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

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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

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Abstract

Language is the most basic tool for communication. There are four basic areas of skills: listening, speaking, reading and writing. Each skill has a special importance in itself. Therefore, development of all skills will be beneficial for individuals. Writing skill is separated from other skills in that it has permanency. With writing, knowledge transfer could be realized through ages. People used the writing skill at points where oral expression was insufficient. Although writing skill is so important, it is the most challenging skill. This shows that writing skills should be developed with new methods in which students will be more active, rather than with traditional methods. The traditional method gives importance to the product that is produced at the end of the writing process instead of the writing process. However, this method prevents the development of writing skills in students. Nowadays, new methods have emerged out of the traditional method, and these methods gave importance to the process, not to the product. One of the methods that prioritize the process is the 4 + 1 Planned Writing Model. This model aims at the development of the student's writing skills and the active participation of the students in the process. When the fact that even the students whose native language is Turkish have difficulties in writing is considered, it is obvious that writing skill will become even more difficult for students who learn Turkish as a foreign language. These students' alphabets may be different and this may force them to improve their writing skills according to other skills. In these respects, it will be easier for those who learn Turkish as a foreign language to develop their writing skills with 4 + 1 Planned Writing Model. The aim of this study was to determine the effect of 4 + 1 Planned Writing Model on the development of writing skills and writing self-sufficiency levels of students. The participants of the study, in which the pre-test post-test empirical model was used, were 12 students who learnt Turkish as a foreign language. The study lasted 10 weeks. In the study, the data related to the development status of students' writing skills were obtained by evaluating the texts written by the students at the beginning and at the end of the study. The data related to the writing self-efficiency were collected by the Writing Self-Efficacy Scale. The statistical analysis of the data was made by SPSS 21.000.

Keywords: Writing, 4 + 1 Planned Writing, Writing skills, Writing, Self-efficacy, Teaching Turkish to foreigners.

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Introduction

Language has four basic skill areas and writing skill is one of them. Writing skill, which is initiated to be taught and developed in the first reading and writing lessons, is an important skill area for the permanence and continuity of knowledge. When the literature was reviewed, it was seen that many definitions were made about writing. According to Özdemir (1991, p.121), writing consists of a series of intellectual activities that are connected to each other like choosing and limiting the topic, associating it with a purpose, determining what is going to be written, associating the determined thoughts with a plan, and converting the plan into writing. According to Sever (2004, p.24), writing is the expression of what we hear, think, design, see and experience. According to Akyol (2000, p.146), it means producing the symbols and signs that are needed to express the thoughts in a legible way in line with certain rules. A similar definition was made by Özbay (2006, p.121), who claimed that writing was the narration of feelings, thoughts, wishes and events with certain symbols in line with certain rules.

Based on the definitions made in the literature, writing is a language skill, which allows the individual to express himself/herself by using the figures, symbols and numbers in line with certain rules. Individuals often meet writing in their daily lives. Writing skills are used when verbal expression is insufficient or when it is desired that feelings and thoughts become permanent.

Ağca (1999, p.61) explained the importance of writing and written works as "*it is very important for human beings to communicate with themselves, with their close-far surroundings, and with sacred values, to enable them to be controlled over time*". Covey (2006: p.153) emphasized the thought dimension of writing and explained the importance of writing as *"writing clarifies and distills thoughts"*.

Writing skill is the most difficult of the four skill areas. One of the most important reasons for this is that writing skill has its specific rules. Teaching these rules to students starts with the initial reading and writing classes. According to the results of the study of Temur (2001) that was conducted to determine the importance of writing skill, a significant and linear relation was detected between the written expression skill levels and school achievements of students. As it is understood from this study, it is obvious that making students acquire writing skills from the first reading and writing classes is of vital importance.

Güneş summarized the contributions of writing to students as follows (2013, p.160):

- Writing facilitates the activation of mental processes, regulation of thoughts and establishing communication by conveying thoughts to sentences.
- Writing ensures that thoughts are transferred to paper and are made easy to examine, compare, expand and rearrange.

- Writing opens the gates of thinking.

- Writing requires touching many feelings. The meaning received by the senses affect the student and the student expresses his/her thoughts by writing.

- Writing ensures that students understand better what they observe, listen and read.

