The effect of planned writing model on writing anxiety, self-efficacy and B2 Level achievement of learners of Turkish as a foreign language

Halil Erdem Çocuk,a* Tuğba Yanpar Yelken b

a,b Karamanoğlu Mehmetbey University, Karaman, Turkey

Abstract

The main purpose of this study is to examine the effect of the planned writing model on the writing anxiety, self-efficacy and Turkish course achievement of those learning Turkish as a foreign language. For this purpose, a 6-week planned writing model was applied in the research. The study group of the research consisted of 32 students studying at a public university in Ankara and taking a B2 level Turkish education course for foreigners. The data of the study were collected through the "Writing Anxiety Scale for Those Learning Turkish as a Foreign Language" developed by Şen and Boylu (2017) and the "Writing Skill Self-Efficacy Scale for Foreigners Learning Turkish as a Second Language" developed by Büyükikiz (2012). According to the findings, there was a significant difference in writing anxiety and writing skills self-efficacy scores by gender variable, while no difference was found by regular reading in native language. In addition, it was observed that the planned writing model had a positive effect on students' writing anxiety, writing skills self-efficacy and level achievement in favour of the post-test.

Keywords: Turkish education for foreigners; writing anxiety; writing skills self-efficacy; planes writing.

1. Introduction

Language is a source of diplomacy, agreement and cooperation between societies and nations as well as a means of communication in society. People have learned each other's languages for various reasons from the invention of writing to the present day. Among these reasons, there are social dynamics and forces such as trade, war, kinship relations and struggles for domination. It is a fact today that economically powerful countries teach their own languages to other nations indirectly through technology. In addition, it has become a necessity for the people that migrated because of war to learn the language of the receiving country, indirectly or by state support. This can be best illustrated by the people recently immigrating from Syria to Turkey after the war. While some of them learned Turkish

---

* Corresponding author.
  E-mail address: halilerdemcocuk@gmail.com

on the street in this process, refugees up to the age of thirty learned Turkish language systematically in state-sponsored universities, camps and state schools.

Another reason for learning a foreign language is cultural and military agreements between countries. Countries that feel geographic, religious, or kinship attachment to each other must cooperate to protect both their land and their culture from common threats. Learning a language and keeping it alive forms the basis of this cooperation. Today, student exchanges inbetween universities and training of guest military personnel in military schools are examples of this.

Civilized societies can get results in a shorter time in learning a second language by using effective learning and teaching methods. The use of technology provides language learners with various facilities in language learning such as electronic dictionaries, text analysis programs, and the pronunciation of words in accordance with the standards. Besides these technological facilities, psychological criteria such as the language learner's personal characteristics, background knowledge, motivation, self-efficacy and anxiety also directly affect the process. Therefore, in language teaching, these psychological factors should be taken into consideration in addition to technology-supported basic language skills.

Activities related to basic language skills in native or foreign language teaching are given priority. According to Karatay (2011), proficiency in any language is evaluated by the effective use of basic language skills based on comprehension and narration. Writing skill, one of the four basic language skills, has an important place in learning and evaluation processes. The aim of developing writing skills in teaching Turkish as a foreign language is to enable individuals to write their feelings and thoughts in a planned manner in accordance with the language characteristics of Turkish. The individual can present the acquired information in a concrete way since the writing is an applied skill (Tiryaki, 2013, p. 38). According to Çakır (2010), the goal in developing writing skill is to control the learning process, determine the level of students, reinforce the structures or words that were taught, see language mistakes, teach punctuation marks, learn other skills better, develop students' language skills and creative thinking, transfer the subjects from short-term memory to long-term memory and help the students transform their abilities into performance. The development of writing skills enables students to achieve the target language and express themselves better in this language. Writing skill has a great contribution both in the analysis of the texts and solving the problems immediately in daily life.

There are many models in writing education that will improve students' skills. Considering in the context of teaching Turkish to foreigners, it can be said that the planned writing model is more functional than others. According to the Planned Writing and Evaluation Model, the writing process consists of the phases as preparation, first draft, first evaluation, second draft, third draft and final evaluation (Şentürk, 2009). Karatay (2011) suggests that, in the 4 + 1 Planned Writing and Evaluation Model, the writing process takes place in five steps: "preparation, planning, organizing, revision and presentation". On the other hand, Karatosun (2014) states that the writing process is composed of "preparation, drafting/planning, reviewing/organizing/development, editing, presentation/publishing/ sharing" stages according to the Planned Writing and Evaluation Model.

