms of paragraphing, topic and support
7-8	▪ Mostly satisfies the demand of the task (using nearly all of the info.) ▪ Well-developed with relevant, extended and supported ideas	▪ Sequences information and ideas coherently and effectively (a clear progression throughout) ▪ Uses a range of cohesive devices sufficiently	▪ Uses a wide range of vocabulary flexibly/to allow some flexibility for the level ▪ May produce occasional errors in word choice, spelling and/or word formation	▪ Uses a wide range of structures ▪ majority of sentences are error-free ▪ Makes occasional errors	▪ Mostly well organized and structured in terms of paragraphing, topic and support
5-6	▪ Satisfactorily satisfies the demand of the task (using most of the info.) ▪ Developed with relevant ideas, but supporting ideas may lack focus	▪ Sequences information and ideas logically (a clear overall progression) ▪ Uses a range of cohesive devices appropriately (with some under-/over-use)	▪ Uses an adequate range of vocabulary for the level ▪ Makes some errors in spelling and/or word choice, but do not impede communication	▪ Uses a sufficient range of structures for the level ▪ Makes some errors but rarely reduces communication	▪ There is a clear pattern to the work but further organization and structuring needed in terms of paragraphing, topic and support
3-4	▪ Partially satisfies demand of the task (some details are missing) ▪ Limited and not sufficiently developed ideas and/or maybe irrelevant / inappropriate	▪ Presents information and ideas with some organization (may lack overall progression) ▪ Makes inadequate, inaccurate or over-use of cohesive devices	▪ Uses a limited range of vocabulary for the level ▪ Makes noticeable errors spelling and/or word choice/formation (may cause some difficulty)	▪ Uses a limited range of structures for the level ▪ May make frequent errors causing some difficulty	▪ Poorly organized and structured in terms of paragraphing, topic and support
1-2	▪ Minimally/Barely satisfies demand of the task (most info. missing) ▪ Few undeveloped, irrelevant ideas	▪ Present information and ideas that are not organized coherently (no clear progression) ▪ Uses some basic cohesive devices that are inaccurate or repetitive	▪ Uses a very limited (basic) range of vocabulary repetitively for the level ▪ Makes many errors in spelling and/or word choice/formation	▪ Uses only a very limited range of structures ▪ Makes many errors distorting meaning	▪ Almost impossible to comprehend. Few signs of academic organization
0	▪ Completely unrelated to the task	▪ Fails to communicate any message	▪ Can only use a few isolated words	▪ Cannot use sentence forms at all	▪ Completely wrong or no organization

Appendix M: Coded Transcript Sample

S6	Vocabulary)CD:WEAK/MECH	Determining our objectives made us develop.	self confidence developed. I can see that I actually know more than I guess!
S7	writing)CD:STR/WR grammar & knowledge) CD:WEAK/MECH	Deciding on my own topic helped me develop in writing. We determined our own objectives & we definitely felt better. CD:Dt/DMAK	• Peer works motivated me in writing) CD:COLL/MOT • Collab. enabled to realise my mistakes that I'm not aware of. This prevents us to think a wrong as sth true. Peer works are beneficial for realising mistakes) CD:COLL/BRID • My friend's feedback is important if he realise. • It has a positive effect. Your positive feedback considers mistakes) motivates me. CD:FEED/MOT_T
S8	outlining) CD:STR/PLAN grammar) CD:WEAK/MECH	Assessment criteria made me to be more attentive & serious.	• Collab. was fun & instructive because we had different perspectives) CD:COLL/CORP and exchange ideas.
S9	organisation) CD:STR/ORG translation & reading & vocabulary CD:WEAK/VOC	• Determining our objectives helped us develop. CD:Dt/DMAK	• we can easily deal with the things we can't do alone. we can easily see our mistakes) CD:COLL/SEVA • It helped me gain) self confidence) & feel more safe. CD:COLL/CONF
S10	outlining) CD:STR/PLAN vocabulary) CD:WEAK/LEX	Assessment criteria didn't help me develop but I become more attentive.	• Collab. was fun & educative b/c we had different perspectives & exchange ideas) CD:COLL/CORP • Collab. affected our learning & writing but mostly our confidence. I trusted my peer when he gave me feedback b/c he knows more than I do. working with teacher is too formal that I don't like and that put barriers to my learning. I prefer working with friend) CD:FEED/TRST_P — Dislike
S11	vocabulary CD:STR/VOC grammar CD:WEAK/MECH	I checked the checklist before I write so that I didn't have any problems in writing. Process writing help me improve my writing as I keep writing & correct my mistakes. CD:Dt/SEVA Deciding on the ways to reach the goal helped us develop. CD:Dt/DMAK	• It was fun not boring • In individual work, I used to have difficulty but in group works I feel developed through speaking — collaborating with friends. I learned • It didn't affect my text to others or myself. working with teacher was fun. As she guides us, my confidence increased. CD:COLL/VOC many new words that I used in my essay CD:COLL/CONF_T

Appendix P: Matrix Sample for Data Analysis

Table 2 Students' Strengths in Meta Cognitive Domain

Themes – Subthemes

MS – Strength in Metacognitive Domain
- SEVA – Self evaluation
- SMON – Self monitoring
- SMAN – Self management
- PLAN – Planning
- ORG – Organising
- DECM – Decision making

AS – Strength in Affective Domain
- FOCACT – Focus on action
- WILL – Willingness
- FEEL – Feelings
- CONF – Confidence
- CORP – Corporation
- BLF – Beliefs

CS – Strength in Cognitive Domain
- MC – Making connection
- FORINT – Forming interpretation
- PERC – Perception
- EVA – Evaluation
- ANLZ – Analysing

through

Skills
- voc – vocabulary
- wr – writing
- plan – planning
- ref – Reflecting
- res – researching
- gr – grammar

Skills
- Collab – collaboration
- we – writing
- idea – idea producing/developing
- cont – content
- RES – Researching
- Ref – Reflecting

Skills
- ide – idea producing/developing
- wr – writing
- gr – grammar
- mist – mistakes
- back – background knowledge