The point that must be emphasized with great importance is the frequency of the writing activities. Because writing skill is acquired by writing. Yılmaz (2008, p.204) emphasized that writing skills might be acquired through making frequent practices, and that the acquired skill might be developed by working.

While students are writing, they should not move away from the writing process in the stage of teaching writing skill to students. Many writing exercises are done according to the product-based model, and only the product of the student is considered, without considering the writing process. In this approach, as Oral (2008, p.24) also stated, writing is considered as recording or transferring of ideas onto paper. Product evaluation is made in line with some technical criteria like grammar, word usage and the form.

In the product-based writing approach, written expression studies are continued in a linear manner, and therefore, no successful products appear in linearly-proceeding writing activities (Karatay, 2014). In addition to the failure in producing successful products, students move away from writing process. As a result of observing this situation, in recent years, the process-based writing model has been given importance in which the writing process of students is cared for, in which students are active and the teacher is only the guide.

According to Ashman and Conway (1993), the Process-Based Learning Model targets to develop the planning skills and thinking processes of students. The Process-Based Learning Model is a thinking model aiming that teachers only guide students by thinking aloud in the planning process, and provides students with cognitive awareness on how they learn (Narrated by Karatay, 2014, p.25). "In the process-based approach, writing is considered as a way of learning and development and as a creative activity that is organized in line with certain rules that may be analyzed and defined" (Maltepe, 2006, p.31).

"In the process-based writing model, it is expected that the teacher activates basic writing processes like the prior knowledge of students on writing subject, make them organize their thoughts, create a writing draft, review and evaluate the expression in the writing activities (Karatay, 2015, p.27). This model suggests that students are active and are taken as the bases in the writing process, while teachers provide guidance. According to this model, students learn how to access to knowledge when they are communicating with others through writing, speaking and listening and using information technologies while researching (Nancy, 1997).

There are two models that are cared for in the process-based writing approach. These are the 4+1 and 6+1 Planned Writing models. In this study, the effect of 4+1 Planned Writing Model on writing self-efficiency of learners of Turkish as a foreign language will be examined.

As a process, the 4+1 Planned Writing and Evaluation Process consists of the following stages. According to Karatay (2014, p.29):

1. Preparation: Brainstorming about the subject, determining what students know about the subject, doing research, making use of observations and experiences, determining what to say.

2. Creating a writing draft: Limiting the subject, determining the purpose of writing, organizing the main items and titles.

3. Reviewing/Organizing/Developing the writing draft: Reviewing what are and what are not mentioned about the main subject, and how these are organized.

4. Editing and spell-checking the writing: Editing and checking the writing in terms of spelling, language, narration, and punctuation.

5. Producing-releasing the writing: Sharing the written expression texts with readers. The realization of this sharing with classroom noticeboard, wall newspaper, school journal, internet page, local newspapers etc.
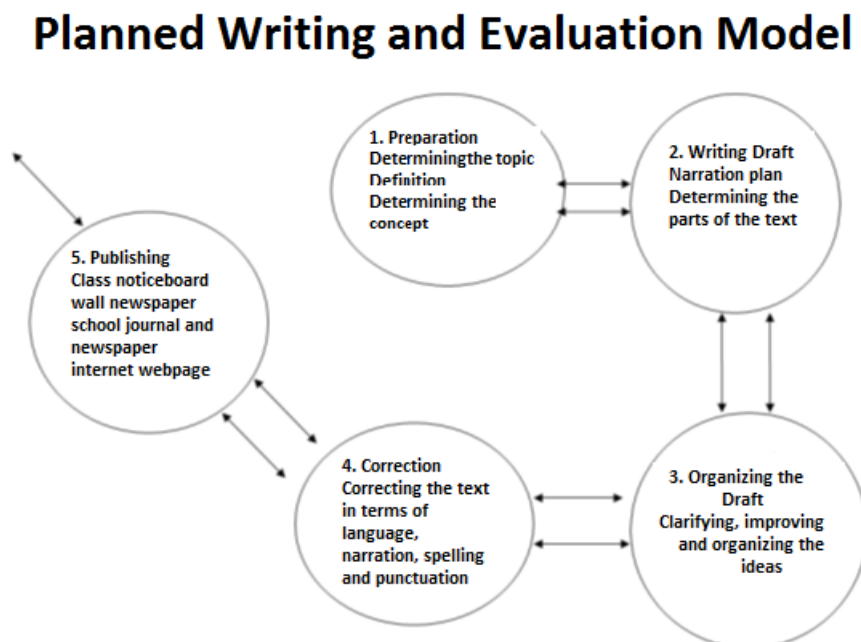