Planning pre-writing activities is important in planned writing. Careful planning of the first step of the process will help avoid many difficulties in the process beforehand. Akyol (2011: 109) stated about pre-writing preperation that the selection of the subject, setting the goal, determining the target audience and the type of the article, presenting and organizing the opinions about the subject should be done in the preparation stage before writing. The second step is "drafting". According to İzdeş (2011, p. 40), a draft text is created after presenting different opinions about determining the situation, the target and the group to which the message is to be conveyed during the writing phase. Building up a draft is to take the ideas that are related to the subject and to determine how these ideas will be expressed in the introduction, development and conclusion parts, in short, to design how the article will be. Another step

is "organization". At this stage, students are expected to read their texts, re-examine, organize and improve their feelings and thoughts about the subject they would like to convey. Developing incomplete and ambiguous places in terms of emotion and expression, omitting useless details that do not constitute a basis for the message, basic idea and emotion, re-correcting and improving the text are realized at this stage (Karatay & Aksu, 2017, p. 319). This stage is followed by "revision". Pre-writing preparations should be carried out in accordance with the plan and the draft should be arranged according to the general outline. In this part of the arrangement, it is necessary to give feedback to the student. This can be done by the teacher or a peer learner. The last stage of writing is "sharing". In various ways can learners share the texts they have written considering the genre. According to Anderson, Goldwire et al. (2001, p. 28), learners share their texts by "writing, reading aloud, or exhibiting". Learners should be encouraged to share and publish their articles. In this way, they will want more to write texts (Tabak & Göçer, 2013, p. 155). Activities such as students' sending their texts to others by e-mail, creating books, organizing recitals or exhibiting beautiful articles are thought to positively affect the psychological processes in writing. An individual who achieves a foreign language product at the end of the writing process can control his/her anxiety level, and his/her self-efficacy and motivation perceptions about the writing processes can increase.

Another concept that complements the words sadness, concern and worry is anxiety. Anxiety is usually the fear that the result of a job will not be as desired or that the process will not go as planned. According to Cüceloğlu (2000), anxiety may arise from the loss of a usual support, the possibility of negative consequences, the possibility of a penalty, the differentiation between one's beliefs and reactions, or uncertainty about the future. Writing anxiety can also be defined as the negative emotion that the person feels with the thought of failure during the act of writing. Those who experience this feeling may consider writing as disturbing, horrible, or a punishment (Teichman & Poris, 1989). Bloom (1985) expressed writing anxiety as showing behaviors, beliefs or feelings that prevent people from starting, working on or finishing a writing task that they can mentally do. Writing anxiety can cause writing activity to end anywhere (McLeod, 1987, p. 427). The fear of being evaluated by the teacher is not only the reason for this. Rankin-Brown (2006) found that students avoid writing because of the following three factors: self-evaluation, teacher's evaluation, and peer evaluation. In addition, as the writing anxiety rises, one's tendency in avoiding and finding excuses also increases. Warburton (2007) stated that, when people with writing anxiety have to write anything, many works they have not done so far come to their mind and thenthese people become eager to do those jobs. Constructive anxiety helps the learner to be aware of the learning process by focusing his/her attention on the subject. Destructive anxiety affects learner performance by decreasing participation in the process and moving the learner away from reading activity (Scarcella & Oxford, 1992). For these reasons, a planned teaching process may not be enough to get a good result. The teacher should be aware of the types, effects, consequences and anxiety-reducing activities of anxiety and put this awareness into practice on the students s/he teaches.

Self-efficacy perception affects not only cognitive, affective and motivational processes, but also one's development, change, adaptation to new situations, pessimistic or optimistic thinking, self-improvement or weakness, goals and desires (Bandura, 2002: 4). Another area in which self-efficacy perception is effective is determination and persistence in continuing to do the job. Individuals with a high perception of self-efficacy insist on finishing the job they started (Pajares, 2008, p. 113). Writing self-efficacy is the belief that the student will successfully complete the text formation stages by keeping his/her anxiety under control in the writing process. In this process, the learner focuses on his/her goals, strives to perform the activities, does not lose optimism even if s/he fails, and endeavours to learn.

Although there are studies on planned writing in the literature, Bağcı (2019) examined the effect of the 4 + 1 model in teaching Turkish to foreigners on the development of writing skills and self-efficacy

beliefs of those who learn Turkish as a foreign language. Kadan (2020) investigated the effect of the planned writing model in accordance with the 5E learning model on the writing attitudes and writing skills of students who learn Turkish as a foreign language. Alan (2019) investigated the effect of the 4 + 1 planned writing and evaluation model on the writing skills and the use of coherence instruments of students who learn Turkish as a foreign language. Academic researches on anxiety in teaching Turkish to foreigners focus on listening skills scale development studies (Özdemir, 2012; Melanlıoğlu & Demir, 2013) and articles (Sallabaş, 2012; Yoğurtçu & Yoğurtçu, 2013; Sevim, 2014; Boylu & Çangal, 2015). There are few studies on anxiety scale development (Aytan & Tuncel, 2015; Şen & Boylu, 2017) and articles (Maden, Dinçel, & Maden, 2015; İşcan, 2016) about writing skills. Besides, there are a few studies on writing self-efficacy in teaching Turkish to foreigners (Büyükikiz, 2012; Uğurlugelen, 2019). With regards to the planned writing model, writing anxieties and writing self-efficacy of those who learn Turkish as a foreign language were examined in the above conceptual framework and the studies in the literature. The lack of a study examining the effects of planned writing on anxiety, self-efficacy and level success together and the results of these effects make the study important.