Figure 1 - Planned Writing and Evaluation Model (Karatay, 2014, p.30)

In this approach, several techniques like universal, analytical, peer and self-assessment are used. "These evaluations ensure that learning experiences and experiences that enable the emergence

of writing products and that reinforce the learning process are transferred into the classroom setting" (White and Arndt, 1991).

A great number of studies were conducted in the literature that investigated the effects of 4+1 Planned Writing Model on writing skills in native language education (Balcı, 2017; Karatay, 2011; Yılmaz & Aklar, 2015; Sever, 2013; Selanikli, 2015; Şentürk, 2009; Karatosun , 2014; Bayat, 2014). In these studies, it was determined that 4+1 Planned Writing Model had positive effects on the writing processes of students who had difficulty in writing.

No studies were detected in the literature other than the one that was conducted by Yıldırım (2018) to determine the effects of 4+1 Planned Writing Evaluation Model on the development of writing skills of students who learn Turkish as a foreign language. There are no studies conducted to determine the effects of 4+1 Planned Writing Model on writing self-efficiency of students in native language education and in Turkish education as a foreign language. In actual fact, one of the most important factors that affect the writing process is the self-efficacy perception. Because the students whose writing self-efficiency levels are low move away from the writing process, and cannot improve their writing skills.

A great number of descriptions have been made about self-efficiency in the literature. According to Bandura, self-efficiency is an attribute that is effective in the formation of behaviors as one of the building blocks of the Social Cognitive Theory, and it is defined as "the self-judgment of an individual about the capacity to organize the activities that are necessary for showing a certain performance" (Narrated by Karabay, 2013; p.1109). According to İpek and Bayraktar (2009), self-efficiency is a concept on whether or not an individual will convert his/her potential into behavior. According to Senemoğlu (2009), self-efficiency is the self-perception, belief and own judgment about the ability of one to cope with different situations, ability to achieve a certain activity, and capacity. Based on the above-mentioned definitions, self-efficiency may be defined as the attitude of an individual about being successful or not in doing an act.

The self-efficiency belief in a certain topic is very important in an individual's life. Alabay (2006) explained this situation as that the self-efficiency affected not only the behaviors of an individual to carry out right or wrong activities, but also it indicates how much effort an individual will spend to resolve a problem when faced with it and how persistent the individual will be.

The self-efficiency, which affects the writing processes of native Turkish language students, may affect the students who learn Turkish as a foreign language more. Even, some of the native alphabets of these students may also differ. This difference will cause that students have difficulty in writing processes, and parallel to this, weaken their self-efficiency perceptions. This situation shows

that the writing self-efficiency of students, who learn Turkish as a foreign language, must be increased.

The basic purpose of language education is to develop the comprehensions (listening and reading) and "narration" (speaking and writing) skills of students. Whether in mother tongue teaching or in foreign language teaching, four basic skills develop in an integrated manner with each other. Leaving any one of these four skills or not being able to develop these means that the basic purpose of language teaching is not achieved. For this reason, writing skill must be considered important in teaching Turkish to foreigners like other skills.

The purpose of the present study was to determine the effect of 4+1 Planned Writing Model on writing skills and writing self-efficiency levels of learners of Turkish as a foreign language. In line with this purpose, the answers to the following questions were sought.

- Is there a significant difference between the pre-test and post-test scores of the study group students in writing narrative text according to the 4+1 Planned Writing Model?

- Is there a significant difference between the pre-test and post-test scores of the study group students in writing informative text according to the 4+1 Planned Writing Model?

- Is there a significant difference between the pre-test and post-test scores of the study group students in writing self-efficiency according to the 4+1 Planned Writing Model?