1.1. Research questions

1.1.1. What are the writing anxiety and writing skills self-efficacy of those learning Turkish as a foreign language?

1.1.2. Do the writing anxiety and writing skills self-efficacy of those learning Turkish as a foreign language differ significantly according to "*gender and regular reading in their native language*"?

1.1.*3. Does the writing education conducted in accordance with the planned writing education have an effect on the* level achievement *of those learning Turkish as a foreign language?*

1.1.4. Does the writing education conducted in accordance with the planned writing education have an effect on the *writing anxiety* of those learning Turkish as a foreign language?

1.1.5. Does the writing education conducted in accordance with the planned writing education have an effect on the *writing skills self-efficacy* of those learning Turkish as a foreign language?

2. Method

In this section, the research model, information about the study group, tools used for data collection, process of data collection and data analysis were discussed.

2.1. Research Model

This study is a descriptive field study which aims to examine the effect of the planned writing model on the writing anxiety, self-efficacy and Turkish course achievement of those learning Turkish as a foreign language. Survey model was used to obtain the data. Survey models are a research approach that aims to describe a past or present situation as it is. The event, individual or object to be investigated is tried to be defined in its own conditions as it is (Karasar, 2008, p. 77).

2.2. Study Group

The study group of this research consists of 32 students who were studying at a public university in Ankara and in the B2 level of Turkish education for foreigners. Information about the study group is shown in Table 1.

Table 1. Information about the study group

		Frequency	Percentage
Gender	Male	22	68,8
	Female	10	31,3
Country	Afghanistan	14	43,8
	Albania	8	25,0
	Kosovo	1	3,1
	Mongolia	1	3,1
	Somali	8	25,0
Reading in Native Language	Yes, I do.	18	56,3
	No, I do not.	14	43,8

When Table 1 is examined, it is seen that there are 22 male and 10 female students in the study group. There are 14 Afghan, 8 Albanian, Somalian, one Mongolian and one Kosovan student in the study group. Among these students, the 18 stated that they constantly read in their native language, while 14 students stated that they did not read.

2.3. Data Collection Tools

The data of this study were obtained through the "Writing Anxiety Scale for Those Learning Turkish as a Foreign Language" developed by Şen and Boylu (2017) and the "Writing Skill Self-Efficacy Scale for Foreigners Learning Turkish as a Second Language" developed by Büyükikiz (2012). The achievement test was created by the researcher.

Developed by Şen and Boylu (2017), the "Writing Anxiety Scale for Those Learning Turkish as a Foreign Language" is a scale with two dimensions (Action-Based Anxiety and Environment-Based Anxiety) and 13 items having good fit-indices values. Cronbach Alpha reliability coefficient of the scale is .84. The two-factor structure explains 46,820% of the total variance.

The "Writing Skill Self-Efficacy Scale for Foreigners Learning Turkish as a Second Language", developed by Büyükikiz (2012), is a scale consisting of two factors and 16 items. These two factors explain 56.85% of the total variance. The Cronbach Alpha reliability coefficient of the scale is 0.93 for the first factor; 0.74 for the second factor, and 0.92 for the whole scale. B2 level exam was used for achievement test. The B2 level exam was prepared according to the B2 level content specified in the Common European Framework of References for Languages.

2.4. Analysis of Data

The difference tests between the averages were conducted in order to determine the effect of the planned writing model on the writing anxiety, self-efficacy and Turkish course achievement of those learning Turkish as a foreign language. For this purpose, it was first examined whether the dependent variable was normally distributed with regards to the independent variable. Type of test to be used in normality tests depends on the number of participants in the data set. However, there is no agreement on it. Büyüköztürk (2011) recommends using the "Kolmogrov-Simirnov" test if the "n" is 50 and above, and using the "Shapiro-Wilks" tests if "n" is below 50. On the other hand, Akbulut (2011) suggests the number of "n" as 30 in normality tests. In this study, Kolmogorov-Smirnov was employed. It was observed that the normality test data of the students who received writing education in the planned writing model normally distributed on the factors of both scales ($p > 0.05$). For this reason, T test for Independent and Dependent Samples from parametric statistics was used in data analysis.

2.5. Process

The study was carried out with 32 B2 level students from different countries as 4 hours of writing activity a week for 6 weeks. Prior to the study, the writing experiences of the students were asked, the writing topics they were interested in were determined, and the writing titles were chosen in a difficulty that each could create a text. In the first week, brainstorming was done as the preparatory work in the first activity, and then the words here were asked to be grouped on the concept map. An outline was created by ordering the concept groups from general to specific. Later, students were asked to write paragraphs according to this outline. After this stage, each student reviewed the work of one of his/her friends and performed peer-correction. In the second week, the text was completed, the lecturer gave the necessary feedback and the final editing was made by the students. In the last stage, the students read their texts and the best organized text was chosen by the class. Each student wrote a total of three texts in the writing process so that a text would be created every two weeks in accordance with the planned writing model.

3. Results

This section includes the findings obtained from the analysis of the problem statements. In the first problem statement of the study, writing anxiety and writing skills self-efficacy scale scores of those learning Turkish as a foreign language were investigated. The data analysis results of the Writing Anxiety Scale are presented in Table 2.

Table 2. *Distribution of Writing Anxiety Scale Scores*

Scale	Sub-Factors	Study Group	Minimum	Maximum	Mean	Standard Deviation
Writing Anxiety Scale	Action-Based Anxiety	32	22,00	32,00	28,31	2,90
	Environment-Based Anxiety	32	9,00	23,00	15,96	3,67

When Table 2 is examined, it is seen that the lowest value of the levels of the students participating in the study is 22 and the highest value is 32 while the mean is 28.31. It was determined that the lowest score that can be obtained from this factor of the scale is 7 and the highest score is 35. In this context, it was found that the "action-based anxiety" levels of the students participating in the study were high. It is seen that the lowest value in ""environment-based anxiety" factor is 9 and the highest value is 23 while the mean is 15.96. Considering that the lowest score that can be obtained from this factor of the scale is 3 and the highest score is 21, it can be said that the mean is also high in this factor. The distribution of the Writing Skills Self-Efficacy Scale Scores of the students is shown in Table 3.

Table 3. Distribution of the Writing Skills Self-Efficacy Scale Scores

Scale	Sub-Factors	Study Group	Minimum	Maximum	Mean	Standard Deviation
Writing Skills Self-Efficacy Scale	Narration and Form	32	43,00	84,00	67,06	11,45
	Using Grammar Rules	32	10,00	21,00	15,62	2,82

When Table 3 is examined, it is seen that the lowest value of the students' "narration and form" self-efficacy level is 43, the highest value is 84 and the mean is 67.06. It was determined that the lowest score that can be obtained in this factor is 13 and the highest score is 91. In this context, it was revealed that the self-efficacy levels of "narration and form" of the students participating in the study were high. The lowest value of the second factor "Using grammar rules" is 10, the highest is 21, and the mean is 15.62. Considering that the lowest value that can be taken in this factor is 3 and the highest value is 21, the mean can be said to be high.

In the second problem statement, it was investigated whether there is a significant difference in writing anxiety and writing skill self-efficacy of those learning Turkish as a foreign language in terms of "gender and regular reading in their native language" variables. The findings regarding gender are shown in Table 4.

Table 4.T-Test Results of Writing Anxiety Scores by **Gender**

	Gender	N	X	S	t	p
Action-Based Anxiety	male	22	27,5909	2,51962	-2,215	,035
	female	10	29,9000	3,17805		
Environment-Based Anxiety	male	22	16,5455	3,55538	1,333	,193
	female	10	14,7000	3,80205		

It is seen that there is a significant difference in favor of female students in the "action-oriented anxiety" factor as a result of the t-test to determine whether there is a difference in writing anxiety scores of students who receive writing education the planned writing model by gender (t(30)= 0.035; p<.05). On the other hand, no significant difference was found according to gender in the "environment-based anxiety" factor (t(30)=0.193; p>.05).

Table 5. T-Test Results of Writing Skills Self-Efficacy Scores by **Gender**

	Gender	N	X	S	t	p
Narration and Form	male	22	62.6818	9.91577	-3.864	.001
	female	10	76.7000	8.49902		
Using Grammar Rules	male	22	14.5909	2.70201	-3.621	.001
	female	10	17.9000	1.44914		

In the second stage of the second problem statement, it was investigated whether the writing skills self-efficacy scores of the students differ significantly according to the gender variable. According to the t-test carried out for this purpose, there is a significant difference in favor of female students in both "narration and form" (t(30)=0.001; p<.05) and "using grammar rules" (t(30)=0.001; p<.05) factors.

In the third stage of the second problem sentence, the difference in the writing anxiety scores of students was investigated in terms of regular reading in their native language. The results are shown in Table 6.

Table 6. T-Test Results of Writing Anxiety Scores by **Reading in Native Language**

	Gender	N	X	S	t	p
Action-Based Anxiety	Yes, I do.	18	28.7778	2.71284	1.030	.311
	No, I do not.	14	27.7143	3.12382		
Environment-Based Anxiety	Yes, I do.	18	16.6667	3.64611	1.228	.229
	No, I do not.	14	15.0714	3.64722		

According to Table 6, no significant difference was found both in the "action-based anxiety" (t(30)= 0.311; p>.05) and "environment-based anxiety" factors (t(30)= 0.229; p>.05) by their regular reading in their native language.

At the last stage of the second problem statement, the difference in the students' self-efficacy scores was investigated in terms of regular reading in their native language. The results are presented in Table 7.