Method

The Study Model

In this study, a Pre-test-Post-test experimental model was used without a Control Group to determine the effect of 4+1 Planned Writing and Evaluation Model on the writing skills and writing self-efficiency of those who learnt Turkish as a foreign language.

The Sampling

The sampling of the study consisted of the students who were learning Turkish as a foreign language in the Turkish Teaching Center in 2017-2018 spring academic year. As there was one class in the center, the study was conducted on one class. There were 15 people in the study group. However, throughout the study period, 12 students who attended the course regularly were included.

Data Collection Tools

Two data collection tools were used in the study. The first data collection tool was the "Writing Skills for Foreigners Self-Efficacy Scale", which was developed by Büyükikiz (2012). The scale had 2 sub-dimensions and consisted of 16 items. The Cronbach Alpha Coefficient of the scale

was determined to be 0.92. The scale was applied to the same group as a Pre-test before the commencement of the study and as a Post-test after 10 weeks' time. The second data collection tool was the texts that were written by the students. To determine the writing skills of the participants, they were made to write two texts, one at the beginning, and one at the end of the study. These texts were evaluated with the 4+1 Planned Writing and Evaluation Scale that consisted of 5 titles as Preparation, Planning, Development, Correction and Presentation and was developed by Karatay (2011). In the scale, the characteristics, which an article must have are listed as 30 items; and are evaluated over 1-3-5 (No, Partially Adequate, and Yes). The writing works were scored together with the researcher and another expert in this field.

Procedure

The present study lasted 10 weeks. The group was at level B1 at the beginning of the study, and it became level B2 at the end of the study. The study was carried out as 3 hours a week. Each lesson was determined to last 40 minutes. At the beginning of the study, the Writing Skill Self-Efficiency Scale was applied to the students, and they were asked to write informative and narrative texts. Before the application, information was provided to them on narrative and informative texts. Then, throughout 10 weeks' time, the lesson was taught in line with the 4+1 Planned Writing Model. In the 10th week, the Writing Skill Self-Efficiency Scale was applied again to the students, and they were asked again to write narrative and informative texts.

The Analysis of the Data

At the end of the study, the data obtained in the Pre-test and Post-tests were analyzed in statistical terms in the SPSS 21.000 program.

Application

The application, which was planned to be run for 10 weeks in total, was applied as follows:

1. Week: The students were asked to write informative and narrative texts on any topic they would determine. Then, the "Writing Self-efficiency Scale" was applied.

2. Week. Preparation: "My Idea Tree Activity" was applied by using the brainstorming technique. The ideas that were stated in the "My Idea Tree Activity" were decreased in number with the "Collect the Rotten Fruits to the Box from the Idea Tree". Following this activity, the students chose a topic from the box.

3. Week Preparation: The "Detailing the Subject Activity" was carried out on the subjects that were chosen by the students. Following this, the "Researching the Topic I selected" activity was carried out.

4. Week Planning: Before starting to write in this week, it was told to the students that they needed to make a plan before writing. The students were also told that the integrity of the writing

could only be protected with a plan. Information was given on the Introduction, Development, and Conclusion parts of texts. Explanations were made on text types, and the characteristics of narrative and informative texts were told to the students. As the narrator text, the text of "Beauty Water" that was written by Saim Sakaoğlu was chosen. As the informative text, the text "The Importance of National Culture" was selected.

5. Week Planning: In line with the informative text that was examined in previous week, the students prepared writing plans that were in accordance with their topics. For this purpose, the "I am Creating the Scheme of My Draft for My Opinion Writing" was made. Following the creation of the writing draft scheme, the "My Writing Draft "activity was employed to identify helping ideas and supporting elements.

6. Week Planning: For the purpose of determining the narrative text elements in line with the narrative text samples, the "I am Determining the Event Writing Elements" activity was carried out. The students determined the elements like place, time, main character, helping character, problem, result and main idea to be used in the writing activities. For the purpose of determining the character, place, and time elements of the narrative texts, the "I am Determining the Characteristics of the Event Writing Elements" activity was carried out.

7. Week: Organization. The students talked about the final form of their writing drafts with the researcher face-to-face. The mistakes in the drafts were corrected by the researcher.

8. Week. Organization. Following the organizations, the students wrote their texts again. Those who wanted read their texts to set an example for their friends. Then, the researcher evaluated the texts in terms of semantic consistence and integrity, and provided feedbacks for the students.