Table 7. T-Test Results of Writing Skills Self-Efficacy Scores by **Reading in Native Language**

	Gender	N	X	S	t	p
Narration and Form	Yes, I do.	18	65.2222	12.74434	-1.032	.310
	No, I do not.	14	69.4286	9.46828		
Using Grammar Rules	Yes, I do.	18	15.0000	2.99018	-1.443	.159
	No, I do not.	14	16.4286	2.47182		

According to Table 7, no significant difference was found both in the "narration and form" (t(30)=0.310; p>.05) and "using grammar rules" factors (t(30)=0.159; p>.05) by their regular reading in their native language.

In the third problem statement, it was investigated whether the writing education conducted in line with the planned writing education has an effect on the level achievement of those learning Turkish as a foreign language. The t-test results for the significance of the difference between the pre-test and post-test mean scores of the B2 level exam are given in Table 8.

Table 8. T-Test Results of B2 Level Exam Pre-Test and Post-Test Mean Scores

Test	N	X	S	t	p
Pre-Test	32	54.1250	15.21406	-10.784	.000
Post-Test	32	71.3750	12.30984		

It is seen according to Table 8 that writing education, which was carried out in line with the planned writing education, makes a significant difference in favor of the post-test on the level achievement of those learning Turkish as a foreign language (t(30)=0.000; p<.05).

In the fourth problem sentence, it was investigated whether the writing education carried out in accordance with the planned writing education has an effect on the writing anxiety of those learning Turkish as a foreign language. The results of the t-test done for the significance of the difference between writing anxiety pre-test and post-test mean scores are given in Table 9.

Table 9. T-Test Results of Writing Anxiety Pre-test and Post-test Mean Scores

	Test	N	X	S	t	p
Action-Based Anxiety	Pre-test	32	24.9063	3.51365	-5.944	.000
	Post-test	32	28.3125	2.90092		
Environment-Based Anxiety	Pre-test	32	22.7500	3.12121	8.873	.000
	Post-test	32	15.9688	3.67629		

According to Table 9, writing education, which was carried out in accordance with the planned writing education, caused a significant difference both in the "action-based anxiety" factor (t(30)=0.000; p<.05) and the "environment-based anxiety" factor (t(30)=0.000; p<.05) in favour of the post-test.

In the fifth problem statement, it was investigated whether the writing education carried out in accordance with the planned writing education has an effect on the writing skills self-efficacy of those learning Turkish as a foreign language. T-test results for the significance of the difference between the writing skill self-efficacy pre-test and post-test mean scores are shown in Table 10.

Table 10. T-Test Results of Writing Skills Self-Efficacy Pre-test and Post-test Mean Scores

	Test	N	X	S	t	p
Narration and Form	Pre-test	32	49.2500	5.64544	-8.505	.000
	Post-test	32	67.0625	11.45239		
Using Grammar Rules	Pre-test	32	9.6875	2.05470	-9.672	.000
	Post-test	32	15.6250	2.82557		

According to Table 10, writing education, which was carried out in accordance with the planned writing education, caused a significant difference both in the "narration and form" factor (t(30)=0.000; p<.05) and the "using grammar rules" factor (t(30)=0.000; p<.05) in favour of the post-test.

5. Conclusions

In teaching Turkish to foreigners, comprehension (reading and listening) and narrative skills (speaking and writing) are carried out in coordination. Among these basic skills, the writing skill has some difficulties such as using different alphabets, applying the grammatical features of the newly learned language into practice, and difficulties in creating meaningful texts. Psychological factors such as a language learner's writing anxiety and self-efficacy in writing skills are an important threshold in overcoming these difficulties. Many methods and techniques are used in formal education to improve language learning in general and writing skills in particular. In this study, the effect of the planned writing model on students' writing skills self-efficacy and writing anxiety was examined on a single group. According to the findings, it was observed that the "action-based and environment-based anxiety" levels of the students were high. In the writing anxiety scale, "action-based anxiety" items refer to a positive judgment about writing such as "I like to write. I always create opportunities to write outside of the classroom. I like to write down my thoughts". On the other hand, "environment-based anxiety" items include negative and environmental concerns such as "It bothers me that my friends write better than me. I don't like writing assignments". An increase in action-based positive anxiety was observed at the end of the research. However, in environment-based anxiety, a significant difference between pre-test and post-test was found in favour of pretest. In other words, it can be said that the student's environment-based anxiety decreased at the end of the planned writing education. A similar result was observed between before and after the application, in favour of the post-test, in both factors of self-

efficacy beliefs which are "Using grammar rules and narration and form". Based on both results, it can be argued that writing activities carried out in a planned way increase the positive efficacy level of students and decrease negative anxiety, while sufficient level of anxiety in writing activities affects the achievement. Some of the studies in the literature draw attention to this issue. It was suggested that anxious students tend to show low self-efficacy and thus express themselves at a lower level in the target language (Jones, 2008; Shang, 2012). It was observed that, as the self-efficacy increases, it has a positive effect on both success and writing skills of the students. Pajares and Valiante (2001), who investigated the effect of writing anxiety and attitude on writing skills self-efficacy by making students write an essay, found that writing skills self-efficacy had an effect on success regardless of attitude and anxiety. Top (2013) emphasizes that creative writing activities have a significant effect on students' writing skills self-efficacy. Uzun (2015) states that creative writing activities conducted with Chinese students learning Turkish as a foreign language positively affected their writing process. In their research, Melanlıpoğlu and Atalay (2016) revfealed that it is difficult for students to learn Turkish within the scope of general composition skills, and that students generally find it difficult to learn Turkish in terms of grammar rules.

It was concluded in the study that students' regular reading in their native language did not have any effect on their writing anxiety and writing skills self-efficacy. In other words, students' regular reading in their own language does not have a significant effect on their anxiety and self-efficacy perceptions in the process of learning new language. In the findings obtained by gender, it was observed that the "action-based anxiety" factor showed a significant difference in favour of female students, while no significant difference was found in the "Environment-based anxiety" factor by gender. In terms of writing skills self-efficacy, a difference was found in both "narration and form" and "using grammar rules" factors in favour of female students. Contrary to this study, Maden, Dinçel, and Maden (2015) found that the writing anxiety of foreign students did not differ in terms of gender. However, many studies (Schwarzer & Born, 1997; Rimm & Jerusalem, 1999; Schwarzer & Scholz, 2000; Scholz, Dona, Sud & Schwarzer, 2002) found a significant difference in self-efficacy by gender.

Finally, in the study, it was found that the planned writing model has a significant difference in favor of the posttest in students' B2 level success. Considering that there are other basic language skills, grammar and vocabulary in the course test, it is thought that planned writing activities also affect other skills. Kadan (2020) found that writing education in accordance with the 5E learning model, another planned writing model, contributes positively to students' success in writing Turkish as a foreign language. It was revealed that the planned writing model has an effect not only on Turkish education for foreigners but also on the writing skills of 5th grade students (Dorlay, 2018) and the preparatory classes of the School of Foreign Languages (Yiğit, 2011). Considering these results, it can be said that planned writing activities affect success at all levels and are important in writing activities.

In this study, planned writing activities were evaluated according to variables such as anxiety, self-efficacy, and success on a single subject group. In other studies, if equivalent study groups are possible, these variables can be tested with experimental-control groups. Planned writing skill can be examined with other perceptions, beliefs, and different self-efficacy perceptions as well as writing anxiety and writing skills self-efficacy.

4. Ethics Committee Approval

The author(s) confirm(s) that the study does not need ethics committee approval according to the research integrity rules in their country (Date of Confirmation: January 08, 2021).

References

Alan, Y. (2019). *4+1 planlı yazma ve değerlendirme modelinin Türkçeyi yabancı dil olarak öğrenen öğrencilerin yazma becerilerine ve bağdaşıklık araçlarını kullanma düzeylerine etkisi* (Unpublished doctoral dissertation). Mustafa Kemal University, Hatay.

Anderson, E. , Goldwire, C. , Aspden, K. , Kendall, J. , Babb, S. J. , Murphy, K. , Barton, P. and Withers, B. (2001). *Assessment and instructional guide for the georgia grade three writing assessment*. To The Educational Resources Information Center, 1-146.

Aytan, N. ve Tunçel, H. (2015). Yabancı dil olarak Türkçe yazma kaygısı ölçeğinin geliştirilmesi çalışması. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *12*(30), 50-62.

Bagci, H. (2019). The effect of 4+1 planned writing and evaluation model on developing writing skills and writing self-sufficiency levels of learners of Turkish as a foreign language. *Educational Policy Analysis and Strategic Research*, *14*(3), 7-25.

Bandura, A. (2002). Exercise of personal and collective efficacy in changing societies. *Self efficacy in changing societies* (Ed. Albert Bandura), Cambridge/UK: Cambridge University Press.

Bloom, L. Z. (1985). Anxious writers in context, graduate school and beyond. M.Rose (Ed.), In *When a writer can't write* (pp..119-133). New York: Guilford.

Boylu, E. ve Çangal, Ö. (2015). Yabancı dil olarak Türkçe öğrenen bosna-hersekli öğrencilerin konuğma kaygılarının çeşitli değişkenler açısından incelenmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 4(1), 349-368.

Büyükikiz, K. K. (2012). Türkçeyi ikinci dil olarak öğrenen yabancılar için yazma becerisi öz yeterlilik ölçeğinin geliştirilmesi: geçerlilik ve güvenilirlik çalışması. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *9*(12), 69-80.

Çakır, İ. (2010). Yazma becerisinin kazanılması yabancı dil öğretiminde neden zordur?. *Sosyal Bilimler Enstitüsü Dergisi*, *28*, 164-176.