9. Week. Correction: In this week, the informative and narrative texts were examined in terms of formal characteristics like paper order, spelling and punctuation.

10. Week. Presentation/Sharing and Applying Post-test: All of the students read the texts they wrote in the classroom. Then, the students were asked to write a narrative and informative text about a topic, which was told them at the beginning of the study. After the texts they wrote were collected, the "Writing Self-efficiency Scale" was applied.

Findings

Table 1. The t-test results of the Study group according to the pre-test and post-test 4+1 Planned Writing model in writing narrative text.

Dimensions (4+1)	N	X	S	SD	T	P
Pre-test preparation	12	1,6667	,71774	11	-5,234	,001
Post-test preparation	12	3,1875	1,07727			
Pre-test planning	12	1,6667	,71774	11	-3,571	,000
Post-test planning	12	3,1667	,91287			

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Pre-test development	12	2,4583	,85834	11	-2,265	,005
Post-test development	12	3,2917	,48656			
Pre-test correction	12	2,5833	2,08470	11	-2,362	,795
Post-test correction	12	2,7500	,51493			
Pre-test presentation	12	1,7917	,49810	11	-1,733	,010
Post-test presentation	12	2,6667	,96138			
PRE-TEST_TOTAL	12	2,2111	,39269	11	-6,628	,000
POST_TEST_TOTAL	12	3,0556	,53548			

The averages of the narrative text writing skill scores of the study group students before and after the application are given in Table 1. It was determined that the pre-test narrative text writing levels of the study group before the Writing Education Activities based on 4+1 Planned Writing and Evaluation Model and the total score averages (X=2,21) were lower than the Post-test total score averages (X=3,05).

For the purpose of determining whether or not there were significant differences between pre-test and post-test story writing skills of the study group students, the average scores were tested with Related Samples **t**-test. As a result of the study, it was determined that there was a significant difference between the total average scores in the pre-test and the Post-test scores based on the 4+1 Planned writing and Evaluation Model study group students [t(11) = -6,628, p<.000]. This situation shows that the 4+1 Planned Writing Evaluation Model targeting to increase the story writing levels of students in teaching Turkish as a foreign language increases the Post-test scores in all stages of 4+1 Planned writing and Evaluation Model, which are Preparation, Planning, Development, Correction and Presentation, increases the post-test scores.

According to the data that were obtained in the present study, when the five stages of the 4+1 Planned Writing Evaluation Model (Preparation, Planning, Development, Correction and Presentation) were examined one by one, significant differences were detected at the Preparation, planning, development and presentation stages in favor of the post-test scores; however, there was no statistically significant difference in the Correction stage. However, when the pre-test (X = 2,58) and post-test (2,75) scores of the Correction stage of the students were compared, it was determined that there was an increase in the Post-test average scores.

Table 2. The t-test results of the Study group according to the pre-test and post-test 4+1 Planned Writing model in writing informative text.

Dimensions (4+1)	N	X	S	SD	T	P
Pre-test preparation	12	2,4167	,34267	11	-5,234	,000
Post-test preparation	12	3,9792	,98545			
Pre-test planning	12	1,6667	,61546	11	-3,571	,004
Post-test planning	12	2,7083	,83824			
Pre-test development	12	2,6458	,61661	11	-2,265	,045
Post-test development	12	3,2083	,62006			
Pre-test correction	12	2,1389	,95831	11	-2,362	,038
Post-test correction	12	2,7778	,64092			
Pre-test presentation	12	2,0833	,70173	11	-1,733	,111
Post-test presentation	12	2,5417	1,05439			
PRE-TEST_TOTAL	12	2,2778	,30329	11	-6,628	,000
POST_TEST_TOTAL	12	3,1722	,53368			

The average scores of the informative text writing skills of the study group students before and after the application are given in Table 2. The arithmetic total mean scores (X=2,27) of the Pre-test planned writing levels of the study group were lower than the Post-test total score averages (X=3.17) before the 4+1 Planned Writing and Evaluation Model Based Writing Training Activities applications. For the purpose of determining whether there were significant differences between the Pre-test and Post-test informative text writing levels of the study group students, the average scores were tested with the Related Samples t-test. As a result of this test, it was determined that there were significant differences between the average scores of the Pre-test and Post-test 4+1 Planned Writing and Evaluation Model based on informative text writing scores [t(11) = -6,628, p<.000]. This shows indicates that the 4+1 Planned Writing and Evaluation Model-based Writing Education Activities that were applied to increase informative text writing levels of learners of Turkish as a foreign language increased the Post-test scores of the students in all stages (Preparation, Planning, Development, Correction and Presentation) in terms of informative text writing process.

According to the data that were obtained in the present study, when each stage of the 4+1 Planned Writing Evaluation Model (Preparation, Planning, Development, Correction and Presentation) was examined one-by-one, it was determined that there were significant differences between the Preparation, Planning, Development and Correction stages in favor of the Post-test scores; however, no statistically significant differences were detected at the Presentation stage. However, the Pre-test (X=2.08) and Post-test (2.54) scores of the students who participated in the study in Presentation stage were higher in favor of the Post-test average scores.

Table 3. The t-test results of the Study group according to the pre-test and post-test 4+1 Planned Writing model in written expression self-efficiency.

Dimensions (4+1)	N	X	S	SD	T	p
1.Study Pre-test	12	4,7396	1,48162	11	-4,510	,001
2.Study Post-test	12	6,0781	,70616			

In Table 3, the pre-test and post-test self-efficiency average scores of the study group students in written expression are given. The written expression self-efficiency Pre-test score arithmetic mean of the study group students was X=4.73, and the post-test mean score was X=6.07. In the light of these data, it was determined that there was a significant difference in favor of the post-test scores of the students when the pre-test scores of the students in writing education applications were compared with the post-test scores after the 4+1 Planned Writing and Evaluation Model-Based Writing Training Practices [t(11) = -4,510, p<.000]. This can be interpreted as that the 4+1 Planned Writing and Evaluation Model affects the written expression self-efficiency of students who learn Turkish as a foreign language n a positive way.

Discussion, Result and Recommendations

Narrative texts constitute the fictional types of writing, which describe one or more events faced by one or several people, very closely to these people who face these events, and as if the writer lives with them (Gündüz, 2007). In narrative texts, the purpose is to convey a message to be transmitted in the context of a specific plot.

In text-oriented language teaching, narrative texts are frequently made use of. In the development of reading-comprehension skills of an individual, narrative texts, which increase the power of thinking, analyzing, synthesizing and evaluating of students are made use of in developing writing skill, which is one of the self-expression skills. As it is the case in teaching Turkish as a native language, narrative texts are included in the course books that are used as teaching materials in the teaching of foreign languages. Narrative texts are made use of in teaching Turkish to foreigners in traditional narrative approaches, and in narrative tales, which has become common in recent years. In these new approaches, in the Process-Oriented Writing Approach, narrative texts are employed to improve the writing skills of students as texts that care for the process and not for the product.

The 4+1 Planned Writing Evaluation Model, which is one of the models in the Process-Oriented Writing Models that have been developed in recent years, requires a good preparation for the text before having a holistic viewpoint on the text, then developing the structural plan of the text,

writing the text in line with this plan, and then finalizing the completed text according to the spelling and punctuation rules, and then bringing the text to the presentation stage step-by-step.

Since the previous dimension constitutes the infrastructure of the following dimension, the relation between the dimensions is as strong as to affect the whole of the text. For this reason, the efficiency at every stage of the model must be acquired by students with certain activities during the production of a text that will determine the written expression skills of students.

In this study, which was conducted to determine whether each stage of the 4+1 Planned Writing Evaluation Model contributed to the development of these qualifications of the students or not, it was determined that there was a significant difference between the pre-test and post-test scores of the study group students and the 4+1 Planned Writing and Writing Model-based average scores in favor of the post-test scores. This difference is similar to the results reported in the studies of Balcı, 2017; Karatay, 2011; Özkara, 2007 and Sever, 2013 in which they conducted on different target groups. The results that were obtained in the present study show that the 4+1 Planned Writing Evaluation Model improves the narrative text writing skills of students in a positive way.