Cüceloğlu, D. (2000). *İnsan ve davranışı*. İstanbul: Remzi.

Dorlay, O. (2018). 5E *öğrenme modeline uygun yaratıcı yazma etkinliklerinin ortaokul öğrencilerinin yazma becerisi üzerine etkisi*. (Unpublished master's thesis). Kırıkkale University, Kırıkkale.

İşcan, A. (2016). Yabancı dil olarak Türkçe öğretiminde yabancı dil kaygısının türkçe öğrenenler üzerindeki etkisi (ürdün üniversitesi örneği). *Dil ve Edebiyat Eğitimi Dergisi*, *17*, 106-120.

Jones, E. (2008). Predicting Performance in First-Semester College Basic Writers: Revisiting the Role of Self-Beliefs. *Contemporary Educational Psychology*, *33*, 209-238.

Kadan, Ö. F. (2020). *5E öğrenme modelinin türkçeyi yabanci dil olarak öğrenen öğrencilerin yazmaya yönelik tutum ve yazma becerilerine etkisi* (Unpublished doctoral dissertation). Mustafa Kemal University, Hatay.

Karasar, N. (2008). *Araştırma Yöntemleri* (18th edition), Ankara: Nobel Yayınları.

Karatay, H. (2011). 4+1 planlı yazma ve değerlendirme modelinin öğretmen adaylarının yazılı anlatım tutumlarını ve yazma becerilerini geliştirmeye etkisi. *Turkish Studies-International Periodical For The Languages, Literature and History of Turkish or Turkic*, *6*(3), 1029-1047.

Karatay, H. ve Aksu, Ö. (2017). 4+1 planlı yazma ve değerlendirme modelinin 8. sınıf öğrencilerinin ev ödevlerini hazırlamaya etkisi. *Ana Dili Eğitimi Dergisi*, *5*(2), 313- 335.

Karatosun, S. (2014). *Planlı yazma ve değerlendirme modelinin ilköğretim 5. Sınıf öğrencilerinin kompozisyon yazma becerilerini geliştirmeye etkisi* (Unpublished master's thesis). Mustafa Kemal University, Hatay.

Maden, S., Dincel, Ö, ve Maden, A. (2015). Türkçeyi yabancı dil olarak öğrenenlerin yazma kaygıları. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi (TEKE)*, *4*(2), 748-769

McLeod, S. (1987). Some thoughts about feelings: The affective domain and the writing process. *College Composition and Communication*, *38*, 426-435.

Melanlıoğlu, D. ve Demir, T. (2013). Türkçe öğrenen yabancılar için konuşma kaygısı ölçeğinin türkçe formunun geçerlik ve güvenirlik çalışması. *The journal of academic social science studies*, *6*(3), 389-404.

Melanlıoğlu, D. ve Demir Atalay, T. (2016). Yabanci dil olarak Türkçe öğrenenlerin yazma öz yeterlikleri üzerinde yaratıcı yazma uygulamalarinin etkisi. *Türkiye Sosyal Araştırmalar Dergisi*, *20* (3), 697-721 .

Özdemir, E. (2012). *Türkçeyi yabancı dil olarak öğrenenlerin konuşma kaygılarının kaynakları* (Unpublished master's thesis). Gazi University, Ankara.

Pajares, F (2008). Motivational role of self-efficacy beliefs in self regulated learning. *Mtotivation and self regulated learning, theory, research and applications* (Ed. Dale H. Schunk, Barry J.Zimmerman), pp. 111-140. USA: Taylor and Francis Group, LLC.

Pajares, F. ve Valianate, G. (2001). Influence of self-efficacy on elementary students' writing. *The Journal of Educational Research*, *90*(6).

Rankin-Brown, M. (2006). *Addressing writing apprehension in adult English language learners*. CATESOL State Conference.

Rimm, H. ve Jerusalem, M. (1999). Adaptation and validation of an Estonian version of the General Self-Efficacy Scale (ESES). *Anxiety, Stress and Coping*. *12*, 329-345.

Sallabaş, E. (2012). Türkçeyi yabancı dil olarak öğrenenlerin konuşma kaygılarının değerlendirilmesi. *Turkish Studies International Periodical For the Languages, Literature and History of Turkish or Turkic*, *7*(3), 2199-2218.

Scarcella, R., & Oxford, R. (1992). *The tapestry of language learning: The individual in the communicative classroom*. Boston: Heinle & Heinle

Scholz, U., Dona, B.G., Sud, A. ve Schwarzer, R., (2002). Is general self-efficacy a universal construct? *European Journal of Psychological Assessment*. *18*(3), 242-251.

Schwarzer, R. ve Born, A. (1997). Optimistic self-beliefs: Assessment of general perceived selfefficacy in thirteen cultures. *World Psychology*. *3*(1-2), 177-190.