Writing skill, which is one of the self-expression skills in Turkish Teaching, is at least as important as other skill areas. Every written text is a communication means between its writer and the reader. Text is more concrete and limited than words. For this reason, priority has been given to writing as a linguistic study area more than verbal expression. This situation has continued in this way from the past to the present. However, nowadays, students stay away from writing skills. This skill, which is avoided even by those who learn the Turkish language as a native language, is becoming more difficult for students who learn Turkish as a foreign language. Because written text has its own rules. While traditional approaches focused more frequently on the appearance of these rules on the product, recent process-based approaches, which have become widespread, give more importance to the process of writing and the development of the stages in this process.

The process-based approaches emphasizes the importance of the whole process, which recommends that the student is actively involved in the writing process from the first step where the text is formed instead of the formal characteristics of the text till the last step where the text is completed. Halliday & Hasan (1976), who stated that the meaning was important not the formal aspect of a text, said "A text is not a formal unit but a semantic unit" A text might be in verbal form or may be written as prose or verse, dialogue or monologue. It is explained that "Everything, from a single proverb to a game or to an instant call for help or to an all-day-long discussion in a community may be text."

In Turkish teaching, to improve the writing skills of students, both narrative and informative texts may be used. Informative text is the one that is written to convey information to the reader. The

text types that explain a phenomenon, thought or situation and that are written to enable the reader to better understand a subject may be defined as informative text (Günay, 2007). In informative texts, the author avoids ornamented and metaphorical narration. The main purpose of such a text type is providing information. The approaches aside from the traditional ones that are used to improve the writing skills of students require that students firstly examine the sample informative text in the preparation step, then choose a topic and collect information about it, plan the writing by putting the information s/he collected in order. In this way, the student takes an active role in every step and then develops positive attitudes for the writing process. In this study, the applications were made to the study group based on this process.

As a result of the study, it was concluded that there was a significant difference in favor of the post-test scores of the study group students in 4+1 Planned Writing Evaluation Model after the 10-week 4+1 Planned Writing Evaluation Model. These results are in agreement with the results of the study that was conducted by Balcı (2017) on the development of Writing Skills and Written Expression Attitudes of 6th Grade Students after 4+1 Planned Writing Evaluation Model. Similar studies were conducted on student groups with different target groups (Olson, 2004; Yılmaz, 2012; Tabak & Göçer, 2013; Karatosun, 2014; Balcı, 2017) reported parallel results for the development of informative text writing skills of students, which clearly demonstrates the importance of the 4+1 Planned Writing Evaluation Model.

An effective writing teaching must enable students to write one step further by making use of their past experiences accompanied by courage and pleasure and to express themselves, their feelings, their thoughts, their desires, and their dreams (Yıldız, 2008). Although students are expected to develop equally in four basic skills, they stay far from writing skill. This situation affects writing self-efficiency levels of students in a negative way. For the purpose of overcoming this negative image and to improve writing skill, the self-efficiency and beliefs of students in writing should be increased. The increasing successful written text production experiences of students as a result of the evaluation of students in line with their process development levels, strengthens the self-belief scores of students in writing; and depending on this, also increases the motivation for writing.

Developing the writing skills, whether in mother tongue teaching or in foreign language teaching and increasing the self-efficiency of students in writing are important to achieve the basic purpose of Turkish Language Teaching. This importance comes to the forefront even more for students who learn Turkish as a foreign language. Since the languages and alphabets of such students are different, it becomes difficult for them to develop their writing skills. For the purpose of overcoming this difficulty more easily, it is necessary that the writing skill self-efficiency of students is increased. Based on this necessity, it was concluded as a result of the present study that there was a significant difference between the results of self-efficiency pre-test scores of the study group students

and the results of the post-test scores according to the 4+1 Planned Writing and Evaluation Model in favor of the post-test scores.

Although no similar studies were detected on the effects of 4+1 Planned Writing and Evaluation Model on writing self-efficiency in the literature, in a study that was conducted by Yıldırım (2018), the effect of planned writing and evaluation model in teaching Turkish as a foreign language on writing skill was investigated and it was determined that a teaching model that was in line with the 4+1 Planned Writing and Evaluation Model developed the written expression skills of students in the Study Group at a significant level. In addition, (Balcı, 2017; Karatay, 2011; Sever, 2013; Bayat, 2014; Ata, 2017; Avcı, 2018) examined the results of different studies conducted on mother tongue and foreign language education. It was concluded in these studies that this model contributed positively to the written text production skills. The results that were obtained from the study show that the 4+1 Planned Writing and Evaluation Model increases positively the self-efficiency of students in written expression.