Schwarzer, R. ve Scholz, U. (2000). Cross-cultural assessment of coping resources: the general perceived self-efficacy scale. *Paper presented at the First Asian Congress of Health Psychology: Health Psychology and Culture*, Tokyo, Japan.

Şen, Ü ve Boylu, E. (2017). Türkçeyi yabancı dil olarak öğrenenlere yönelik yazma kaygısı ölçeğinin geliştirilmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, *6*(2), 1122-1132.

Şentürk, N. (2009). *Planlı yazma ve değerlendirme modelinin 8. Sınıf öğrencilerinin bilgilendirici metin yazma becerilerini geliştirmeye etkisi* (Unpublished master's thesis). Abant İzzet Baysal University, Bolu.

Sevim, O. (2014). Yabancı uyruklu öğrencilerin Türkçe konuğma kaygılarının bazı değişkenler açısından incelenmesi. *EKEV Akademi Dergisi*, *18*(60), 389-402.

Shang, H. F. (2012). *The relationship between writing anxiety and efl university students' writing proficiency*. Manuscript presented in the 19th International Conference on Learning, London, UK.

Tabak, G. ve Göçer, A. (2013). 6-8. sınıflar Türkçe dersi öğretim programının ürün ve süreç odaklı yazma yaklaşımları çerçevesinde değerlendirilmesi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*,*14*(2), 147-169.

Teichman, M., and Poris, M. (1989). Initial effects of word processing on writing quality and writing anxiety of freshman writers. *Computers and the Humanities*, *23*(2), 93-103.

Tiryaki, E. N. (2013). Yabancı dil olarak Türkçe öğretiminde yazma eğitimi. *Ana Dili Eğitimi Dergisi*, 1(1), 38-44.

Top, F. (2013). *Yabancı dil olarak Türkçe öğretiminde yaratıcı yazmanın kullanılması* (Unpublished master's thesis). Dokuz Eylül University, İzmir.

Uğurlugelen, Z. (2019). *Suriyeli çocuklara yabancı dil olarak Türkçe öğreten "öğreticilerin" öz yeterlik algılarinin incelenmesi* (Unpublished master's thesis). Gaziantep University, Gaziantep.

Uzun, A. (2015). *Yaratıcı yazma etkinliklerinin Çinli öğrencilerin yabancı dil olarak Türkçe yazma becerilerine etkisi* (Unpublished master's thesis). Atatürk University, Erzurum.

Warburton, N. (2007). *The basics of essay writing*, Routledge.

Yiğit, Cazibe. (2011). *The effect of the 5E model in writing on achievement and motivation* (Unpublished master's thesis). Trakya Üniversitesi: Edirne.

Yoğurtçu, K. ve Yoğurtçu, G. (2013). Yabancı dil olarak türkçenin öğreniminde kaygının akademik başarıya etkisi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Türkçenin Öğretimi Özel Sayısı*, *6*(11), 1115-1158.

Planlı yazma modelinin yabancı dil olarak Türkçe öğrenenlerin yazma kaygılarına, öz yeterliklerine ve B2 kur başarılarına etkisi

Öz

Bu araştırmanın genel amacı planlı yazma modelinin yabancı dil olarak Türkçe öğrenenlerin yazma kaygılarına, öz yeterliklerine ve Türkçe dersi başarılarına etkisini incelemektir. Bu amaç doğrultusunda araştırmada 6 haftalık planlı yazma modeli uygulanmıştır. Araştırmanın çalışma grubunu Ankara'da bir kamu üniversitesinde öğrenim gören ve B2 düzeyinde Yabancılara Türkçe eğitimi kursu alan 32 öğrenci oluşturmaktadır. Çalışmanın verileri Şen ve Boylu (2017) tarafından geliştirilen "Türkçeyi Yabancı Dil Olarak Öğrenenlere Yönelik Yazma Kaygısı Ölçeği" ve Büyükikiz (2012) tarafından geliştirilen "Türkçeyi İkinci Dil Olarak Öğrenen Yabancılar İçin Yazma Becerisi Öz Yeterlilik Ölçeği" aracılığıyla elde edilmiştir. Elde edilen bulgulara göre yazma kaygısı ve yazma özyeterliği puanlarında cinsiyet değişkenine göre anlamlı fark saptanırken öğrencilerin anadillerinde düzenli okuma yapma durumlarına göre bir fark tespit edilememiştir. Ayrıca uygulanan planlı yazma modelinin öğrencilerin yazma kaygısı, yazma öz yeterliği ve kur başarılarına son test lehine olumlu etki ettiği gözlemlenmiştir.

Anahtar sözcükler: Yabancı dil olarak Türkçe öğretimi; Yazma kaygısı; Yazma öz yeterliği; Planlı yazma.

AUTHOR BIODATA

Halil Erdem ÇOCUK works at Karamanoğlu Mehmetbey University, Education Faculty, Turkish Teaching Department.

Tuğba YANPAR YELKEN works at Karamanoğlu Mehmetbey University, Education Faculty, Turkish Teaching Department.