Limitations

1. The data of the study were limited with the students who were learning Turkish as a foreign language at Turkish Teaching Application and Research Center.

2. The application time was limited with 10 weeks.

3. The application was limited with the students who learnt Turkish as a foreign language at B1 and B2 level.

Recommendations

1.   When conducting writing activities with students who learn Turkish as a foreign language, process-oriented writing studies should be given priority instead of product-oriented writing activities.

2.   The 4+1 Planned Writing and Evaluation Model should be made use of for the purpose of improving the ability of the students to produce narrative and informative texts in writing lessons for students who learn Turkish as a foreign language.

3.   For the purpose of improving written expression skills of students who learn Turkish as a foreign language, and to increase their writing self-efficiency, the 4+1 Planned Writing and Evaluation Model must be included in writing lessons.

4.   Similar studies may be applied to students who are educated at other Turkish learning and application centers.

5.   Studies that are based on Process-Based Writing Approach may be applied to student groups who learn Turkish as a foreign language and who are at advanced level (C1 and C2).

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APPENDICES

Appendix-1: Writing Skill Self-efficiency Scale for Foreigners

)	ITEMS	I DO NOT AGREE – I AGREE						
		1	2	3	4	5	6	7
1	I can write all words of a one-page composition accurately.							
2	I can make up accurate sentences that are in accordance with grammar rules when I am writing.							
3	I can use prefixes and suffixes accurately when I am writing.							
4	I can write a paragraph that supports the main idea or topic.							
5	I can write my composition in line with the introduction, development and conclusion plan.							
6	I can write my ideas without moving away from the topic.							
7	I can select proper heading for my composition.							
8	position on which I have knowledge.							
9	I can write a composition on what I imagine.							
10	I can express my emotions and thoughts in written form.							
11	I can give examples that fit the topic when I am writing a composition.							
12	I can write my composition within a certain plan.							
13	I can write my composition in line with the writing and page layout order.							
14	I can write a conclusion that is proper for my composition.							
15	I can write a composition on a specified/chosen topic.							
16	I can write a text that tells my educational life.							

Appendix-2: 4+1 Planned Writing and Evaluation Scale

4+1 PLANNED WRITING AND EVALUATION SCALE		NO (1)	PARTLY (3)	YES (5)
1.PREPARATION	1. The text has a topic.			
	2. The student has determined the keywords, and basic concepts.			
	3. The student has limited the topic of the text.			
	4. The student has a purpose (main idea).			
	5. The text has a certain target audience.			
	6. The student has done research about the text.			
	7. The student has made use of different sources.			
	8. The student has organized the information about the text.			
2.PLANNING	9. The student has created a writing plant that fits the text.			
	10. The student has determined the main and sub-headings of the text.			
	11. The student has determined the introduction, development and result sections of the text.			
	12. The student has integrity among its sections.			
3.DEVELOPMENT	13. The student has made an introduction that fits the type of the text.			
	14. The student has supported the main idea with auxiliary ideas			
	15. The student has made use of thought development methods in the text.			
	16. The student has proper transition among the sections of the text.			
	17. There are not any sections that are not understood in the text.			
	18. The student has not included unnecessary details in the text.			
	19. There is knowledge, idea or event that evoke interest in every section of the text.			
	20. The student has concluded the text in an impressive manner.			
4.ORGANIZATION	21. The thoughts and events have been ranked in the text in a consistent manner.			
	22. There are no ambiguities in the sentences the student has used in the text.			
	23. The cause-effect, purpose-result relations have been established accurately in the text.			
	24. The student has used words that fits the context in the text.			
	25. The student has used punctuation marks accurately.			
	26. There are no spelling mistakes in the text.			
5.PRESENTATION	27. The student has organized the text in line with the characteristics of the type of the text.			
	28. The student has used a proper and legible writing in the text.			
	29. The student has cared for the page layout.			
	30. The heading and images used in the text are interesting.			